

**University of Missouri – Kansas City
Academic Portfolio/Efficiency & Productivity Review**

To: UMKC Data Team

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Subject: Student Credit Hour Methodology

Date: January 31, 2017

Capturing Student Credit Hours (SCH) is an important component of the Academic Portfolio/Efficiency & Productivity Review and for the calculation of allocations for an accompanying net revenue model. To date, the project has considered SCH in terms of the SCH being delivered by the department or program, a “unit-based” approach. As we have worked through this process, we realized that a second strategy that may be used for calculating SCH, a student-based (transcript) approach, would better allow us to capture activity related to interdisciplinary courses and programs, which we identified as a priority for this initiative.

A summary is provided below of each of these approaches and how they impact the project.

Unit-Based (Delivery) Approach

- The delivery approach starts from the perspective of the department or program that is offering/generating the courses with SCH activity. Major or non-major students might generate these SCH. This orientation does not take into account the costs of the courses it does not offer, but rather focuses on what the unit is offering.
- The delivery approach has the benefit of more clear accountability lines to departments and their resources. The net revenue margin is assigned to the department or program.

Academic Portfolio/Efficiency & Productivity Review

Student Credit Hour Methodology Determination

- The delivery approach includes creating a mapping of programs and departments, a process that may require assumptions or approval from deans.

Student-Based (Transcript) Approach

- The transcript approach focuses on the student taking credits for courses offered by any department or program, not just the program the student is majoring in. This perspective considers the SCH “consumed” by students as part of their degree program; it therefore includes SCH taken beyond their home department, and those SCH are “charged back” to the home department.
- The transcript approach is better able to account for interdisciplinary or cross-department programs.
- The transcript approach requires determining a cost per credit hour for each course. UM System Finance and Administration, who will be providing the data, have a methodology for calculating cost per course.

Recommendation

UM System Finance and Administration, which will be providing the data, is able to calculate SCH using both approaches. Therefore, it is our recommendation that we use both approaches for this project, as they each have important advantages. SCH on a *transcript* basis would be used for the Academic Portfolio Analysis at the program/major level, while SCH from the *delivery* approach would be used for the Efficiency/Productivity Analysis as courses and faculty are assigned to departments rather than majors or programs.

Further, we recommend that the project begin calculating SCH using the *Transcript* approach, and then to work on the *Delivery* approach after a mapping exercise is completed.

- UM System Finance and Administration can immediately start on the calculations for the transcript approach.
- The mapping of programs to departments/courses can be developed on a parallel track so that the system can begin calculating the delivery approach for the efficiency analysis. Department cost centers could be used to start, with some exceptions such as combining or breaking out departments as necessary.
 - During this process, it will be important to keep several issues in mind. For example, currently profit centers at UMKC are different from cost centers; they will need to be aligned through the mapping process.
 - The mapping process will benefit from involvement by the deans in ensuring that programs are appropriately matched to departments.
- It will also be useful to follow up with an education campaign to explain the advantages of both approaches and to generate buy in across the campus.