

Faculty Student Load Analysis for Academic Year 2002-03

Summary of All Student FTE Generated by Planning Unit

The following table presents detail of who generated undergraduate and graduate FTE during 2002-03.

The **full-time curriculum planning units** (CTL, EA, ES, NAWIP, SI, SPBC, and Tacoma) include full-time faculty and part-time continuing faculty whose primary assignment was instructional. They include visiting faculty and regular term faculty. They include undergraduate and graduate faculty. Part-time in this context means their teaching assignments were less than full-time, for example, directors assigned only half-time to instruction, those faculty who are partially on LWOP, or part-time visitors hired to the full-time curriculum. Part-time does not mean continuing half-time faculty within the EWS planning unit, and these categories do not include adjuncts hired to support their programs. **As a group, the full-time curriculum planning units generated 81.0% of the student FTE in AY 02-03.** (This compares to 80.9% in AY 00-01.)

The **Evening and Weekend Studies** (EWS) category includes all faculty whose are compensated through EWS. These are continuing half-time EWS faculty, adjuncts, and staff who receive adjunct compensation regardless of whether they are teaching in support of the full-time curriculum, the time of day they teach, or placement in Graduate Studies or Tacoma. **Evening and Weekend Studies faculty generated 16.2% of the student FTE in AY 02-03.** (This compares to 16.6% in AY 00-01.)

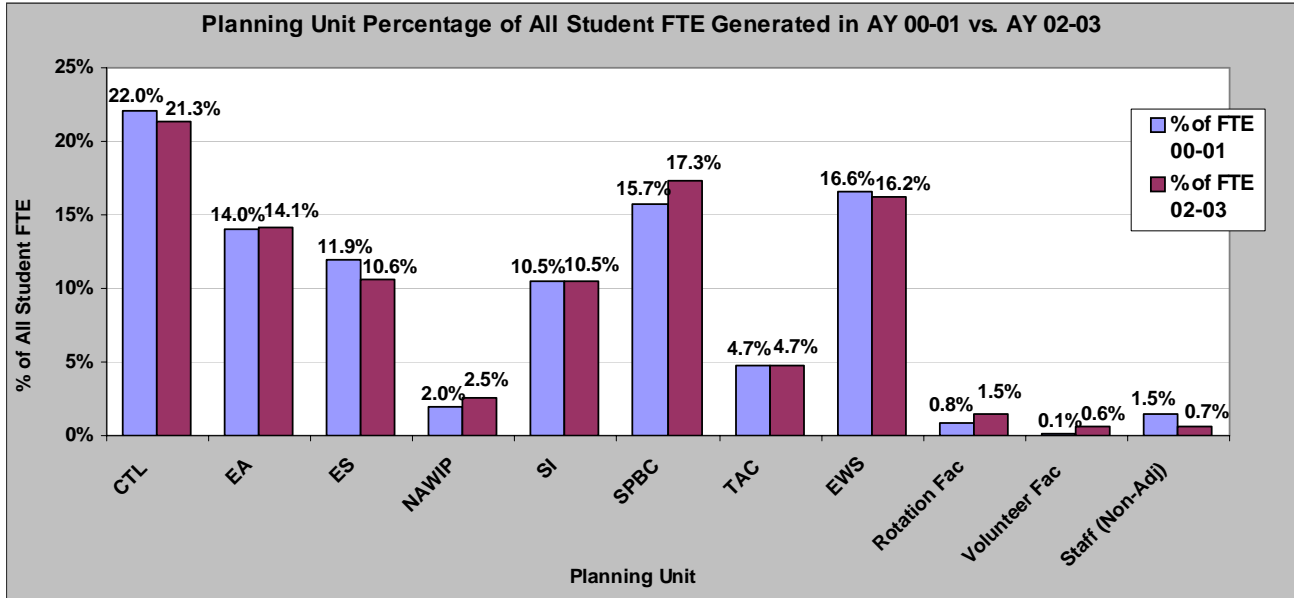
Additional student FTE is generated by **individuals who are not assigned to instructional roles in the curriculum**, these individuals are captured in the categories of **faculty on rotation** (into roles that are not primarily instructional), **faculty volunteers** (those on leave who continue to carry contracts or internships), and **non-adjunct staff** (staff who teach courses or sponsor independent work without additional adjunct compensation). **Faculty and staff who were not in primarily instructional roles generated 2.8% of the FTE in AY 02-03.** (This compares to 2.5% in AY 00-01.)

Planning Unit	Fall 2002 Student FTE Generated	Winter 2003 Student FTE Generated	Spring 2003 Student FTE Generated	Total FTE Generated	Ann. Ave. FTE
CTL (Full-time and Part-time teaching faculty)	UG 879.4 GR 18.7	UG 911.6 GR 19.7	UG 774.8 GR 0	UG 2565.8 GR 38.4	UG 855.3 GR 12.8
EA (Full-time and Part-time teaching faculty)	UG 594.5 GR 18.7	UG 551.0 GR 19.7	UG 522.7 GR 19.7	UG 1668.2 GR 58.1	UG 556.1 GR 19.4
ES (Full-time and Part-time teaching faculty)	UG 377.6 GR 65.7	UG 333.0 GR 66.3	UG 386.4 GR 61.6	UG 1097.0 GR 193.6	UG 365.7 GR 64.5
NAWIP: on campus (Full-time and Part-time teaching faculty)	UG 46.2 GR 2.4	UG 17.8 GR 3.3	UG 25.5 GR 3.6	UG 89.5 GR 9.3	UG 29.8 GR 3.1
SI (Full-time and Part-time teaching faculty)	UG 506.3 GR 2.0	UG 405.0 GR 0	UG 366.4 GR 2.0	UG 1277.7 GR 4.0	UG 425.9 GR 1.3
SPBC (Full-time and Part-time teaching faculty)	UG 625.4 GR 152.3	UG 540.1 GR 149.6	UG 476.1 GR 165.5	UG 1641.6 GR 467.4	UG 547.2 GR 155.8
EWS (Part-time and Adjunct faculty, Staff paid as Adjunct)	UG 605.5 GR 28.4	UG 681.4 GR 11.2	UG 640.0 GR 10.0	UG 1926.9 GR 49.6	UG 642.3 GR 16.5
*NAWIP: Reservation-based (Full-time and Part-time teaching faculty)	UG 69.1 GR 0	UG 68.2 GR 0	UG 73.9 GR 0	UG 211.2 GR 0	UG 70.4 GR 0
Tacoma (Full-time and Part-time teaching faculty)	UG 187.3 GR 0	UG 190.8 GR 0	UG 196.6 GR 0	UG 574.7 GR 0	UG 191.6 GR 0
Faculty on Rotation (FT faculty on rotation to Deanery, PUC, Library, Academic Advising, Exchange)	UG 63.7 GR 0	UG 62.4 GR 0	UG 56.6 GR 2.0	UG 182.7 GR 2.0	UG 60.9 GR 0.7
Faculty Volunteers (FT faculty on leave who generated student credit)	UG 24.7 GR 2.8	UG 37.5 GR 0.4	UG 10.6 GR 0	UG 72.8 GR 3.2	UG 24.3 GR 1.1
Non-Adjunct Staff (Staff not paid as adjunct who generated student credit)	UG 18.0 GR 0.4	UG 25.1 GR 0	UG 36.5 GR 0.8	UG 79.6 GR 1.2	UG 26.5 GR 0.4
TOTAL	UG 3997.7 GR 291.4	UG 3823.9 GR 270.2	UG 3566.1 GR 265.2	UG 11387.7 GR 826.8	UG 3795.9 GR 275.6

* Reservation-based FTE includes Evergreen students only, NWIC enrollments not included.

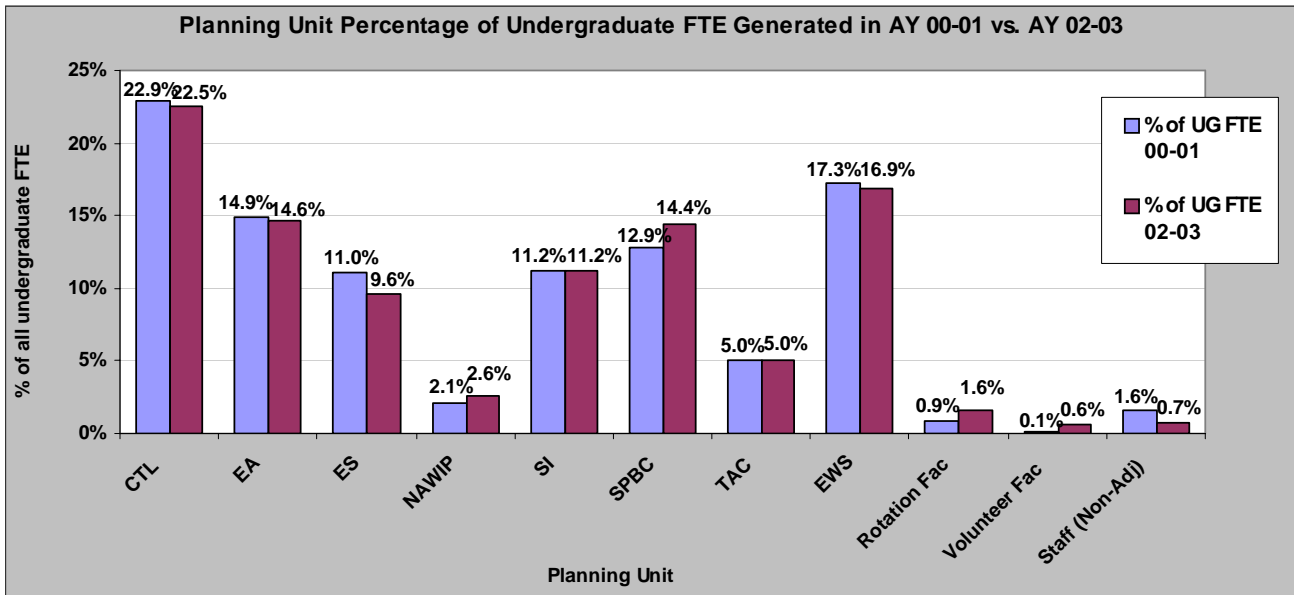
The following chart illustrates the proportion of **all** Annual Average Student FTE generated by each of the categories of faculty/staff that were presented in the data table on page 1.

Note that the changes in proportion of FTE generated by each group from 00-01 to 02-03 were very small, with less than a 2% shift for any category. The largest changes were in SPBC, which generated 1.5% *more* of the student FTE in 02-03, and ES, which generated 1.4% *less* of the student FTE in 02-03.



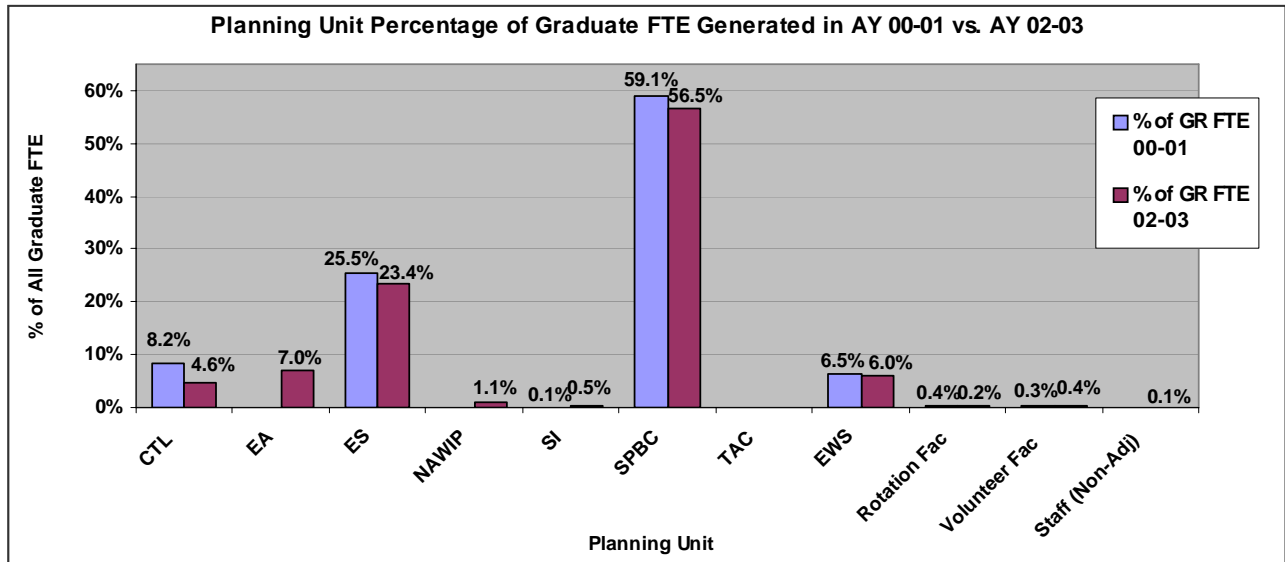
The second chart illustrates the proportion of **undergraduate** Annual Average Student FTE generated by each of the categories of faculty/staff that were presented in the data table on page 1.

Again, the largest changes were in SPBC, which generated 1.5% *more* of the undergraduate FTE in 02-03, and ES, which generated 1.4% *less* of the undergraduate FTE in 02-03.



The next chart shows the proportion of **graduate** Annual Average Student FTE generated by each of the categories of faculty/staff that were presented in the data table on page 1.

SPBC and ES generate most of the graduate FTE due to the nature of the graduate programs that Evergreen offers (Public Administration, Teaching, and Environmental Studies). There was more variance in the proportion of graduate FTE generated by each faculty categories between 00-01 and 02-03 compared to undergraduate FTE. However, these changes essentially reflect the rotation of a new faculty team into the MIT program.



Upon analysis of how instructional lines were distributed across planning units, it becomes clearer why the biggest change in proportion of student FTE occurred in ES and SPBC. In 2002-03, ES had 3.4 fewer instructional faculty FTE compared to 2000-01. SPBC had 3.0 more instructional faculty FTE compared to 2000-01.

Annual Average Instructional Lines

	CTL	EA	ES	NAWIP (OLY)	SI	SPBC	TAC	RES- BASED	EWS	TOTAL
2002-03										
Total Instructional UG	35.0	23.8	16.0	1.3	21.2	23.0	8.5	4.8	26.9	160.5
Total Instructional GR	0.7	1.0	4.8	0.5	0.0	10.0	0.0	0.0	0.4	17.4
TOTAL INSTRUCTIONAL	35.7	24.8	20.8	1.8	21.2	33.0	8.5	4.8	27.3	177.9
2000-01										
Total Instructional UG	35.8	23.8	18.7	2.7	20.3	20.5	6.5	3.7	26.2	158.2
Total Instructional GR	1.0	0.0	5.5	0.0	0.0	9.5	0.0	0.0	0.5	16.5
TOTAL INSTRUCTIONAL	36.8	23.8	24.2	2.7	20.3	30.0	6.5	3.7	26.7	174.7
<i>Difference 02/03 - 00/01</i>	-1.1	1.0	-3.4	-0.9	0.9	3.0	2.0	1.1	0.6	3.2
On Rotation from Instruction										
2002-03	9.0	2.7	6.2	1.5	2.3	5.8	0.5	0.0	0.0	28.0
2000-01	8.3	3.3	5.5	1.0	4.7	5.8	0.5	0.0	0.0	29.1
<i>Difference 02/03 - 00/01</i>	0.7	-0.6	0.7	0.5	-2.4	0.0	0.0	0.0	0.0	-1.1
On Leave										
2002-03	1.3	2.3	1.7	0.0	3.5	2.3	0.0	0.0	0.0	11.1
2000-01	1.5	2.0	1.0	0.0	4.0	1.7	1.0	0.0	0.0	11.2
<i>Difference 02/03 - 00/01</i>	-0.2	0.3	0.7	0.0	-0.5	0.6	-1.0	0.0	0.0	-0.1

Notes:

"UG" means primary assignment to undergraduate curriculum; "GR" means primary assignment to graduate curriculum

"On rotation from instruction" includes Dean, Director, PUC, Professional Leave, Library, Advising, Exchange

"On leave" includes LWOP and sick leave

Adjuncts teaching in full-time programs, including Tacoma, are captured in EWS

Full-time planning units include regular faculty and visitors

Relationship of Instructional Lines to Student Enrollment

Annual Averages	2000-01	2002-03	Change from 00-01
Instructional Faculty Lines	174.7	177.9	3.2
Budgeted Student FTE*	3713	3837	124
Actual Student FTE*	3786	4054	268
Actual Undergraduate FTE*	3551	3782	231
Actual Graduate FTE*	235	272	37
Difference between budgeted and actual student FTE	73	217	144

*Waiver students excluded

Faculty/Student FTE Ratio	2000-01	2002-03	Change from 00-01
Ratio of Instructional Faculty FTE to Budgeted Student FTE	21.3	21.6	0.3
Ratio of Instructional Faculty FTE to Actual Student FTE	21.7	22.8	1.1
Ratio of UG Instructional Faculty FTE to Actual UG Student FTE	22.4	23.6	1.2
Ratio of GR Instructional Faculty FTE to Actual GR Student FTE	14.2	15.6	1.4

Annual Average FTE load per quarter for faculty who were teaching full-time with primary role in undergraduate curriculum during any quarter

There were 153 faculty who taught full-time in the undergraduate curriculum at least one quarter during AY 00-01, and 155 faculty in 2002-03. Annual load is calculated based only on those quarters in which they were *Full-time Undergraduate Instructional Faculty*. The FTE includes any graduate FTE that may have been generated in addition to the faculty member's primary role as an undergraduate instructional faculty member. **Average FTE load per quarter increased 1.7 FTE for full-time undergraduate faculty in 2002-03 compared to 2000-01.**

AY 00-01: Number of faculty who were FT-UG at least one quarter	153	AY 02-03: Number of faculty who were FT-UG at least one quarter	155	<i>Change from 00-01</i>
Average Student FTE generated per quarter	21.2	Average Student FTE generated per quarter	22.9	1.7
Median student FTE generated per quarter	21.6	Median student FTE generated per quarter	23.1	1.9
Minimum	8.9	Minimum	8.9	0
Maximum	36.2	Maximum	37.9	1.7

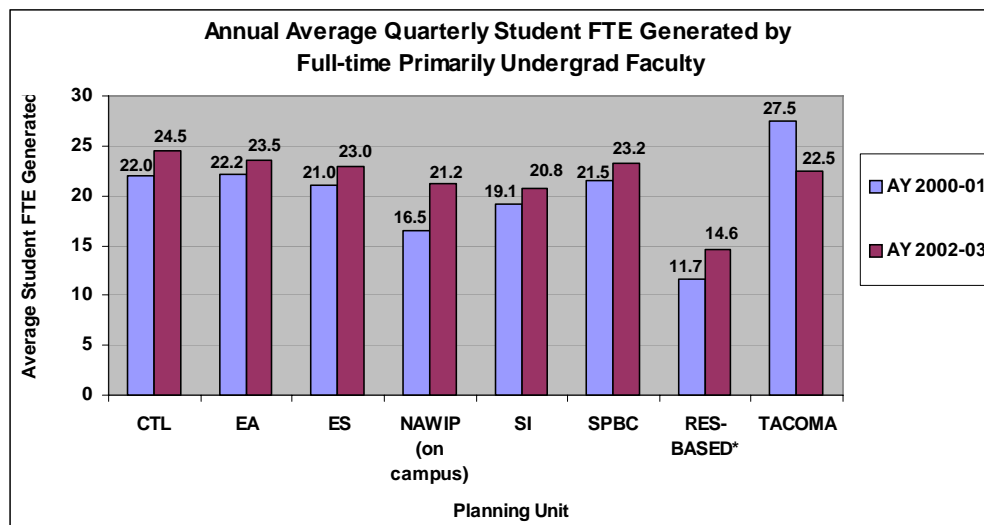
Summary of Annual Average Quarterly FTE by Planning Unit

Note: Only **full-time primarily undergraduate faculty** in this table

In general, the increase in student FTE load occurred across the planning units. The largest increases were for NAWIP on-campus faculty (who moved closer to the average full-time load) and CTL faculty. Tacoma was the only planning unit that saw a decrease in average load, which brought them closer to the average full-time load. Student FTE at Tacoma increased 7.5 during the two-year period, and the full-time faculty staffing level increased from 6.5 in 00-01 to 8.5 in 02-03.

	Average Student FTE AY 2000-01	Average Student FTE AY 2002-03	<i>Change from 00-01</i>
CTL	22.0	24.5	2.5
EA	22.2	23.5	1.3
ES	21.0	23.0	2.0
NAWIP (on campus)	16.5	21.2	4.7
SI	19.1	20.8	1.7
SPBC	21.5	23.2	1.7
RES-BASED*	11.7	14.6	2.9
TACOMA	27.5	22.5	-5.0

* Note: Reservation-based student load does not include NWIC students.



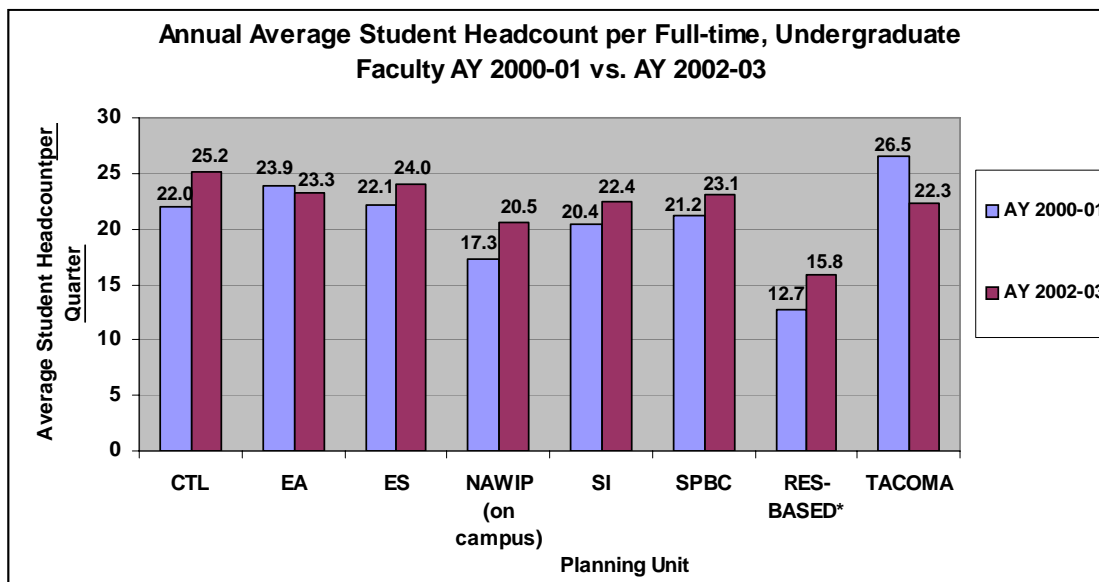
Summary of Annual Average Quarterly Headcount by Planning Unit

Note: Only full-time primarily undergraduate faculty in this table

Average headcount also includes any graduate students that may have been instructed in addition to the faculty member's primary role as an undergraduate instructional faculty member. There will be duplication of headcount in instances where the same student took more than one offering from the same faculty member. **Average student headcount load per quarter increased 1.5 for full-time undergraduate faculty in 2002-03 compared to 2000-01.**

	Average Student HC AY 2000-01	Average Student HC AY 2002-03	Change from 00-01
CTL	22.0	25.2	3.2
EA	23.9	23.3	-0.6
ES	22.1	24.0	1.9
NAWIP (on campus)	17.3	20.5	3.2
SI	20.4	22.4	2.0
SPBC	21.2	23.1	1.9
RES-BASED*	12.7	15.8	3.1
TACOMA	26.5	22.3	-4.2
TOTAL	21.9	23.4	1.5

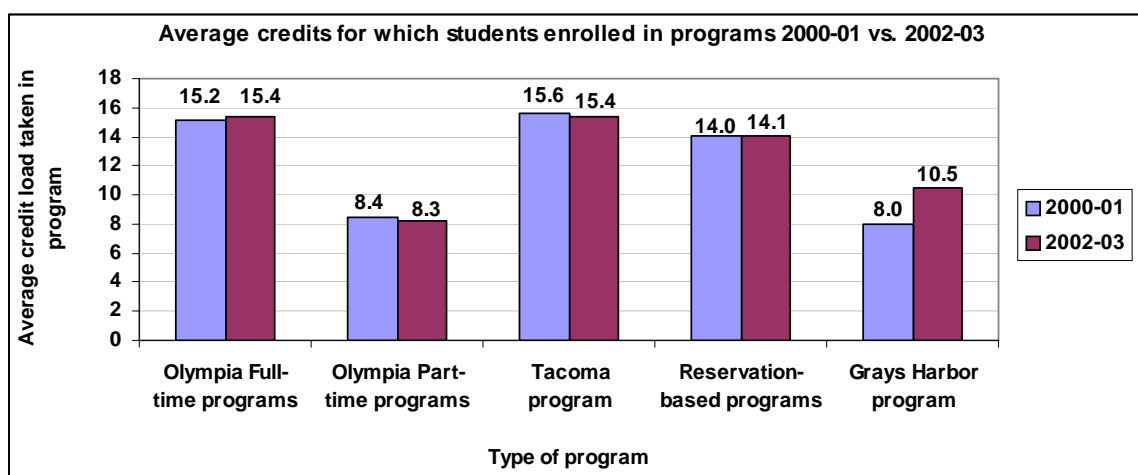
* Note: Reservation-based student load does not include NWIC students



Tom’s query: Did the ability to enroll for over 16 credits lead more students to enroll for less than 16 credits in full-time programs? For example, did the new policy lead students to take 14 credits in a full-time program, in order to enroll in an extra 4-credit course without going over 18 credits total? How did the average number of credits which students take in full-time programs change?

Average number of credits that students register for in programs: 2000-01 vs. 2002-03

	2000-01	2002-03	<i>change</i>
Olympia Full-time programs	15.19	15.39	0.20
Olympia Part-time programs	8.43	8.25	-0.18
Tacoma program	15.62	15.39	-0.23
Reservation-based programs	14.03	14.05	0.02
Grays Harbor program	8.00	10.48	2.48



Laura’s response to Tom’s query: No, based on this analysis, the 17+ credit policy did not appear to impact the number of students opting to take fewer credits within a full-time program. The first piece of evidence was the fact the average headcount load for full-time undergraduate faculty went up slightly less than the average FTE load in this time period. The second piece of evidence is that the average number of credits for which students enrolled in full-time Olympia programs increased since the implementation of the 17+ enrollment policy, from 15.19 in 2000-01 to 15.39 in 2002-03.

Note: It is possible that the increase in average credits taken in full-time programs reflects a reduction in the number of students who previously negotiated a 12-credit load in full-time programs in order to enroll in a course before the new policy was implemented. If that effect of the policy change occurred parallel to an increase in the number of students negotiating taking 14 credits, the average number may mask the overall number of students making a choice to enroll for fewer than 16 credits. It would require additional analyses to unpack this issue further, but the current evidence does not support the idea that more students are taking less than 16 credits in full-time programs to avoid additional tuition charges.

Annual Average Student Load for Evening and Weekend Studies Faculty

Staff who are *not paid* as adjunct are not included in this table.

PT continuing faculty: Evening and Weekend Studies half-time continuing term faculty, who may also assume additional adjunct salary for teaching over 8 credit hours. Their whole faculty FTE is captured in these calculations, not just their half-time fte status. Part-time faculty whose primary assignment is in the fulltime curriculum are not included.

Adjuncts: Adjunct faculty who do not have other staff roles at Evergreen.

Staff adjuncts: Evergreen staff members who receive additional adjunct compensation for instructional assignments. Average load only includes the quarters in which they received additional compensation, so any “volunteer” contracts/internships are not included for non-adjunct quarters.

Tacoma adjuncts: Adjuncts assigned specifically to the Tacoma program are captured in a separate category.

Graduate adjuncts: Adjuncts whose primary assignment is to the graduate curriculum are captured in a separate category.

Annual Average = Average Student Load per Quarter based on the sum of Fall 02, Winter 03, and Spring 03 FTE divided by three. However, many faculty did not teach all three quarters. Averages for faculty who only taught one or two quarters during this time period were figured based on the quarters in which they were teaching.

Adjusted Annual Average Student FTE Load = Student FTE generated/Faculty FTE

Type of EWS faculty	Actual Annual Average Student FTE Load	Adjusted Annual Average Student FTE Load	Annual Average Student Headcount*
EWS PT continuing faculty	15.2	24.6	34.6
Adjuncts	9.1	25.0	28.4
Staff adjuncts	4.9	25.2	18.6
Tacoma adjuncts	5.3	22.9	5.5
Graduate adjuncts	6.8	29.6	17.4

*There will be duplication of headcount in instances where the same student took more than one offering from the same faculty member.

Examples of adjunct load for reference: a 4-credit course of 30 undergraduates would generate 8 FTE; a 4-credit course of 20 graduate students would generate 8FTE.

Detail : Number and FTE of EWS faculty

Type of EWS faculty	Number of faculty Fall 02	Number of faculty Winter 03	Number of faculty Spring 03	Annual Ave. Faculty FTE and headcount
EWS PT continuing faculty	.5 FTE = 6 .73 FTE = 4 Total 5.92 FTE / N=10	.5 FTE = 4 .62 FTE = 1 .73 FTE = 5 Total 6.27 FTE / N=10	.5 FTE = 3 .62 FTE = 1 .73 FTE = 6 Total 6.50 FTE / N= 10	6.2 FTE 10 HC
Adjuncts	.23 FTE = 18 .46 FTE = 18 .69 FTE = 1 .81 FTE = 3 .92 FTE = 1 Total 16.46 FTE / N=41	.23 FTE = 19 .46 FTE = 17 .69 FTE = 3 .81 FTE = 3 .92 FTE = 1 Total FTE 17.61 / N=43	.23 FTE = 20 .46 FTE = 22 .69 FTE = 2 .81 FTE = 2 Total FTE 17.72 / N=46	17.3 FTE 43 HC
Staff adjuncts	.06 FTE = 1 .12 FTE = 7 .18 FTE = 1 .23 FTE = 6 .46 FTE = 1 Total FTE 2.92 / N=16	.06 FTE = 1 .12 FTE = 6 .18 FTE = 1 .23 FTE = 9 .46 FTE = 1 Total FTE 3.49 / N=18	.12 FTE = 3 .23 FTE = 7 .46 FTE = 1 Total FTE 2.43 / N=11	2.9 FTE 15 HC
Tacoma adjuncts	.23 FTE = 2 Total FTE .46 / N=2	.23 FTE = 2 Total FTE .46 / N=2	.23 FTE = 2 Total FTE .46 / N=2	.5 FTE 2 HC
Graduate adjuncts	.23 FTE = 3 Total FTE .69 / N=3	.23 FTE = 1 Total FTE .23 / N=1	.23 FTE = 1 Total FTE .23 / N=1	.4 FTE 2 HC
TOTAL	26.45 FTE / N=72	28.06 FTE / N=74	27.34 FTE / N=70	27.3 FTE / N=72