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The State of Academic Operations & Student Success

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Today's Speakers



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Agenda

- Defining Academic Operations
- Curriculum and Catalog Management
- Projecting Course and Program Demand
- Uncovering Barriers
- Questions



Defining Academic Operations

- **Definitions and scope**
- **Connection to student success**



Defining Academic Operations

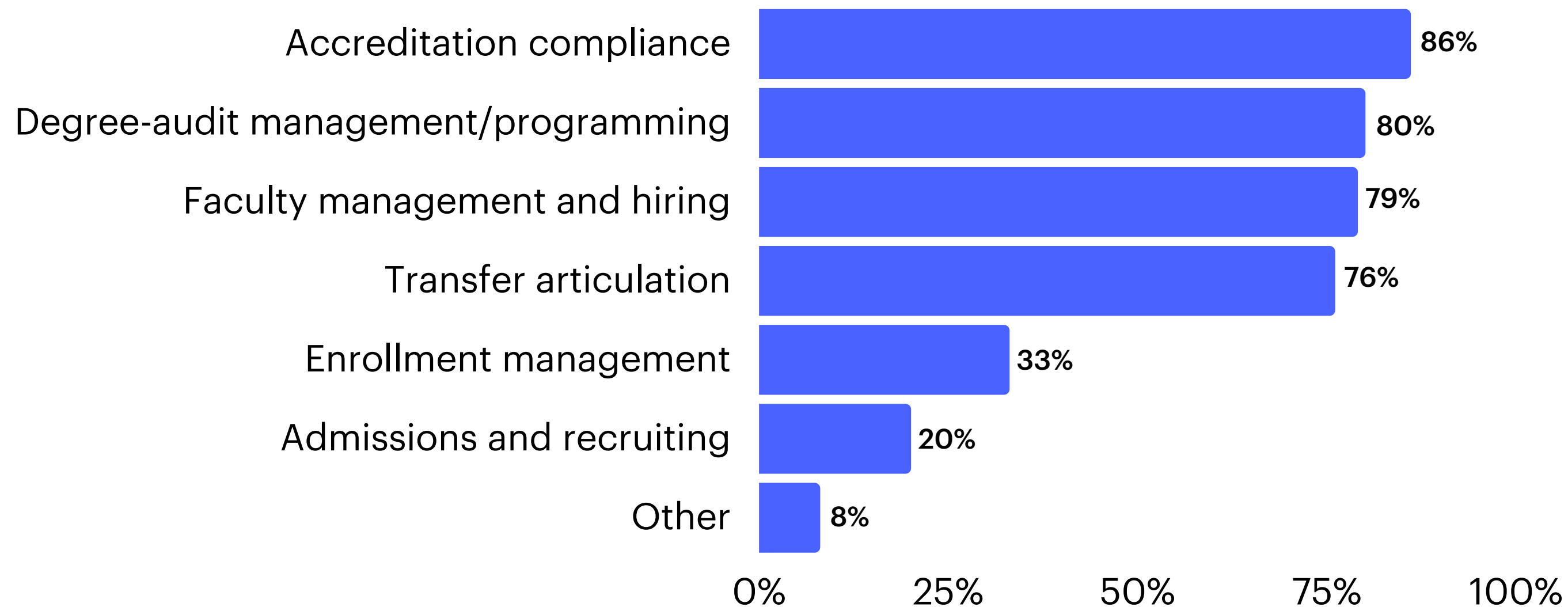
Academic operations is an umbrella term that describes a number of functions and routinely includes:

- Curriculum management
- Catalog administration
- Classroom space management
- Class section scheduling/timetabling
- Course/program demand analysis
- Degree audit management



Academic Operations Spans Beyond Traditional Functions

Functions Often Extend Into SEM Initiatives



38%
of institutions
have strategic
enrollment
management
initiatives
related to
academic
operations



What's the Connection?

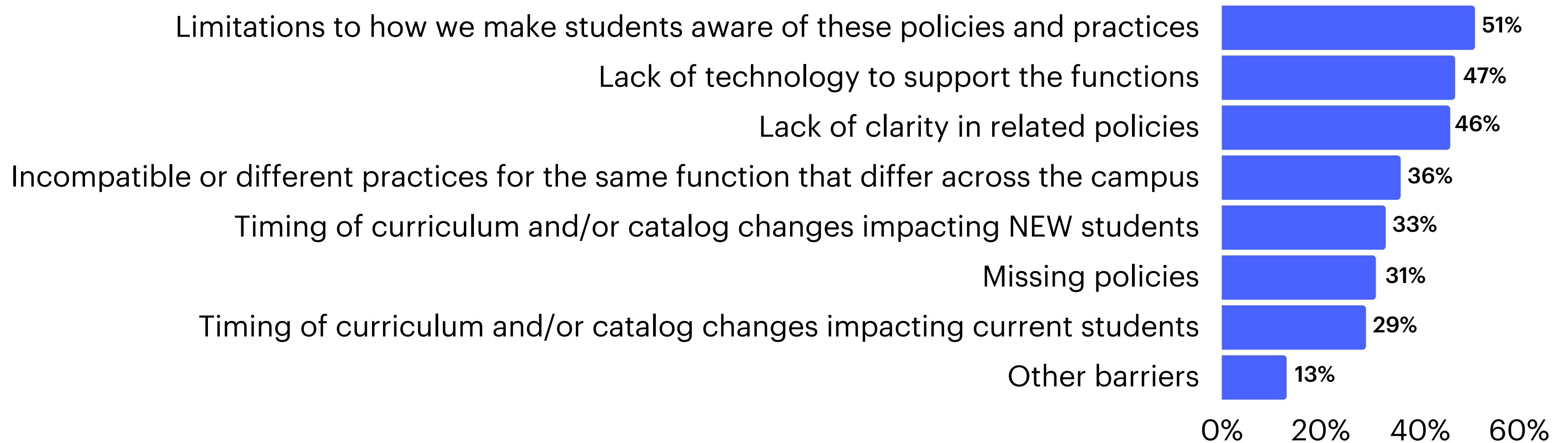
"We have trouble during late registration having enough 'high demand' courses and sections available for all students"

"Despite high graduation rates, too many classes are clumped at the same time and overlapping timetable options generate time conflicts. This cause unnecessary stress for all constituencies and reduces student satisfaction"

"The academic course catalog, used regularly by every student and advisor to select courses and chart academic pathways, hasn't changed much over the years."



Student Barriers Persist in Academic Operations

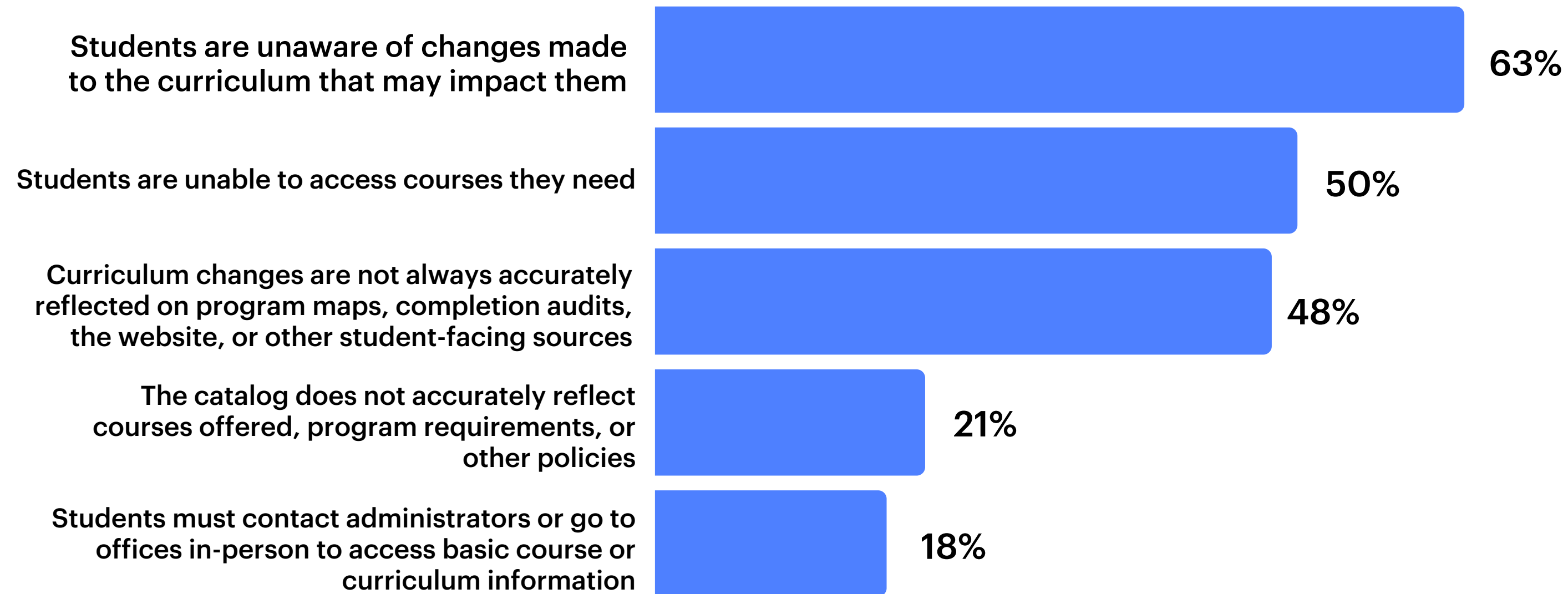


90% of respondents agree academic operations barriers impact students



Inefficiencies Impact More Than Just Administrators

Student Impact of Inefficient Academic Operations



Curriculum & Catalog Management

- Curriculum change rules
- Time of year published
- Content that lives in the catalog



The Curriculum & Catalog Lifecycle

Curriculum Evaluation

- New courses, programs regularly assessed with agreed-upon metrics to assess alignment with student needs, institutional goals

Curriculum Change Process

- Curriculum changes proposed, evaluated, approved
- Each stage conducted in same place, ensuring transparency, accountability

Course Scheduling

- Newly approved, published courses built into the course schedule for student enrollment

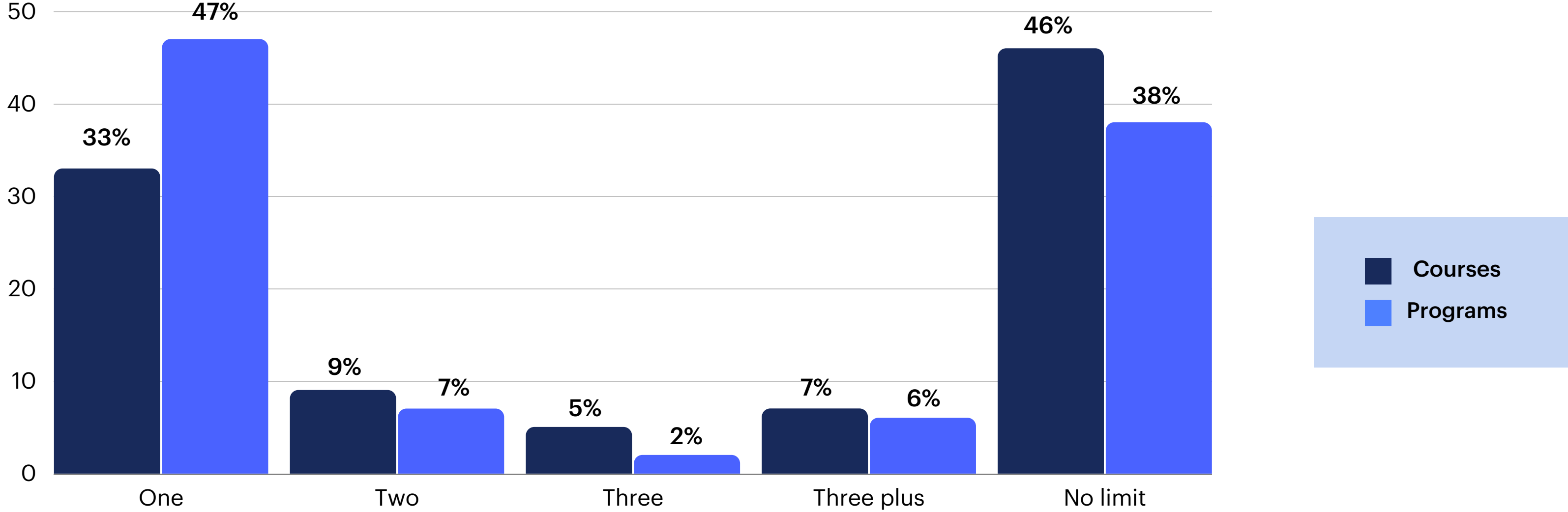
Catalog Publishing

- Once curriculum change approved, automatically pushed into newest version of the catalog for student, faculty accessibility



Over Half Allow Curriculum Changes More Than Once Per Year

Number of Changes Allowed per Academic Year



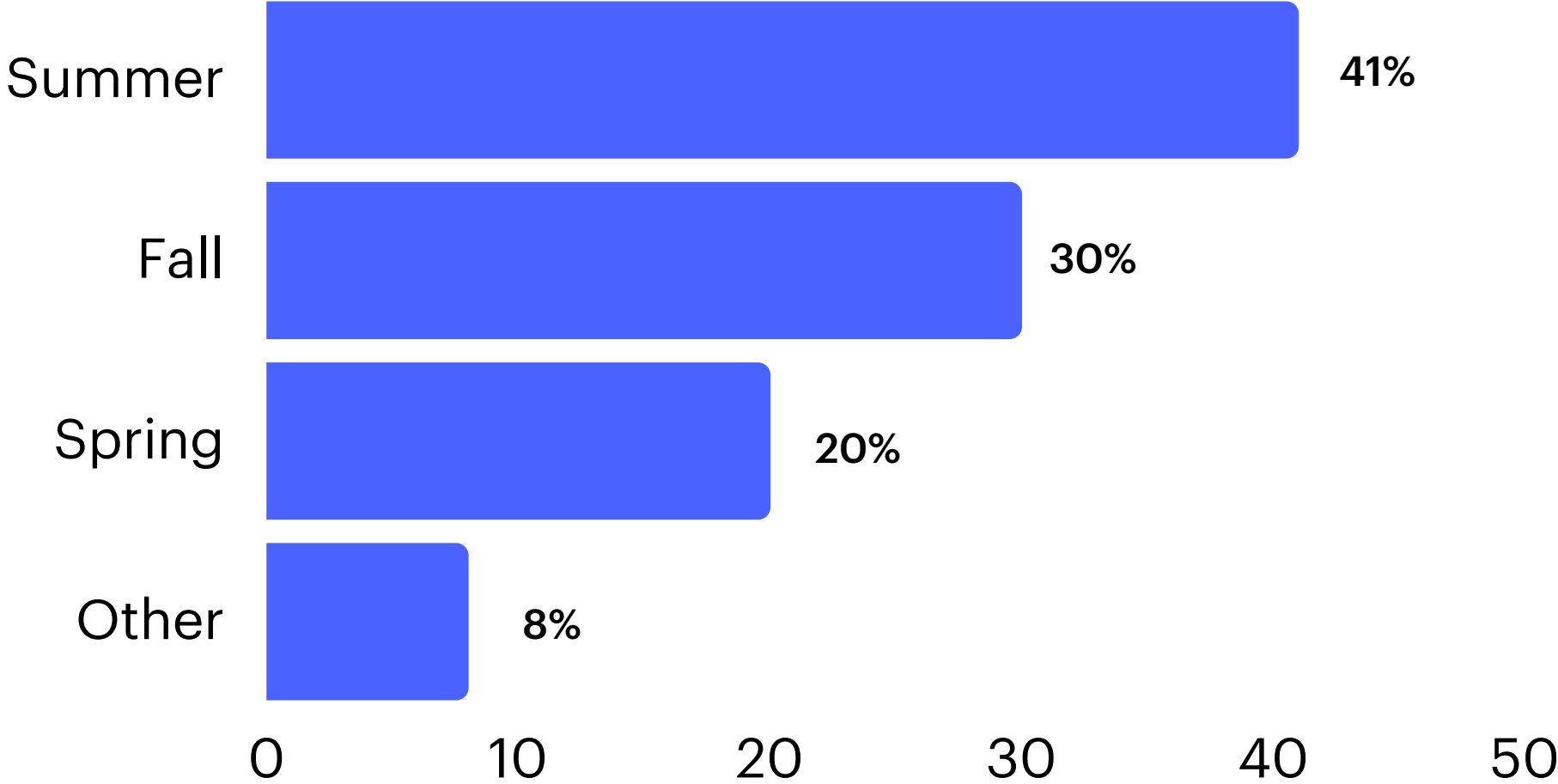
Legend:

- Courses
- Programs



Catalog Publication Timeline

Time of Year Catalog is Published



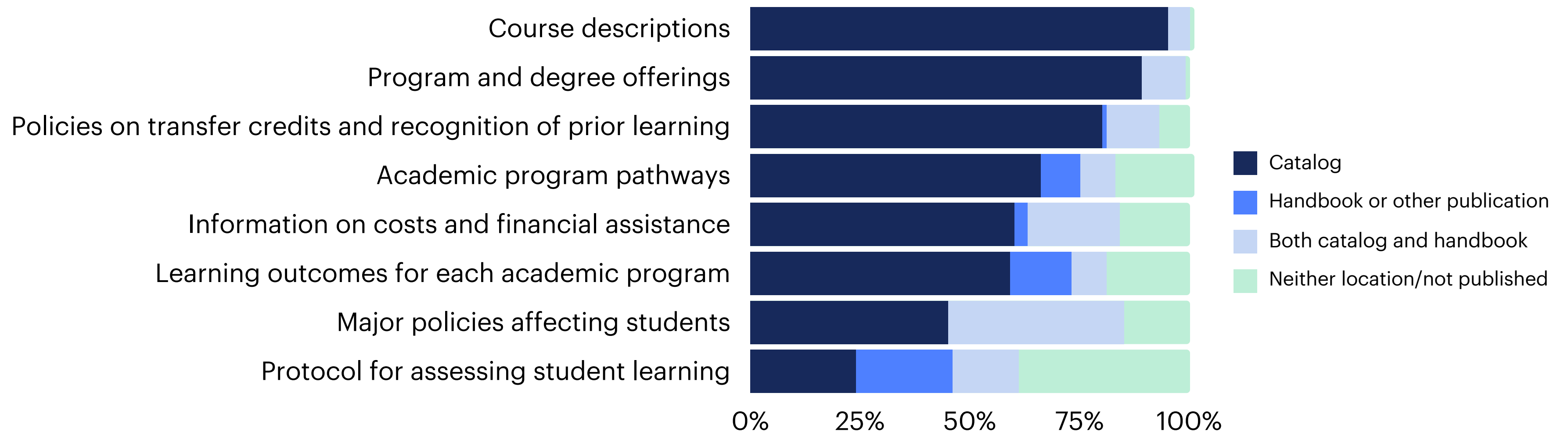
54%

of institutions do not have an approved catalog before students are recruited and admitted to that catalog



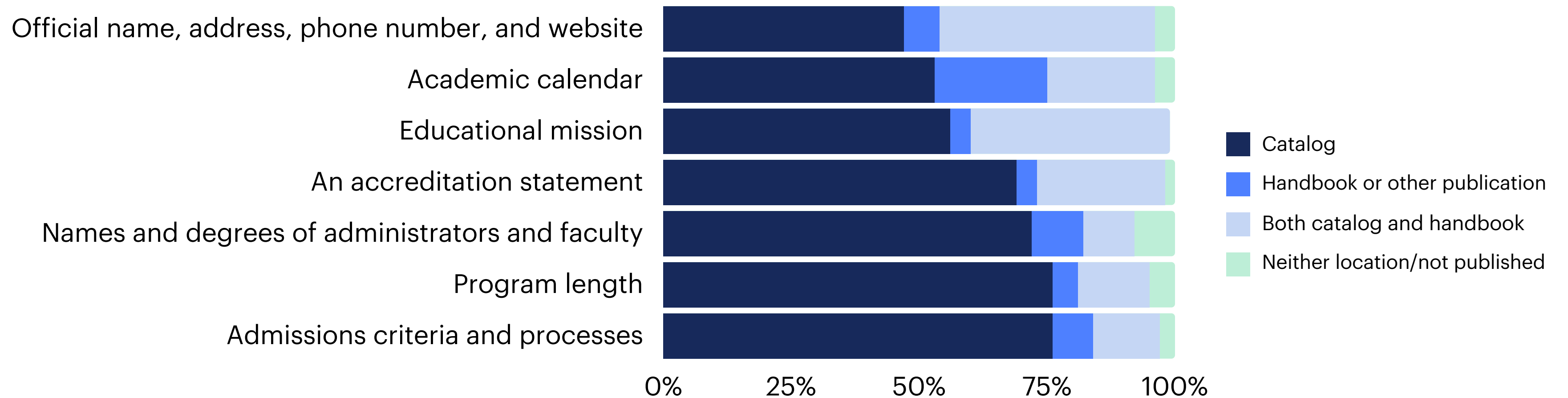
Content Displayed in the Catalog

Academic Offerings & Policies Dominate Catalog Information



Content in the Catalog (cont.)

The Catalog Represents so Much More Than Academic Offerings



Information Overload

Commonplace in the Catalog

319

average number of pages
in reviewed community
college catalogs

95-
215

courses students had
to choose from to meet
10-11 requirements

"...Catalogs are crammed with information for a variety of purposes and are largely indecipherable unless you know in advance what you are seeking. They offer a hodgepodge of basic and exotic information to ensure nothing is left out and are rarely written for the benefit of students."

- Dr. Terry O'Banion and Dr. Cindy Miles



Class & Academic Program Demand Practices

- Institutional goals tied to demand analyses
- Use of data to project academic offerings
- Program demand analyses
- Class demand analyses





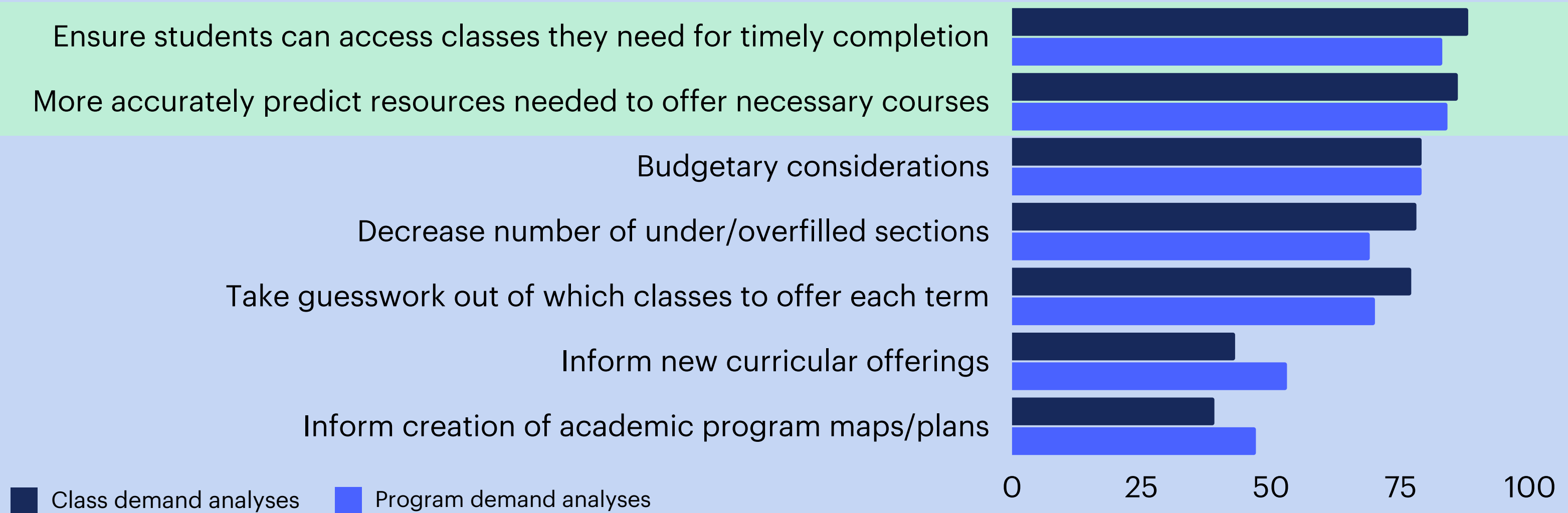
"Institutional culture around what classes to offer and how many seats is often based on preference and historic scheduling. Data is often provided but not used as expected to plan section offerings in all faculties. Some use data really well while others do not."

- University leader and AACRAO survey respondent

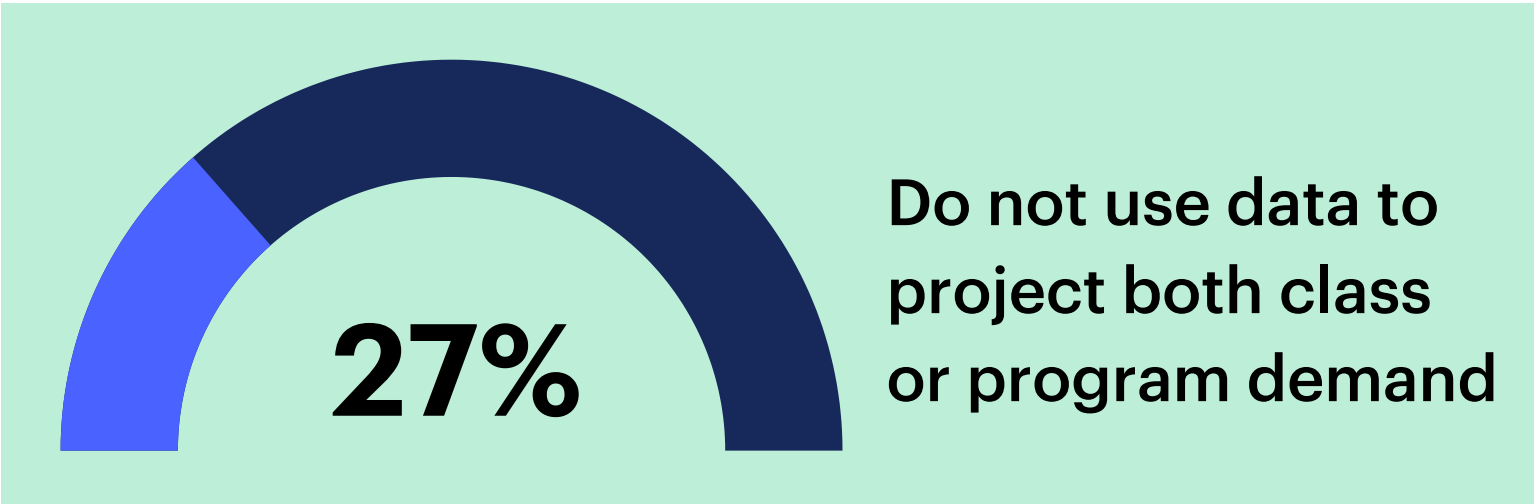
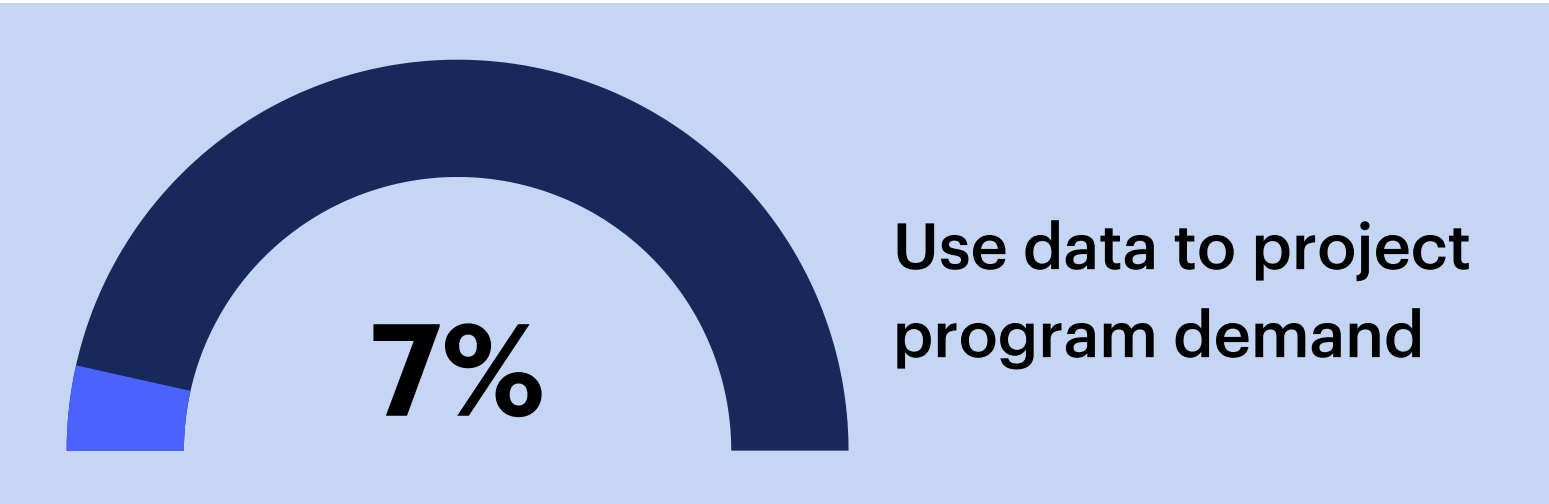
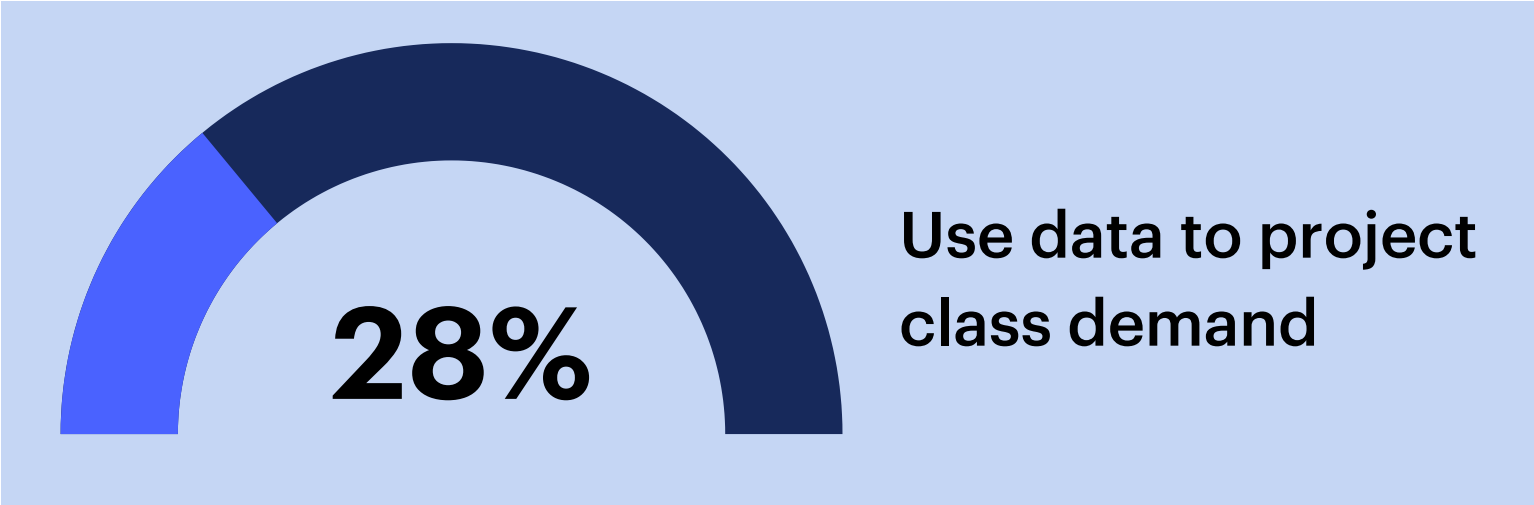
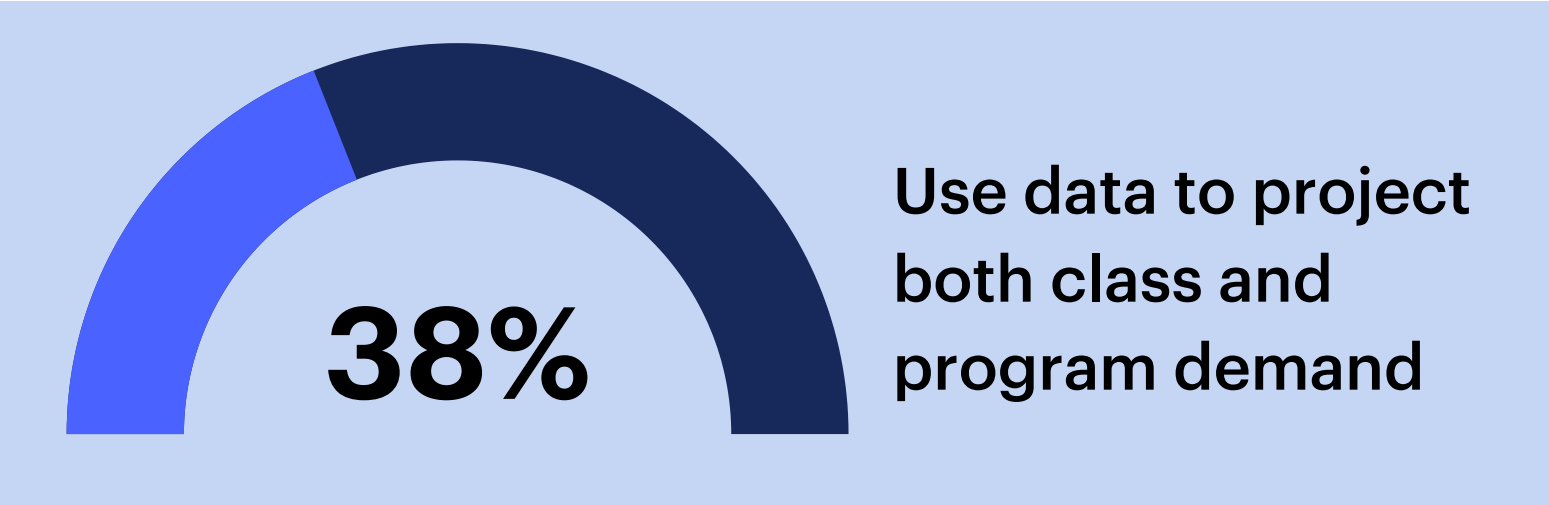


Demand Analyses Critical for Institutional Imperatives

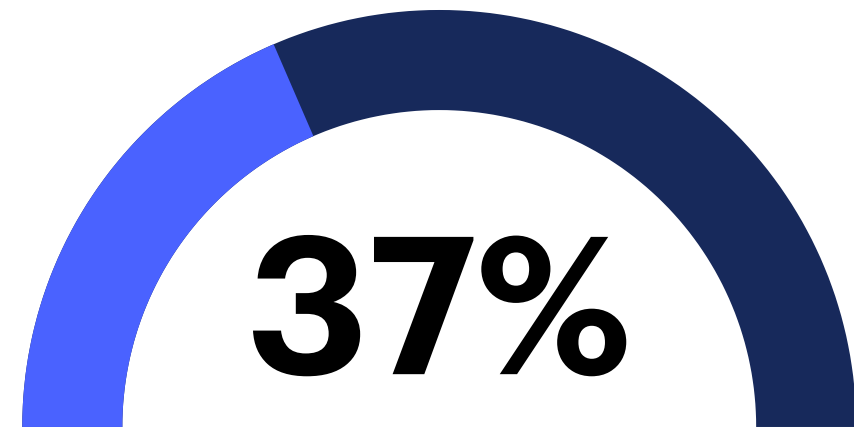
Student Access & Resource Allocation Top List



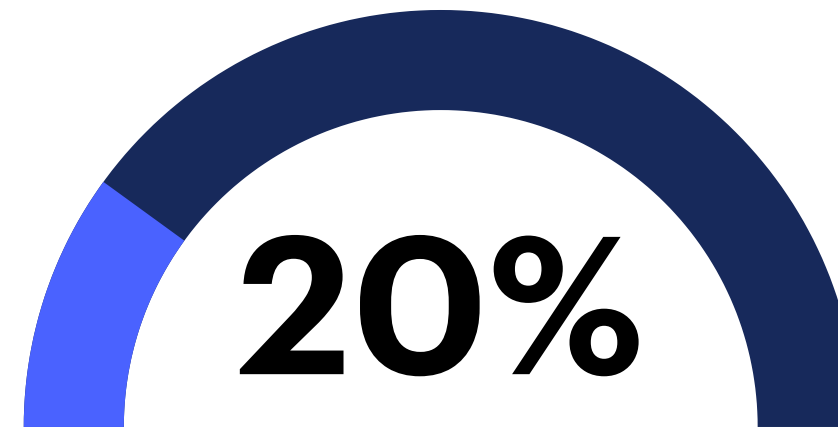
Extent Data is Used to Project Demand for Academic Offerings



New Skills Emerging at Rapid Pace



change in skills in job postings
since 2016



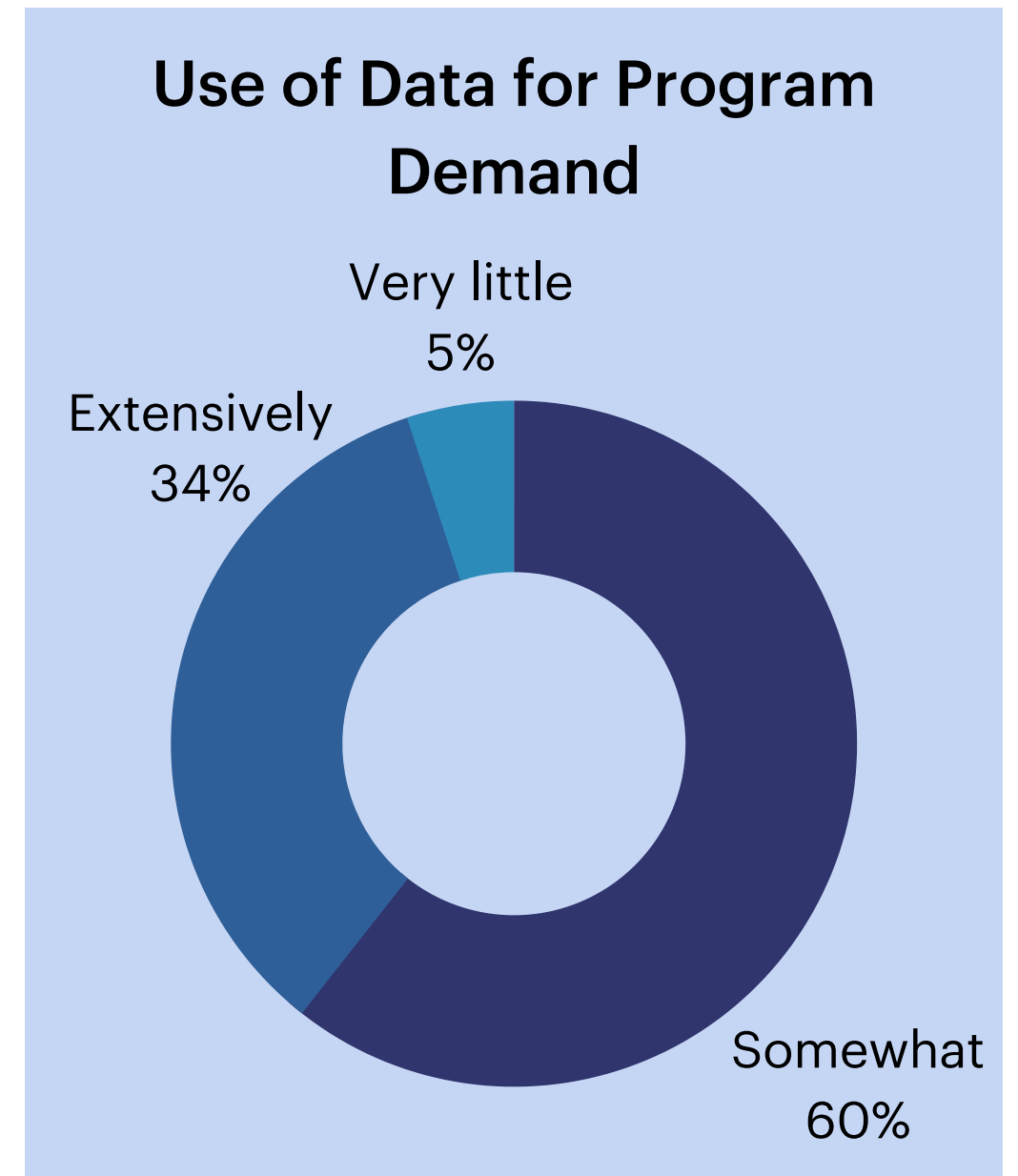
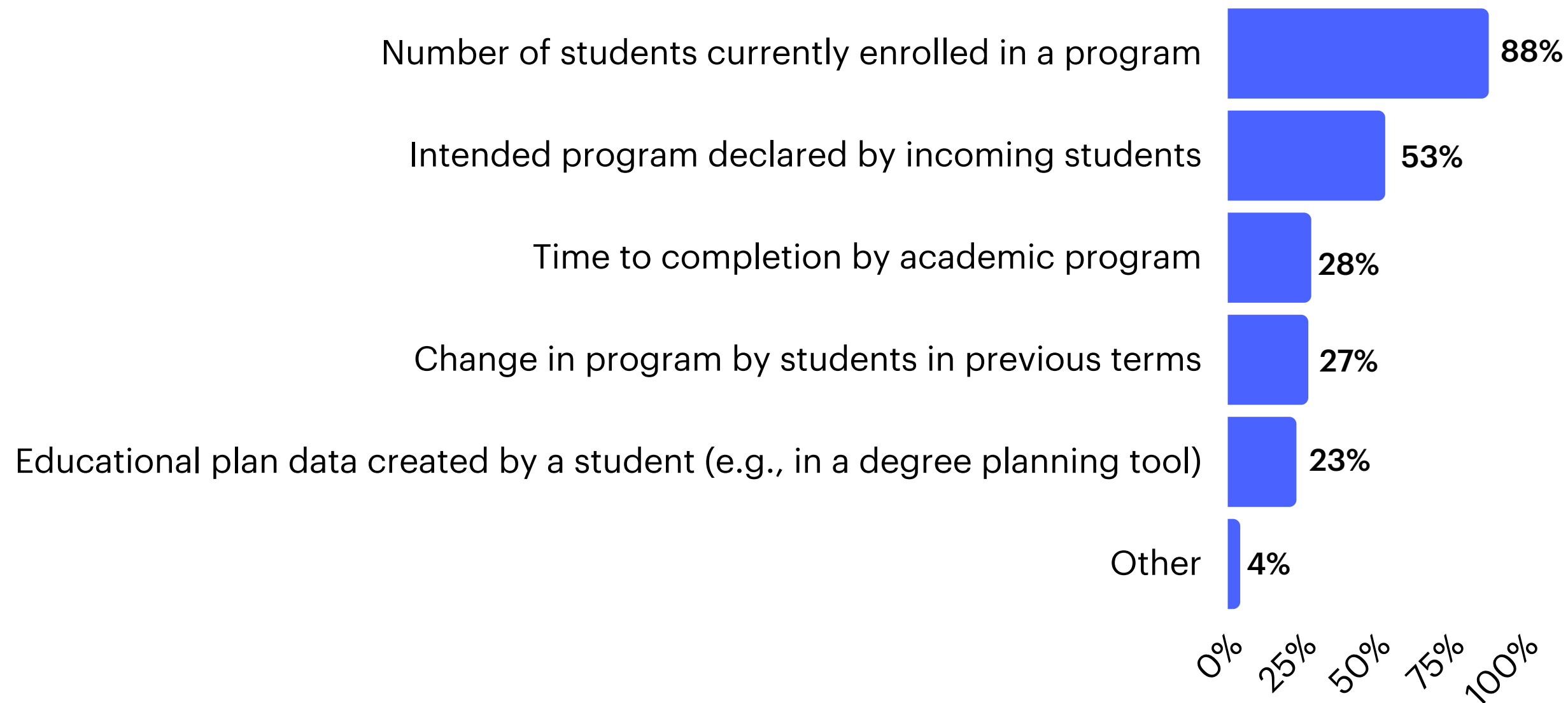
of skills entirely new to the
occupation

By the time you create a two year program, you're already lagging. Because, if you go through all the systems, it's going to take you a minimum of one year, if not two. So you started a program that you needed two years ago, and now you're waiting two years to get it approved and then you're going to offer it... The workforce has passed you by."

- Dr. Jill Wright, Illinois Central College

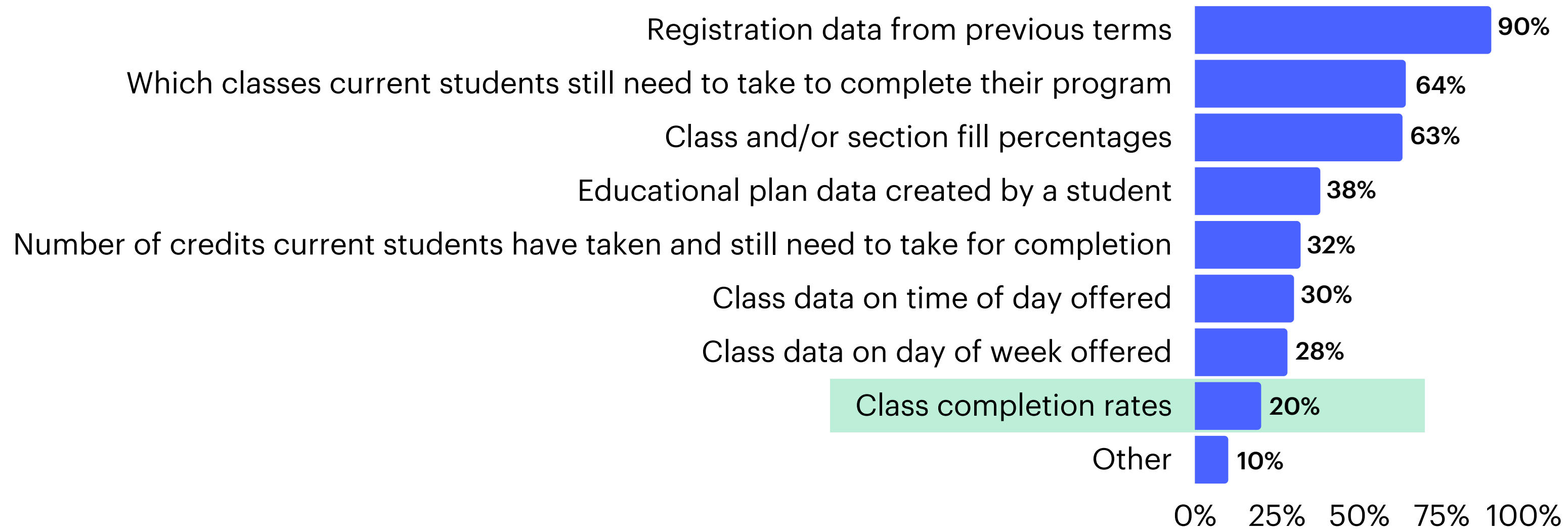


Sources of Data to Project Program Demand



Sources of Data to Project Class Demand

Student Success Metrics Fall at the Bottom of the List

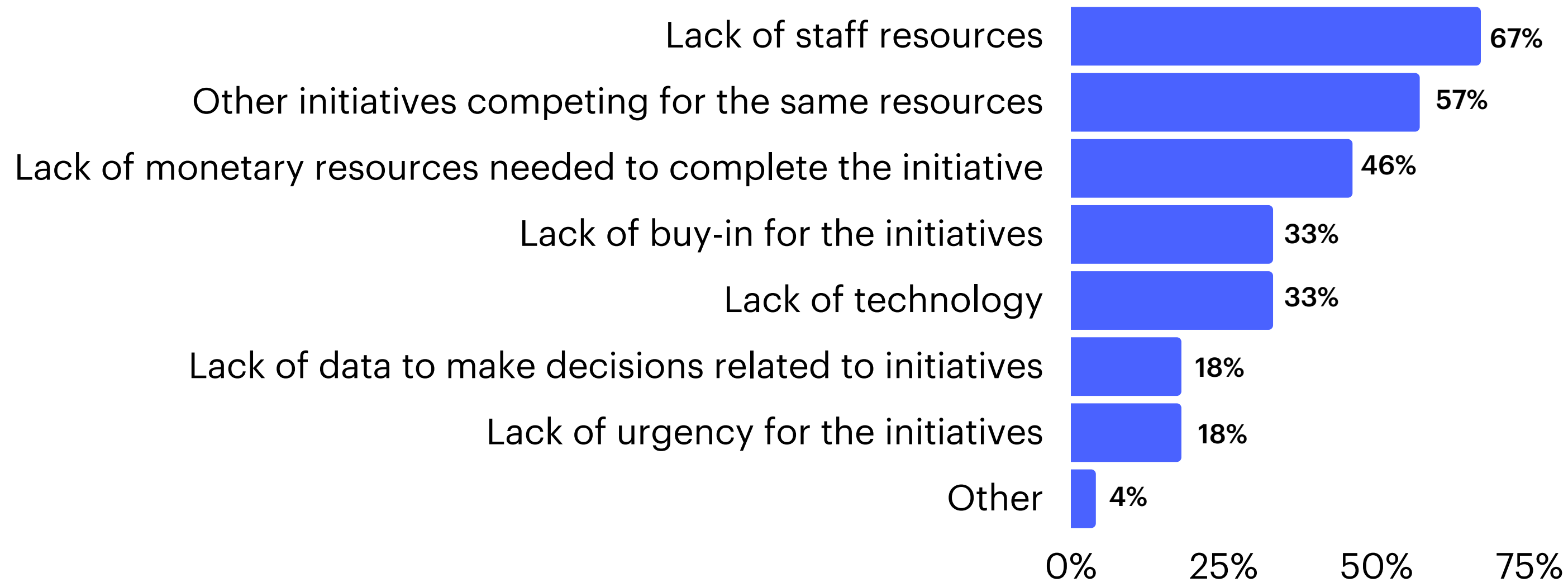


Barriers in Academic Operations

- **Barriers to achieving strategic initiatives**
- **Challenges around performing academic demand analyses**

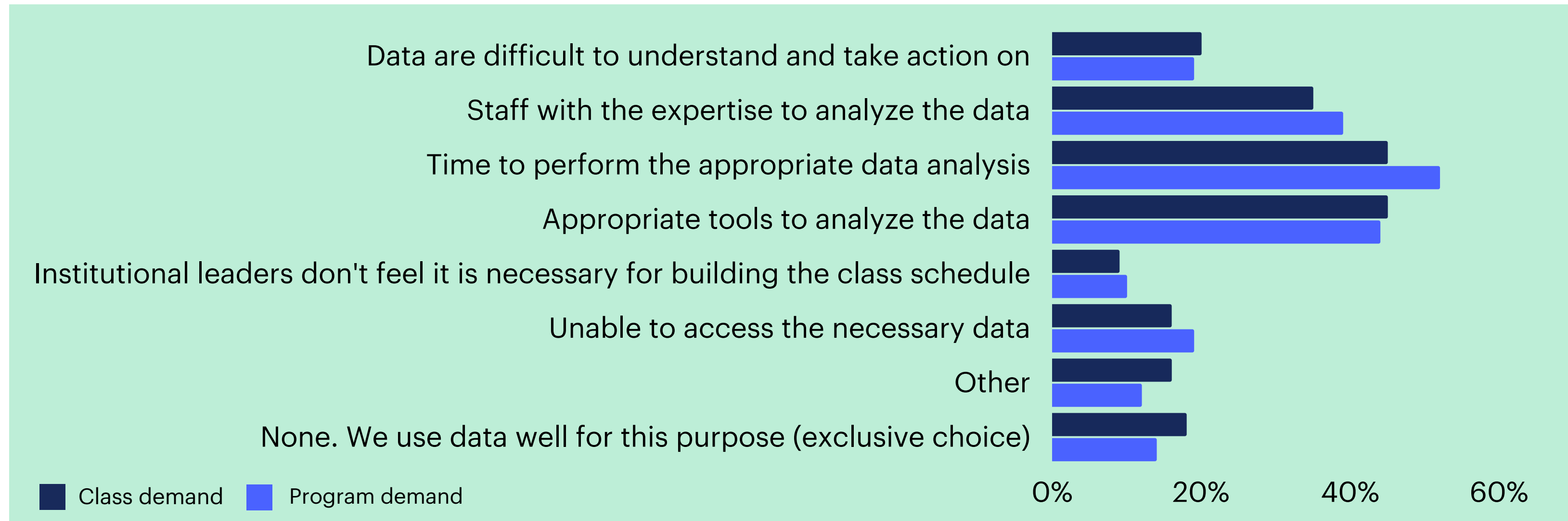


Barriers to Academic Operations Strategic Initiatives



Barriers to Perform Analyses

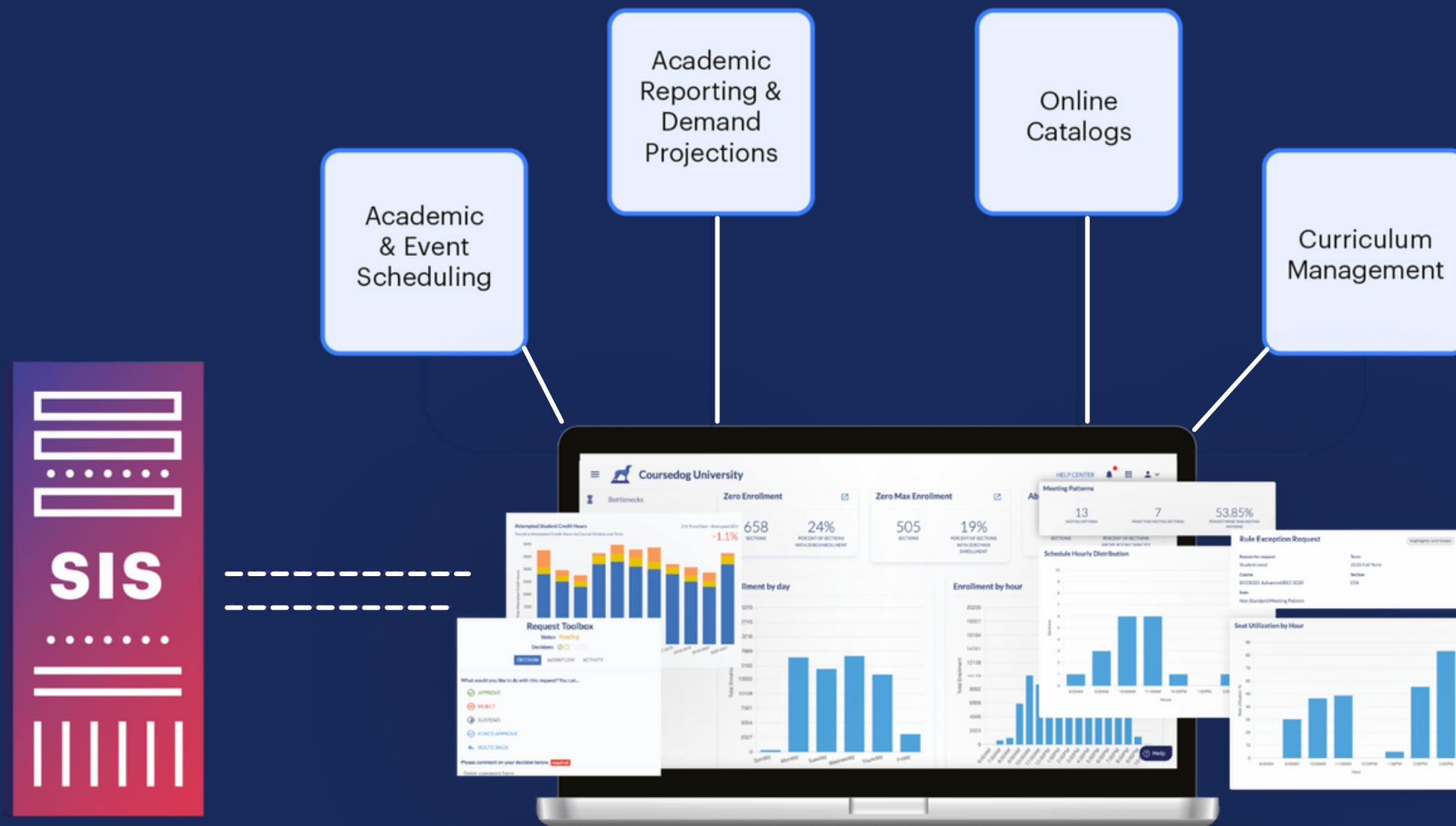
Time to Perform Data Analysis Represents Top Barrier



"Deans and others creating the schedule might have the data but may not be using the data to make informed decisions or may be opting to use their own historical thoughts on enrollment to drive decision-making."



Improving student success is a holistic initiative – your academic operations should be, too.



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