



EAB

Academic Performance Solutions

Optimizing Class Size and Instructional Workload

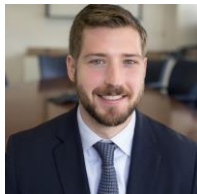
Part II, APS Benchmarks Bootcamp

February 6, 2019

Today's Presentation



Today's Presenter



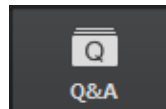
Harrison Greer

Consultant

Navigating Zoom

Ask a Question

To ask the presenter a question, use the Q&A button on the toolbar.



Having technical trouble?

Contact us at APS@eab.com

We would love to hear from you!

Please take a few minutes to fill out the survey you'll receive after the webinar.

APS Benchmarks Bootcamp



Foundational Webinar Training Series

Three 45-minute sessions led by APS dedicated consultants, who will walk through the APS Benchmarks dashboard. All users are welcome to join.

1

Introduction to APS Benchmarks

January 30th

- Overview of the APS Benchmarks dashboard
- What you'll learn: Key terms and methodology, as well as how to navigate different tabs – specifically identifying opportunities for improvement using the *Course Completion* tab

2

Optimizing Class Size and Instructional Workload

February 6th

- Tabs we'll explore: *Course Planning* and *Instructional Workload*
- What you'll learn: How to identify opportunities to rightsize class size and balance instructional workload compared to the cohort

3

Identifying Opportunities to Inflect Department-Level Costs

February 13th

- Tab we'll explore: *Instructional Costs*
- What you'll learn: How to pinpoint opportunities to reduce costs, focusing on the main drivers of instructional costs



Register [online](#) today!

For assistance, please leave a comment in the webinar survey.

Our Agenda for Today



**Research on
Instructional Capacity**



Methodology



Platform Demo



**Q&A with
Audience**



How Do We Optimize Use of Instructional Resources?



Are we fully utilizing existing capacity?



Should we adjust workload expectations for full-time faculty?



Can we increase class sizes to accommodate more students without adding resources?



Benchmarks Provide Context and Inform Resource Decisions

- Benchmarks provide starting point to understand how your institution compares to others
- Instructor loads or class sizes vary with mission
- No best practice targets or wrong answers

Measuring Instructional Capacity

Two Levers that Impact Student Credit Hour (SCH) Production

- 1 Section Size
- 2 Credit Hours Taught

SCH Taught by Tenured and Tenure Track Faculty¹

Fall 2017

n=49 institutions

	Median Credit Hours Taught	Median Section Size	Median SCH Taught
Small, Private	9	17.6	139
Regional Comprehensive	9	18.2	178
High-Research Comprehensive	6.2	16	100
Very Large Research	4.8	17	93

Both credit hours taught and section size inflect SCH and can be adjusted to help match capacity to demand

1) Includes only tenured and tenure track instructors teaching courses with enrollment caps set at greater than zero and with greater than zero attempted student credit hours; section size calculation excludes individual instruction; fall 2017. Medians weighted by total attempted student credit hours at the institution.

Rightsize Class Size with Max Caps and Fill Rates



Class Size: Number of students enrolled in a section at the last posted enrollment date

→ *Rightsize class size by either **adjusting the maximum capacity (max cap)** or **increasing fill rate***

Adjust Max Caps

Caps should be intentionally set according to a policy that considers:

- *Course Attributes:* Take into account course type and pedagogy, course division, classroom size, historical and expected enrollment, and the amount of time instructors must dedicate to individual students
- *Industry Standards and Accreditation Requirements:* Discipline-specific associations make recommendations for considerations when setting caps, especially for class sizes that are part of accreditation (e.g. writing classes limited to 20 or fewer students¹)

Increase Fill Rates

Classes commonly have low enrollment due to three core reasons:

- *Monitor Demand in New Offerings:* Consider how many majors are in a program
- *Consider Curriculum Review or Redesign:* Review courses that lack student demand, such as courses that are not publicized enough or are too specialized
- *Consolidate Sections:* Reduce number of sections for courses that are offered at a level that exceeds demand



Resources Available: [Maximum Capacity Toolkit](#), [Instructional Capacity Playbook](#)

¹) Statement of Principles and Standards for the Postsecondary Teaching of Writing, National Council of English Teachers. <http://www2.ncte.org/statement/postsecondarywriting/>



Instructional Workload Dependent on Cohort Type

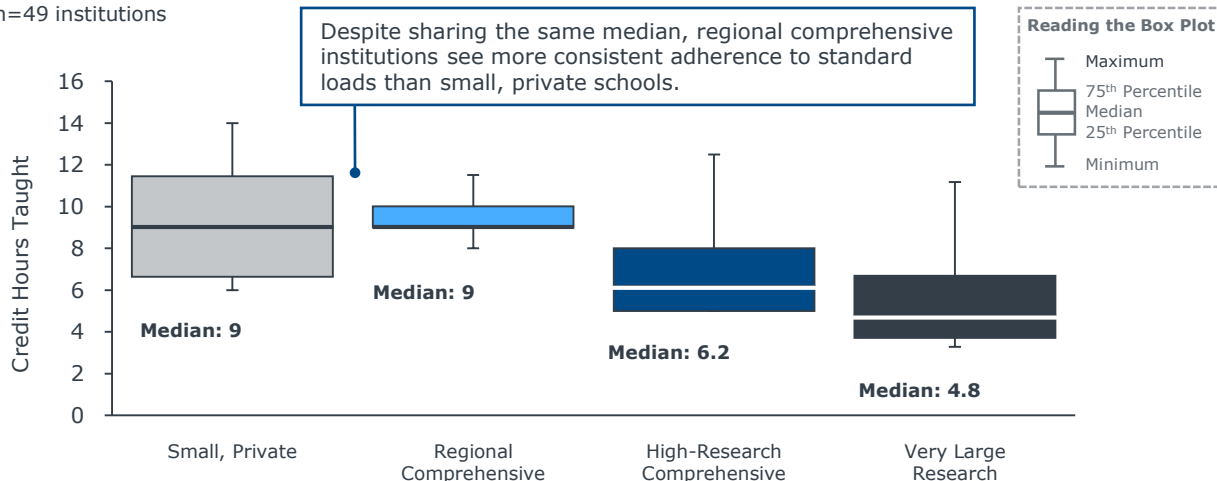
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Adjust instructional workload by **setting clear expectations**, as well as **tracking SCH production and funded releases**.

Distribution of Credit Hours Taught by Tenured and Tenure Track Faculty¹

Fall 2017

n=49 institutions



¹ Includes only tenured and tenure track instructors teaching courses with enrollment caps set at greater than zero and with greater than zero attempted student credit hours; fall 2017. Medians weighted by total attempted student credit hours at the institution.

Instructor Type Standard Definitions

Instructor Types in APS Benchmarks

1

Adjunct

- Typically employed on a per course basis for teaching
- Serves in a temporary or auxiliary capacity

2

Graduate Assistant

- Typically employed on a per course basis
- Enrolled as a graduate student
- Often paid a reduced salary or provided a stipend

3

Non-Tenure Track

- Typically focused solely on teaching
- May be full-time or part-time
- Contracts of varying length

4

Tenured

5

Tenure Track

- Typically full-time
- May not teach full load due to other responsibilities, including scholarship, administrative duties and service

Instructor Rank Standard Definitions

Instructor Ranks in APS Benchmarks

Lecturer

- Appointed primarily to provide instruction
- Typically non-tenure track staff who have the same qualifications as regular faculty or have achieved significant professional expertise in a field of study

Assistant Professor

- Tenure-track instructional staff with a doctorate or equivalent professional degree
- Responsibilities include teaching, research or other scholarly activity, and service to the field and institution (e.g., student advising)

Professor

- Has the same qualifications as the associate professor, and, in addition, has a distinguished record of advanced research or creative work and of leadership in the field of study

Instructor

- Have either a doctorate or equivalent professional degree or are working toward one
- This rank is often the first step toward the tenure-track and can provide an opportunity for evaluating an individual's qualifications prior to promotion to assistant professor

Associate Professor

- Possesses the same qualifications as the assistant professor, but also has an established reputation as a scholar or professional, shows a high degree of teaching proficiency, and has demonstrated service to the institution

Clinical

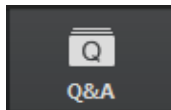
- Teaching staff, typically holding a professional position in an occupation such as law or medicine
- May also be referred to as “professor of practice”



Live Demonstration

How to Ask a Question

To ask the presenter a question, use the Q&A button on the toolbar.



Resources

- APS User Guide: Available on Resources & Release Notes tab on [APS platform](#)
- [Examining Drivers of Instructional Costs](#): Ways to inflect drivers of departmental instructional costs
- [Maximum Capacity Toolkit](#): Diagnostics to assess max cap issues and build max cap policy
- [Instructional Capacity Playbook](#): Strategies for responding to changes in the enrollment landscape

Additional Questions?

Contact us at APS@eab.com





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