Instructional Staff Capacity

Back to APS Home

This tool highlights shifts in instructional demand and whether your current instructional capacity is well suited to meet that demand. Use this to support adjustments to course offerings and faculty line requests.

Begin by selecting some filters below:

1. What department do you want to look at?

Select a single department.

DEPARTMENT NAME: Art

2. What year and/or term do you want to see trends for?

Select the most recent academic year and term for which data is available to plan for the upcoming year or like term.

ACADEMIC YEAR: 2016-17

TERM: All

3. What benchmark department and cohort do you want to compare this to?

Benchmark filter selections will inform comparisons for class size and instructor mix in Sections II and III below. Default selection for year is set to most recent year of benchmark data available. For more on composition of cohorts available for selection view the Cohort Profile tab in APS Benchmarks. Go to Cohort Profile

BENCHMARK DEPARTMENT: All

COHORT NAME: Large Publics, D…

BENCHMARK ACADEMIC YEAR: 2018-19

BENCHMARK TERM: All

Summary Trends

Attempted Credit Hours (SCH)

Total	3-Year Trend
10,863	+25.8%

Seat Utilization and Class Size

Median Section Fill Rate	3-Year Trend
96.0%	+0.8%

Median Class Size	3-Year Trend
15	0.0%

Median SCH Taught

Full-Time Instructors*	3-Year Trend
216	-1.4%

Other Instructors	3-Year Trend
99	-5.6%

• If trends are increasing, look for course level bottlenecks and gaps between actual instructional capacity and needed instructional capacity to consider decisions around hiring faculty.

• If trends are decreasing, look for section consolidation opportunities and consider reallocating instructional time.

* These groups are based on the standard instructor types used for benchmarking. “Full-time instructors” includes the instructor types Tenured, Tenure Track, and Non Tenure Track. “Other instructors” includes the instructor types Adjunct, Graduate Assistant, and Not Benchmarked. The mapping of your institution’s instructor types to the standard types can be found on the Configuration Summary tab of the Benchmarks dashboard. Go to Configuration Summary

[I] Attempted Student Credit Hours (SCH): How is Course Demand Changing?

Department: Art. Academic Year: 2016-17. Term: all.

What are Growing or Shrinking Majors?

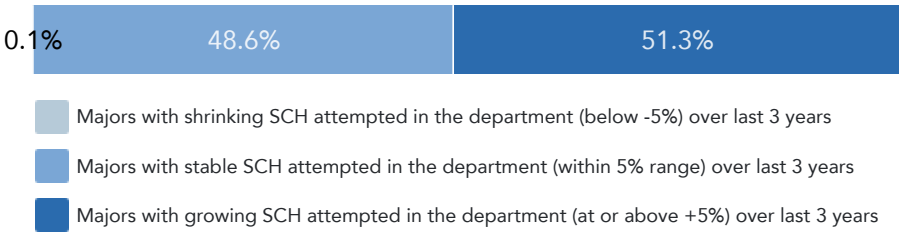
• Growing majors are majors with an average annual change in SCH attempted in the selected department at or above 5% over the last three academic years.

• Shrinking majors are majors with an average annual change in SCH attempted in the selected department below -5% over the last three academic years.

• Stable majors are majors with an average annual change in SCH attempted in the selected department within +/-5% over the last three academic years.

Coursework Broken Down by Growing or Shrinking Majors

Total Attempted SCH	3-Year Trend
10,863	+25.8%



Coursework Impacted by Shrinking Majors

0.1% Proportion of student credit hours taken by majors with declining demand for coursework offered.

Breakdown of Shrinking Majors by Own vs Service

	Share of Attempted SCH	SCH Attempted, 3-Year Trend
Own Majors	-	-
Service Majors	0.1%	-25.5%

Analyzing Shrinking Majors by Own vs Service

If your department has a large proportion of SCH taken by shrinking majors, you may see a decrease in course enrollment. Examine under-utilized sections with low fill rates or lower class sizes than benchmark in Section II below to see if course offerings can be consolidated.

Additional Details on Shrinking Majors

Coursework Impacted by Growing Majors

51.3% Proportion of student credit hours taken by majors with increasing demand for coursework offered.

Breakdown of Growing Majors by Own vs Service

	Share of Attempted SCH	SCH Attempted, 3-Year Trend
Own Majors	11.0%	+38.5%
Service majors	40.3%	+75.0%

Additional Details on Growing Majors

[II] Seat Utilization and Class Size: How Efficient Are Current Course Offerings?

Benchmark Academic Year: 2018-19
Cohort: Large Publics, Doctoral Classification. Benchmark Department: all. Benchmark Term: all.
Department: Art. Academic Year: 2016-17. Term: all.

Total Sections Offered	Median Section Fill Rate	3-Year Trend	Median Class Size	3-Year Trend
201	96.0%	+0.8%	15	0.0%

How to Prioritize Your Actions

Higher Priority Review
More than 20% of enrollment comes from majors whose demand for coursework is changing. For sections below the recommended fill rate or section size, shrinking majors are included. For sections above the recommended fill rate or section size, growing majors are included.

Lower Priority Review
Less than 20% of enrollment comes from majors with changing demand. The fill rate or section size is outside the recommended range.

Continue to Monitor
The fill rate or section size is within the recommended range.

Consolidation Opportunities: Sections Below Recommended Range

Sections with fill rate below 80% and class size below benchmark*

Fill Rates Below 80%

View by Course Division

See Sections with Fill Rate Below 80%

Class Size Below Benchmark by More Than 5%*

View by Course Division

See Sections with Class Size Below Benchmark

Expansion Opportunities: Sections Above Recommended Range

Sections with fill rate at or above 90% and class size above benchmark*

Fill Rates at or Above 90%

View by Course Division

See Sections with Fill Rate Above 90%

Class Size Above Benchmark by 5% or More*

View by Course Division

See Sections with Class Size Above Benchmark

Continue to Monitor: Sections Within Recommended Range

Sections with fill rate and class sizes within recommended range

Fill Rates Between 80-90%

View by Course Division

See Sections Within Recommended Fill Rate Range

Class Size Within 5% Range of Benchmark*

View by Course Division

See Sections Within Recommended Class Size Range

* Class size comparisons to benchmark are based on like course type and course division for each section

[Ill] Median SCH Taught:Do You Have The Right Instructional Capacity to Meet Course Demand?

Benchmark Academic Year: 2018-19
Cohort: Large Publics, Doctoral Classification. Benchmark Department: all. Benchmark Term: all.
Department: Art. Academic Year: 2016-17. Term: all.

Number of Instructors Teaching Coursework Offered by Your Department

If number of instructors is declining, consider if additional faculty lines are needed to meet any expected increase in demand for course offerings.

	Headcount	Headcount, 3-Year Trend	Instructor Mix
Instructors Assigned* to Your Department	51	+15.8%	45.1% / 54.9%
Instructors Assigned to Other Departments	2	0.0%	50.0% / 50.0%

*Assigned Department indicates the home department that instructors are assigned to based on where they taught a majority of their courseload in a given year.

Full-Time Instructors (Includes Tenured, Tenure Track, and Non Tenure Track)

Other Instructors (Includes Graduate Assistants, Adjuncts, and Others)

Distribution of Instructor Teaching Load Within Your Department

If instructors assigned to your department are teaching less than expected, consider opportunities to rebalance teaching load without compromising other responsibilities

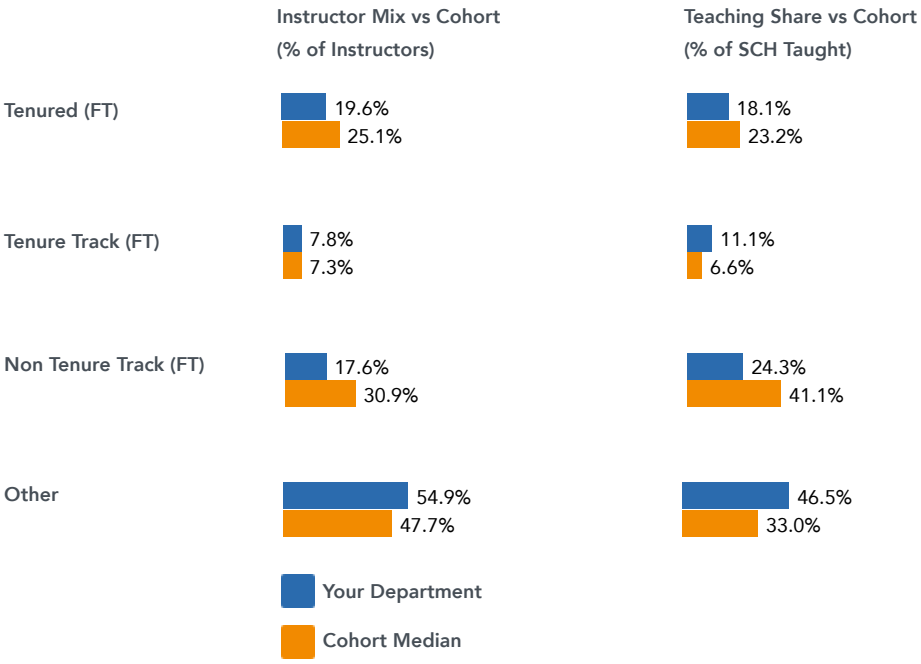
like research or service.

	Headcount	Median SCH Workload Per Instructor	Median SCH Workload, 3-Year Trend
Tenured (FT)	10	152	-15.1%
Tenure Track (FT)	4	239	-8.8%
Non Tenure Track (FT)	9	249	-0.6%
Other	28	99	-5.6%

See Load Distribution by Term

Comparison of Instructor Mix to Benchmark

If you are considering adding a new faculty line, use the information below to compare instructor type distribution and teaching share to your cohort.



See Mix and Workload by Instructor Rank