



WASHINGTON STATE UNIVERSITY  
**VANCOUVER**

# **Academic Portfolio & Resources Review**

## **Townhall**

### **February 3, 2026**

*This document was reissued on February 9, 2026 with the following revisions:  
Red highlights in the framework changed color to orange; updated criteria  
descriptions to remove ' over-performing and underperforming' vocabulary*

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# Reminder of Our Work Together

## **Academic Portfolio and Resources Review (APRR)**

*Establish a common source for academic-related data that will help WSU Vancouver in data-informed decision making.*

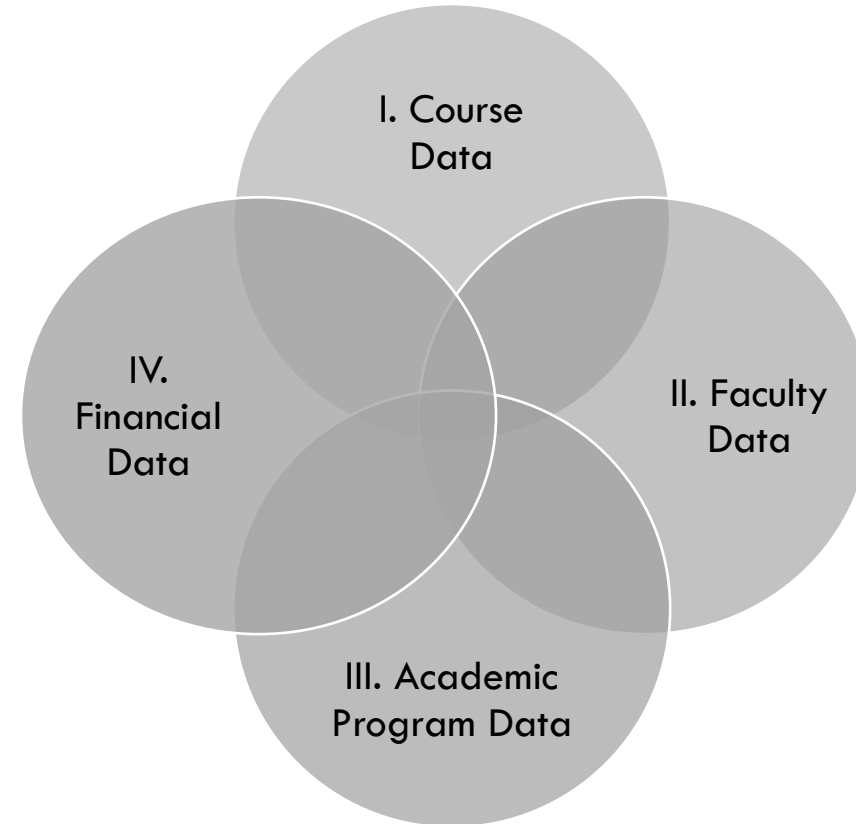
*Conduct workshops with academic leaders to facilitate engagement with APRR framework and strengthen capacity to make data-informed decisions.*

## **Administrative Services Review (ASR)**

*Identify opportunities to improve current levels of service, address pain points, develop operational metrics, and move to a more sustainable business model.*

# Academic Portfolio and Resources Review (APRR)

- **Quantitative Framework & Analysis** of WSU Vancouver's academic departments
  - Course data
  - Academic program data
  - Faculty data\*
  - Financial data



The years of analysis for the APRR are academic years 2022-2023, 2023-2024, and 2024-2025.

\* The APRR framework focuses on faculty FTE and instructional activity. It also acknowledges faculty's other responsibilities, particularly related to research. As available, department-level data related to research expenditures are incorporated into the framework.

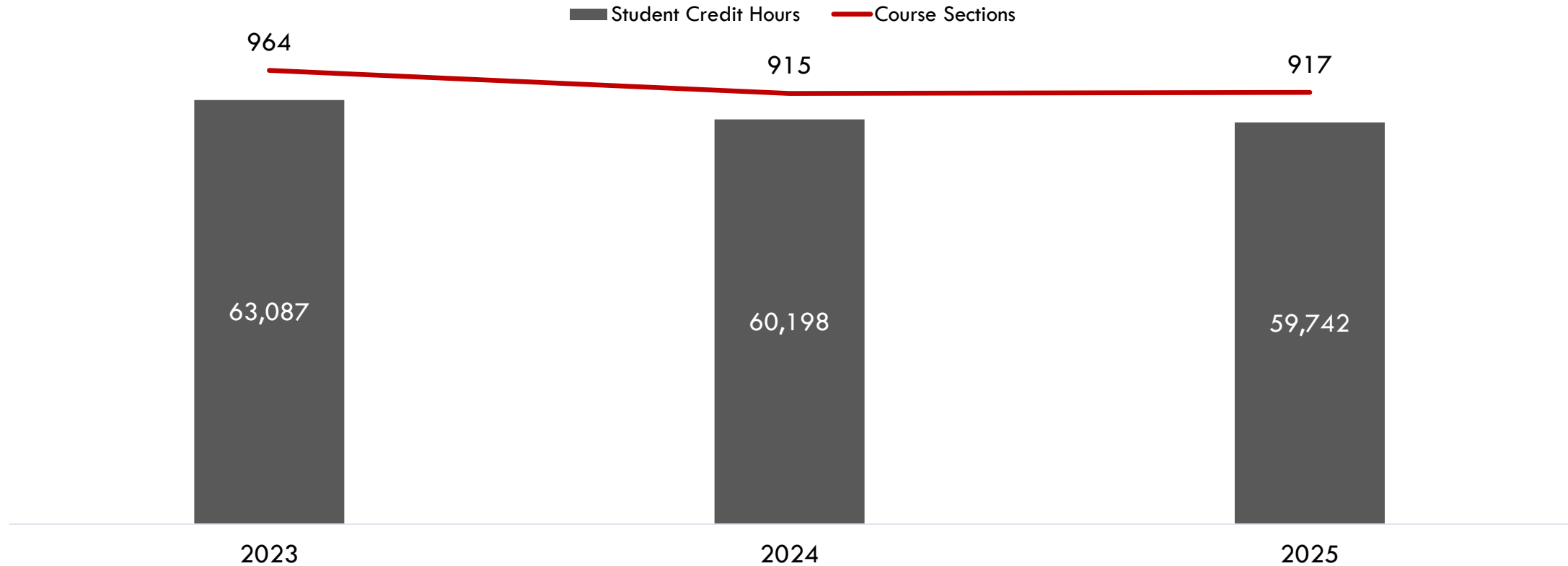
# High-Level APRR Trends



# Course Trends

# Total Student Credit Hours and Sections Declined 5%

## Student Credit Hours and Sections, Institution-Level View



Student Credit Hours (SCH) signal student demand. Academic leaders should track SCH trends to spot shifts in demand, and departments should compare their SCH patterns to WSU Vancouver’s overall trends. Section counts are most informative when viewed alongside SCH, helping WSU Vancouver set the right number of sections to meet demand.

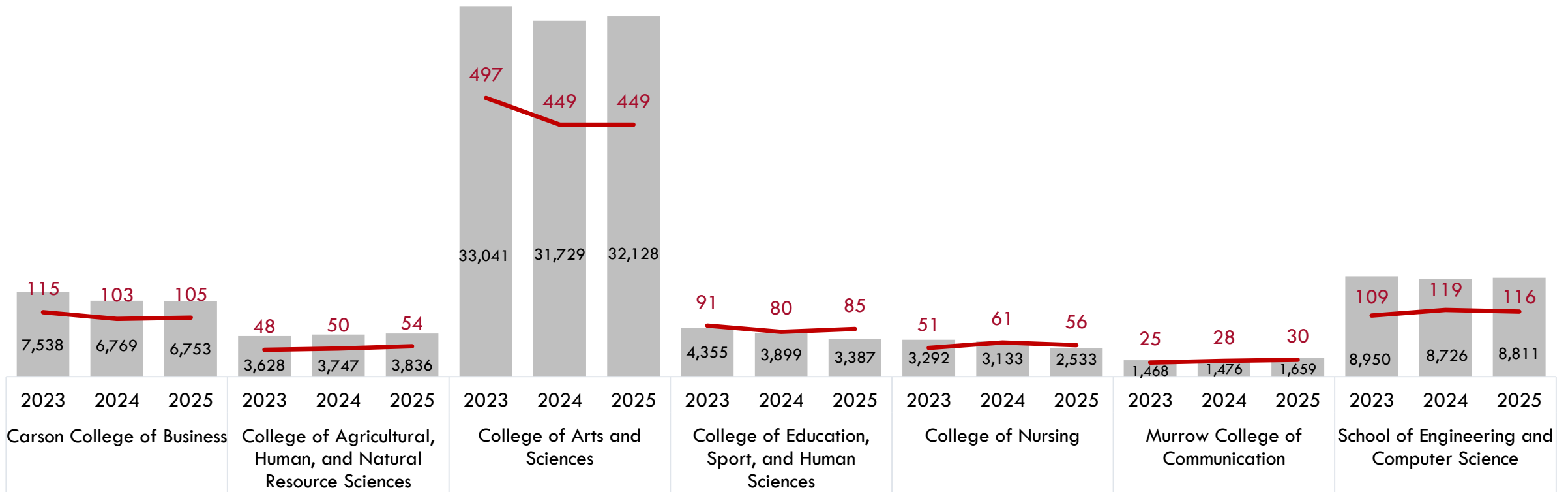
**Student Credit Hours:** Student credit hours generated based on course subjects mapped to departments and colleges/schools, calculated as the number of students enrolled in a course multiplied by the number of credit hours the course carries.

**Sections:** Number of active course sections offered in an academic year. Cross-listed sections are combined by counting the section with the highest enrollment (or SCH, if tied) as the primary.

# The Relationship Between Student Credit Hours Trends and Section Trends Differed Across Colleges & Schools

## Student Credit Hours and Sections, College/School View

■ Student Credit Hours    — Course Sections



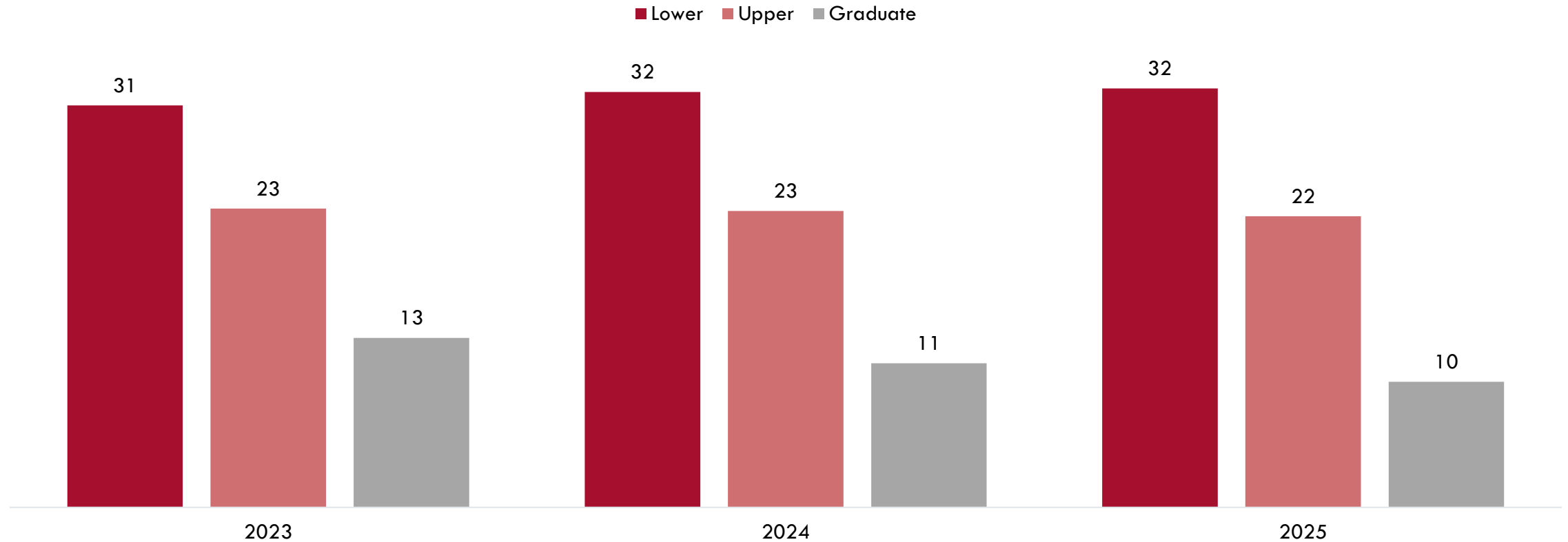
Student Credit Hours (SCH) signal student demand. Academic leaders should track SCH trends to spot shifts in demand, and departments should compare their SCH patterns to WSU Vancouver's overall trends. Section counts are most informative when viewed alongside SCH, helping WSU Vancouver set the right number of sections to meet demand.

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**Sections:** Number of active course sections offered in an academic year. Cross-listed sections are combined by counting the section with the highest enrollment (or SCH, if tied) as the primary.

# Average Section Size of Graduate Courses Declined; Lower- and Upper-Level Average Section Sizes Remained Flat

## Average Section Size by Level, Institution View



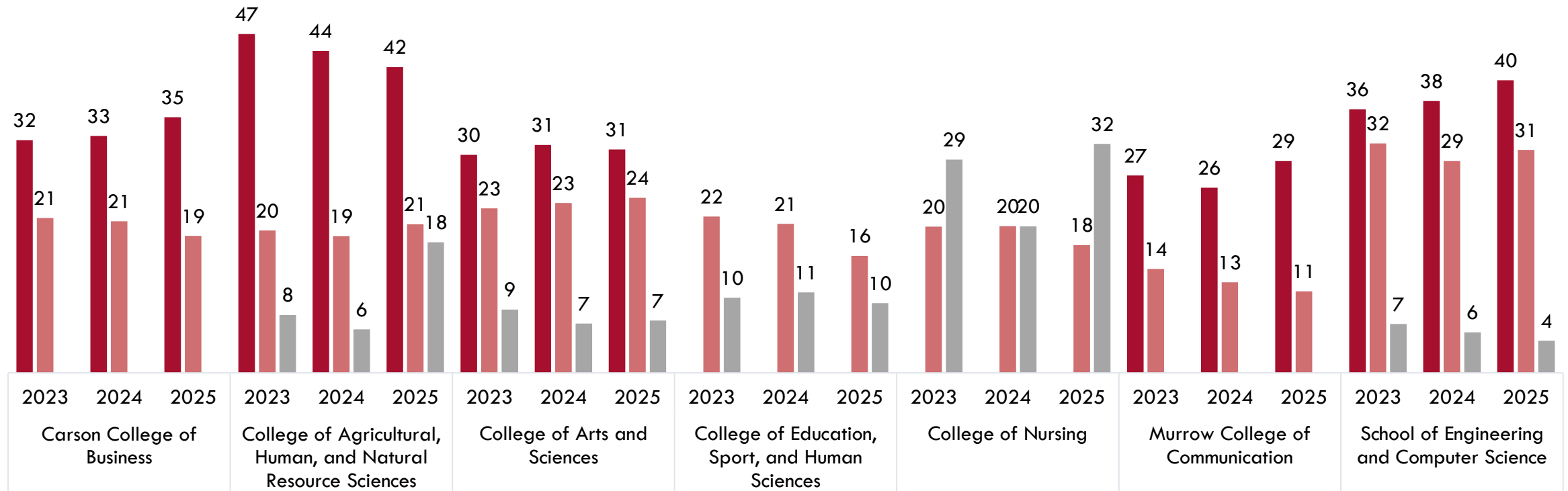
Although pedagogical and curricular decisions affect average class size across levels, WSU Vancouver leaders should work with chairs and program directors to ensure allocated resources are used as effectively as possible and track average class size to monitor progress.

**Average Section Size:** The average number of students enrolled per course. Courses that do not have regular group instruction are excluded from the average class size calculation.

# Average Section Size Across All Levels Varied By Colleges & Schools

## Average Section Size, By Level; College/School View

■ Lower ■ Upper ■ Graduate



Although pedagogical and curricular decisions affect average class size across levels, WSU Vancouver leaders should work with chairs and program directors to ensure allocated resources are used as effectively as possible and track average class size to monitor progress.

**Average Section Size:** The average number of students enrolled per course. Courses that do not have regular group instruction are excluded from the average class size calculation.

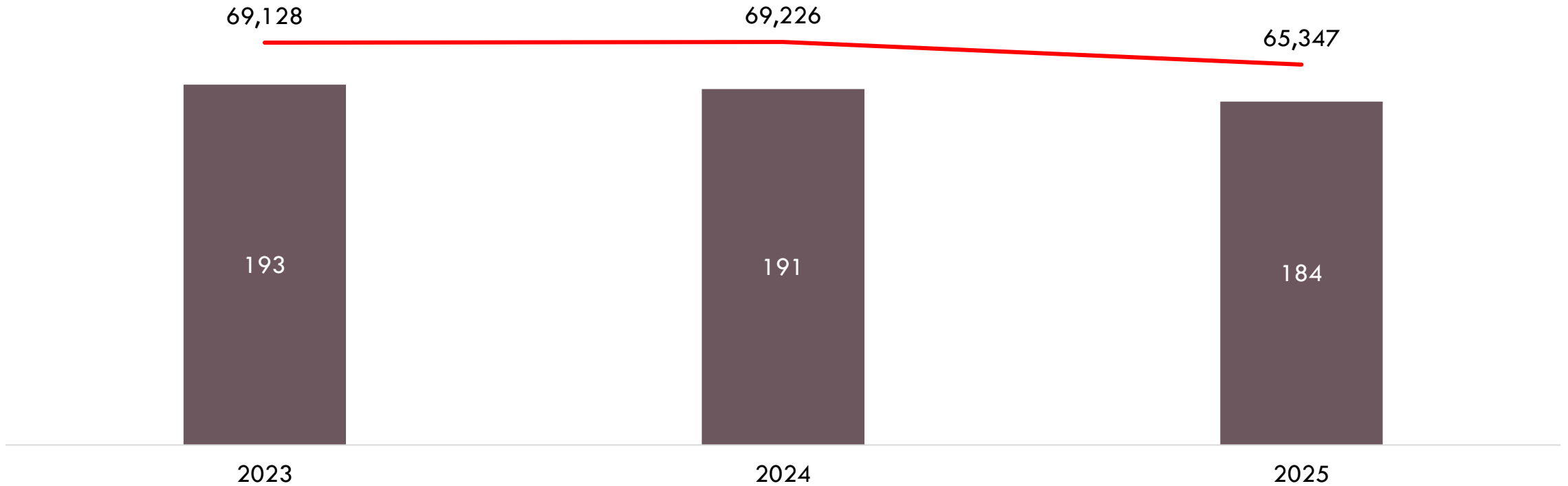


# Faculty Trends

# Total Faculty FTE and Faculty Student Credit Hours Declined 5% from 2023 to 2025

### Total Faculty FTE and Faculty Student Credit Hours

■ Total Faculty FTE    — Faculty Student Credit Hours



**Faculty FTE:** The calculated number of full- and part-time faculty within academic departments each academic year; the sum of Regular Faculty FTE and Temporary Faculty FTE. Regular faculty positions include tenure, tenure-track, and career-track faculty. Temporary faculty positions include adjuncts and lecturers; 30 credits of instructional responsibility is equivalent to 1.0 temporary faculty FTE.

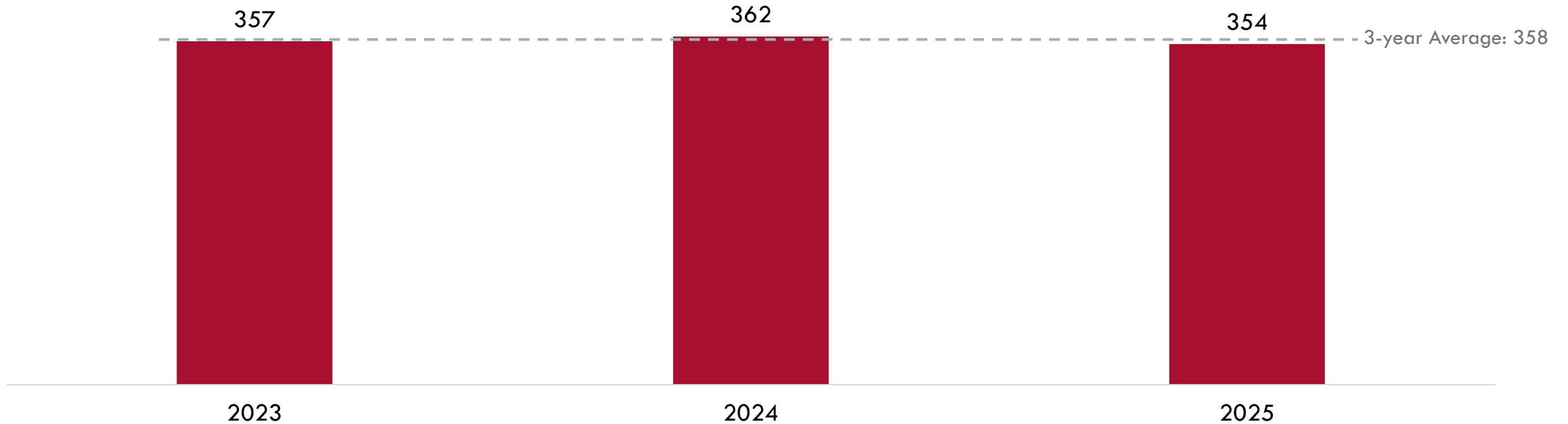
**Faculty Student Credit Hours per Faculty FTE:** Student credit hours taught by faculty at WSU Vancouver, divided by total faculty FTE at WSU Vancouver; this metric includes all courses taught at any WSU campus.

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# Faculty Student Credit Hours per Total Faculty FTE Averaged 358 from 2023 to 2025

### Faculty Student Credit Hours per Total Faculty FTE, Institution View

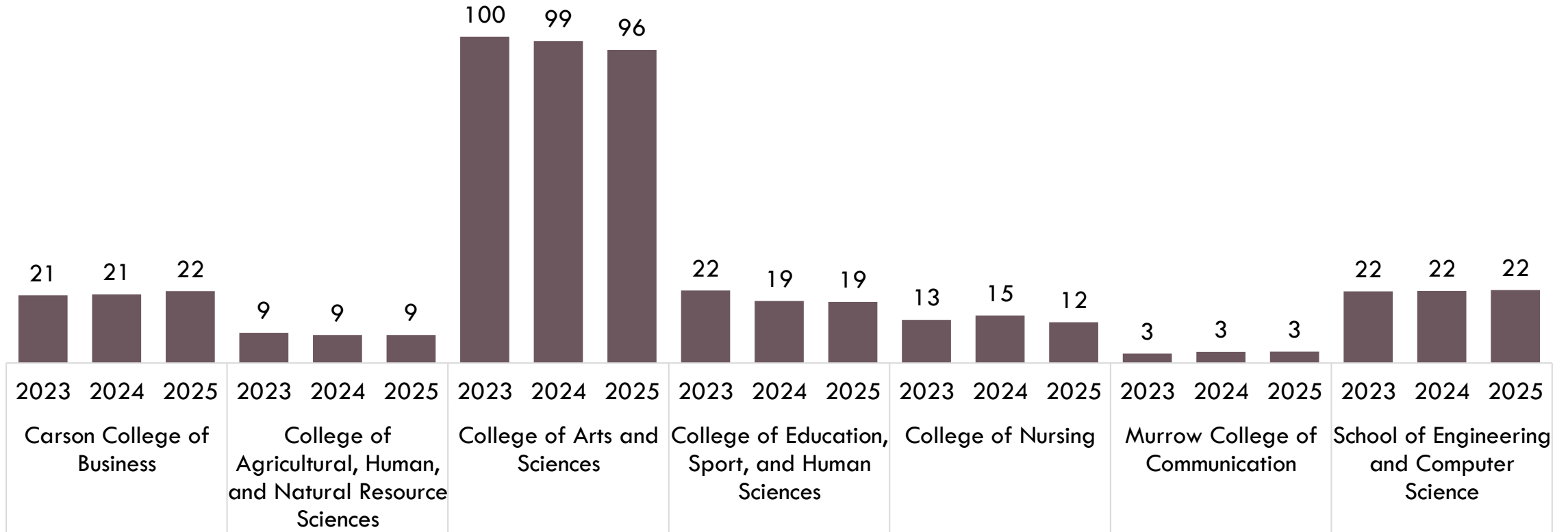


This metric shows how instructional capacity aligns with student demand and faculty activity. Tracking it over time reveals how efficiently academic units convert available capacity into delivered instruction.

**Faculty Student Credit Hours per Faculty FTE:** Student credit hours taught by faculty at WSU Vancouver, divided by total faculty FTE at WSU Vancouver; this metric includes all courses taught at any WSU campus.

# Institutional Declines in Total Faculty FTE Were Not Spread Evenly Across Colleges & Schools

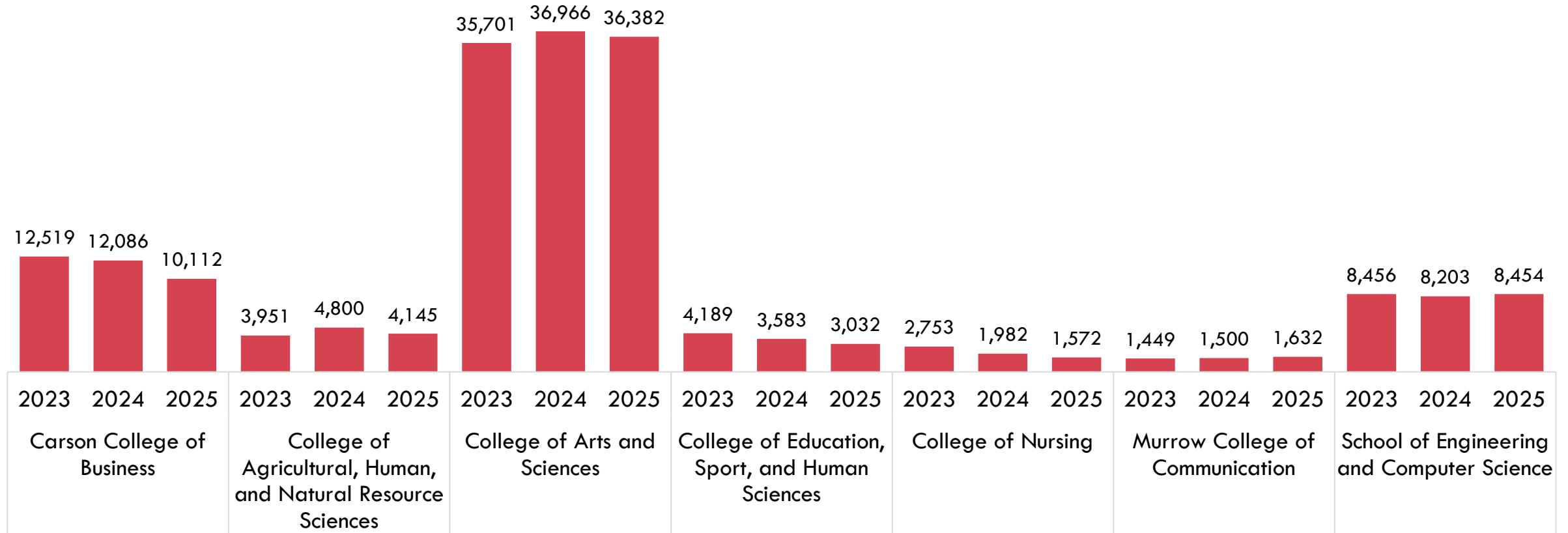
Total Faculty FTE by Year, College/School View



**Faculty FTE:** The calculated number of full- and part-time faculty within academic departments each academic year; the sum of Regular Faculty FTE and Temporary Faculty FTE. Regular faculty positions include tenure, tenure-track, and career-track faculty. Temporary faculty positions include adjuncts and lecturers; 30 credits of instructional responsibility is equivalent to 1.0 temporary faculty FTE

# College & Schools Trends for Faculty Student Credit Hours Were Split; Nearly Half Increased from 2023 to 2025 While Half Decreased.

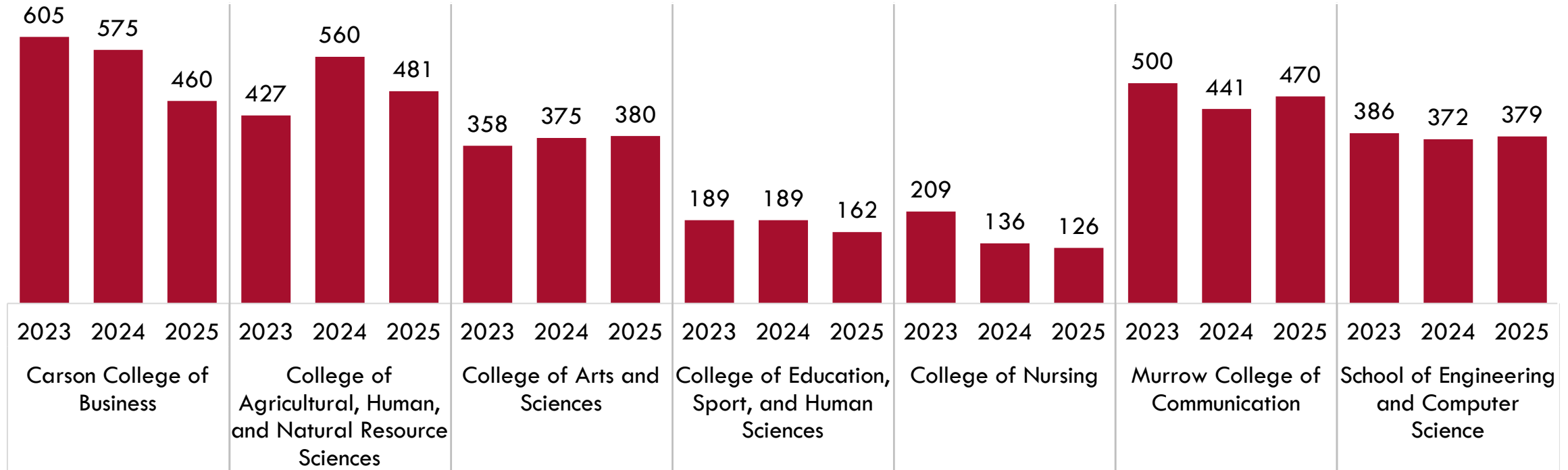
Faculty Student Credit Hours, College/School View



**Faculty Student Credit Hours:** The sum of all SCHs taught by all faculty in a college; this metric includes all courses taught at any WSU campus.

# Variation of College/School Faculty Student Credit Hours per Total Faculty FTE Demonstrate Differing Programs and Contributions to Campus and WSU Offerings

Faculty Student Credit Hours per Total Faculty FTE, College/School View



This metric shows how instructional capacity aligns with student demand and faculty activity. Tracking it over time reveals how efficiently academic units convert available capacity into delivered instruction.

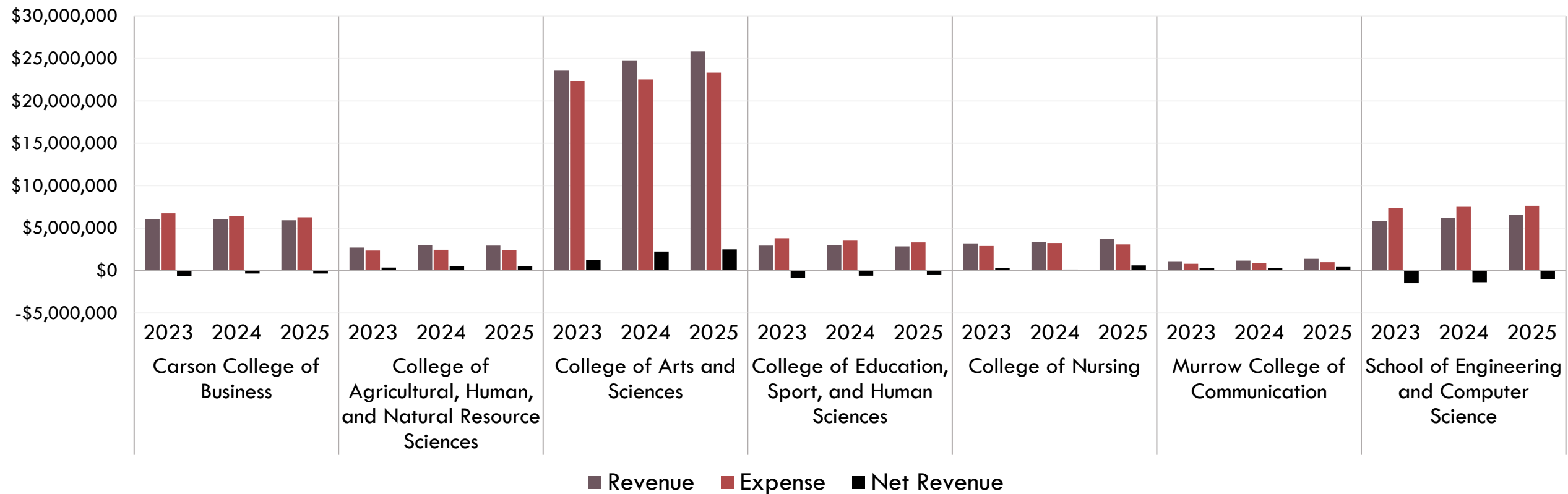
**Faculty Student Credit Hours per Faculty FTE:** Student credit hours taught by faculty in the college, divided by total faculty FTE in the college.



# Financial Trends

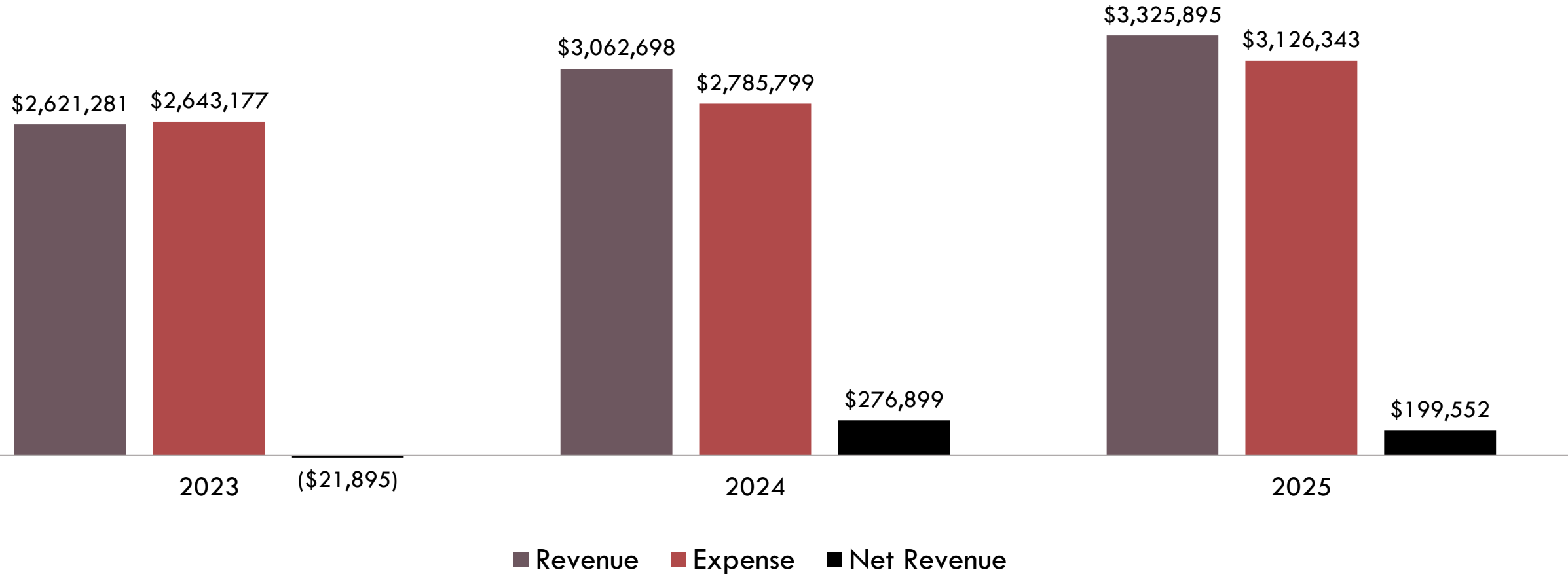
# Net Revenue at the College/School Level Underscores the Integrated Nature of WSU Vancouver's Structures and Offerings

## Revenue, Expense & Net Revenue, College/School View



**Revenue:** Unrestricted net tuition and fees, state appropriation, indirect cost recovery, other operating revenue.  
**Expenses:** Unrestricted personnel (salary & benefits) and non-personnel expenses.  
**Net Revenue:** equals total revenues minus total expenses. If revenues exceed expenses, we say there is 'positive net revenue.'

# Department Example



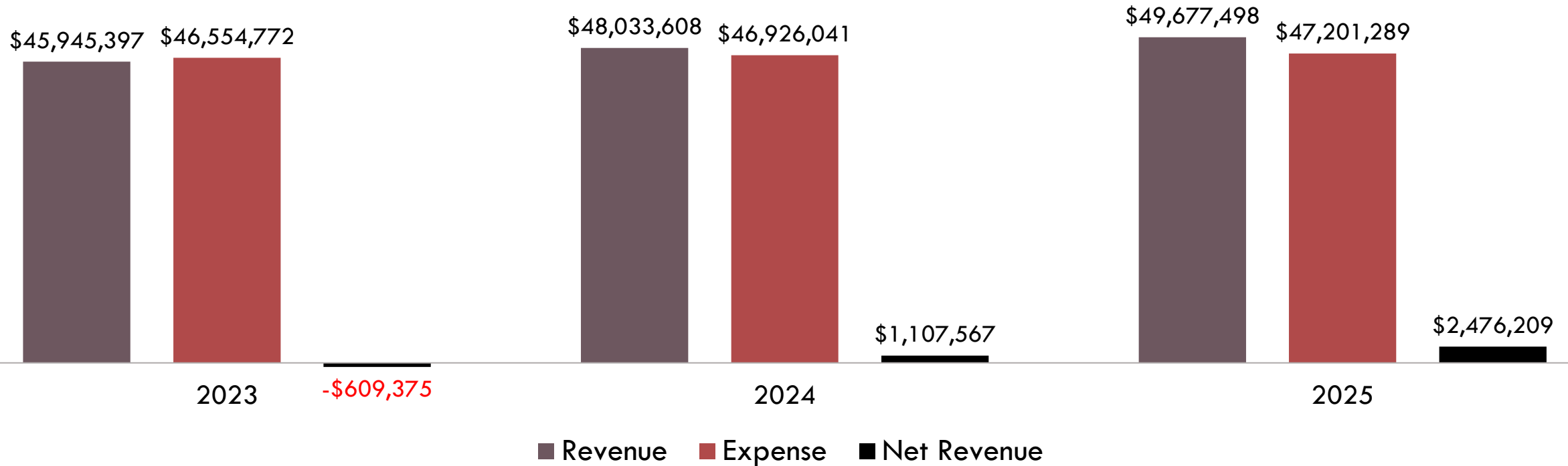
**Revenue:** Unrestricted net tuition and fees, state appropriation, indirect cost recovery, other operating revenue.

**Expenses:** Unrestricted personnel (salary & benefits) and non-personnel expenses.

**Net Revenue:** equals total revenues minus total expenses. If revenues exceed expenses, we say there is 'positive net revenue.'

# Revenues and Expenses Increased Each Year of Analysis; WSU Vancouver Had a Positive Net Revenue in 2024 and 2025

Revenue, Expense & Net Revenue, Institution Level View



**Revenue:** Unrestricted net tuition and fees, state appropriation, indirect cost recovery, other operating revenue.

**Expenses:** Unrestricted personnel (salary & benefits) and non-personnel expenses.

**Net Revenue:** Equals total revenues minus total expenses. If revenues exceed expenses, we say there is 'positive net revenue.'



# APRR Framework

# Academic Portfolio and Resources Review (APRR)

**The APRR provides WSU Vancouver with a data-informed, transparent approach for monitoring and evaluating academic offerings on an annual basis.**

The APRR framework:

- Presents a common source for academic-related data
- Establishes key metrics that can be monitored over time to make data-informed decisions about WSU Vancouver's academic portfolio and resources

Utilizing the APRR framework will help WSU Vancouver ensure student demand and success inform decisions regarding program development and management, course offerings, and faculty instructional efforts.

# The APRR Framework

Academic years 2023 – 2025\*

Key Metrics\*\*:

- Average duplicated student **enrollment** per undergraduate and graduate programs
- Percent change in **student credit hours** delivered by lower-level and upper-level undergraduate courses and graduate-level courses
- Average number of **degrees awarded** for undergraduate and graduate programs
- Average **faculty SCH per faculty FTE**
- Average **direct expenses per faculty SCH**

*Variation in performance metrics is both normal and expected across academic disciplines and should be interpreted relative to each department's context within its school or college.*

*The framework is intentionally constructed at the department level to provide WSU Vancouver stakeholders with both a bird's-eye view of trends across each school and college, as well as the opportunity to focus at more granular levels.*

\*WSU Vancouver's academic years are inclusive of summer, fall and spring terms. The academic years in the analysis are 2022-2023 (2023), 2023-2024 (2024), and 2024-2025 (2025).

\*\*Definitions for key metrics are available in the appendix of this document.

# WSU Vancouver's APRR Framework in Action

College of Arts and Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	74	6	5%	-9%	-41%	21	1	371	\$325
Anthropology	26	3	-21%	-49%	-71%	5	1	325	\$384
Art			-23%	76%				365	\$339
Biological Sciences	271	7	8%	29%	-55%	62	2	397	\$327

## Metric Value Highlight Color

Blue	Matches or above school/college value
Yellow	Near but below school/college value
Orange	Considerably below school/college value

## Department Categorization

**Blue** **Maximize Opportunities**

Most of the department's key metrics match or are above their school/college's values; few or no metrics below the school/college mean.

**Yellow** **Work to Ensure Efficiencies**

Some or most of the department's key metrics are near to their school/college's values; some metrics below the school/college mean.

**Orange** **Focus Inquiry**

Half or more of the department's metrics are below their school/college mean.

\*WSU Vancouver's academic years are inclusive of summer, fall and spring terms. The academic years in the analysis are 2022-2023 (2023), 2023-2024 (2024), and 2024-2025 (2025).

# WSU Vancouver's APRR Framework in Action

Categorization	Criteria	Action Steps
Maximize Opportunities	Most of the department's key metrics match or are above their school/college's values; few or no metrics below the school/college mean.	<p>High performance across most indicators signals that a department is <b>healthy, resilient, and well-aligned with student and institutional needs.</b></p> <p>Academic directors and department chairs should continue to look for opportunities to improve operational efficiency by optimizing course scheduling, monitoring class sizes, evaluating resource use, and ensuring instructional capacity aligns with demand. Leadership should remain adaptable to the changing higher education landscape and monitor fluctuations in key metrics.</p>
Work to Ensure Efficiencies	Some or most of the department's key metrics are near to their school/college's values; some metrics below the school/college mean.	<p>Mixed performance across indicators signals that a department may be <b>misaligned</b> in terms of <b>academic program offerings and student demand, course offerings and instructional staffing, or costs and resource allocation.</b></p> <p>Academic directors and department chairs in this category should identify and protect their strengths while implementing targeted improvements in challenged areas. The goal is to close performance gaps without overcorrecting or destabilizing parts of the department that are functioning effectively. Improvement may be achieved through focused adjustments in scheduling, curriculum, resource alignment, and advising, supported by clear goals and ongoing monitoring.</p>
Focus Inquiry	Half or more of the department's key metrics are below their school/college mean.	<p>Departmental values below the school/college mean across multiple indicators signals that a department faces <b>challenges in demand, productivity, retention, efficiency, or relevance.</b></p> <p>Academic directors and department leadership should pursue a combination of program evaluation, resource alignment, curricular redesign, and/or strategic planning, with an openness to restructuring where necessary. The goal is not simply cost reduction but ensuring sustainable, mission-aligned, high-quality academic programs that meet WSU Vancouver's student and institutional needs.</p>

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# College of Arts and Sciences

College of Arts and Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
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Anthropology	26	3	-21%	-49%	-71%	5	1	325	\$384
Art			-23%	76%				365	\$339
Biological Sciences	271	7	8%	29%	-55%	62	2	397	\$327
Chemistry	12		22%	23%				595	\$196
Criminal Justice			83%	-54%	-100%			280	\$451
Digital Technology and Culture	165		1%	-23%		46		404	\$274
English	57		8%	-12%	0%	16		310	\$339
History	45		5%	7%	-90%	12		396	\$283
Mathematics and Statistics	41	5	-1%	-27%	-18%	9	1	419	\$253
Molecular Biosciences				80%	-100%			180	\$1,085
Neuroscience	40		29%	20%	-100%	9		282	\$491
Physics and Astronomy			0%					509	\$214
Psychology	193	6	3%	-20%	-10%	64	2	469	\$310
School of Languages, Cultures, & Race	70		182%	151%	0%	27		360	\$422
School of Politics, Philosophy and Public Affairs	14		-10%	-47%		4		187	\$633
School of the Environment	134	5	-3%	7%	-34%	27	2	269	\$503
Sociology	20		16%	-46%	153%	5		412	\$310

WSU Vancouver's academic years are inclusive of summer, fall and spring terms. The academic years in the analysis are 2022-2023 (2023), 2023-2024 (2024), and 2024-2025 (2025).

# Carson College of Business

Carson College of Business (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	Average # Degrees Awarded per Undergrad Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
		59	4%	-19%	17	547
Accounting	102	37%	-32%	30	433	\$733
Business	43	-16%			1,105	\$130
Finance and Management Science	104	0%	-17%	24	585	\$329
Hospitality Business Management	21	-16%	66%	4	385	\$244
Management, Information Systems, and Entrepreneurship	44	39%	-29%	11	486	\$355
Marketing	69		-7%	21	519	\$453

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# College of Agricultural, Human, and Natural Resource Sciences

College of Agricultural, Human, and Natural Resource Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	60	6	2%	8%	69%	20	2	489	\$255
Human Development	60	6	-8%	8%	69%	20	2	396	\$331
School of Economic Sciences			12%					1,420	\$45

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# College of Education, Sport, and Human Sciences

College of Education, Sport, and Human Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	85	15		-30%	-12%	30	8	180	\$653
Educational Leadership and Sport Management		24		-38%	-19%		4	80	\$1,934
Teaching and Learning	85	9		-29%	-5%	30	13	202	\$559

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# College of Nursing

College of Nursing (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	79	53		25%	-68%	60	16	157	\$959

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# Murrow College of Communication

Murrow College of Communication (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	33		16%	6%		10		470	\$216

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# School of Engineering and Computer Science

School of Engineering and Computer Science (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	135	8	5%	-1%	-23%	33	6	379	\$578
Computer Science	255	10	-9%	-13%	-4%	47	4	498	\$367
Electrical Engineering	105	7	57%	29%	-40%	20	5	262	\$828
Mechanical Engineering	170	9	24%	0%	-24%	34	8	355	\$767

WSU Vancouver's academic years are inclusive of summer, fall and spring terms. The academic years in the analysis are 2022-2023 (2023), 2023-2024 (2024), and 2024-2025 (2025).

# Roles and Responsibilities

## Chancellor

- Demonstrates how resources are allocated to colleges and schools in support of institutional strategic goals.
- Provides data and analysis to update WSU's Board of Regents on progress toward student success, institutional priorities, and system-wide goals.

## Vice Chancellors

- Communicates expectations and develops mechanisms for how units will use regularly updated academic data to make informed decisions that are aligned with strategic objectives of WSU Vancouver's and trends in student demand.
- Ensures that Academic Directors are appropriately responding to college/school level trends.
- Facilitates WSU Vancouver's consideration of how to address programs and/or departments with challenges evident in some metrics, including resource allocations or reallocations.

## Academic Directors

- Establishes processes to annually look across their portfolio of program offerings in the departments of their college/school to identify areas requiring proactive interventions.
- Facilitates review of requests from chairs for additional resources (i.e., sections, faculty) to ensure resources are appropriately aligned with trends in student demand and strategic objectives.
- Shares qualitative insights related to department contributions toward student success.

## Faculty

- Develop course scheduling requests by incorporating WSU Vancouver's parameters for number of sections and class sizes based on student credit hours.
- Shares qualitative insights related to department contributions toward student success.

WSU Vancouver should leverage expertise at the appropriate level and encourage the consideration of qualitative data to contextualize quantitative focus of the framework.

# Next Steps

## **Formalize Annual Academic Portfolio and Resources Review**

- Adopt the APRR framework as a core part of the institution's annual review process for academic programs and resource allocation. This will enable regular, data-informed assessments of program health and strategic alignment.

## **Enhance Data Processes and Governance**

- Invest in access to dedicated institutional research staff to improve data access, integrity, and analytic capacity.
- Address immediate data process improvements, especially in tracking faculty FTE, student retention, and program enrollment and completions.
- Establish methodologies for efficiently obtaining Vancouver-specific data.

## **Promote Transparency and Stakeholder Engagement**

- Continue to provide campus-wide updates on academic program status and resource support.
- Facilitate opportunities for feedback and direct input from academic leadership and broader campus stakeholders.



# Q&A



# Appendices

# Appendix: Definitions (A-Z)

**Average Section Size:** The average number of students enrolled per course section in the department. Courses that do not have regular group instruction are excluded from the average class size calculation.

**Degrees Awarded per [Undergraduate/Graduate Program]:** The count of degrees and certificates conferred in academic programs; students earning multiple degrees and/or certificates in one year are counted for each earned degree and/or certificate.

**Direct Expenses per Faculty Student Credit Hour (SCH):** Total direct expenses divided by student credit hours taught by faculty in the department. Direct expenses are the total annual expenses directly associated with the department. Includes both expenses coded directly to the department and, if applicable, allocated expenses for summer instruction, global instruction, and school/college administration.

**Duplicated Enrollment per [Undergraduate/Graduate] Program:** Headcount enrollment is the Fall census count of students declared in academic programs such as undergraduate and graduate majors, additional majors, post-baccalaureate majors, certificates, and declared academic interests. Students with multiple program declarations are counted once per program. For academic programs with fewer than three years of data, the 3-year average represents the available data.

**Faculty FTE:** The calculated number of full- and part-time faculty within academic departments each academic year; the sum of Regular Faculty FTE and Temporary Faculty FTE. Regular faculty positions include tenure, tenure-track, and career-track faculty. Temporary faculty positions include adjuncts and lecturers; 30 credits of instructional responsibility is equivalent to 1.0 temporary faculty FTE.

**Faculty Student Credit Hours:** The sum of all SCHs taught by all WSU Vancouver faculty in a department; this metric includes all courses taught at any WSU campus.

**Faculty Student Credit Hours per Faculty FTE:** Student credit hours taught by faculty in the department, divided by total faculty FTE in the department.

**Net Revenue:** equals total revenues minus total expenses. If revenues exceed expenses, we say there is 'positive net revenue.'

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**Revenue:** Unrestricted net tuition and fees, state appropriation, indirect cost recovery, other operating revenue.

**Sections:** Number of active course sections offered in an academic year. Cross-listed sections are combined by counting the section with the highest enrollment (or SCH, if tied) as the primary.

**Student Credit Hours [Lower-Level Undergraduate/Upper-Level Undergraduate/Graduate]:** student credit hours generated based on course subjects mapped to departments and colleges/schools, calculated as the number of students enrolled in a course multiplied by the number of credit hours the course carries.

# Course Data Analysis - Methodology

- **Dataset:** All courses that originated at WSU Vancouver
- **Academic Years:** 2023, 2024, 2025
- **Terms:** Summer, Fall, & Spring
- **Course Levels:**
  - Undergraduate
    - Lower Division – 100 & 200 level courses
    - Upper Division – 300 & 400 level courses
  - Graduate – 500 and above

# Course Data Analysis - Methodology

- The following metrics are calculated at the course section level for the institution, colleges/schools, and departments:
  - **Student Credit Hours (SCH)**
    - Student credit hours earned
  - **Number of course sections**
    - Number of sections with enrollment
    - *Note: cross-listed sections are treated as one section in the course analysis*
  - **Average Class Size**
    - Average number of students enrolled per regular course section
    - *Note: courses that do not have regular group instruction are excluded from this metric*

# Course Data Analysis - Methodology

**Some course types are **excluded** from the average class size calculation:**

Excluded	Why?
Clinical	
Dissertation	
Independent Study	These course scheduling types involve independent student work as the primary mode of instruction, supplemented by required interactions with a faculty member acting as an advisor or mentor.
Examination Credits	
Internship	
Practicum	Section sizes for these course types are very small by design.
Research	They are excluded from the average class size metric to avoid skewing the calculation.
Thesis Research	
Seminar	

# Course Data Analysis - Methodology

## How are **cross-listed** courses included in this analysis?

- **Cross-listed courses** are courses that consist of multiple sections delivered together as one course.
- To avoid overcounting sections and underreporting average class sizes, cross-listed sections are combined using the following methodology:
  - The section with the highest **enrollment** is considered the 'primary' section.
  - If enrollment is equal, then the section with the highest **student credit hours** is considered the 'primary' section.

# Faculty Data Analysis - Methodology

## Who is **NOT** included in the faculty analysis?

Excluded	Why?
Graduate Assistants	Unless they are reported as the instructor of record for a course section, Graduate Assistants are excluded and SCHs are attributed to the primary faculty instructor.
Library faculty	For the purposes of this analysis, the Library is not an academic department.
Faculty with no teaching responsibilities	<p data-bbox="458 899 1044 1053">Administrators</p> <p data-bbox="458 1053 1044 1173">Research-only faculty</p>

# Faculty Data Analysis - Methodology

## Who **IS** included in the faculty analysis?

Type	Definition	Who's included?
Regular Faculty	A regular faculty position continues from pay period to pay period and lasts for an indefinite duration (more than one year). Positions classified as regular are eligible for benefits (health, retirement, leave, etc.).	Tenure, Tenure-Track, Career Track
Temporary Faculty	A temporary faculty position lasts for a limited period of time during a year, or is intermittent, irregular, or seasonal. Temporary faculty may be either full-time or part-time during the period of employment. Temporary positions are not typically eligible for benefits.	Adjuncts, Lecturers

# Faculty Data Analysis - Methodology

**Annualized Faculty FTE** measures a faculty member's FTE over the course of a year.

- Accounts for faculty who only teach in the Fall or in the Spring.
- Aligns with instructional budgets, i.e. annual salaries and benefits.

*Example: Economics Professor Sam is a full-time, tenured faculty member with teaching responsibilities. She has 1.0 FTE.*

**FTE for summer terms** is calculated separately from Fall + Spring FTE.

A faculty member's summer FTE is equal to the number of course credits they are teaching, divided by 30. For summer terms, 30 credits is considered 1.0 FTE.

*Example: Economics Professor Sam teaches 6 credits in summer.  $6 \div 30 = 0.2$  summer FTE.*

*Professor Sam's Total Annualized Faculty FTE for the Economics department = 1.2 FTE.*

# Faculty Data Analysis - Methodology

- The following metrics are calculated at the department level for the institution, colleges/schools, and departments:
  - **Regular faculty FTE**
    - FTE per academic year for all regular instructional faculty
  - **Temporary faculty FTE**
    - FTE per academic year for all temporary instructional faculty
  - **Total faculty FTE**
    - Overall FTE per academic year for all instructional faculty
  - **Faculty SCH**
    - Total student credit hours generated by all the classes taught by a department's faculty
  - **Faculty SCH per faculty FTE**
    - Student credit hours taught by a department's faculty, divided by the number of instructional faculty FTE in the department.

## What's Included?

- Years of Analysis: FY 2023, FY2024 & FY 2025
- Unrestricted Operating Funds:
  - Net tuition (including summer and global)
  - Special course fees
  - State appropriations
  - Other operating revenues
  - Indirect cost recovery
  - Student auxiliary fees
- All unrestricted personnel and non-personnel expenses
  - Personnel = salaries and benefits
  - Non-personnel = goods & services, travel, equipment, administrative fees, etc.
- Revenue and expenses in auxiliary or restricted funds are **not** included

## What is Classified as Direct?

- Revenue and expenses associated with academic units (colleges and departments) regardless of functional classification (instruction, research, academic support, etc.).
- Revenue: Unrestricted net tuition and fees, state appropriation, indirect cost recovery, other operating revenue
- Expenses: Personnel (salary & benefits) and non-personnel expenses that can be tied to the academic unit

## What is Classified as Indirect?

- Revenue and expenses not directly associated with an academic unit.
- Revenue: Unrestricted student fees spent to support the student experience at the institution, state appropriations designated for institutional support, other miscellaneous revenue.
- Expenses: Personnel expenses and non-personnel expenses that fall within the general operations of the campus, such finance, library, information technology, student services, utilities, facilities, etc.

## How are Revenues & Expenses Allocated to Departments?

- The goal is to allocate revenue/expenses to the most appropriate cost center either directly or by utilizing allocation methods.
- Direct revenues and expenses are allocated to the smallest appropriate unit possible.
- Indirect revenues and expenses are allocated to all units.
- Student credit hours (SCH) and student FTE are used to allocate revenues and expenses to units based on established criteria
  - Vancouver student SCH and FTE are assigned to a department based on the course subject's home department. FTE is calculated as UGRAD SCH/30 and GRAD SCH/20.
  - For some allocations, SCH from Fall and Spring terms is used, other allocations use total SCH which includes summer. FTE is calculated using Fall & Spring SCH.

## Allocation Methods

- Direct revenue and expenses are identified at the financial cost center or program level and are assigned to academic departments based on one or a combination of various attributes. Next slide will go over these in more detail.
- Indirect revenue and expenses are allocated to all academic departments based on % of total student credit hours.

# Allocation Methods for Direct Revenue & Expenses

- Department – Allocated 100% to a specific academic department
- College – Allocated to academic departments within a specific college based on % of college's student credit hours (SCH)
- Level – Allocated to academic departments based on their % of undergraduate or graduate SCH
- Student FTE – Allocated to all academic departments based on their % of student FTE
- SCH – Allocated to all academic departments based on their % of SCH
- Global FTE – Revenues are allocated to academic departments based on % of total Global FTE (after DDP adjustments); expenses are allocated based on College
- Summer School SCH – Revenues are allocated to academic departments based on Level; expenses are allocated based on College