

## Summary of 2008–2009 Academic Productivity Measures

Research Brief # 33

Fall 2009

One of the purposes of the Academic Productivity Measures Report is to provide instructional units and colleges at Southeastern a set of traditional measures of academic productivity over a span of time. The measures in the Report include course enrollments, student credit hours, average class sizes, number of FTE students taught, number of students by major, number of degrees granted by program, workload ratios based on the number of FTE faculty, and cost ratios. This research brief summarizes the most recent workload and cost ratios for 2008-2009. For additional detailed department information and definitions of terms and ratios one may refer to the complete Academic Productivity Measures Report at.

### Colleges and Departments

Table I

Unit	FTE Students Taught/FTE Faculty	Students Enrolled/FTE Faculty	SCH/FTE Faculty	Number of Sections/FTE Faculty	Direct Instructional Costs	Direct Instructional Cost/SCH	Earned Income from Instruction and Fees	Externally Funded Projects	Direct Costs + Externally Funded Projects	Earned Income/Direct Instructional Cost	Externally Funded Projects/FTE Faculty	Direct + External Funded Projects/FTE Faculty
<b>College of Arts, Humanities and Social Sciences</b>	<b>26.7</b>	<b>110.6</b>	<b>317.9</b>	<b>4.9</b>	<b>\$15,930,430</b>	<b>\$119</b>	<b>\$11,863,290</b>	<b>\$214,322</b>	<b>\$16,144,752</b>	<b>\$0.74</b>	<b>\$983</b>	<b>\$74,014</b>
Communications	26.3	111.5	311.6	5.0	\$1,315,705	\$118	\$975,961	\$11,554	\$1,327,259	\$0.74	\$630	\$72,409
English	25.3	99.3	301.3	4.3	\$4,113,651	\$116	\$3,140,114	\$34,307	\$4,147,958	\$0.76	\$537	\$64,944
Foreign Languages and Literature	26.5	105.9	317.7	4.3	\$1,270,346	\$116	\$1,022,305	\$70	\$1,270,416	\$0.80	\$4	\$72,183
History and Political Science	35.6	145.8	427.1	4.1	\$2,248,191	\$93	\$2,110,003	\$91,023	\$2,339,214	\$0.94	\$3,139	\$80,663
Music and Dramatic Arts	14.2	77.4	168.9	6.9	\$2,653,448	\$220	\$1,047,929	\$12,784	\$2,666,232	\$0.39	\$355	\$73,939
Psychology	43.9	176.2	522.5	5.5	\$1,156,530	\$86	\$1,174,294	\$0	\$1,156,530	\$1.02	\$0	\$88,964
Sociology and Criminal Justice	34.6	137.2	412.1	4.8	\$1,553,226	\$97	\$1,391,379	\$0	\$1,553,226	\$0.90	\$0	\$79,246
Visual Arts	20.9	86.3	250.8	4.5	\$1,619,333	\$163	\$1,001,303	\$64,583	\$1,683,916	\$0.62	\$3,124	\$81,467

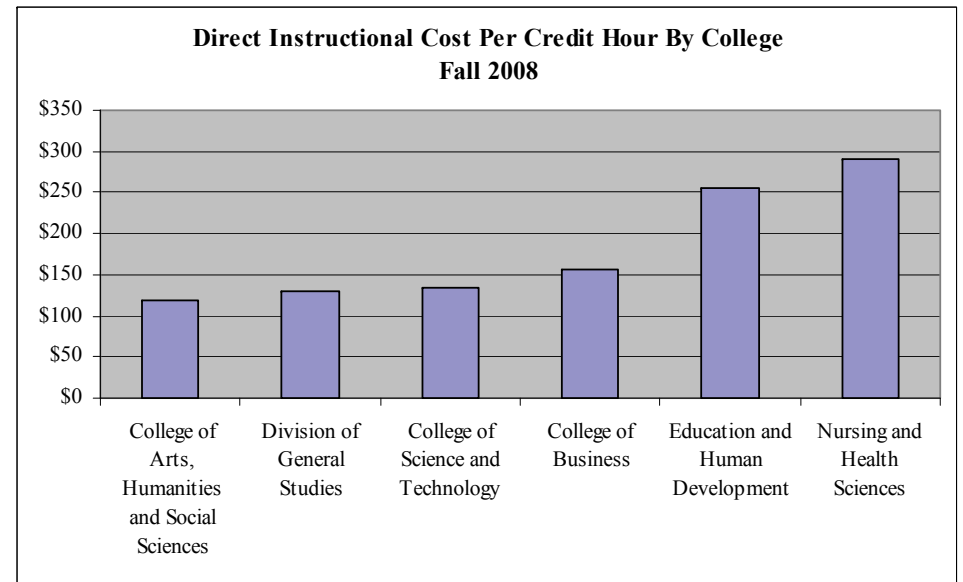
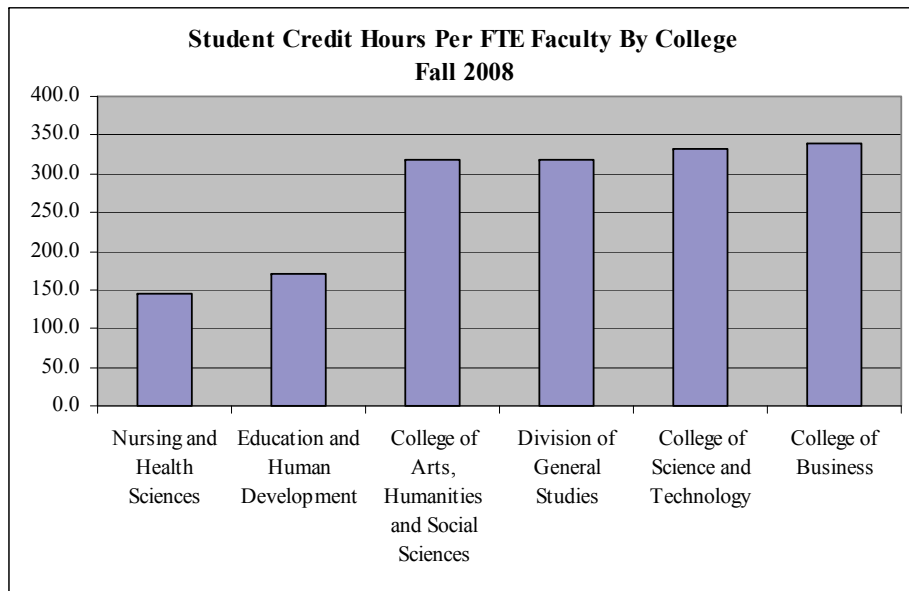
## Colleges and Departments (Continued)

Unit	FTE Students Taught/FTE Faculty	Students Enrolled/FTE Faculty	SCH/FTE Faculty	Number of Sections/FTE Faculty	Direct Instructional Costs	Direct Instructional Cost/SCH	Earned Income from Instruction and Fees	Externally Funded Projects	Direct Costs + Externally Funded Projects	Earned Income/Direct Instructional Cost	Externally Funded Projects/FTE Faculty	Direct + External Funded Projects/FTE Faculty
<b>College of Business</b>	<b>28.7</b>	<b>112.7</b>	<b>338.1</b>	<b>3.5</b>	<b>\$7,858,740</b>	<b>\$156</b>	<b>\$4,392,581</b>	<b>\$156,475</b>	<b>\$8,015,215</b>	<b>\$0.56</b>	<b>\$2,103</b>	<b>\$107,731</b>
Accounting	25.4	99.9	299.8	3.3	\$1,587,870	\$201	\$685,941	\$0	\$1,587,870	\$0.43	\$0	\$120,293
Business Administration	26.9	105.7	320.0	3.4	\$1,927,460	\$146	\$1,148,893	\$21,619	\$1,949,079	\$0.60	\$1,049	\$94,616
Management	30.8	121.0	363.0	3.8	\$2,432,449	\$133	\$1,593,566	\$27,595	\$2,460,044	\$0.66	\$1,095	\$97,621
Marketing and Finance	30.2	118.1	354.4	3.4	\$1,910,961	\$176	\$964,181	\$107,261	\$2,018,222	\$0.50	\$6,965	\$131,053
<b>Education and Human Development</b>	<b>15.2</b>	<b>54.7</b>	<b>171.0</b>	<b>3.5</b>	<b>\$7,200,785</b>	<b>\$256</b>	<b>\$2,451,289</b>	<b>\$1,153,870</b>	<b>\$8,354,655</b>	<b>\$0.34</b>	<b>\$14,141</b>	<b>\$102,385</b>
Counseling and Human Development	20.0	77.2	231.9	3.9	\$1,994,418	\$168	\$1,033,539	\$552,287	\$2,546,705	\$0.52	\$22,270	\$102,690
Educational Leadership and Technology	8.5	26.1	79.2	0.7	\$1,778,679	\$667	\$232,041	\$90,477	\$1,869,156	\$0.13	\$5,875	\$121,374
Teaching and Learning	14.9	51.8	168.6	3.3	\$3,427,688	\$257	\$1,159,946	\$511,105	\$3,938,793	\$0.34	\$12,346	\$95,140
<b>Division of General Studies</b>	<b>26.6</b>	<b>106.3</b>	<b>318.9</b>	<b>4.4</b>	<b>\$597,814</b>	<b>\$130</b>	<b>\$401,329</b>	<b>\$0</b>	<b>\$597,814</b>	<b>\$0.67</b>	<b>\$0</b>	<b>\$85,402</b>
<b>Nursing and Health Sciences</b>	<b>12.4</b>	<b>62.7</b>	<b>144.1</b>	<b>3.9</b>	<b>\$8,123,564</b>	<b>\$290</b>	<b>\$2,529,975</b>	<b>\$93,061</b>	<b>\$8,216,625</b>	<b>\$0.31</b>	<b>\$925</b>	<b>\$81,676</b>
Communication Sciences and Disorders	14.0	51.7	150.4	3.0	\$1,052,080	\$290	\$346,475	\$29,368	\$1,081,448	\$0.33	\$2,237	\$82,365
Kinesiology and Health Studies	19.0	96.7	223.8	5.1	\$2,483,341	\$194	\$1,133,987	\$0	\$2,483,341	\$0.46	\$0	\$84,669
Nursing	8.8	48.1	102.4	3.5	\$4,588,143	\$396	\$1,097,459	\$63,692	\$4,651,835	\$0.24	\$1,096	\$80,011
<b>College of Science and Technology</b>	<b>27.7</b>	<b>118.9</b>	<b>332.2</b>	<b>4.2</b>	<b>\$12,995,221</b>	<b>\$134</b>	<b>\$8,734,448</b>	<b>\$1,475,316</b>	<b>\$14,470,537</b>	<b>\$0.67</b>	<b>\$9,663</b>	<b>\$94,777</b>
Biological Sciences	29.3	149.1	350.2	5.0	\$4,040,770	\$136	\$2,673,482	\$865,269	\$4,906,039	\$0.66	\$19,688	\$111,628
Chemistry and Physics	26.7	136.6	321.0	4.4	\$2,414,218	\$130	\$1,680,859	\$321,249	\$2,735,467	\$0.70	\$10,827	\$92,196
CSIT	17.2	69.0	206.5	4.0	\$2,775,609	\$227	\$1,140,430	\$137,500	\$2,913,109	\$0.41	\$4,808	\$101,857
Mathematics	32.9	110.6	394.4	3.5	\$3,764,624	\$102	\$3,301,723	\$151,298	\$3,915,922	\$0.88	\$2,998	\$77,604

# College Summary

Table II

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<b>College of Business</b>	28.7	112.7	338.1	3.5	\$7,858,740	\$156	\$4,392,581	\$156,475	\$8,015,215	\$0.56	\$2,103	\$107,731



**Discussion:** The ratios presented above in the two graphs are traditional measures of financial “efficiency”. Generally, the lower the student credit hours per faculty member then the higher will be the instructional cost per credit hour. We see this exhibited by the College of Nursing and Health Sciences and the College of Education and Human Development. Several factors can influence these numbers, for example: in one college, we may

find the academic ranks of faculty loaded toward the higher end as contrasted to another college. Such could easily drive up the direct instructional cost per credit hour since faculties with higher academic ranks usually are paid at a higher rate. Also, external market forces can drive up the salaries of people in certain disciplines and not in other disciplines. Neither measure is a complete indicator of academic quality or efficiency, but used in conjunction with several other indicators these ratios can provide some useful understandings of a program, department, and/or college.

These ratios may also be used as management benchmarks and/or objectives. For example, an objective for the ratio Earned Income divided by Direct Instructional Cost could be set at a minimum of \$1.00. This is the breakeven point for this ratio. A value less than one dollar means that some other budget is subsidizing the department while a value above one dollar means that the department is contributing to revenue.

The real power of this ratio analysis is not found in a one year review, but rather is found in a multi-year trend analysis. The Academic Productivity Measures Report gives the researcher or manager the necessary data to perform such a trend analysis.

Source: 2008-09 Academic Productivity Measures Report.