Annual Course Health Check (ACHC) Dashboard – Support Document

Purpose

This guide provides an overview and serves as a support tool to supplement the comprehensive information available from the Annual Course Health Check (ACHC) dashboard, including updates for 2025.

Overview

The Annual Course Health Check (ACHC) is an annual review process that uses a risk-based approach to evaluating and improving the quality and sustainability of courses. It aligns with the Course and Subject Procedure – Quality Assurance and Review, analysing course quality and sustainability metrics against performance thresholds for each actively taught course. The ACHC ensures regular monitoring of course quality, viability and relevance between comprehensive course reviews and the quadrant result from the optimisation framework. These health checks will identify course improvement actions needed, and records of these health checks will inform comprehensive reviews and the Institution Student Performance Report. Each course is classified into a risk category based on key performance indicators, data sources, and metrics detailed in the interactive ACHC dashboard.

Scope of ACHC

The ACHC includes all courses taught by Charles Sturt in the reporting year (2025 at present) that were also offered in the dataset year (2024). Courses newly introduced in either 2024 or 2025 are included in the dashboard but do not receive an ACHC score due to the absence of sufficient historical data.

- Starting in 2025, the ACHC **uses only the most recent year of data to determine the course health category** (i.e. based on one year only). *In 2024, the scope was 3 years of data with various weightings*.
- Data points contribute to the calculation only if they meet the minimum thresholds, as outlined in the *Metrics Glossary*.
- ➢ When a current course has been mapped to a legacy course, it is assessed based on the metrics of the associated legacy course(s).

Dashboard sections

The ACHC Dashboard, as the most current data source, supports the review process, displaying a summary of relevant metrics, visual representations of performance against thresholds, and a time series for each metric. The dashboard is made up of various sections (pages), which are accessed via the menu (on the left). The respective dashboard page content including updates are covered in the aligned sections llow:

1. Course Overview
2. Course Metrics
3. Full Course List
4. Metrics Glossary
5. About ACHC

Other Key information: See the bottom left of the ACHC Dashboard menu for details and dates provided for the ACHC Report Year, Dataset Year, and Data currency dates (Student and Financial) at any given point in time, as illustrated opposite.

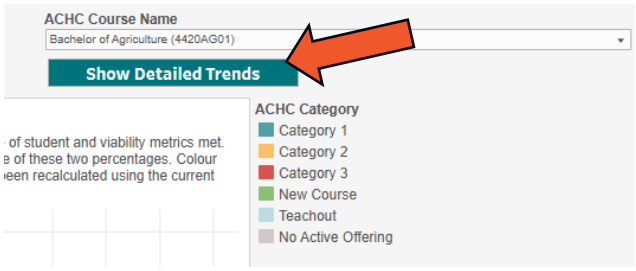
1. Course Overview

The Course Overview page presents the results of the Annual Course Health Check for a selected course, which assesses a range of metrics for the last year. The proportion of metrics that meet their predefined thresholds is used to categorise each course.

A **Downloadable PDF file option is available**; select the **PDF icon** on the top-right-hand side.

a. Visualisation

From 2025 on, the **ACHC Matrix** appears on the 'Course Overview' section as the default visualisation. There is a toggle button above called **Show Detailed Trends** that will change the visualisation to show eight charts with a five-year history of the metrics.

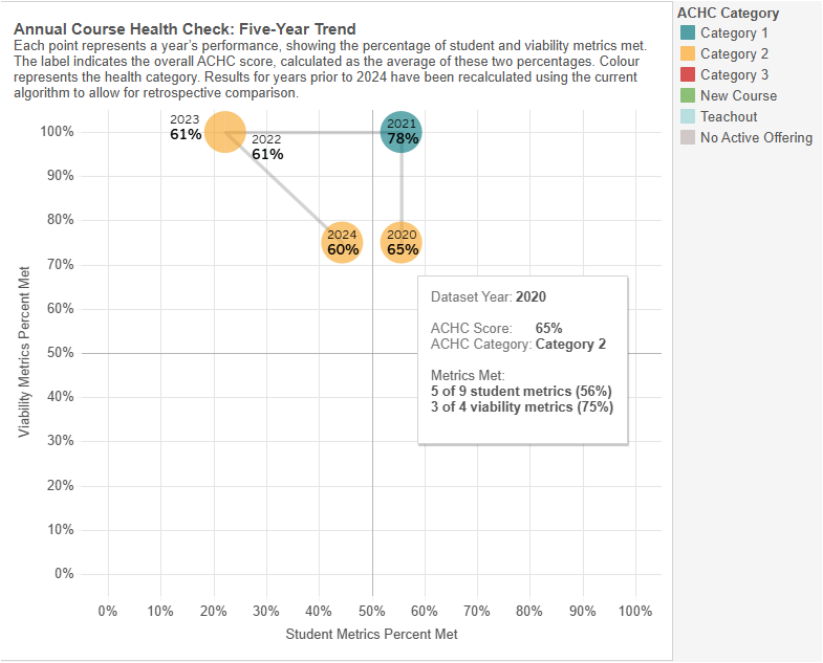


➢ **ACHC MATRIX (Domain Split and Five-Year Trend)**

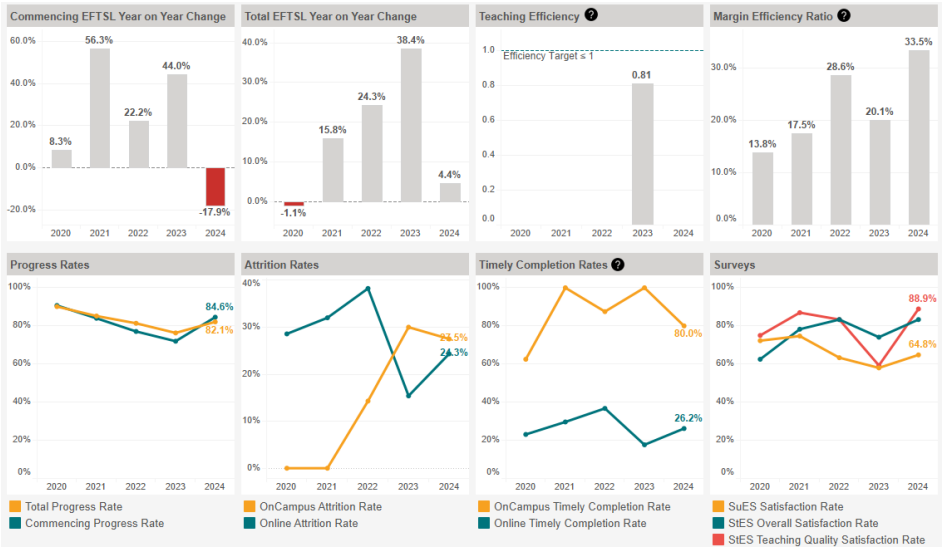
The **ACHC Matrix** provides a 5-year trend (the standard dataset for '**recent years'** used by OPA) of the overall result, but also the individual domain result (Viability vs Student).

For the example illustration further below:

- **Each point** represents a year's performance, showing the percentage of student and viability metrics met. *Further details are available when you hover over each year's data point.*
- The **label** indicates the report year and the overall ACHC score, calculated as the average of the two percentages.
- The colour coding represents the aligned ACHC category.
- **Important Note**: Results for years before 2024 have been recalculated using the current algorithm (2025) to allow for retrospective comparison

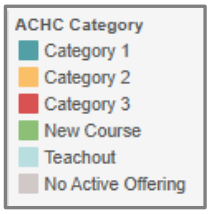


➢ **The "Show Detailed Trends" option remains essentially unchanged from previous years.**



b. Categories

The **ACHC Category**, both rated and non-rated, displays as illustrated in the snapshot.



➢ **RATED CATEGORIES AND THRESHOLDS (NO CHANGE)**

Rated categories and thresholds remain unchanged:

Category	Overall Score	**Possible Action Notes:** (Detailed information is available in the related Course & Subject Procedure)
1	Overall ACHC score is **≥ 70%**	Typically indicates no review or action is required
2	Overall ACHC score is **≥ 40% and < 70%**	Suggests a 'light touch' review (FB); however, the ADA may escalate to Category 3 (AQSC)
3	Overall ACHC score is **≤ 40%**	Generally, calls for a 'deep dive' review. Action decided at the annual Faculty workshop.

➢ **NON-RATED CATEGORIES (EXPANDED IN 2025)**

The previous **'Not applicable'** category has been expanded into the following non-rated categories:

Category	Notes
New Course	The course was introduced in either the reporting year (2025) or the dataset year (2024) and lacks sufficient historical data to be assessed.
Teachout	The course had a Teachout status in CDAP during the dataset year.
No Active Offering	The course had no active CAL offering in the reporting year.
Insufficient metrics:	This applies in cases where the course had an active offering in the reporting year and valid data, but did not meet the minimum thresholds to include at least one metric from both domains (i.e. student metrics and viability metrics). A score is only calculated when metrics from both domains are represented.

c. Two Domains: Student and Viability Metrics (from 2025)

Previously, all metrics were in one bracket and weighted depending on the year (with the most current year weighted more). **From 2025, the metrics are now grouped into two domains,** see the summary below:

Student Metrics Domain (total metrics x 9)	Viability Metrics Domain (total metrics x 5)
Commencing Progress Rate	Commencing EFTSL
Total Progress Rate	EFTSL Change
On-Campus Attrition Rate	Commencing EFTSL Change
Online Attrition Rate	* Teaching Efficiency (new from 2023)
On-Campus Timely Completion Rate	* Margin Efficiency Ratio
Online Timely Completion Rate	* Important Note: At the initial release (April/May), the data for the metrics highlighted above are not available from the Division of Finance. This data is expected to be available in June/July. Data Updates are recorded in the lower-left menu, under the Data Currency menu area, as illustrated on page 1.
Subject Experience Satisfaction Rate (from SuES)	
Overall Satisfaction Rate (from QILT)	
Teaching Quality Satisfaction Rate (from QILT)	

➢ DOMAIN ASSESSMENT AND SCORING LOGIC

- **Each domain is assessed independently.**
- Where both student and viability metrics are available, the overall ACHC score is calculated as the average of the percentage of student metrics met and the percentage of viability metrics met, **with both domains weighted equally** – *See the Scoring Logic and Course Overview Snapshot below.*

SCORING LOGIC

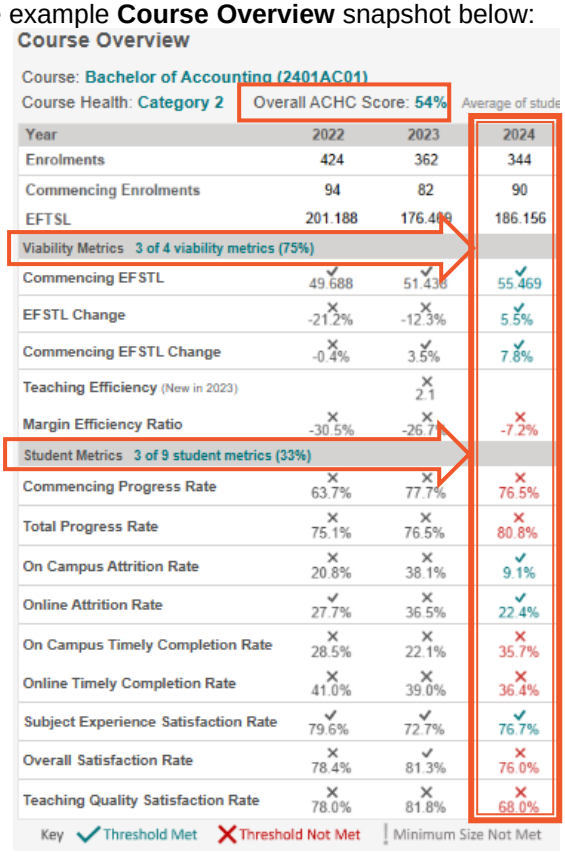
If **Student Metric Count ≥ 1** and **Viability Metric Count ≥ 1**, then:

- **Overall ACHC Score = (% of Student Metrics Met** *plus* **% of Viability Metrics Met)** *divided by 2.*

Else

- **ACHC Score = Not calculated** due to insufficient metrics.

See the example **Course Overview** snapshot below:



Course Overview

Course: Bachelor of Accounting (2401AC01)
Course Health: Category 2 | Overall ACHC Score: 54% | Average of stude

Year	2022	2023	2024
Enrolments	424	362	344
Commencing Enrolments	94	82	90
EFTSL	201.188	176.409	186.156
Viability Metrics 3 of 4 viability metrics (75%)			
Commencing EFSTL	✓ 49.688	✓ 51.438	✓ 55.469
EFSTL Change	✗ -21.2%	✗ -12.3%	✓ 5.5%
Commencing EFSTL Change	✗ -0.4%	✓ 3.5%	✓ 7.8%
Teaching Efficiency (New in 2023)		✗ 2.1	
Margin Efficiency Ratio	✗ -30.5%	✗ -26.7%	✗ -7.2%
Student Metrics 3 of 9 student metrics (33%)			
Commencing Progress Rate	✗ 63.7%	✗ 77.7%	✗ 76.5%
Total Progress Rate	✗ 75.1%	✗ 76.5%	✗ 80.8%
On Campus Attrition Rate	✗ 20.8%	✗ 38.1%	✓ 9.1%
Online Attrition Rate	✓ 27.7%	✗ 36.5%	✓ 22.4%
On Campus Timely Completion Rate	✗ 28.5%	✗ 22.1%	✗ 35.7%
Online Timely Completion Rate	✗ 41.0%	✗ 39.0%	✗ 36.4%
Subject Experience Satisfaction Rate	✓ 79.6%	✓ 72.7%	✓ 76.7%
Overall Satisfaction Rate	✗ 78.4%	✓ 81.3%	✗ 76.0%
Teaching Quality Satisfaction Rate	✗ 78.0%	✗ 81.8%	✗ 68.0%

Key ✓ Threshold Met ✗ Threshold Not Met | Minimum Size Not Met

Note:

Only the recent dataset year is included in the calculation (e.g., 2024 for 2025 report year); prior years are only provided for additional information and to identify year on year changes of an individual metric.

2. Course metrics

The Course Metrics page is providing a range of metrics and customisation options that enable a detailed review of student and course segments, surfacing insights into the performance, impact, and efficiency of the course over time. It remains unchanged in 2025 compared to 2024.

A **Downloadable XLSX File option is available**; select the XLSX icon located on the top-right-hand side.

3. Full Course List

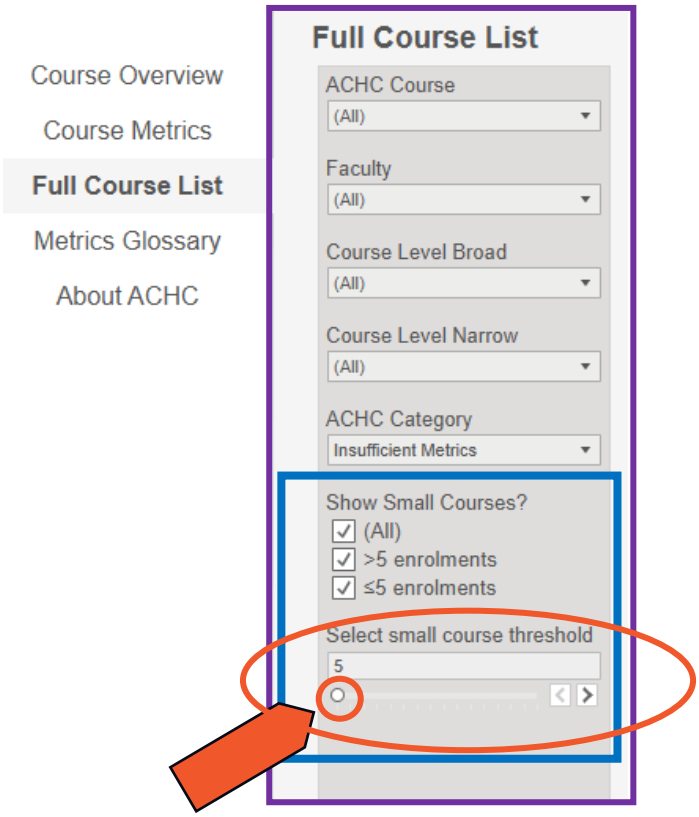
The Full Course List displays all courses evaluated in the Annual Course Health Check, detailing their category, any associated legacy course codes, their current CAL status and enrolments. This page is designed to facilitate the review of multiple courses simultaneously and provides an overview of how legacy courses are integrated into current courses.

A **Downloadable XLSX File option is available**; select the XLSX icon located on the top-right-hand side.

➢ **FILTER UPDATES (FROM 2025)**

As of 2025, additional filter improvements have been implemented to enhance data search and refinement capabilities. Helpful filters of note include the selection of courses by:

- Faculty
- ACHC Category
- **New option**: **Show Small Courses**, where you can tailor viewing options for small courses (with low enrolment numbers). There is also a further option to select the small course threshold by using the slider to 'select small course threshold' and change the desired number, as illustrated below.



➢ **Explore further view options at**: Annual Course Health Check: Full Course List - Tableau Server

4. Metrics Glossary

The Metrics Glossary provides a detailed overview of the metrics used in the Annual Course Health Check. Each metric is listed along with its specific threshold, the conditions that qualify a course to meet this threshold, the conditions that qualify a course to meet this threshold (threshold qualifier), and the rationale behind each threshold setting.

A **Downloadable XLSX File option is available**; select the XLSX icon located on the top-right-hand side.

5. About ACHC

The About ACHC provides comprehensive notes that is updated continuously about the Annual Course Health Check, including key aspects such as:

- Overview
- Scope
- Access to the ACHC Dashboard
- Course Status
- ACHC Categories
- Scoring Logic
- Category Details, including
    - Rated Categories, and
    - Non-Rated Categories.

A **Downloadable PDF file option is available**; select the **PDF icon** on the top-right-hand side.

Appendix: Additional Information & Resources

Margin Efficiency Ratio

The Margin Efficiency Ratio details are displayed when the "Show Detailed Trends" option is selected within the Course Overview section of the dashboard.

- The **Margin Efficiency Ratio** (previously known as the *Efficiency Ratio*) is defined as:
  - Total Margin/ Total Revenue with a threshold of ≥ 0%
  - The threshold rationale aims to achieve a positive trend, with
  - The data is drawn from the Pilbara data. *For further information on Pilbara data, click here*.

Teaching Efficiency

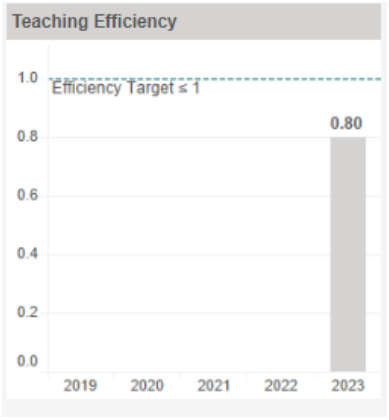
Teaching Efficiency is a metric that was introduced from 2023 onwards. Teaching Efficiency is a Tier 1 University Key Performance Indicator (KPI). Further information is available from the Office of Planning and Analytics webpage: Key Performance Indicators (see Cost-Effective Teaching Delivery).

- The Teaching Efficiency metric within the Annual Course Health Check (ACHC) is computed by the Division of Finance (using Pilbara data, see further explanatory notes below) and is available from 2023 onwards for courses taught on the main campuses. The calculation is as follows:

- Teaching Efficiency = $\frac{\text{AWM Hours (excluding Development Hours) per EFTSL}}{\text{Pilbara Median Hours}}$

- To assess each course, the subjects in which students were enrolled during 2023 are identified, and the Academic Workload Hours (AWM Hours) per EFTSL for these subjects are evaluated against the benchmark figures from the Pilbara dataset. The results for each subject are weighted according to the EFTSL attributed to that subject.

- A course result greater than 1 (≤ 1.0) indicates that the course's workload per EFTSL is higher than the Pilbara benchmark, suggesting less efficiency. Conversely, a result less than 1 (>1.0) suggests greater efficiency, indicating that the course's workload per EFTSL is lower than the benchmark.



Here's how it works (Teaching Efficiency)

Benchmarking: The Pilbara provides a benchmark indicating the typical number of hours spent teaching a subject, based on data from other universities. For example, if the average teaching time for an undergraduate health subject is 40 hours per EFTSL, that's the benchmark.

Subject-Level Assessment: Each subject within a course is assessed individually. For instance, if Nursing 101 plans 50 hours per EFTSL, it exceeds the benchmark, indicating lower efficiency. The efficiency is calculated by dividing the actual hours per EFTSL by the benchmark. A score above 1 indicates inefficiency (more workload hours than the benchmark), while a score below 1 indicates greater efficiency (fewer workload hours than the benchmark).

Course-Level Calculation: After scoring each subject, these scores are combined to produce a final efficiency score for the entire course. This combination is weighted based on the number of students enrolled in each subject. The final score reflects the overall efficiency of the course by averaging the weighted subject scores.

In summary, Teaching Efficiency indicates whether a course utilises more or fewer teaching hours than the benchmark, enabling the identification of areas where efficiency can be improved.

Pilbara Information Notes

- Pilbara is an 'activity-based' costing model that uses yearly University datasets to create a base cost of subject offerings for direct and indirect costs. It helps to identify financial performance for optimisation and maximise margins. 14 Australian Universities use Pilbara, and it covers approximately 30% of the Australian EFTSL market.

- Pilbara median hours and benchmark figures - The median hours and benchmark figures come from Pilbara's client base, specifically the median teaching hours per EFTSL (Equivalent Full-Time Student Load) across 14 universities. These figures are based on data submitted for the Department of Education, Skills, and Employment (DESE) Transparency in Higher Education exercise, to which all universities participate. In this exercise, each university must break down costs for teaching, research, and overheads according to DESE-specified Fields of Education (FOEs). These FOEs can be broad, narrow, or detailed categories. The DESE results do not provide this specific metric; it is unique to Pilbara because of the information they have from their clients.

Other OPA Dashboards to Help with Further Data Insights

NOTE: From time to time the dashboards below are updated and re-published, at this time the page links may change: If this occurs please access the required information from the OPA webpage by select the option you are looking from at: https://www.csu.edu.au/office/planning-analytics/products/staff-only

SUES DASHBOARD

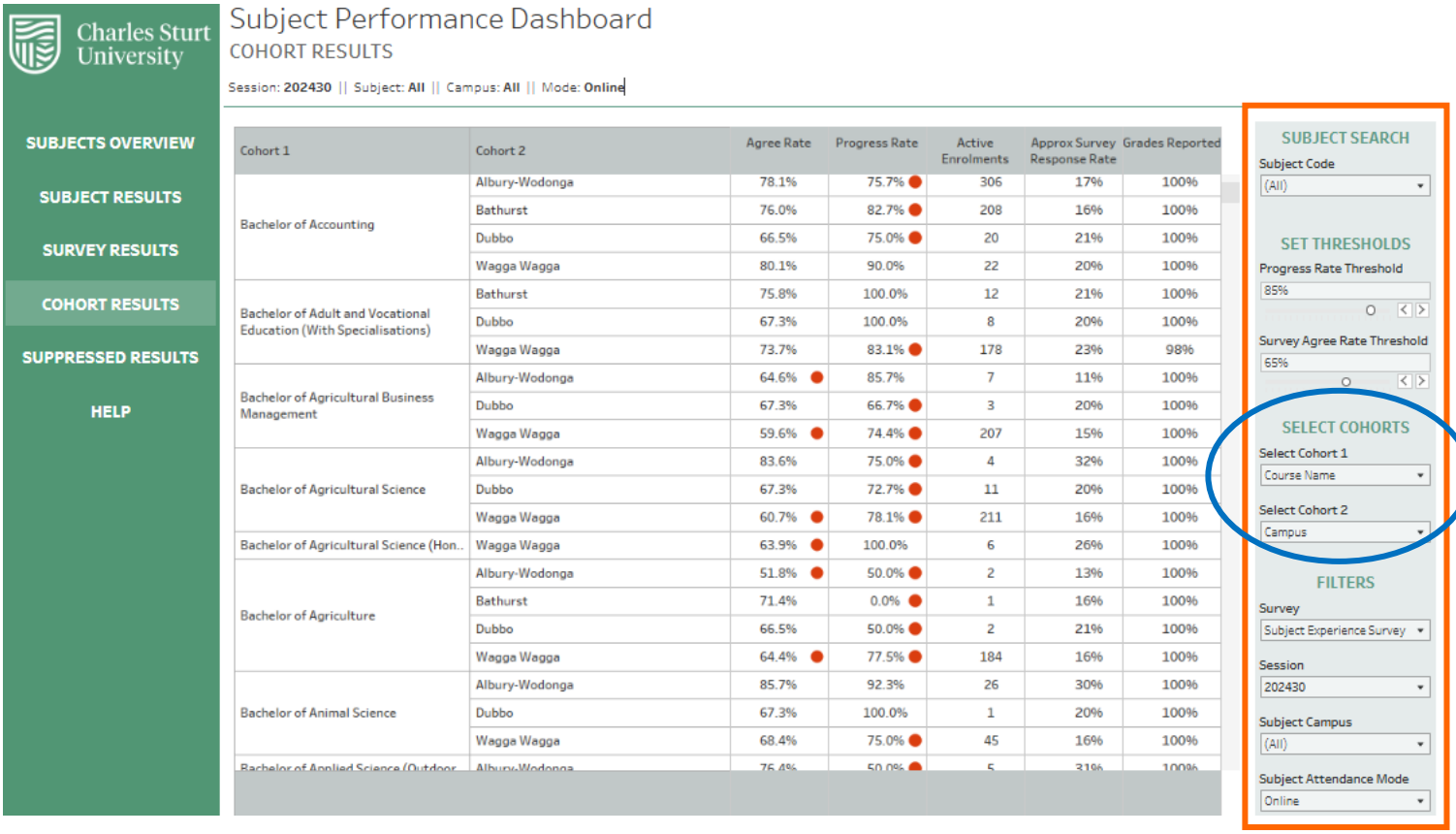
- The **SuES Dashboard** **(Charles Sturt, Subject Experience Survey)** contains the breakdown of survey results:
    - Overall positive responses by school by year, session or delivery mode
    - Positive responses by question by year, session, delivery mode or offering
    - Trends of positive responses and response rates over sessions, by delivery mode or offering
    - Positive responses for each question and overall, by session, for an offering.

STUDENT EXPERIENCE SURVEY (STES)

- The Student Experience Survey (QILT, SES) Dashboard compares focus areas within the Student Experience Survey (SES) for Charles Sturt University against sector-wide results.

SUBJECT PERFORMANCE DASHBOARD

- The Subject Performance Dashboard provides an overview of all subjects for the selected session, showing Progress Rate and Subject Experience results over time. Each of the dashboard page views provides a range of filter options to select desired results, including the option to '**COHORT COHORTS**' where there are two options to select a cohort from the right-hand panel as shown below:



Cohort 1	Cohort 2	Agree Rate	Progress Rate	Active Enrolments	Approx Survey Response Rate	Grades Reported
Bachelor of Accounting	Albury-Wodonga	78.1%	75.7%	306	17%	100%
	Bathurst	76.0%	82.7%	208	16%	100%
	Dubbo	66.5%	75.0%	20	21%	100%
	Wagga Wagga	80.1%	90.0%	22	20%	100%
Bachelor of Adult and Vocational Education (With Specialisations)	Bathurst	75.8%	100.0%	12	21%	100%
	Dubbo	67.3%	100.0%	8	20%	100%
	Wagga Wagga	73.7%	83.1%	178	23%	98%
Bachelor of Agricultural Business Management	Albury-Wodonga	64.6%	85.7%	7	11%	100%
	Dubbo	67.3%	66.7%	3	20%	100%
	Wagga Wagga	59.6%	74.4%	207	15%	100%
Bachelor of Agricultural Science	Albury-Wodonga	83.6%	75.0%	4	32%	100%
	Dubbo	67.3%	72.7%	11	20%	100%
	Wagga Wagga	60.7%	78.1%	211	16%	100%
Bachelor of Agricultural Science (Hon..	Wagga Wagga	63.9%	100.0%	6	26%	100%
Bachelor of Agriculture	Albury-Wodonga	51.8%	50.0%	2	13%	100%
	Bathurst	71.4%	0.0%	1	16%	100%
	Dubbo	66.5%	50.0%	2	21%	100%
	Wagga Wagga	64.4%	77.5%	184	16%	100%
Bachelor of Animal Science	Albury-Wodonga	85.7%	92.3%	26	30%	100%
	Dubbo	67.3%	100.0%	1	20%	100%
	Wagga Wagga	68.4%	75.0%	45	16%	100%
Bachelor of Applied Science (Outdoor	Albury-Wodonga	76.4%	50.0%	5	31%	100%

Document Version

Version #.	Prepared by:	Date
2025.01	Florian Miller, Office of Planning and Analytics Tanya Tye, Division of Learning and Teaching	04 July, 2025

2025: At a glance - Summary of ACHC updates

A) SCOPE – ONLY THE MOST RECENT YEAR

- **2025:** The ACHC score now uses only the most recent year of data to determine the course health category.
- **2024:** Included 3 years of data with various weightings.

B) NON-RATED CATEGORIES - EXPANDED

- New Course
- Teachout
- No Active Offering
- Insufficient Metrics
- **Note: Rated Categories remain unchanged**

C) METRICS GROUPINGS – NOW IN 2 DOMAINS

- Metrics are now grouped into two domains:
  - Student Metrics Domain, and
  - Viability Metrics Domain.
- **Note: The actual metrics and thresholds remain unchanged.**

D) FILTER IMPROVEMENTS (IN FULL COURSE LIST)

- New filter options include the ability to select small courses and adjust the small course threshold.