CONSTRUCTING AN EFFECTIVE ANNUAL DEPARTMENTAL REPORT

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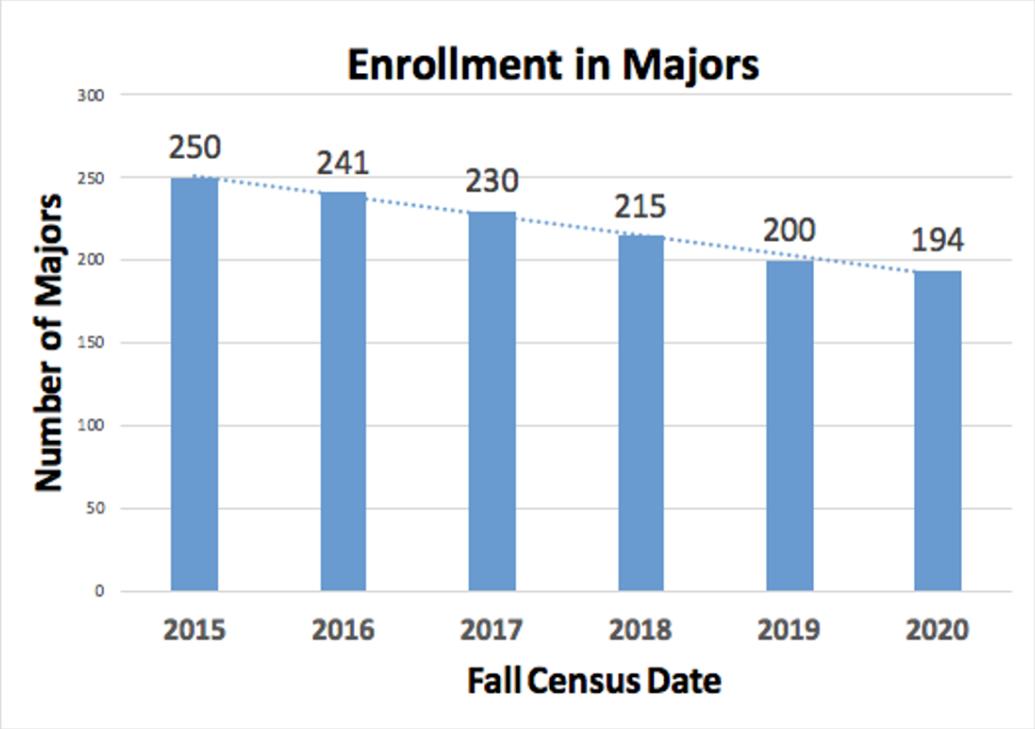
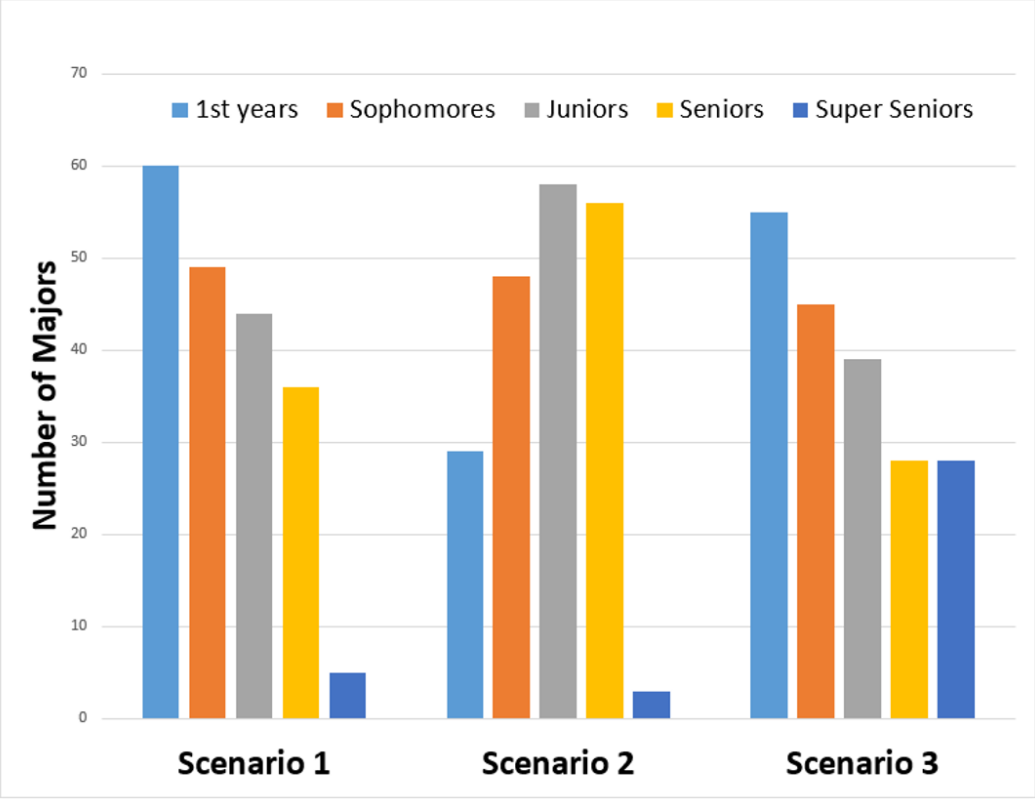
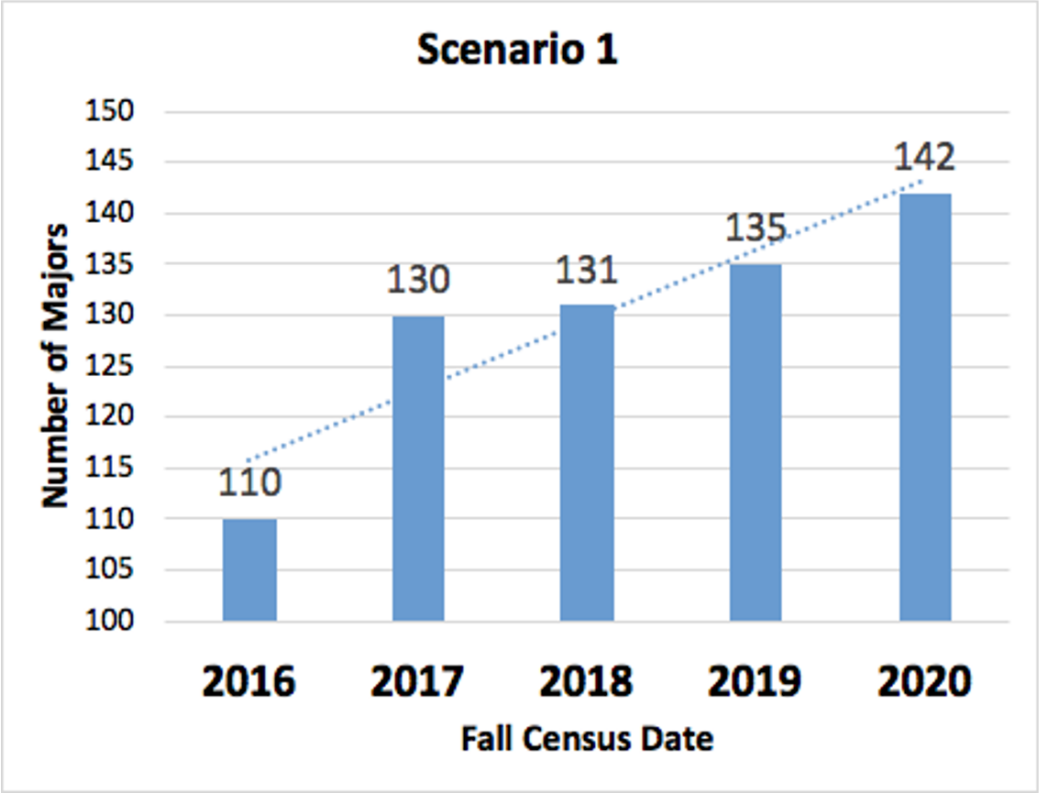
ACADEMIC CHAIRPERSONS CONFERENCE
SAVANNAH, GEORGIA
FEBRUARY 6, 2020

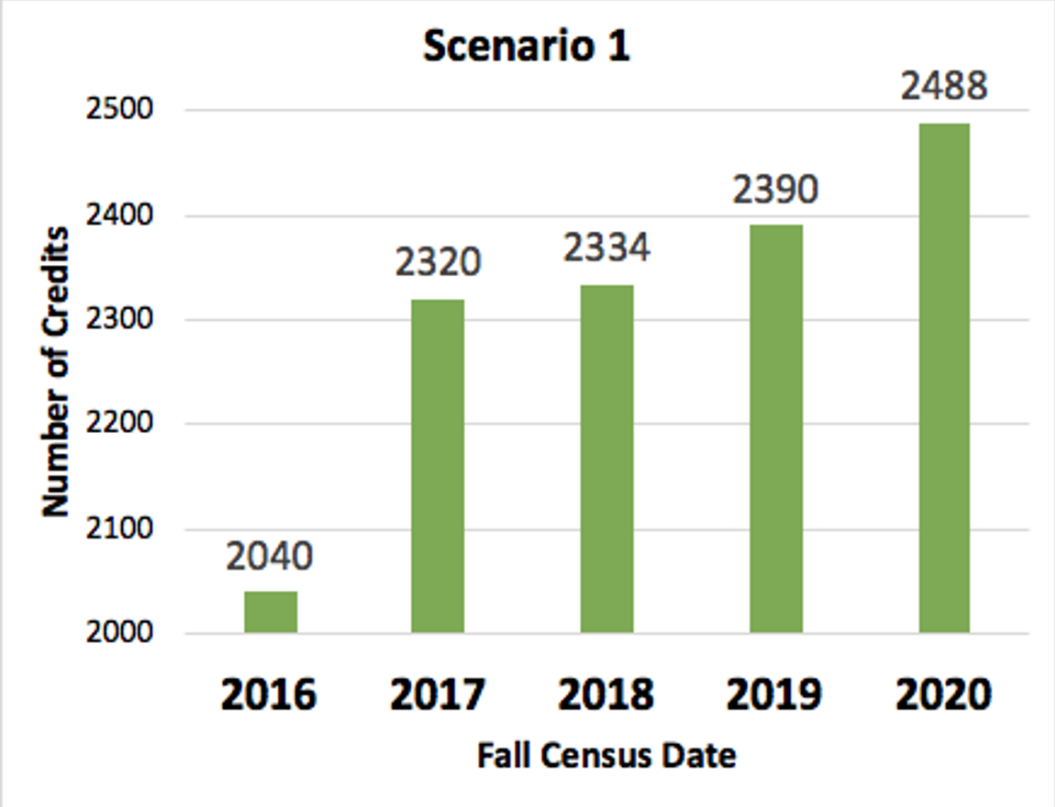
Salisbury
UNIVERSITY

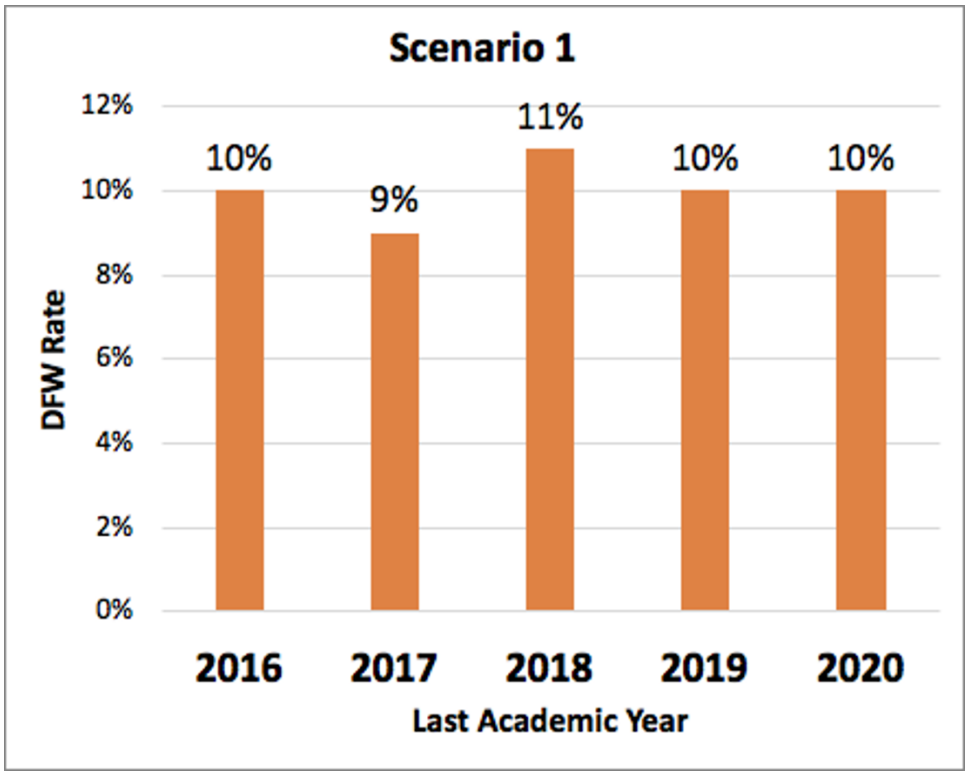
LEVEL 1 AND LEVEL 2 DATA ANALYSES

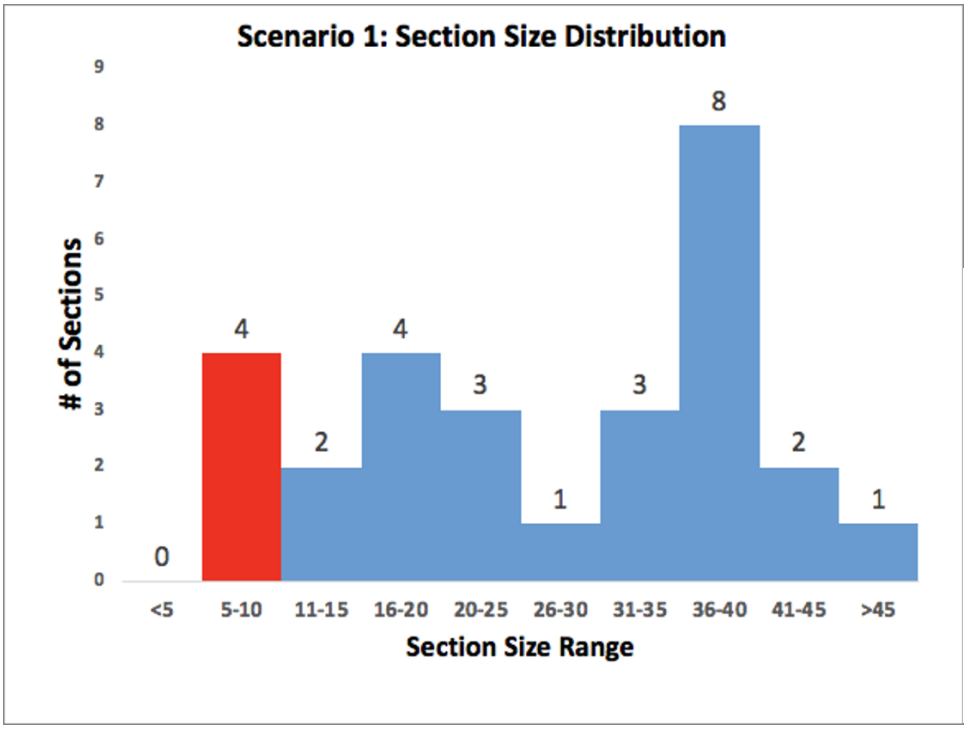


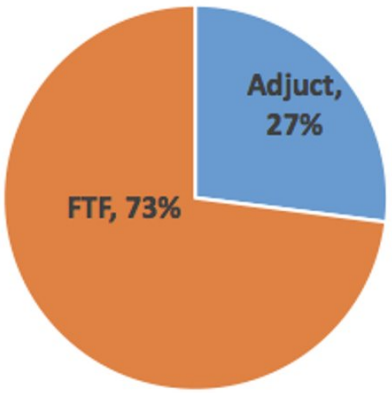


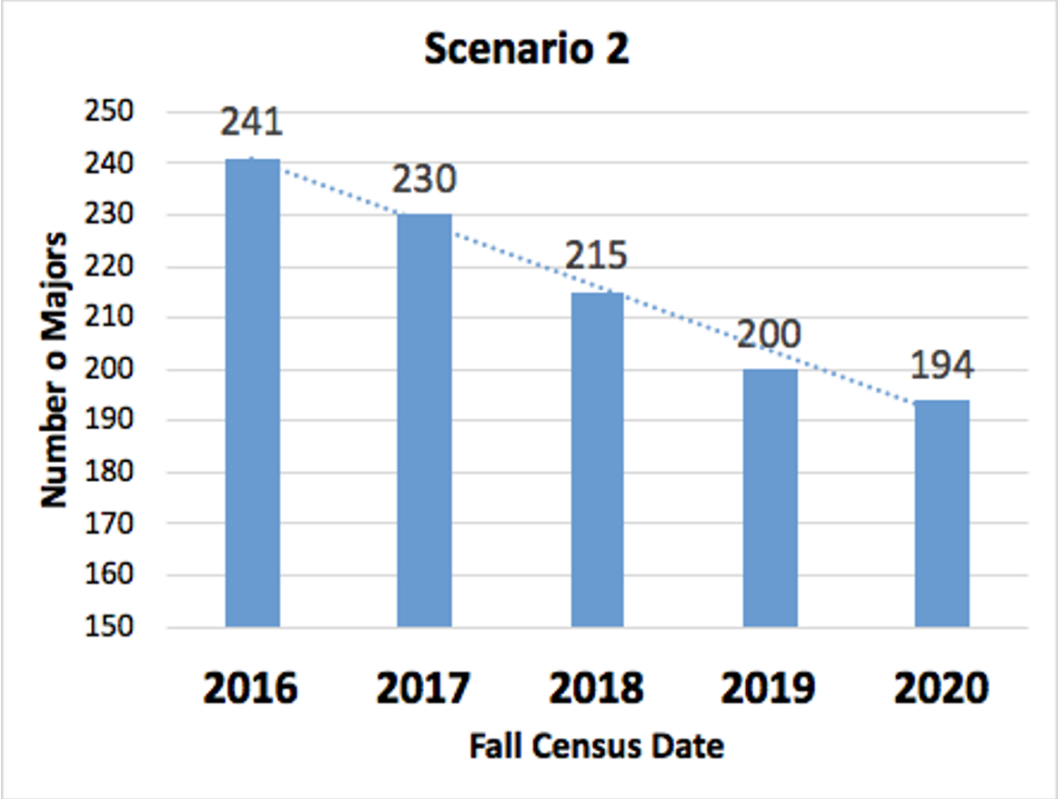

Scenario 1
Number of Majors
150
145
140
135
130
125
120
115
110
105
100
110
130
131
135
142
2016
2017
2018
2019
2020
Fall Census Date

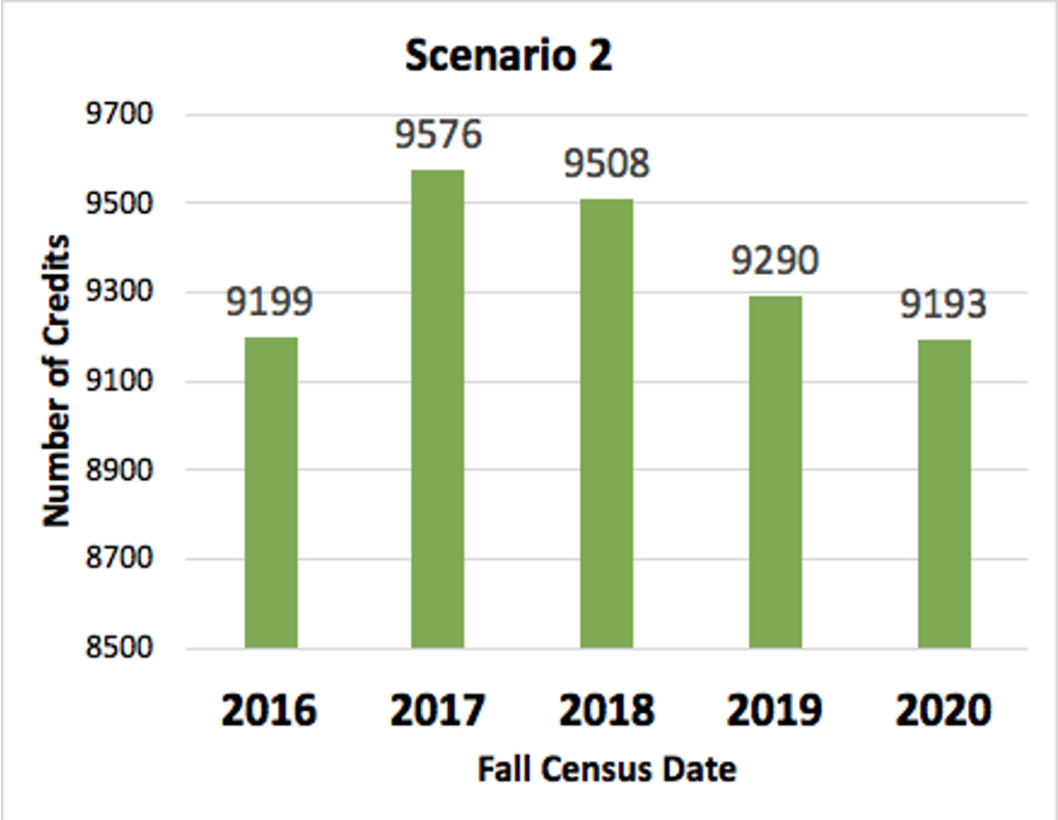

Scenario 1
Number of Credits
2500
2400
2300
2200
2100
2000
2040
2320
2334
2390
2488
2016
2017
2018
2019
2020
Fall Census Date

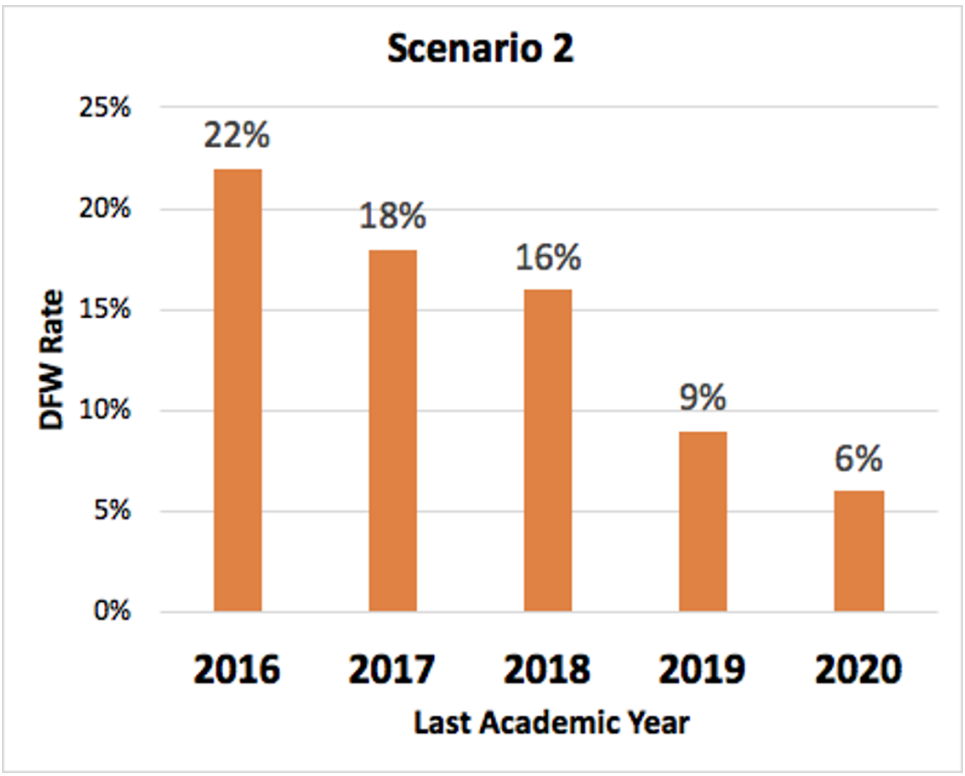

Scenario 1
12%
10%
8%
6%
4%
2%
0%
DFW Rate
10%
9%
11%
10%
10%
2016
2017
2018
2019
2020
Last Academic Year

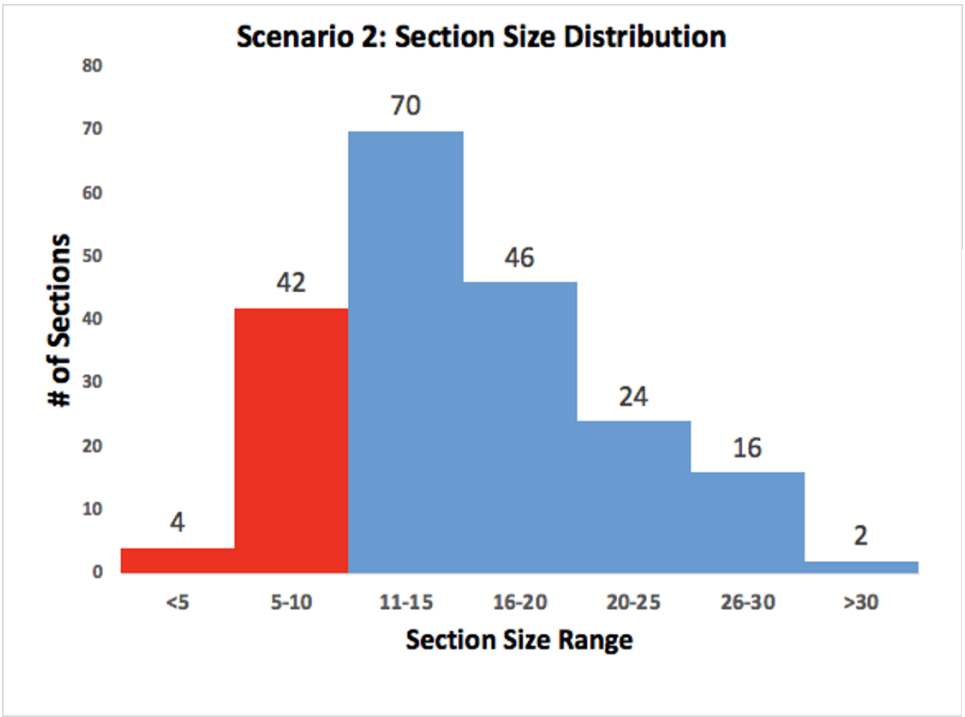

Scenario 1: Section Size Distribution
# of Sections
0
4
2
4
3
1
3
8
2
1
<5
5-10
11-15
16-20
20-25
26-30
31-35
36-40
41-45
>45
Section Size Range

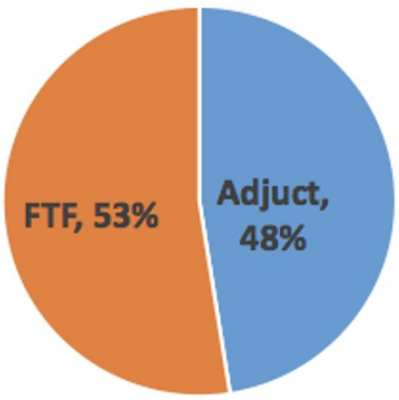

Adjuct, 27%
FTF, 73%

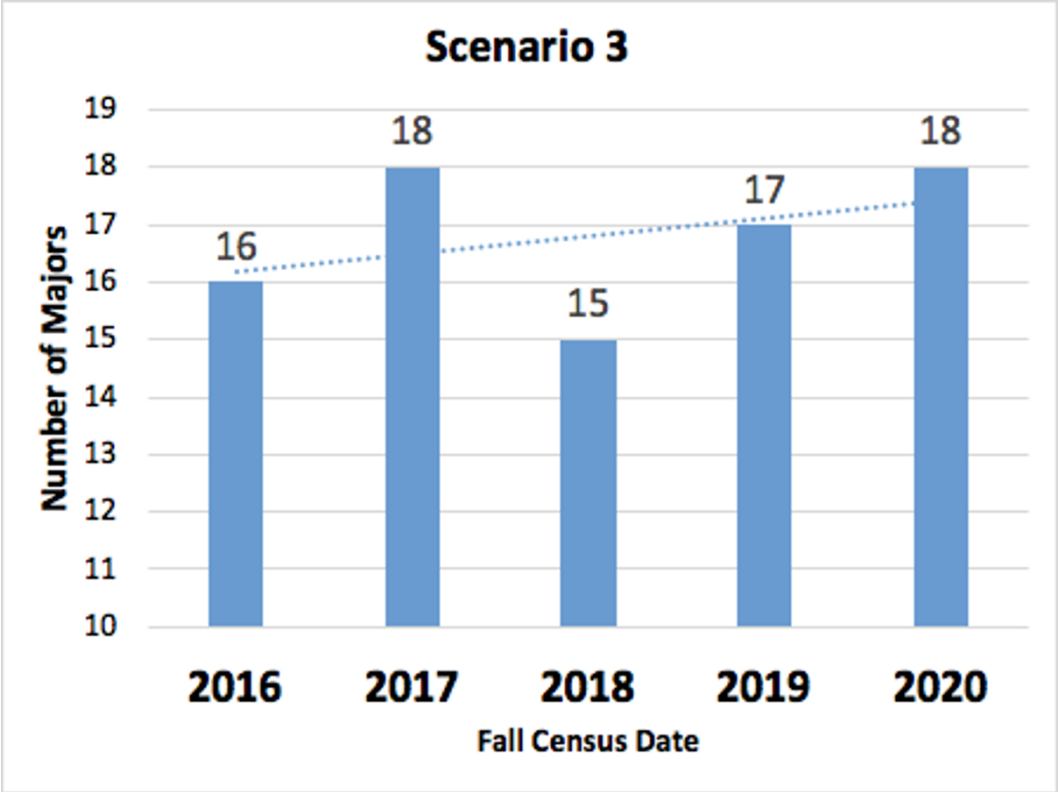

Scenario 2
Number o Majors
250
240
230
220
210
200
190
180
170
160
150
241
230
215
200
194
2016
2017
2018
2019
2020
Fall Census Date

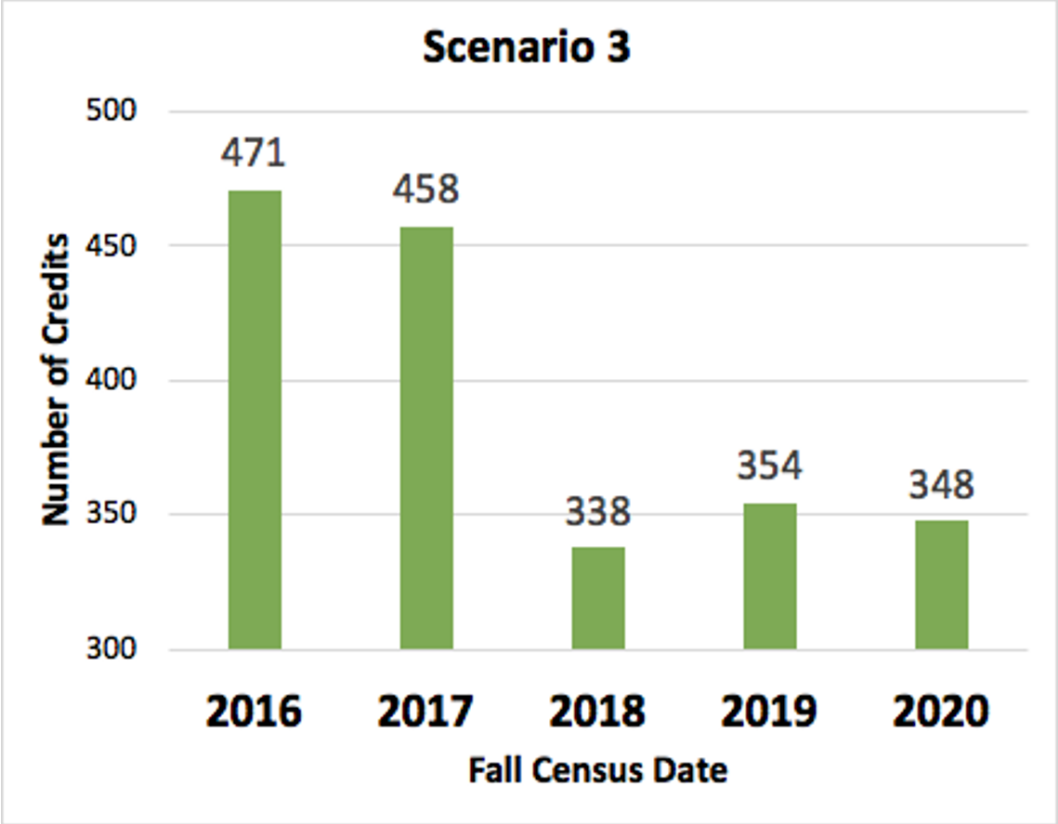

Scenario 2
Number of Credits
9700
9500
9300
9100
8900
8700
8500
9199
9576
9508
9290
9193
2016
2017
2018
2019
2020
Fall Census Date

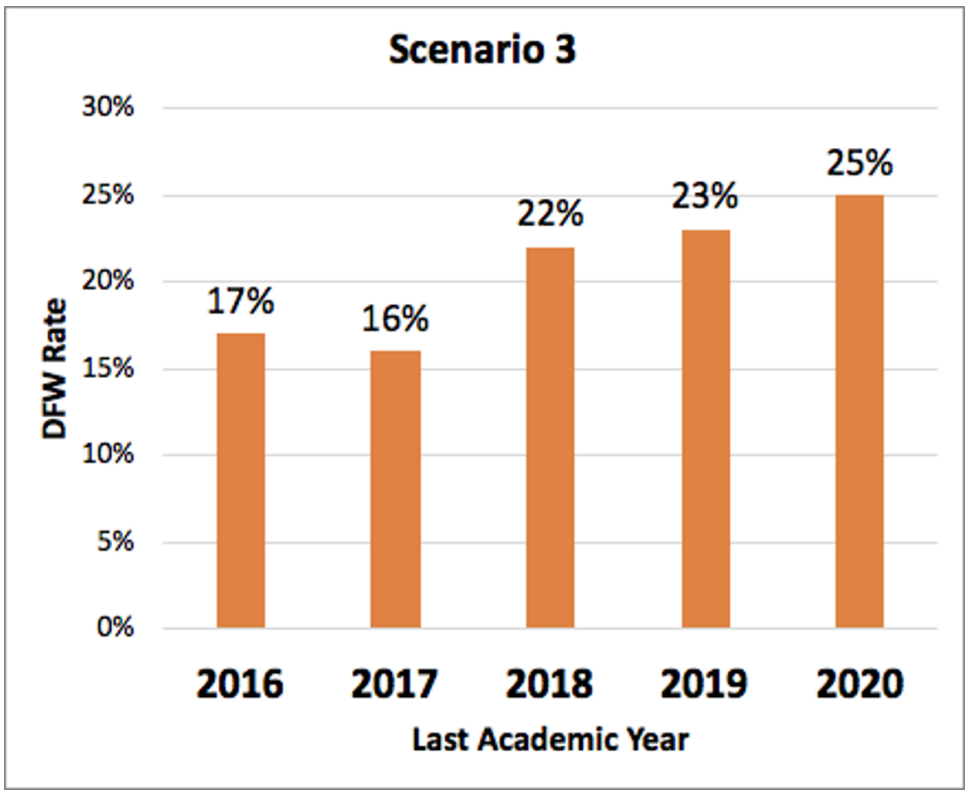

Scenario 2
25%
20%
15%
10%
5%
0%
DFW Rate
22%
18%
16%
9%
6%
2016
2017
2018
2019
2020
Last Academic Year

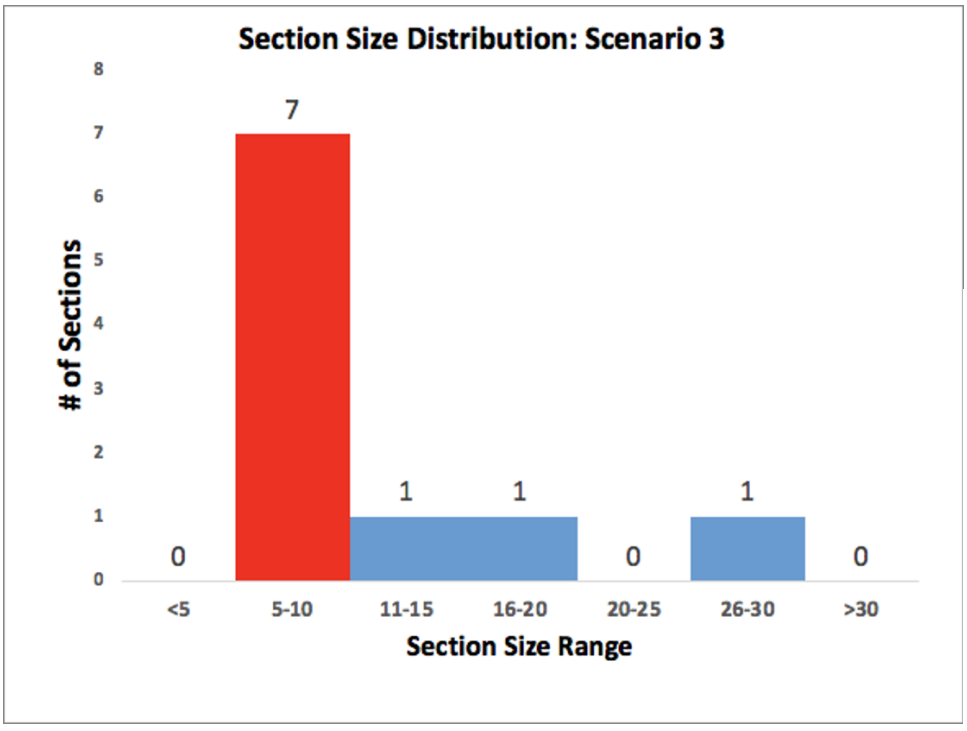

Scenario 2: Section Size Distribution
80
70
60
50
40
30
20
10
0
# of Sections
4
42
70
46
24
16
2
<5
5-10
11-15
16-20
20-25
26-30
>30
Section Size Range

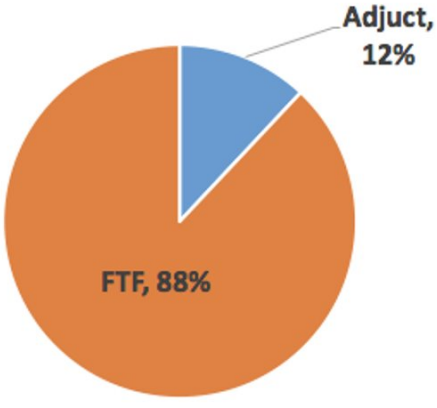

FTF, 53%
Adjuct, 48%

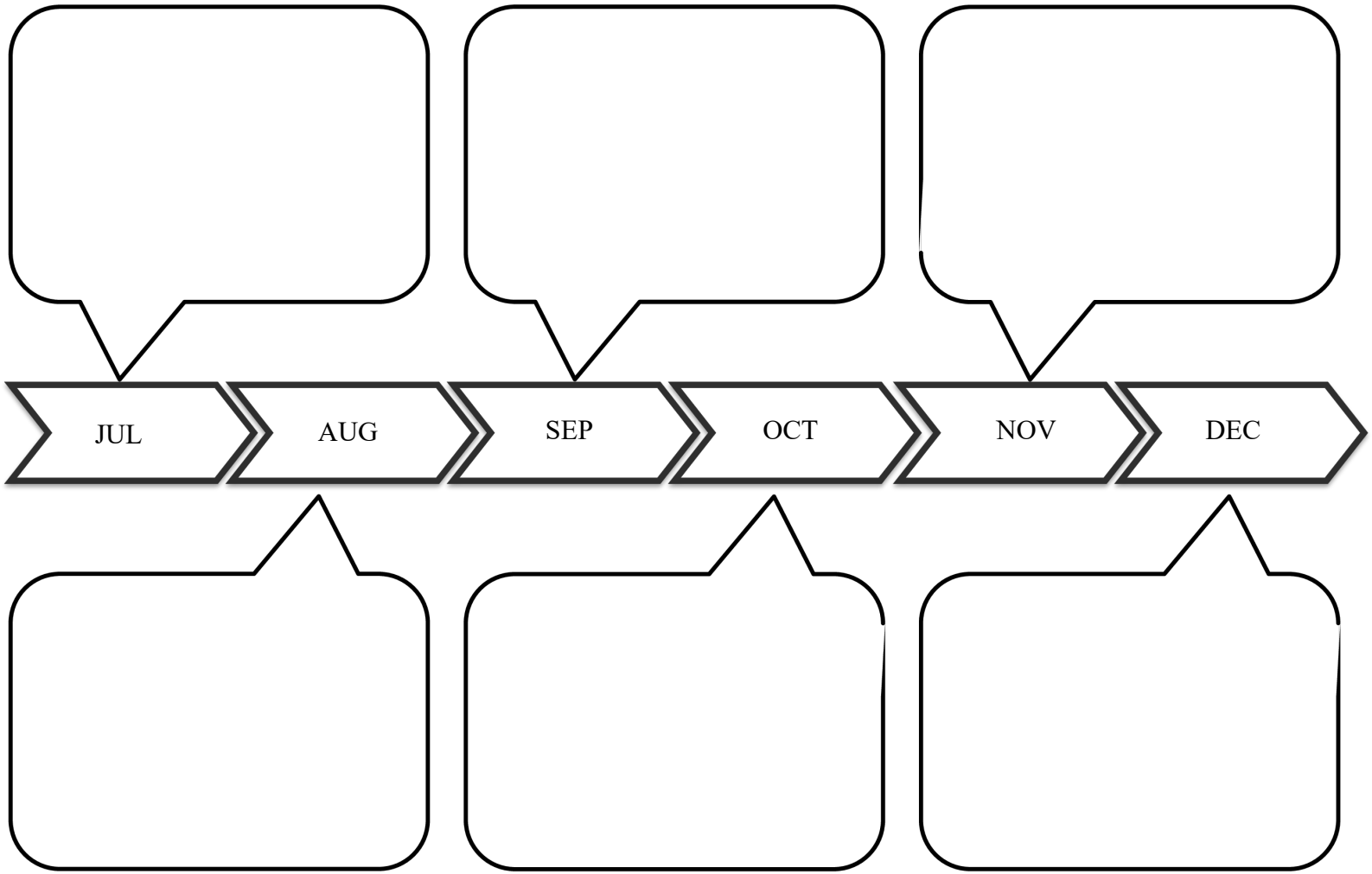

Scenario 3
Number of Majors
19
18
17
16
15
14
13
12
11
10
16
18
15
17
18
2016
2017
2018
2019
2020
Fall Census Date

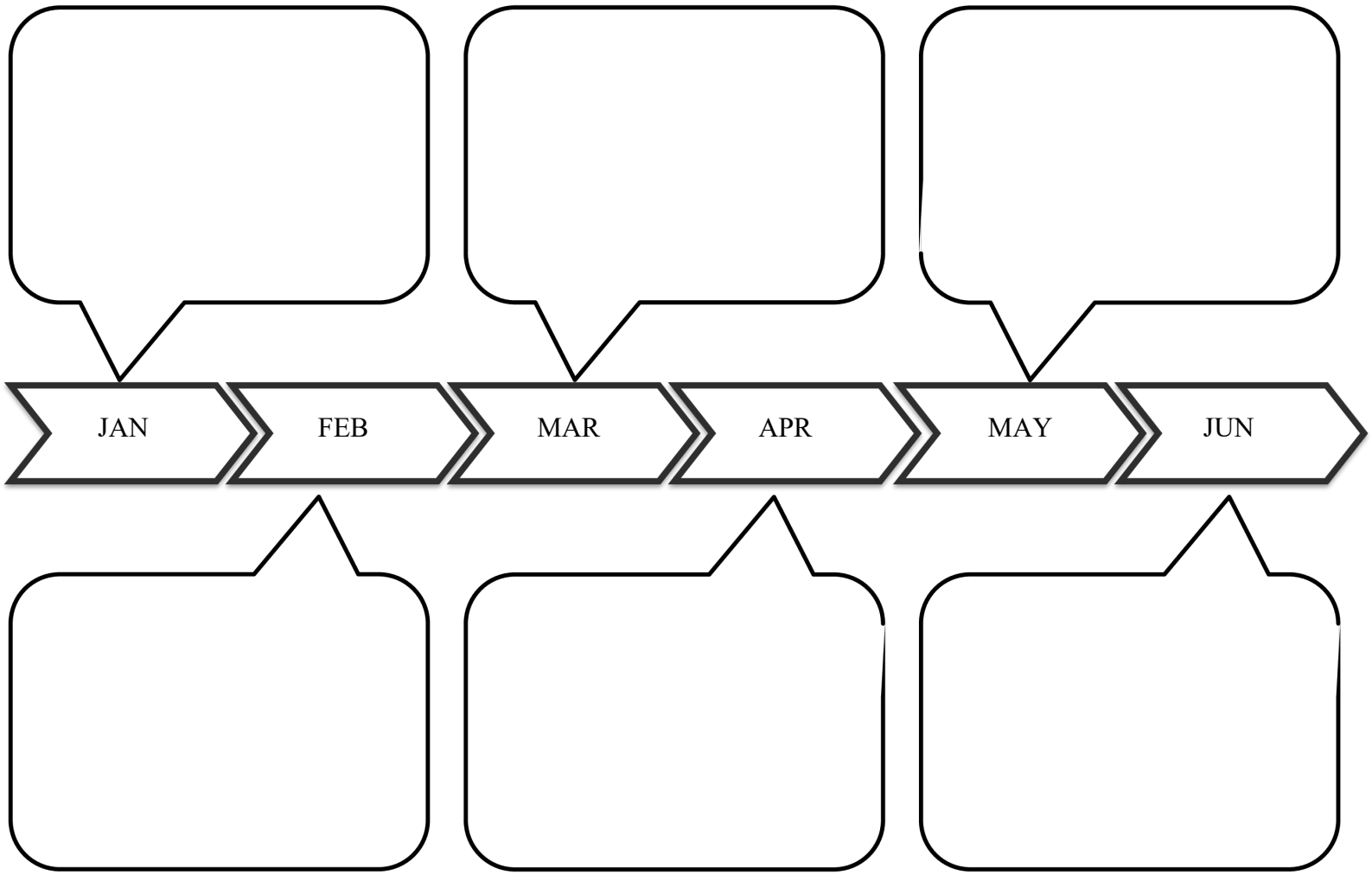

Scenario 3
Number of Credits
500
450
400
350
300
471
458
338
354
348
2016
2017
2018
2019
2020
Fall Census Date


Scenario 3
30%
25%
20%
15%
10%
5%
0%
DFW Rate
17%
16%
22%
23%
25%
2016
2017
2018
2019
2020
Last Academic Year


Section Size Distribution: Scenario 3
8
7
6
5
4
3
2
1
0
# of Sections
0
7
1
1
0
1
0
<5
5-10
11-15
16-20
20-25
26-30
>30
Section Size Range


Adjuct, 12%
FTF, 88%


JUL
AUG
SEP
OCT
NOV
DEC


JAN
FEB
MAR
APR
MAY
JUN

Readiness Assessment

TOOL

1

Before kicking off a new annual departmental review process for the first time, assess how prepared your institution is and identify ways to fill the gaps.

*Note: Content herein modified by presenters from the original document

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Readiness Assessment

Designing and implementing a sustainable and impactful annual departmental review process is not an easy endeavor. It requires strategically crafting each aspect of the process and involves multiple stakeholders across campus. Take the assessment below to discern how ready your institution is to start this process.

1

Does your institution have an annual departmental review process in place?

- ☐ Yes
- ☐ No

Discuss responses at tables.

If you answered no, you're not alone. Many institutions don't have an annual process in place. Instead, they rely on seven to ten year academic program reviews.

Shifting to an annual process, which is less rigorous than traditional program review, allows institutions to evaluate departmental health more frequently and course correct when needed.

▶ *Related resource: Academic Vital Signs, Principle 1: Find the Right Frequency*

2

Is your institution using quantitative data to inform your review process?

- ☐ Yes
- ☐ No

What data are available?

Data helps tell a story because it provides context and support; however, many institutions don't require quantitative metrics to be used in the review process. To gain a comprehensive look at departments, institutions should always require both quantitative and qualitative metrics.

Embedding the use of data in daily routine and decision-making is essential to making it the norm. Assessing your institution's data readiness is important before starting the review process.

▶ *Related resource: Academic Vital Signs, Defining 'Unit' Health in Higher Education*

3

Is your review process clearly articulated in a document that serves as a guide for those providing the data and information?

- ☐ Yes
- ☐ No

What 2-3 data points should be included?

Because all departments are different and many institutions use both quantitative and qualitative metrics, a standardized document that serves as a guide sets departments up for a fair evaluation. It also eases the burden on department leaders or anyone else designated to provide the data and information, as it clearly outlines what is required and necessary to facilitate a productive discussion.

▶ *Related resource: Sample Annual Departmental Review Guide, pg. 35*

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Readiness Assessment cont.

4

Are there budgeting or resource decisions currently tied to unit performance?

- ☐ Yes
- ☐ No

What does unit performance mean?

What performance metrics should be included based on your institution type?

One source of resistance during the implementation of this new process may be fear of how the data will be used. When implementing a new annual departmental review process, institutions must be transparent about intentions. Explain how these evaluations will affect decisions, such as new faculty line requests or budget priorities. This sets departmental expectations, so departments will not feel blindsided or angered by decisions made as a result of the review process.

▶ *Related resource: Academic Vital Signs, Principle 5: Open the Black Box*

5

Do academic leaders, such as deans and department chairs, have the resources to use data?

- ☐ Yes
- ☐ No

If yes, how are you using data?

If no, why not?

When shaping a data-informed campus, it's critical to provide academic leaders with the resources to use data. As an APS member, your institution has access to the APS platform. If your institution has not trained leaders to use the platform, please reach out to your dedicated consultant. If your institution has conducted training, offer your leaders resources to brush up on ways to use the platform.

Even if the data will be provided centrally for the review process, academic leaders still need to be trained in order to understand and interpret the data. This way, they'll be able to provide additional context to support and explain the data.

▶ *Related resource: On-demand training videos and other resources*

6

Does your institution have a designated project owner to ensure accountability for this process?

- ☐ Yes
- ☐ No

Do you think a designated project owner is necessary?

To successfully launch and implement a new annual departmental review process, institutions must designate a project owner. Whether that be the provost, someone in the central office, or anyone else on campus – it's critical to designate an individual to ensure deadlines are met and the process is correctly followed.

If you answered no to any of these questions, please review the related resources and discuss next steps with your dedicated consultant. Once you feel prepared to begin creating an annual departmental review process, use the remainder of the toolkit to get started.

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Notes: