

## DOCUMENT RESUME

ED 455 891

JC 010 571

AUTHOR Douglas, Brian; Harmening, Todd  
TITLE Comparative Financial Statistics for Public Two-Year Colleges: Fiscal Year 1998.  
INSTITUTION National Association of Coll. and Univ. Business Officers, Washington, DC.  
SPONS AGENCY Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.  
PUB DATE 1999-09-00  
NOTE 41p.; Project in cooperation with the American Association of Community Colleges, the Association of Community College Trustees, and the National Center for Education Statistics. Funded in part by TIAA-CREF Community College Scholarship Fund.  
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS \*Community Colleges; Comparative Analysis; Educational Economics; \*Educational Finance; \*Financial Policy; \*Institutional Characteristics; National Norms; National Surveys; \*Operating Expenses; Program Costs; \*Statistics; Tables (Data); Two Year Colleges; Unit Costs

## ABSTRACT

This report, from the National Association of College and University Business Officers' (NACUBO), is the nineteenth in a series of comparative data studies of public two-year colleges. A result of an intensive six-month study involving 252 community colleges, it contains financial and other statistics for fiscal year 1997-98. Report highlights include: (1) mean revenues per credit full-time-equivalent (FTE) student was \$6,254 (tuition and fees, appropriations, gifts, grants, contracts, and other); (2) on average, students paid \$1,783 in tuition and fees; (3) students spent approximately \$6,208 per credit FTE student; (4) at the median college, 62% of all expenditures were directed to academic programs, and 50% of expenditures to instruction alone; (5) institutions averaged one credit instructional staff member for every 19 credit FTE students, one counseling and career guidance staff member for every 434 credit FTE students, and one institutional support staff member for every 81 credit FTE students; (6) on average, 41% of credit instructional faculty FTEs were part-time; and (7) institutions employed 113 staff members per 1,000 credit FTE students. The report contains a list of all 252 participating community colleges. (NB)

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to  
improve reproduction quality.

Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

D. King et

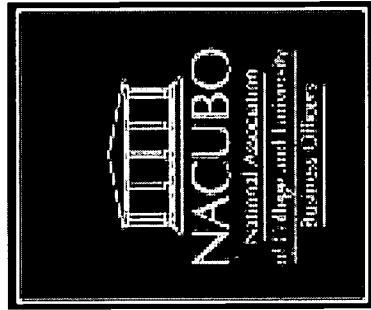
TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

5C010571

# Comparative Financial Statistics

for Public  
Two-Year  
Colleges:  
FY1998  
National  
Sample



A National Association of  
College and University Business  
Officers' (NACUBO) Project in  
Cooperation with the American  
Association of Community  
Colleges, the Association of  
Community College Trustees  
and the National Center for  
Education Statistics

Funded in part by the



Community College Scholarship Fund

**Comparative Financial Statistics  
For Public Two-Year Colleges:**

**Fiscal Year 1998**

By

Brian Douglas  
Todd Harming  
NACUBO

September 1999  
Washington, D.C.

Copyright © 1999 by NACUBO  
All rights reserved. No part of this publication may be reproduced  
or transmitted in any form or by any means, electronic or  
mechanical, including photocopying, recording, or by any  
information storage and retrieval system, without permission  
in writing from the publisher.

National Association of College  
and University Business Officers  
Washington, DC  
[www.nacubo.org](http://www.nacubo.org)

## CONTENTS

Preface	1
Acknowledgments	2
Introduction	3
Background	3
Objectives	3
Distribution	4
Database	4
Special Analysis Service	4
Potential Uses	4
Limitations and Explanations	5
Extrapolation	5
Original Data	5
Institutional Comparability	5
The Myth of the "Typical" Institution	5
Calculations	5
Interpretation of Proportions	5
Medians and Quartiles	5
Important Note	6
Means	6
Definitions	6
Revenues	7
Expenditures	8
Staffing	10
Appendix: Participating Colleges	13

## PREFACE

This report is the nineteenth in a series of comparative data studies of public two-year colleges. It is the result of an intensive six-month study involving 252 community colleges. The study is intended to provide information to community college administrators, representatives of state and local agencies, and federal policy makers.

This report provides comparative information derived from a national sample of 252 public two-year colleges. It contains financial statistics for fiscal year 1997-98 and explanations derived from two surveys of public two-year colleges from across the nation. For the purpose of this study, colleges are defined at the highest district level. Included are multi-college districts and single-college districts. A single-college district may be multi-campus. (For example, Yosemite Community College is a multi-college district comprising Columbia College and Modesto College. Miami-Dade Community College, which is made up of multiple campuses, is treated as a single entity, a multi-campus single-college district.) This report includes:

- space for colleges to compare their institutional statistics with national sample medians,
- quartile data for the national sample, and
- statistics presented in several formats, such as tables and bar graphs.

## ACKNOWLEDGMENTS

Guidance and support were provided by the NACUBO Two-Year Colleges Council, whose members include Morris Beverage (chair), Lakeland Community College; Maurice Archer, Oakton Community College; Bob Brown, Dallas County Community College District; Edward Cisek, Florida State Board of Community Colleges; L. Edwin Coate, Mira Costa Community College District; Stephen Garcia, Pima County Community College District; Greg Hamann, Northwest Community College; Thomas Hawk, Community College of Philadelphia; Gaye Manning, Southern Arkansas University Tech; Edward Moller, Mount Ida College; Butch Raby, Schoolcraft College; Therese Sampson, Atlantic Community College; Todd Simmons, Rio Salado College; and Susan Zahorsky, Mercer County Community College. These individuals were instrumental in facilitating the project's progress by actively encouraging their colleagues to participate in the study.

Additionally, the project was expanded to collect data for small four-year institutions as well. The Small Institutions Council provided guidance and support including Michael Rothman (chair), University of Puget Sound; Kent Chabotar, Bowdoin College; Phillip Doolittle, University of Redlands; Steven Drexel, Walsh College of Accountancy and Business; Sidney Evans, Dillard University; Peter Geil, Wittenberg University; Randall Gentzler, Philadelphia College of Textiles and Science; Mary Haggans, Cottey College; Brian Hardin, Willamette University; Barbara Johnson, Mars Hill College; Robert Levin, Friends School; Jennie Mingolelli, Gettysburg College; Vicki Selk, Pitzer College; and Cindra Stiff, Kentucky Wesleyan College.

A Redesign Task Force of business officers from both two-year and small four-year institutions was formed in January 1998 to assess and restructure the project. This task force provided invaluable guidance and included Thomas Hawk (chair), Community College of Philadelphia; Greg Davis, Coppin State College; Robb Dean, North Harris Montgomery Community College District; Joe Gorman, Sinclair Community College; Greg

Hamann, Northwest Community College; Brian Hardin, Willamette University; Gina Kranitz, Paradise Valley Community College; Butch Raby, Schoolcraft College; and Carl Vance, Linfield College. The time, knowledge, and energy volunteered by these individuals was critical to the success of this endeavor. In particular, Dr. Hawk, Mr. Raby, and Mr. Vance devoted extensive time and expertise in the data analysis and report preparation phases of the effort, and also helped to promote the project and its usefulness to their peers. NACUBO greatly values their contributions and the contributions of all our volunteers.

In its long history, many individuals have contributed to the success of this initiative. Included on that list are Anna Marie Cirino and Carla Balakgie of NACUBO, K. Scott Hughes and Brad Meeker formerly of NACUBO, and Norman Brandt of the Department of Education. Enid B. Jones, AACC, and Raymond Taylor, ACCT, are also acknowledged. Mr. Hughes and Nathan Dickmeyer of CUNY City College initiated this analytical approach many years ago, and we are indebted to their foresight and creativity.

The re-commencement of this project into the nineteenth year was made possible by funding from NACUBO with contributions from the TIAA-CREF Community College Scholarship Fund.

## INTRODUCTION

**Background.** In 1977, members of NACUBO's Two-Year Colleges Committee (now Council) decided to undertake a comparative data study of public community colleges. (The term "community colleges" includes all postsecondary institutions offering up to the first two years of higher education.) Members of the committee were frustrated by the lack of information available to governing boards, presidents, and taxpayers who requested comparative data. The committee members thought that these data could be an important part of the information necessary for decisions, such as appropriations requests, salary increases, and proposed expenditures by function (instruction, institutional support, plant operation, and maintenance). Further, "current" information, rather than historical summary, was needed. Because the committee members were also concerned about potential problems involved in trying to establish comparative data for community colleges, they approached the task cautiously.

Throughout the first 18 iterations of the project, comments from community college presidents and business officers were used to determine the usefulness of the data and the additional information needed, as well as to make necessary changes. The sample size doubled steadily throughout the first three years, from 97 to 184 to 403; leveled off at 420 and 442 the next two years; and increased to more than 500 before dropping to 405 in 1995. This year, the number of participants fell to 252.

This report reflects the project assessment that occurred in 1997-98. A task force was formed to assess the study and to consider its restructuring to improve its utility. This group was comprised of business officers from both two-year and four-year colleges. The latter group was included because the project expanded to collect data for small four-year institutions as well. Through the guidance of these people, several surveys were conducted and analyzed. This report is one result of that process. Separate reports exist for small four-year public and independent institutions.

The following summary of important financial characteristics is based on the financial data section of the Integrated Postsecondary Education Data System (IPEDS), conducted by the National Center for Education Statistics, and a supplemental survey, conducted by NACUBO. Analysis performed by NACUBO, Laura Faulk Willson, and K. Scott Hughes in 1992 provided the foundation for the FY 1991, 1992, 1993, 1995 reports, as well as the current one.

**Objectives.** One of the study's primary objectives is to learn how comparative information can be used to improve community college decision making. The project also seeks to shed light on the financial and operational aspects of community colleges. The report format is designed to facilitate comparing the operational and financial statistics of an individual community college to national medians.

**Distribution.** Complimentary copies of this report have been distributed to participating colleges. Additional copies may be obtained free on the NACUBO web site at <http://www.nacubo.org>. Copies may also be ordered from the NACUBO Center for Accounting, Finance, and Institutional Management at 202-861-2535. An administrative fee of \$20 will be charged for each copy.

**Database.** Interested parties may also purchase a copy of the database for \$100. The file is available in Microsoft Excel 95 or ASCII versions. For confidentiality purposes the database records are not identified by the name of the institution.

**Special Analysis Service.** A service providing analyses of special groupings of the database is available for a fee of \$300 for members and \$350 for nonmembers. Selections available include groupings on the basis of credit FTE enrollment, current fund expenditures, state, region, or other institutional characteristics as specified by the purchaser (for example, Michigan colleges with credit FTE enrollment greater than 5,000). Call the NACUBO Center for Accounting, Finance, and Institutional Management at 202-861-2535 for more information.

**Potential Uses.** The primary purpose of this report is to assist an institution in preparing a meaningful analysis of how its financial and operational performance relates to peer group norms. Accreditation agencies have also found this study to be a useful tool in assessing institutional effectiveness, and increased application of the study by these agencies for reaccreditation purposes is anticipated.

Unlike internal institutional analysis, where performance in terms of revenue and expenditure patterns is related to goals, this analysis compares certain data from one institution with data from other institutions. Comparison is useful only to the extent that the comparison group is similar, and that data on revenues and expenditures are based on common understandings. Comparative data may be used to define high standards for assessing institutional financial success or to justify average performance, depending on the aspirations of an institution with respect to

the norms of the comparison group. Both types of comparison can lead to meaningful analysis of an institution's financial data; such analysis could, in turn, affect the institution's financial policies in cases where an institution appears significantly out of line with its peers.

In addition to its primary purpose of providing meaningful comparisons, this report may serve as an internal management document for self-review and self-analysis. Comparisons provide a starting point for discovering institutional strengths and weaknesses. For example, costs per student that are far above the median, as well as staff-to-faculty ratios that appear high when compared with others, may indicate problems in institutional management.



## LIMITATIONS AND EXPLANATIONS

The results of a comparative data study of this nature must be used with care. Discussion of some of the more obvious concerns follows.

**Extrapolation.** The 252 public community colleges in this study may not reflect the financial and operational patterns of their 600 sister institutions. Care was taken to include institutions that are geographically representative, as well as representative of enrollment levels. However, because of the need to use data only from those cooperating institutions that filed both timely and complete reports, the sample is not random.

No great significance is attached to any changes that occurred from year to year for any of the statistics: the survey populations differed and most changes are smaller than the confidence limits for the statistics.

**Original Data.** Lack of well-established definitions for such terms as "full-time-equivalent student" and lack of consistency in reporting such expenditure functions as "academic support," "institutional support," and "student services" create difficulties in generating accurate comparative data. Moreover, some survey responses are estimates because some institutions do not keep precise data in all the areas surveyed. All these factors affect the quality of the results.

**Institutional Comparability.** There is no way to establish truly homogeneous peer groups for community colleges. Major factors, such as mission, location, academic preparation of entering students, local area salary levels, local non-salary costs, and methods of financing, create unique financial and operating patterns. Peer group comparisons that lead to administrative financial policy changes require sensitivity to the many factors not readily apparent from the statistics.

**The Myth of the "Typical" Institution.** There is no typical institution, and institutions should use this report only to find what makes them unique—not to pressure an institution toward some nonexistent "median"

performance. This study has found a great diversity of expenditure, revenue, and staffing patterns. Diversity is clearly a characteristic—and a great strength—of community and junior colleges.

**Calculations.** All revenue and expenditure figures exclude auxiliaries unless specifically noted.

**Interpretation of Proportions.** Careful interpretation of expenditure and revenue proportions is urged. High costs in any area, such as utilities, will naturally push the expenditure proportion for other areas, such as instruction, below the sample median—even if the budget support for instruction is adequate.

**Medians and Quartiles.** The median represents the number that will split the group of colleges in half for a given statistic: one-half the colleges will be above the median, while one-half will be below. For that reason, the "median institution" is different for each statistic, thus, the proportions may not add up to 100 percent.

The first quartile is the value for a statistic that separates the lowest 25 percent of the institutional values from the top 75 percent of the institutional values. The median is the value that separates the lowest 50 percent of the values from the top 50 percent of the values for each statistic. The third quartile is the value that separates the lowest 75 percent of the values from the top 25 percent of the values for each statistic.

N is the number of institutions that provided the data necessary to calculate the statistic. Hence, N is the number of values to find the quartiles and median. N varies with each statistic.



**Important Note.** Because each statistic has a different institution at its median and quartile values, proportions will not add up to 100 percent. An institution that has a low instructional budget proportion, has a high administrative budget proportion. Thus, the quartiles are formed from very different institutions. As a result, the sum of the first quartile proportions will generally be less than 100 percent, while the sum of the third quartile proportions will tend to exceed 100 percent.

**Means.** The values in the bar graphs are means rather than medians.

**Definitions.** For the purposes of this study, the definitions are as follows:

*Single-college district:* A community/junior college district organized as a single college with one or more campuses and/or satellite locations.

*Multi-college district:* A community/junior college district organized as two or more separate colleges, each of which may have one or more campuses and/or satellite locations.

*Full-time-equivalent (FTE) enrollment:* Survey respondents were urged to report figures that *accurately represent* their institutions. For those colleges that required a formula, the following were recommended. *Credit FTE enrollment* is annual credit hours divided by 30 if a college is on a semester basis; divided by 45 if a college is on a quarter basis. *Noncredit FTE enrollment* is annual noncredit course hours divided by 60.

*All Grants and Contracts Revenue:* Pell and other federal or similar state grants are removed from this classification because they are also reported as tuition revenue on the IPEDS form and are thus double-counted.

*Total revenues:* Excludes sales and services of auxiliary enterprises, sales and services of hospitals, and independent operations. Also excludes grants and contracts revenues in the form of Pell grants or other federal or similar state grants. These grants are removed from grants and contracts revenue because they are also reported as tuition revenue on the IPEDS form and are thus double-counted.

*Other income:* Includes endowment income, sales and services of educational activities, and other sources.

*Total educational and general expenditures:* Excludes E&G mandatory transfers and nonmandatory transfers, auxiliary enterprises, hospitals, and independent operations. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants.

*Total current fund expenditures:* Excludes mandatory and nonmandatory transfers. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants.

*Instructional expenditures:* Expenditures for credit and noncredit courses; academic, occupational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions.

*Academic expenditures:* Includes instruction (and research), public service, and academic support.

*Support expenditures:* Includes student services, institutional support, and plant operation and maintenance.

*Service area population:* The population included in the area the district is mandated to serve (i.e., as designated by ZIP codes, county boundaries, political boundaries).

*Staffing:* Includes regular, temporary, and part-time staff. Excludes student assistants, both regular and work study. See *Financial Accounting and Reporting Manual for Higher Education* [paragraph 313] (NACUBO) for definitions of categories.

*Assignable square feet:* Includes space that can be designated for a particular use such as offices and classrooms, and excludes bathrooms, hallways, closets, and the width of walls.

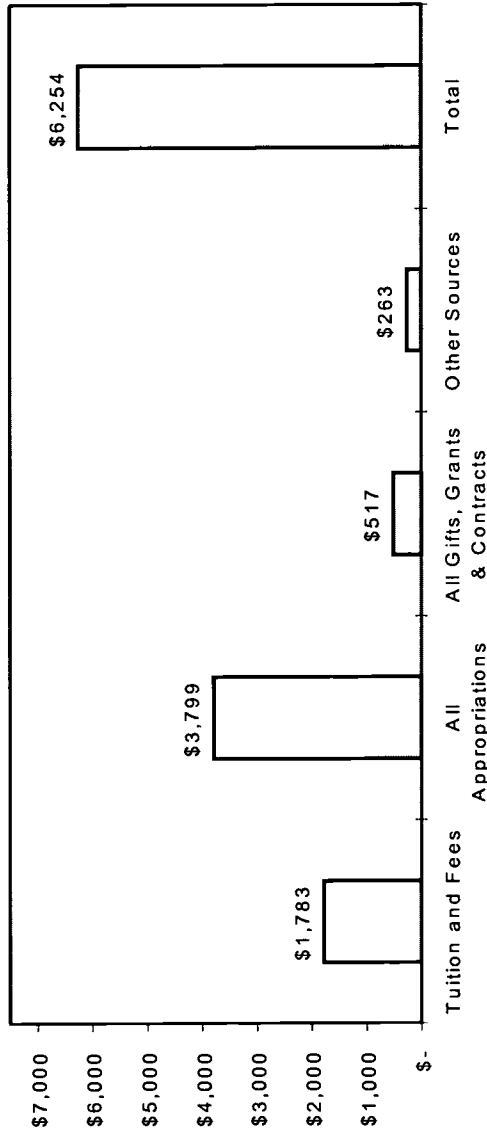
**REVENUES**

Total revenues averaged \$6,254 per student. On average, students paid \$1,783 in tuition and fees. Institutions received approximately twice that amount in appropriations.

Sixty-one percent of all revenues at the median college were received from appropriations, most of it from the state. Seventy-five percent of institutions received at least 54 percent of revenues from appropriations. Only 25 percent of colleges received 30 percent or less of revenues from state appropriations.

Tuition and fees made up 26 percent of total revenue at the median college. Only 25 percent of institutions received 33 percent or more of revenue from tuition.

**FY1998 Mean Revenues per Credit FTE Student at Public Two-Year Colleges**



Revenues by Source	Revenues as a Percentage of Total Revenues			
	1st Quartile	Median	3rd Quartile	N
Tuition and Fees	19%	26%	33%	252
Credit Tuition	12%	20%	28%	252
Appropriations (all)	54%	61%	69%	252
State Appropriations	30%	46%	60%	252
Local Appropriations	0%	12%	27%	252
Gifts, Grants and Contracts (All) *	4%	7%	13%	252
All Other Revenues **	2%	3%	4%	252

\* has been adjusted to exclude Pell grant revenues and other external scholarships recognized as tuition revenue.

\*\* includes endowment income, sales and services of educational activities, and other sources.

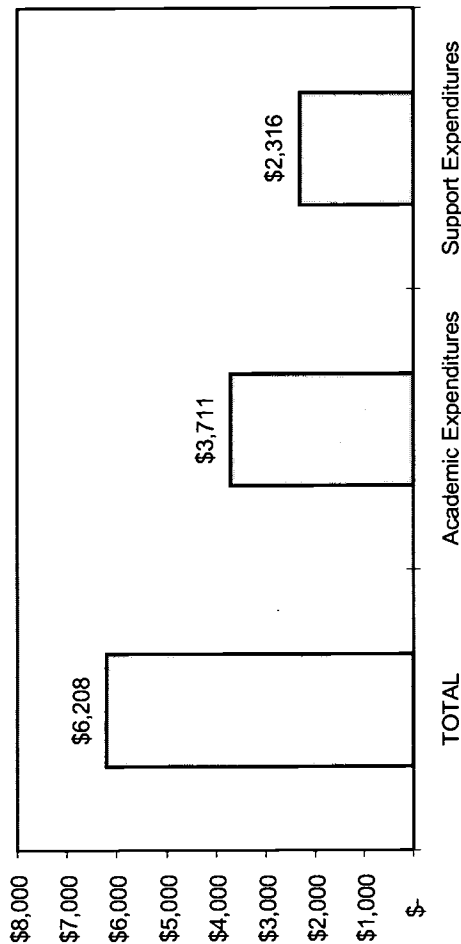
## EXPENDITURES

On average, institutions spent \$6,208 per credit FTE student. Academic expenditures accounted for \$3,711 of the total, and support expenditures accounted for \$2,316.

At the median college, 62 percent of all expenditures were directed to academic programs, and 50 percent of expenditures to instruction alone. Seventy-five percent of all institutions spent 12 percent or less of all expenditures on academic support, student services or on plant operation and maintenance.

After Pell grants and other external grants are excluded from the scholarship expenditure data, only 25 percent of colleges spent 1 or more of their total expenditures on scholarships.

**Mean Expenditures per Credit FTE Student at Public Two-Year Colleges**



Expenditures as a Percentage of Total E&G Expenditures					
Expenditures by Function	1st Quartile	Median	3rd Quartile	N	Your College
Academic	57%	62%	66%	252	
Instruction	44%	50%	56%	252	
Credit Instruction	33%	41%	46%	252	
Academic support	6%	9%	12%	252	
Support expenditures	33%	37%	41%	252	
Student services	8%	10%	12%	252	
Institutional support	13%	16%	19%	252	
Plant O&M	8%	10%	12%	252	
Scholarships	0%	0%	1%	252	

	Selected Expenditure Ratios				Your College
	1st Quartile	Median	3rd Quartile	N	
Total E&G salaries and wages / Total E&G expenditures	56%	60%	64%	252	
Instruction salaries (w/o benefits) / Total E&G expenditures	31%	34%	40%	252	
Total E&G benefits / Total E&G salaries and wages	20%	23%	27%	250	
Total scholarships and Pell grants / Total credit FTE students	\$566.37	\$791.34	\$1,108.51	252	
Institutional student aid / Total credit FTE students	\$1.70	\$25.57	\$96.58	252	
Endowment / Total credit FTE students	\$47.75	\$296.59	\$928.49	135	
Utilities expenditures / Building gross square feet	\$1.01	\$1.27	\$1.64	238	
Plant O&M w/o Utilities / Building gross square feet	\$2.76	\$3.57	\$4.78	247	
Building assignable square feet / Building gross square feet	65%	73%	82%	183	
Building assignable square feet / Total credit FTE students	72	95	133	199	
Building gross square feet / Total credit FTE students	99	124	172	252	
Net change in current fund balance / Total current fund expenditures	0%	1%	3%	250	
Current fund balance / Total current fund expenditures	4%	10%	19%	250	
Credit instructional expenditures / Total credit hours	\$78.91	\$98.86	\$122.41	228	

The importance of these ratios is their usefulness when one is examining figures that show changes over time. At the median college 60 percent of E&G expenditures were paid in salaries and wages (exclusive of benefits), with half of the colleges between 56 percent and 64 percent. Instructional salaries represented 34 percent of the Total E&G expenditures at the median college. Half of colleges reported that their benefits expenditures represented 20 percent to 27 percent of the value of their salaries and wages expenditures.

At the median college, scholarships and Pell grant expenditures averaged \$791 per student. Of that amount, \$26 was offered in the form of institutional

aid. Of those institutions that reported having an endowment, the median endowment per student was \$297.

Plant operation and maintenance expenditures amounted to \$3.57 per gross square foot of building space at the median college, with an additional \$1.27 per gross square foot in utility costs. The plant operation and maintenance costs ranged widely, with 50 percent of institutions having costs of \$2.76 to \$4.78 per gross square foot. Additionally, at the median college 73 percent of gross square feet were assignable. Fifty percent of institutions had between 72 and 133 assignable square feet per credit FTE student, and 99 to 172

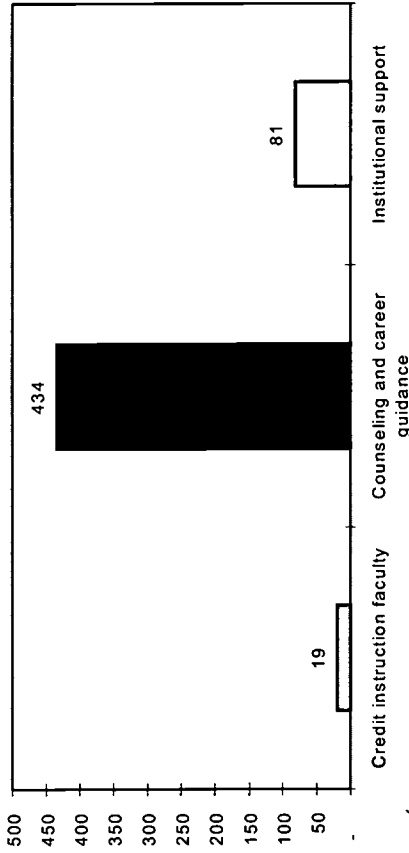
gross square feet.

The median college reported an increase in the current fund balance of 1 percent when compared against its current fund expenditures. Additionally, a current fund balance of 10 percent of current fund expenditures was maintained at the median college. Fifty percent of colleges reported a current fund balance between 4 percent and 19 percent of current fund expenditures.

The median college expended \$98.86 per credit hour in credit instructional expenditures. Credit instructional costs per credit hour for 50 percent of institutions ranged from \$78.91 to \$122.41.

**STAFFING**

**Mean Credit FTE Students per FTE Staff at Public Two-Year Colleges**

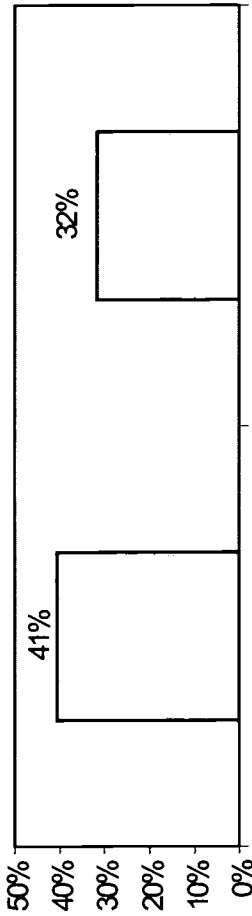


Institutions averaged one credit instructional staff member for every 19 credit FTE students, one counseling and career guidance staff member for every 434 credit FTE students, and one institutional support staff member for every 81 credit FTE students.

The median college reported eight credit FTE students per staff member. Fifty percent of participants had a credit instructional faculty to credit FTE student ratio between 14 and 22 to 1. The ratio of academic administration staff to credit FTE students was 251 to 1 at the median college, and the ratio of student services staff to credit FTE students was 423 to 1.

Staff By Function	Credit FTE Students per FTE Staff			
	1st Quartile	Median	3rd Quartile	N
<b>Total Staff</b>	6	8	10	151
<b>Instruction</b>				
Credit instruction faculty	14	18	22	151
All other (nonfac; noncredit instruction)	66	111	205	135
<b>Public Service</b>	201	532	1,357	69
<b>Academic Support</b>				
Academic administration	127	251	621	148
All other (faculty, nonfaculty)	85	134	221	124
<b>Student Services</b>				
Student services administration	167	423	878	150
Counseling & career guidance	239	349	565	147
All other	106	149	228	120
<b>Institutional Support</b>	43	64	87	150
<b>Plant operation and maintenance</b>	70	95	152	151

### Mean Percentage of Part-Time Staff at Public Two-Year Institutions



Part-time inst. faculty as % of total credit inst. faculty      Total part-time staff as a % of total FTE staff

### STAFFING

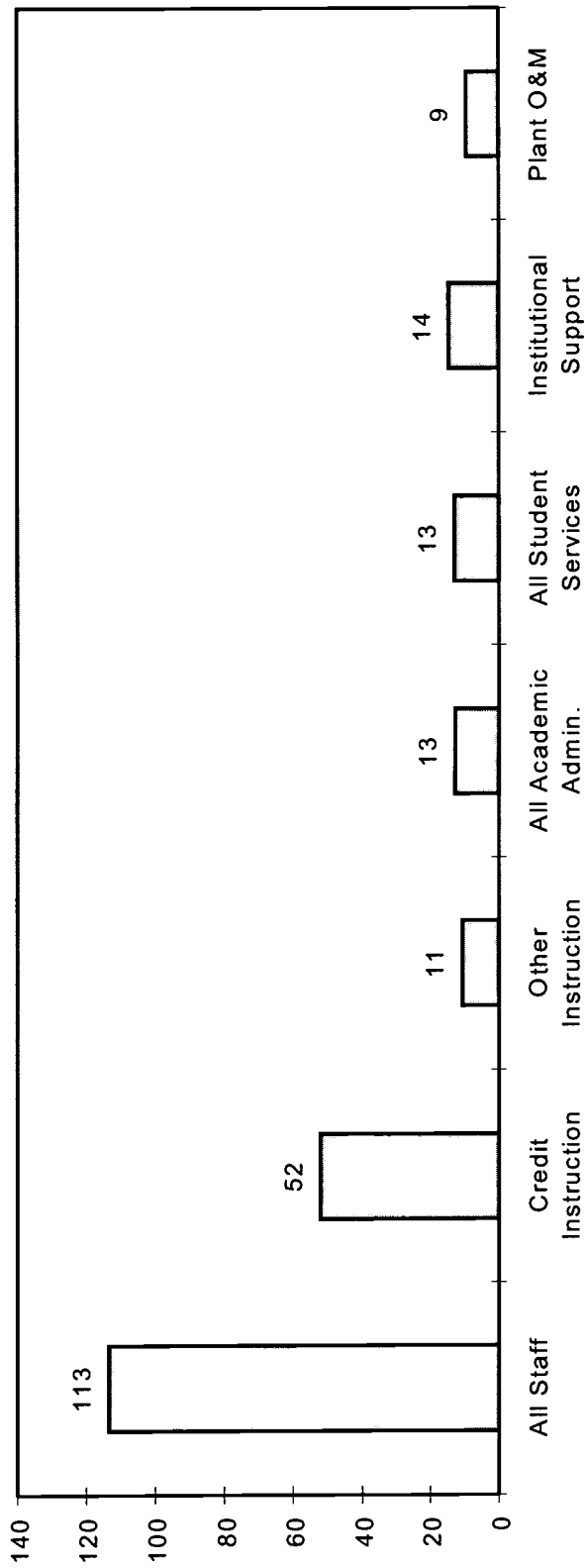
On average, 41 percent of credit instructional faculty FTEs were part-time. In contrast only 32 percent of all staff FTEs were part-time.

The median college reported employing one staff member per 20 credit headcount students, and one Plant O&M staff FTE per 13,487 square feet of building space. Additionally, at the median college one in every 35 residents attended the college during the 1997-98 academic year.

The ratio of credit instructional faculty to all other staff at the median college was 1 to 1.2. Twenty-five percent of colleges reported a ratio of 1 to 1 or less of credit instructional faculty to all other staff. At the median college, there were 23 Credit instructional faculty FTE per Academic support FTE. Credit instructional faculty taught an average of 470 credit instructional hours each at the median college.

	Selected Ratios			
	1st Quartile	Median	3rd Quartile	N
Unduplicated credit student headcount / Total FTE staff	14	20	26	151
Building gross square feet / Plant O&M Staff FTE	10,562	13,487	18,709	151
Service area population / Unduplicated credit student headcount	22	35	48	148
Credit faculty + counseling staff / Academic + student servs admin + inst supp	1.7	2.4	3.3	151
Credit instructional hours / credit faculty FTE	367	470	630	151
Credit Faculty FTE / Academic Support Staff FTE	10	23	47	150
All other FTE staff / Credit FTE faculty	1.0	1.2	1.5	151

**Mean FTE Staff per 1000 Credit FTE Students at Public Two-Year Colleges**



This graph is another way of depicting mean staffing levels on campuses. On average, institutions employed 113 staff members per 1,000 credit FTE students. The largest portion of the staff was the faculty, with an average of 52 credit and 11 other faculty members per 1000 students.

The academic administration and the student service functions both averaged 13 staff members per 1000 credit FTE students. Institutional support staff numbered slightly more with an average of 14 per 1,000 students.

The mean number of plant operations and maintenance staff was 9 per 1,000 credit FTE Students. Public service, which is not reflected on the graph, averaged only one staff member per 1,000 credit FTE students.



### Participating Colleges

#### Alabama

Gadsden State Community College  
 Jefferson State Community College  
 Lurleen B. Wallace State Junior College  
 Snead State Community College  
 Southern Union State Community College  
 Wallace State Community College

#### Arkansas

Garland County Community College  
 Mississippi County Community College  
 Southeast Arkansas College  
 Westark College

#### Arizona

Mohave County Community College District  
 Paradise Valley Community College  
 Pima County Community College District

#### California

Glendale Community College District  
 Mira Costa Community College District  
 Mount San Antonio College  
 Mt. San Jacinto Community College  
 Palo Verde College  
 Palomar Community College

#### Colorado

Aims Community College  
 Arapahoe Community College  
 Colorado Northwestern Community College  
 Community College Of Denver  
 Front Range Community College

#### Florida

Brevard Community College  
 Central Florida Community College  
 Daytona Beach Community College  
 Edison Community College, Fort Myers Fl  
 Florida Community College At Jacksonville  
 Florida Keys Community College  
 Gulf Coast Community College  
 Hillsborough Community College  
 Lake City Community College  
 Manatee Community College  
 North Florida Community College  
 Okaloosa-Walton Community College  
 Palm Beach Community College  
 Pasco-Hernando Community College  
 Pensacola Junior College  
 Polk Community College  
 Santa Fe Community College  
 Seminole Community College  
 South Florida Community College  
 Valencia Community College

#### Georgia

Coastal Georgia Community College  
 DeKalb Technical Institute  
 East Georgia College  
 Gainesville College  
 Georgia Perimeter College

#### Guam

Guam Community College

#### Hawaii

University of Hawaii Windward Community College

**Iowa**  
Des Moines Area Community College  
Iowa Western Community College  
North Iowa Area Community College  
Southwestern Community College

**Illinois**  
Belleville Area College  
Carl Sandburg College  
College of DuPage  
Danville Area Community College  
Heartland Community College  
Kankakee Community College  
Kaskaskia College  
Moraine Valley Community College  
Oakton Community College  
Rend Lake College  
Richland Community College  
Waubensee Community College  
William Rainey Harper College

**Indiana**  
Ivy Tech State College-Central Indiana  
Vincennes University

**Kansas**  
Barton County Community College  
Cowley County Community College  
Hutchinson Community College  
Johnson County Community College

**Louisiana**  
Delgado Community College  
Louisiana State University at Eunice

**Massachusetts**  
Berkshire Community College

Cape Cod Community College  
Holyoke Community College  
Massachusetts Bay Community College  
Mount Wachusett Community College

**Maryland**  
Cecil Community College  
Charles County Community College  
Chesapeake College  
Frederick Community College  
Garrett Community College  
Harford Community College  
Montgomery College  
Prince Georges Community College

**Maine**  
Eastern Maine Technical College  
Kennebec Valley Technical College  
Northern Maine Technical College  
Washington County Technical College

**Michigan**  
Delta College  
Grand Rapids Community College  
Lansing Community College  
Macomb Community College  
Saint Clair County Community College  
Schoolcraft College

**Missouri**  
Saint Charles County Community College  
Three Rivers Community College

**Mississippi**  
Jones County Junior College

**Montana**  
Dawson Community College

**North Carolina**

Beaufort County Community College  
Cape Fear Community College  
Central Piedmont Community College  
Coastal Carolina Community College  
Durham Technical Community College  
Fayetteville Technical Community College  
Johnston Community College  
Lenoir Community College  
Nash Community College  
Piedmont Community College  
Randolph Community College  
Rockingham Community College  
Surry Community College  
Vance-Granville Community College  
Wayne Community College

**Nebraska**

Central Community College  
Metropolitan Community College  
Southeast Community College  
Western Nebraska Community College

**New Jersey**

Atlantic Community College  
Bergen Community College  
Burlington County College  
County College of Morris  
Cumberland County College  
Essex County College  
Raritan Valley Community College  
Salem Community College  
Warren County Community College

**Nevada**

Western Nevada Community College

**New York**

Broome Community College  
Monroe Community College  
Suffolk County Community College  
SUNY College of Technology at Canton  
SUNY College of Technology at Delhi  
SUNY Dutchess Community College  
SUNY Finger Lakes Community College  
SUNY Genesee Community College  
SUNY Jefferson Community College  
SUNY Onondaga Community College  
SUNY Orange County Community College  
SUNY Tompkins Cortland Community College  
SUNY Ulster County Community College  
SUNY Westchester Community College

**Ohio**

Central Ohio Technical College  
Cincinnati State Technical and Community College  
Jefferson Community College  
Kent State University Tuscarawas Campus  
Lakeland Community College  
Northwest State Community College  
Sinclair Community College  
Terra Community College

**Oklahoma**

Northeastern Oklahoma A & M College  
Oklahoma City Community College  
Rose State College

**Oregon**

Chemeketa Community College  
Clackamas Community College  
Linn-Benton Community College  
Rogue Community College

Pellissippi State Technical Community College  
 Roane State Community College  
 State Technical Institute at Memphis  
 Walters State Community College

**Texas**

Alvin Community College  
 Amarillo College  
 Austin Community College  
 Blinn College  
 Brazosport College  
 Brookhaven College  
 College of the Mainland  
 Collin County Community College District  
 Del Mar College  
 El Paso County Community College District  
 Howard County Junior College District  
 Laredo Community College  
 Lee College  
 North Central Texas College  
 North Harris Montgomery Community College District  
 Northeast Texas Community College  
 Odessa College  
 Tarrant County Junior College  
 Temple College  
 Trinity Valley Community College  
 Tyler Junior College  
 Vernon Regional Junior College  
 Victoria College  
 Western Texas College

**Utah**

Dixie College

**Virginia**

Blue Ridge Community College  
 Central Virginia Community College  
 Danville Community College

**Pennsylvania**

Bucks County Community College  
 Butler County Community College  
 Cambria County Area Community College  
 Community College of Allegheny County  
 Community College of Beaver County  
 Community College of Philadelphia  
 Delaware County Community College  
 Harrisburg Area Community College  
 Lehigh Carbon Community College  
 Luzerne County Community College  
 Montgomery County Community College  
 Northampton County Area Community College  
 Reading Area Community College  
 Westmoreland County Community College

**Rhode Island**

Community College of Rhode Island

**South Carolina**

Central Carolina Technical College  
 Chesterfield-Marlboro Technical College  
 Florence Darlington Technical College  
 Greenville Technical College  
 Horry-Georgetown Technical College  
 Midlands Technical College  
 Orangeburg-Calhoun Technical College  
 Spartanburg Technical College  
 Technical College of the Lowcountry  
 Tri-County Technical College  
 Trident Technical College  
 York Technical College

**Tennessee**

Chattanooga State Technical Community College  
 Dyersburg State Community College  
 Nashville State Technical Institute

Eastern Shore Community College  
Germanna Community College  
J. Sargeant Reynolds Community College  
Northern Virginia Community College  
Patrick Henry Community College  
Paul D. Camp Community College  
Richard Bland College  
Southside Virginia Community College  
Southwest Virginia Community College  
Thomas Nelson Community College  
Tidewater Community College  
Virginia Western Community College  
Wytheville Community College

**Washington**  
Bellevue Community College  
Centralia College  
Clark College  
Community Colleges of Spokane  
Olympic College  
Pierce College  
Tacoma Community College  
Walla Walla Community College

**Wisconsin**  
Fox Valley Technical College  
Gateway Technical College  
Lakeshore Technical College  
Mid-State Technical College  
Milwaukee Area Technical College  
Southwest Wisconsin Technical College  
Western Wisconsin Technical College

**West Virginia**  
West Virginia Northern Community College

**Wyoming**  
Casper College

Laramie County Community College  
Northwest College  
Western Wyoming Community College



*U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)*



## **NOTICE**

### **Reproduction Basis**



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)