

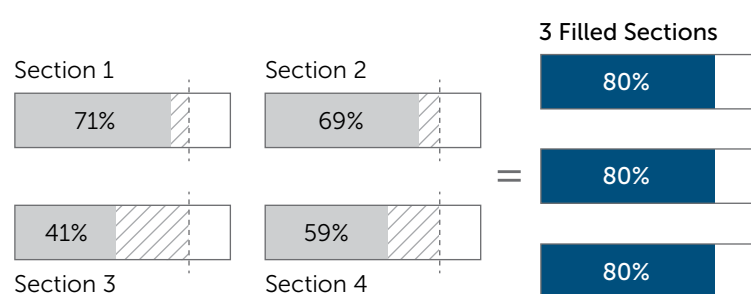
Illuminate YOUR

Underutilized Instructional Resources

Universities commonly offer more sections than are needed to meet student demand, with under-enrolled sections representing a suboptimal use of faculty time and effort. Academic Performance Solutions research revealed that as many as 28% of seats on campus go unfilled each semester.¹ With just a few smart scheduling checks, university leaders can spotlight opportunities to free up capacity and redirect resources to the priorities they care about most.

Consolidate consistently underfilled sections

Many underfilled courses have capacity across sections or across similar courses, with large universities seeing as many as 240 undergraduate classes that have the potential to be collapsed each academic year. Multiple sections of a lower-division course with a wide range of fill rates could be consolidated, resulting in fewer sections that are more full.

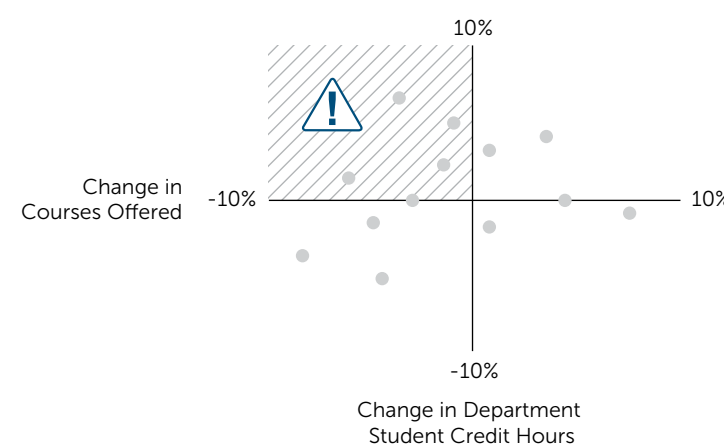


How to Take Action

- Analyze total enrollment across all sections, taking department-level context into account.
- Identify sections that fall below an 80% fill rate.
- Consolidate small and underutilized sections.
- Redirect faculty hours to additional sections of courses that impact student persistence and retention.

Align course offerings with student demand

At the department level, there are discernible risk areas where student demand and the number of courses offered are moving in opposite directions. Some departments will see an increase in distinct course offerings despite decreasing demand and declining fill rates.

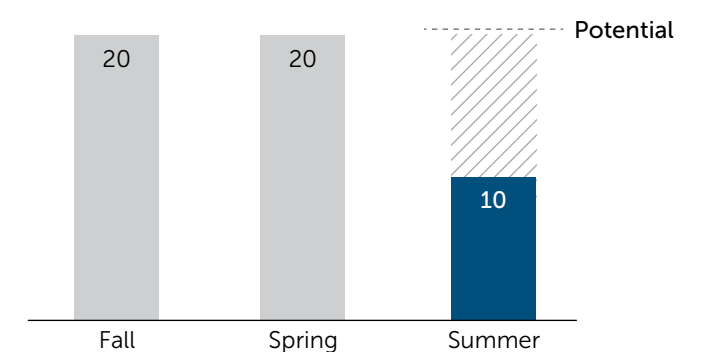


How to Take Action

- Identify departments with declining numbers of student credit hours and a high number of course offerings.
- Match courses to appropriately sized classrooms, particularly during prime-time hours.
- Consider eliminating low-enrollment or niche courses, or offering them less frequently (i.e., once per academic year rather than once per semester).
- Before adding new courses in any department, use enrollment data to assess demand.

Maximize summer and intersession enrollment

Summer and intersession terms often escape scrutiny and can be hidden sources of overflow capacity. One institution found that 10% of its courses are taught in the summer, yet only 5% of students are enrolled in the summer term. Lower division courses in the summer term can have nearly half as many seats empty as they do full.



How to Take Action

- Screen summer offerings for graduation impact to create overflow capacity for high-demand courses.
- Actively market the summer term directly to students with "off-path" indicators to promote on-time graduation.
- Divert summer spending to top 10 bottleneck courses in fall and spring terms.
- Collapse any underfilled sections or consider implementing policy guardrails around minimum enrollment.

Found Resources

By better matching the supply of faculty time and classroom space with student needs, universities can find efficiencies and cost savings that can be parlayed into new investments, high-growth areas, or professional development activities. Reclaimed faculty time can be reallocated to scholarly research, service activities, special projects, or newly added sections for bottleneck courses.

1. All undergraduate; lower and upper division courses from Fall 2014 and Spring 2015, with a student load greater than five.
2. 44% of collapsible sections taught by adjunct faculty (based on average salary of \$7,843/course).



Sizing the Opportunity

The average public, midsized master's university offers 72 more sections than it needs, which can be translated into:

Available Classrooms

72 Reassignable classroom spaces

Redeployable Time

40 Course equivalents for full-time tenured faculty

Cost Savings

\$251K In saved instructional costs²