



EAB



Ohio University's Participation in Academic Performance Solutions

Driving to Efficiency in Delivering a World Class Education to Our Students

Academic Performance Solutions

Partnering with EAB to Enable Data-Informed Academic Decision-Making

Expert **data engineering**...

...and structured **opportunity identification**...

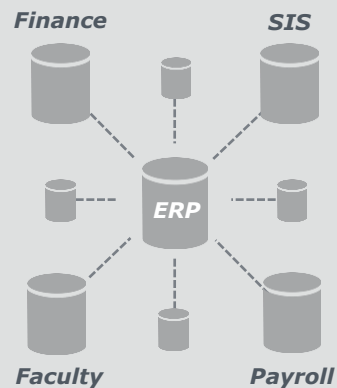
...in support of organizational **transformation**

EAB's technical consultants ensure full integration, scrubbing, and normalization of key data sources, ensuring comprehensive and accurate reporting

EAB's terrain experts and data analysts structure analyses to ensure rapid identification of key opportunities.

EAB's change management experts provide direct on-site support, including education of key stakeholders.

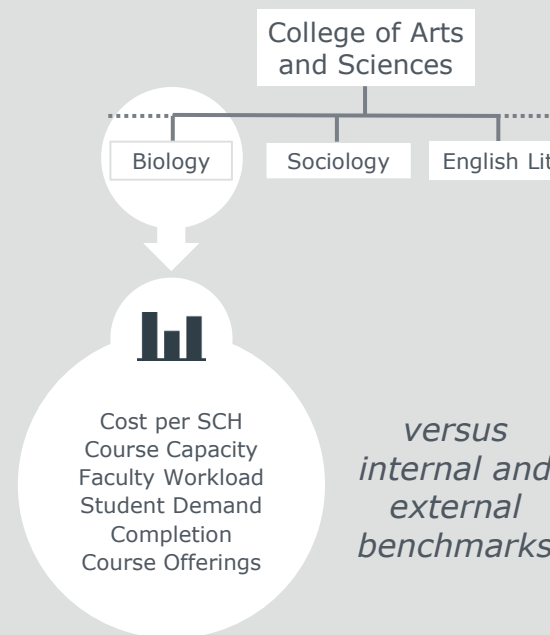
Activating Our Data Assets



Key Tasks Undertaken

- File mapping
- Definition standardization
- Data normalization
- Accuracy verification

Revealing Richest Opportunities



Improving Academic Efficiency

- Reducing variation among "like" units
- Optimizing course capacity
- Increasing returns on faculty effort
- Quantitatively justifying new lines
- Channeling resources to high growth areas

EAB Provides Change Management Support to Ohio University's Leaders



Training and Education

- Onsite facilitation
- Customized best-practice curricula
- Key-stakeholder communication



Ongoing Analytical Support

- Dashboard development
- IR partnership strategy
- Analytical algorithm library

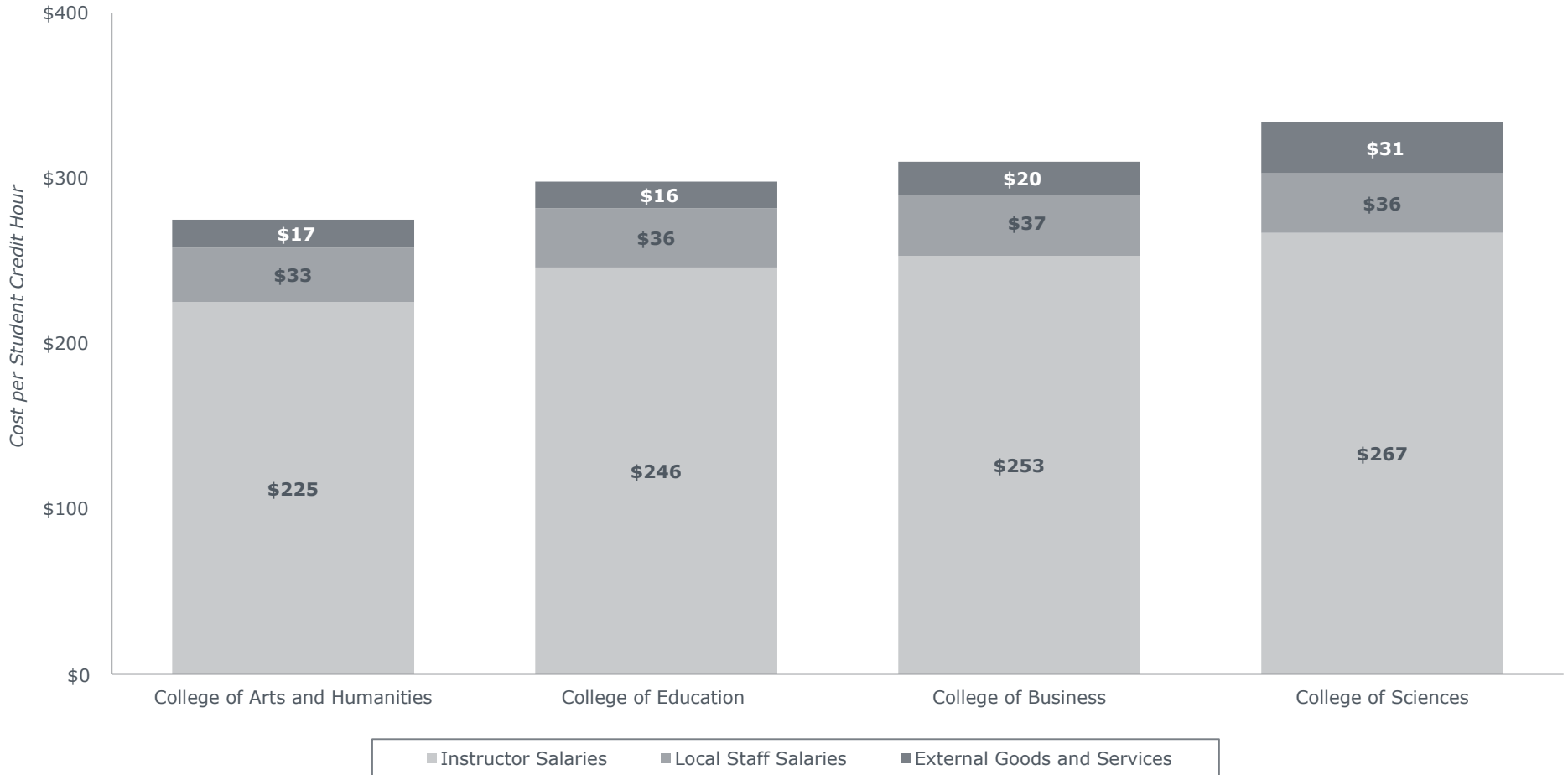
Key Metrics on Costs, Class Size, and Academic Productivity

	Key Considerations	Sample Analysis																																											
<p>Direct Costs per Student Credit Hour</p>	<ul style="list-style-type: none"> Focus on direct department-level costs rather than overhead allocation to illuminate "controllable" opportunities Drive to Departmental Costs per Student Credit Hour as key manageable metric 	<p>Top-Mover Departments in Direct Costs per SCH Units with Biggest Average Increase/Decrease in Direct Costs per SCH, 2010-2014</p> <p>Which Departments Are Seeing Costs Rise and Decline Fastest?</p> <table border="1"> <thead> <tr> <th>Department</th> <th>Change (%)</th> </tr> </thead> <tbody> <tr><td>Philology</td><td>18.5%</td></tr> <tr><td>Art</td><td>12.1%</td></tr> <tr><td>Mathematic</td><td>10.8%</td></tr> <tr><td>Occupational Therapy</td><td>10.3%</td></tr> <tr><td>Fresh</td><td>9.8%</td></tr> <tr><td>Secondary Education</td><td>9.7%</td></tr> <tr><td>German</td><td>9.6%</td></tr> <tr><td>Nursing</td><td>8.6%</td></tr> <tr><td>Music</td><td>8.5%</td></tr> <tr><td>Military Science</td><td>8.6%</td></tr> <tr><td>History</td><td>-3.1%</td></tr> <tr><td>History</td><td>-4.4%</td></tr> <tr><td>Geography</td><td>-4.9%</td></tr> <tr><td>Chemistry</td><td>-6.9%</td></tr> <tr><td>Environmental Science</td><td>-5.1%</td></tr> <tr><td>Business</td><td>-5.6%</td></tr> <tr><td>Computer Science</td><td>-6.1%</td></tr> <tr><td>Chemical Engineering</td><td>-6.3%</td></tr> <tr><td>Psychology</td><td>-6.7%</td></tr> <tr><td>Economics</td><td>-7.1%</td></tr> </tbody> </table>	Department	Change (%)	Philology	18.5%	Art	12.1%	Mathematic	10.8%	Occupational Therapy	10.3%	Fresh	9.8%	Secondary Education	9.7%	German	9.6%	Nursing	8.6%	Music	8.5%	Military Science	8.6%	History	-3.1%	History	-4.4%	Geography	-4.9%	Chemistry	-6.9%	Environmental Science	-5.1%	Business	-5.6%	Computer Science	-6.1%	Chemical Engineering	-6.3%	Psychology	-6.7%	Economics	-7.1%	<ul style="list-style-type: none"> Instruction, Administrative and Other Direct Costs per College and Department Costs Contextualized with Enrollment and Completion Changes
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<p>Faculty Productivity</p>	<ul style="list-style-type: none"> Move from localized and disparate records of faculty productivity to standardized campus-wide view Understand impacts on students of current and potential faculty/instructor mix (tenure-track, adjuncts, etc.) 	<p>Current-Year Courseload Distribution for Tenured/Tenure-Track Faculty Share of Tenured/Tenure-Track Faculty by Number of Classes Taught, 2014</p> <p>What Percentage of Overall Faculty Teach Zero, One, Two, Three or Four Classes?</p> <table border="1"> <thead> <tr> <th>Number of Classes</th> <th>Tenure (%)</th> <th>Tenure-Track (%)</th> </tr> </thead> <tbody> <tr><td>Teaching 0 Classes</td><td>12%</td><td>4%</td></tr> <tr><td>Teaching 1 Class</td><td>1%</td><td>6%</td></tr> <tr><td>Teaching 2 Classes</td><td>16%</td><td>16%</td></tr> <tr><td>Teaching 3 Classes</td><td>47%</td><td>32%</td></tr> <tr><td>Teaching 4 Classes</td><td>19%</td><td>10%</td></tr> </tbody> </table>	Number of Classes	Tenure (%)	Tenure-Track (%)	Teaching 0 Classes	12%	4%	Teaching 1 Class	1%	6%	Teaching 2 Classes	16%	16%	Teaching 3 Classes	47%	32%	Teaching 4 Classes	19%	10%	<ul style="list-style-type: none"> Student Credit Hour Production by Faculty Faculty Share of Course Sections Faculty Courseloads and Changes Opportunities to Inflect Instructional Capacity 																								
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<p>Class Size and Seat Utilization</p>	<ul style="list-style-type: none"> Class size is the single biggest lever for inflecting Department Costs per Student Credit Hour Nudge class sizes toward financial breakeven when pedagogically viable, and evaluate opportunities to collapse under-filled sections 	<p>Current-Year Class Size Range Median UG Section Size and 25th - 75th Percentile Range by College, 2014</p> <p>How Big Are Classes, And What's the Delta between Lower- and Upper-Division?</p> <table border="1"> <thead> <tr> <th>College</th> <th>Division</th> <th>Median</th> <th>25th Percentile</th> <th>75th Percentile</th> </tr> </thead> <tbody> <tr><td rowspan="2">College of Arts and Humanities</td><td>Lower</td><td>34</td><td>23</td><td>45</td></tr> <tr><td>Upper</td><td>14</td><td>8</td><td>22</td></tr> <tr><td rowspan="2">College of Education</td><td>Lower</td><td>28</td><td>19</td><td>35</td></tr> <tr><td>Upper</td><td>23</td><td>15</td><td>28</td></tr> <tr><td rowspan="2">College of Business</td><td>Lower</td><td>40</td><td>18</td><td>65</td></tr> <tr><td>Upper</td><td>24</td><td>15</td><td>35</td></tr> <tr><td rowspan="2">College of Sciences</td><td>Lower</td><td>38</td><td>23</td><td>48</td></tr> <tr><td>Upper</td><td>16</td><td>14</td><td>22</td></tr> </tbody> </table>	College	Division	Median	25th Percentile	75th Percentile	College of Arts and Humanities	Lower	34	23	45	Upper	14	8	22	College of Education	Lower	28	19	35	Upper	23	15	28	College of Business	Lower	40	18	65	Upper	24	15	35	College of Sciences	Lower	38	23	48	Upper	16	14	22	<ul style="list-style-type: none"> Optimized Class Size by Discipline Maximum Section Capacity Trends Fill Rates - Collapsing Sections and Addressing Bottlenecks Tracking Curriculum Complexity 	
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Current-Year Direct Costs per SCH

Instructor Salaries + Local Staff Salaries + External Goods and Services per Student Credit Hour, 2014

What Are the Direct Costs (Not Including Overhead) to Produce a Credit Hour?

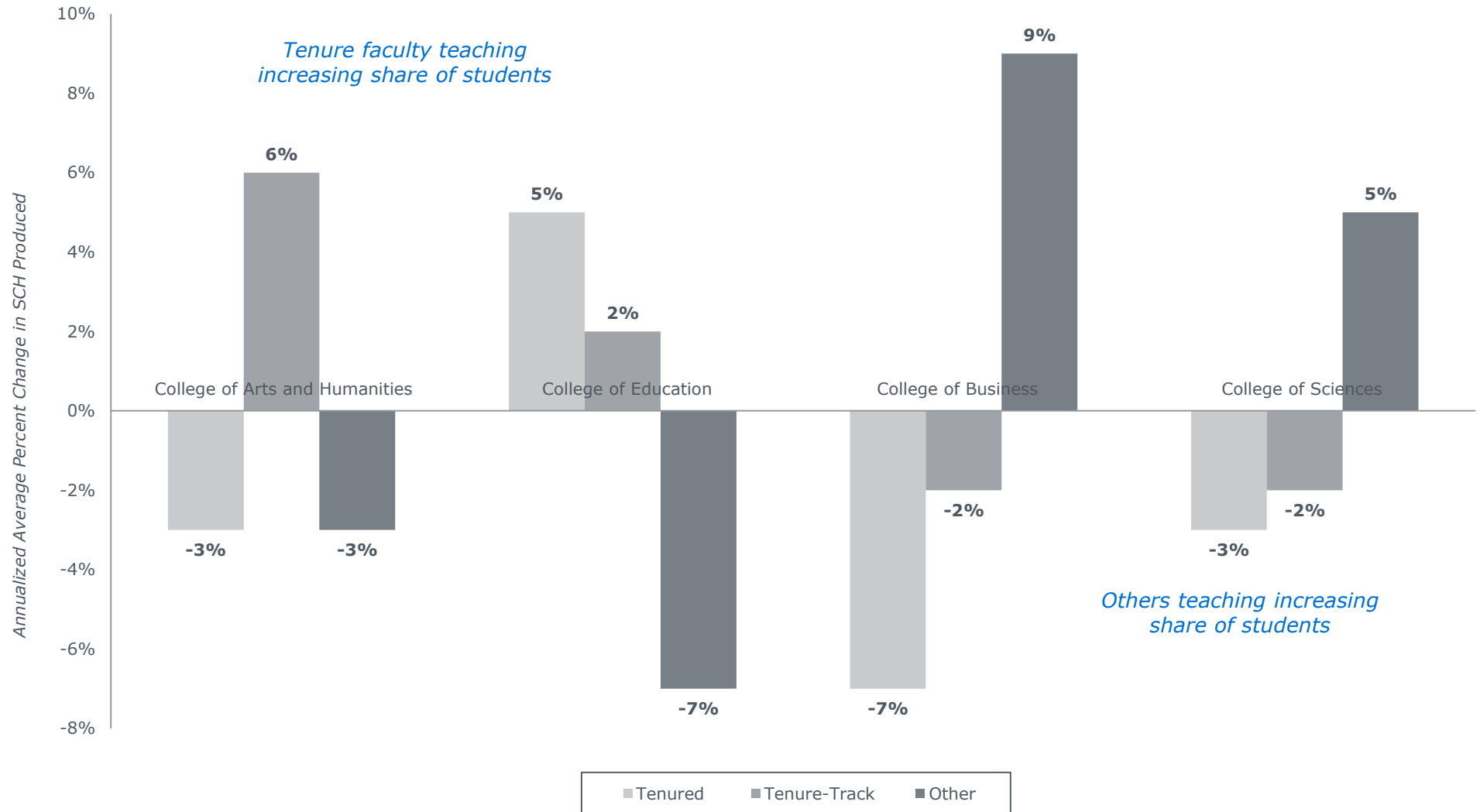


Note: Includes faculty/instructor compensation + local administrative staff + "other" expenses like faculty travel; does NOT include overhead allocations for central fixed costs like athletics, library, central IT. Too often these costs distort the figures and distract faculty from understanding how their decisions about "controllables" – how many courses are offered, who teaches them, etc. – affect costs

Five-Year Change in SCH Production by Faculty and Instructor Type

Average Percent Change in SCH Production in Tenured/Tenure-Track/Other, 2010-2014

Are We Meeting Goals for Student Contact with Tenured Faculty?



Five-Year Change in Capacity vs. Enrollment by Department

Average Percent Change in UG Attempted SCH vs. Average Percent Change in Average Course Section Fill Rates, 2010-2014

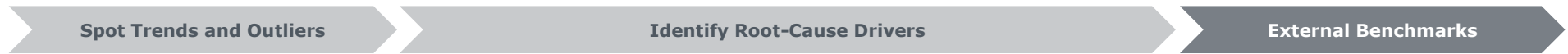
Rebalancing Where Instructional Capacity Is Potentially Misaligned with Student Demand Patterns



Average Percent Change in Median Undergraduate Course Section Fill Rates, Academic Years 2010-2014

The Power of Combining Internal and External Benchmarks

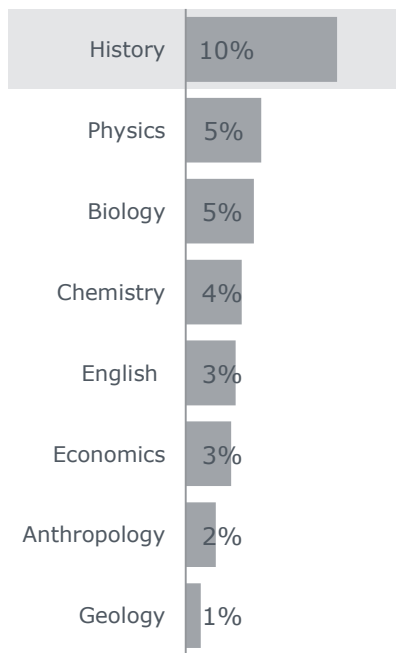
Validating Whether Trends Are Local Or Sector-Wide



1

History's Costs per SCH Rising Fastest

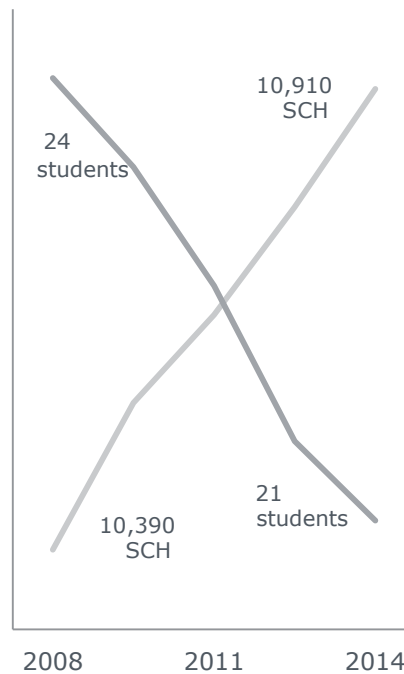
Change in Cost per SCH, 2008-2014



2

Class Size Falling Despite Growing Enrollment

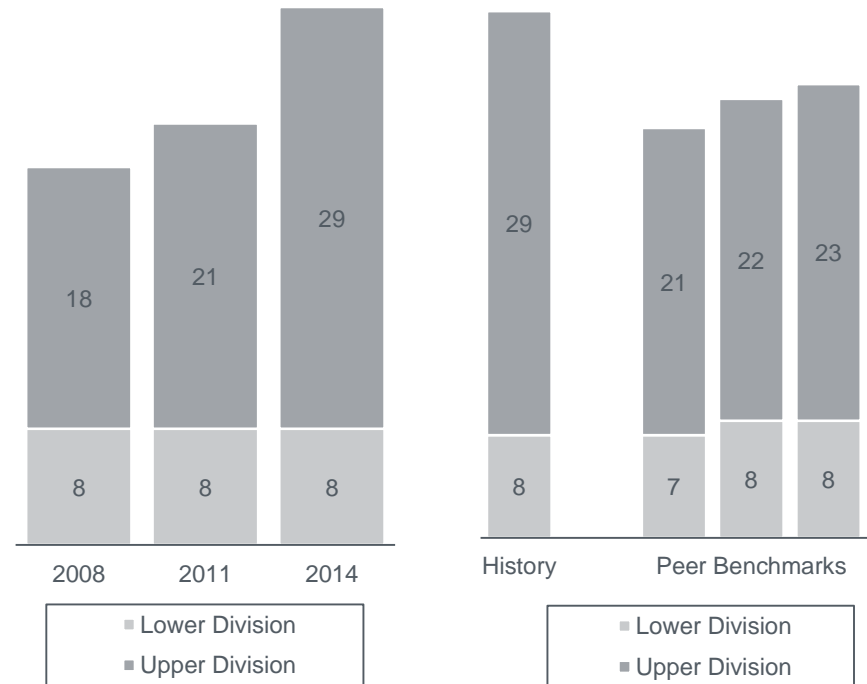
SCH and Average Class Size



3

Proliferating Upper-Division Electives

Distinct History Department Courses Offerings Our Institution versus Peers



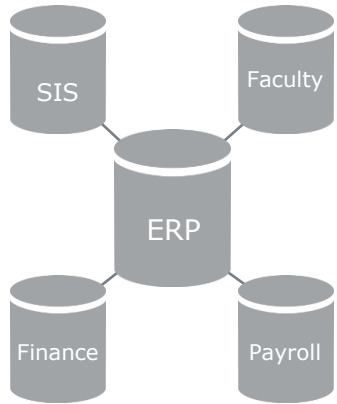
4

Peer Institution Departments Not Seeing Increases

Academic Performance Solutions

Making Decision-Support Repeatable and Actionable

EAB Data Engineering



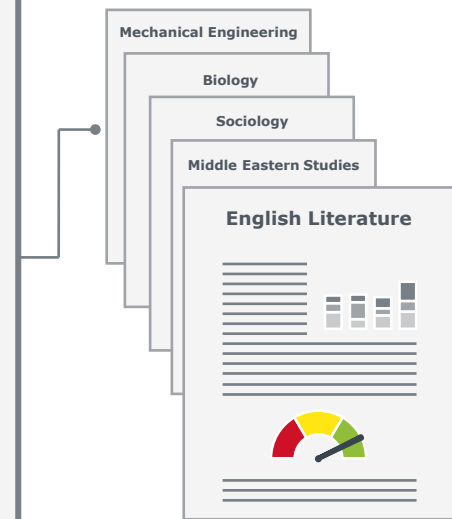
Institutional Dashboards

EAB-Facilitated Onsites

EAB *40+ Cost, Capacity, and Demand Metrics*

<p>Cost per SCH</p> <ul style="list-style-type: none"> • Instructional • Unit Administrative 	<p>Completion</p> <ul style="list-style-type: none"> • Department-Level Completion • Course Completion vs. Class Size • DFW Rates by Course
<p>Course Capacity</p> <ul style="list-style-type: none"> • Average Class Size • Section Fill Rates • Enrollment Cap Distribution 	<p>Faculty Workload</p> <ul style="list-style-type: none"> • SCH Tenured vs. Adjunct • Actual vs. Contracted • Actual vs. Potential
<p>Course Offerings</p> <ul style="list-style-type: none"> • Lower vs. Upper Division • Distinct Courses vs. SCH Growth • Prerequisite Complexity 	<p>Student Demand</p> <ul style="list-style-type: none"> • Majors and Minors • Service Growth SCH Production • Share of Overall Growth

Department Viewbooks



Taking the Burden Off Your Staff

- Mapping files, standardizing definitions
- Data quality fixes

Consistent Senior-Level Views

- Institutional summaries with drill-downs to all colleges and departments
- Longitudinal trends, outliers, and variance from goal or policy

Focus on Department "Controllables"

- Number and Size of Course Offerings
- Mix and Utilization of Faculty