

Partnership Maximization Checklist

We have created this checklist of planning items and activities to help your school build a structured and financially sustainable course sharing program with measurable outcomes.

Level 1

Make sure your campus has a **Primary Point of Contact** who is working directly with your **Acadeum Partner Success Manager (PSM)** for the operational and strategic maintenance of your Acadeum relationship. This team member will meet with your PSM on a regular cadence to ensure operational efficiency, troubleshoot any issues, and continue to work toward meeting the overall project goals and objectives.



Name and Role of Primary Point of Contact for Acadeum:

Establish an Acadeum Steering Committee (ASC) for your campus. The ASC should include representatives from the Provost's Office, the Registrar's Office, Financial Aid, Advising, Retention, Student Success, Academic Affairs, Academic Departments, Athletics, IR, Finance, IT, and any other areas that may touch your course sharing work. This team should meet at least annually to set the strategic vision for the year, including reviewing progress and learnings from the previous year, discussing any process improvements that may be needed, evaluating any new campus level initiative, objectives, or opportunities that could be supported with course sharing, and set the priorities, goals, and metrics for the upcoming year.



Name your ASC team

Name	Role	Area Representing
		Registrar's Office
		Provost's Office
		Financial Aid
		Advising
		Retention
		IR
		Finance
		IT
		Student Success
		Academic Affairs
		Athletics
		Academic Dept.

Complete your **Strategic Planning Meeting**. Your ACS should schedule a meeting with your PSM to establish the plan for the year and solidify at least one measurable project for the year.

Common Projects Include:

- Graduation requirement mitigation
- Summer intensive for student recovery and senior completion mitigation
- Stepout recovery
- Supporting current student success plans

Also, Include sustainability planning to fund and future-proof your course sharing efforts properly. Each plan should include SMART Goals around each project plan with milestones.



List of projects that could be supported with course sharing this year:

Outline the **workflow for any upcoming Acadeum projects**. Any project approved for the current year should have a clear workflow or procedural steps with assignments so that all team members involved are aware of the processes and the shared responsibilities and expectations.



Links to Acadeum Project Plans with Goal, Timelines, and Assignments

Review **Team Members and Roles in the Acadeum Platform**. Review the “Team” section in the Acadeum platform to ensure that the appropriate faculty/staff are listed with the correct role permissions. Consider updating permissions to include the new “Advisor” and “Course Approver” roles based on your workflows and use cases.



2024 Role review assigned to:



2024 Role review completed on:

Develop and distribute **internal communication messaging**. A formal communication should be shared with the campus academic and administrative staff outlining what the campus Acadeum project is (and isn't), the current use cases that are being allowed, the process for engaging, and the point of contact for questions.



Link to current year Communication Plan and Assets

Level 2

Develop a **formal procedural guide**. This should be a user guide that documents your internal processes for the campus's Course Evaluation and Approval Process, Student Selection and Enrollment Process, and Course Outcome Evaluation Process. (Review Acadeum Policy and Procedure Workbook as a starting point)



Link to Campus Procedural Guide

Develop and deploy a **student communication plan**. Student-centric messaging should be developed to inform students of what Acadeum is (and isn't) from the campus perspective, the acceptable situations where course sharing may be considered, and how a student should proceed if they want to learn more about the campus course sharing program. Ideally, this will also be housed on a webpage on the campus website under the appropriate office/department. (Review Acadeum Communication Templates and Visit other Campus course sharing student information pages)



Link to Student Communication Plan



Link to Student Information Page

Use **software to identify recurring needs**. Determine if your campus has software like Ad Astra or EAB products that can generate reports to inform where course sharing may be a viable option to meet systemic gaps in student matriculation planning.

Level 3

Conduct an **internal teaching institution (TI) evaluation**. If your campus has a strong catalog of existing asynchronous online courses, evaluate the campus inventory to determine if expanding into the TI space is appropriate. Begin by using the following process to assess what your possible teaching inventory may be.

- Identify all of the campus's current online asynchronous courses.
- From that list, select all the courses that have positive outcomes/evaluations.
- From that list, select all the courses that consistently have unused seats.
- From that list, select the courses that are not likely to be canceled.

This will provide you with your campus's possible TI inventory.

Sustainability Planning

To best assess the impact and viability of your Acadeum partnership, it is necessary to consider its financial impact on the institution. This is determined by considering three main areas: **Retention Revenue, Cost Savings, and Revenue Generation.**

The impact of these three areas will help determine the viability and sustainability of your Acadeum use and provide guidance on where the funding for annual host costs can be justified.

The strategic usage of courses to maximize the benefit to the institution will also help reduce costs and increase net revenue.

These finance summaries and strategies will be shared during the strategic planning sessions, and the strategic committee will be able to determine the best methods for the institution.



How to Determine Retention Revenue

Retention Revenue is the revenue gained by keeping a student enrolled for at least one additional semester.

For every student who has to stop out due to courses not being available for the student to progress full-time, the institution loses at least that semester's worth of tuition. Conversely, for every student the institution retains because they were able to continue at Full-Time through using Acadeum courses for the courses needed to be Full-Time, the institution **RETAINS** that semester's tuition that would have been lost.

We estimate that, at a minimum, approximately 10% of the students that take Acadeum classes would have had to stop out if that course would not have been offered, and the school would have lost the tuition that the student would have paid that semester.

To determine estimated Retention Revenue, determine the number of unique students that enrolled in an Acadeum course, calculate 10% of that number, and then multiply that by one semester of tuition. That will give an estimate of the amount of tuition revenue the institution could have lost but was able to retain through using Acadeum.

How to Determine Adjunct vs Acadeum Cost

When an institution uses Acadeum to provide a course that they are not currently able to provide through their in-house faculty, they mitigate the costly process of finding, hiring, and managing an adjunct professor to teach that course. The cost difference between the cost of hiring an adjunct for each course versus the cost of the course on Acadeum is usually a huge financial benefit to the institution.

The way to calculate these savings is to sort your courses for the semester to remove duplicates and then multiply the number of unique courses by the institution's adjunct salary for teaching one 3-credit hour course. This will provide the cost the institution would have paid if it had offered the same courses through adjunct instead of using Acadeum. Once you have the estimated adjunct cost for the courses, subtract the actual Acadeum course cost for that same semester, and the difference is what your institution saved by using Acadeum to provide the courses versus using adjuncts. This amount is usually far larger than your annual Acadeum hosting fees.

How to Determine Generated Revenue

The generated revenue is the net revenue between the cost of the Acadeum course and the tuition charged to the student. This is most easily seen during Winter and Summer terms when students are engaging the needed courses one at a per course rate versus a block rate.

To determine the net revenue generated by each course, simply subtract the Acadeum course cost from the 3-credit-hour tuition charged for the course. Most institutions see their greatest net revenue during their summer sessions, which has the potential to offset not only their annual Acadeum fees but also other course costs during terms when tuition is assessed in block format instead of per course.