



CAL MARITIME

MEMORANDUM

To: The Executive Committee of the Academic Senate

Dinesh Pinisetty, Chair
Engineering Technology

Keir Moorhead, Vice Chair
Engineering Technology

Sarah Senk, Secretary
Culture and Communication

Margot Hanson, Member at Large
Library

Frank Yip, Member at Large
Sciences and Mathematics

Elizabeth McNie, Member at Large
Marine Transportation

Steve Browne, CSU Senator
Marine Transportation

Cynthia Trevisan, CSU Senator
Sciences and Mathematics

From: Franz Lozano, Vice President & CFO
Administration & Finance

FL

CC: President's Cabinet

Date: December 5, 2019

Re: An Analysis of Non-Instructional Personnel Costs at California State University Maritime Academy (2012-2018)

We thank the Executive Committee and the authors of this document for their interest in Cal Maritime's budget process. We welcome input and believe that invested parties create stronger lines of communication and ultimately strengthen governance across divisions.

There is much information in the report, but this memo will respond specifically to the points as mentioned on page 19, as well as other statements made throughout the document, including key findings about university advancement finances on page 33, divisional/department headcount comparison on pages 34-36, and non-instructional personnel costs other than salaries, benefits, or taxes on page 43. There are three attachments for your information: #1 - Campus Mandatory Fees 2019-20 (one page); #2 Cal Maritime FTE and actual general fund operating expenditures (nine pages); #3 - IPEDS Data Feedback Report 2018 for Cal Maritime (15 pages).

The analysis addresses a targeted segment of costs; namely, non-instructional personnel costs -- which are indirect costs -- and ignores direct costs, faculty/instruction, etc. All things being equal, direct costs are part of the discussion as there are complex cause and effect interdependencies that undeniably impact indirect costs.

A main point that must be acknowledged for all comparisons between Cal Maritime and other state maritime academies is that *we validated all Cal Maritime IPEDS data* contained therein, but *we did not validate other maritime academies data*, as we are not privy to how these institutions report their data to IPEDS. This is important to note because there are different ways of reporting non-instructional personnel costs. For example, numerous non-general fund positions are included in Cal Maritime's reported documentation of non-instructional personnel, which may not be the case for other academies reporting to IPEDS.

Cal Maritime has always acknowledged that our educational experience is robust. To the point, our engineering, maritime, and related academic programs demand smaller class sizes, high-cost lab equipment, and thus reflect higher than average instructional cost. We see the benefits of this investment in the quality of education that cadets receive. Our small average class sizes, and high tenure density (highest in the CSU) contribute to our 4-year graduation rate and high average starting salaries of our graduates (highest in the CSU).

Concerning the key findings of the report, as stated on page 19;

1. *“Over the past seven years (2012/13-2018/19), spending on non-instructional staff positions that are not utilized at similar universities totaled at least \$30 million. [...] All else equal, by 2020/21 (in three academic years), this total will double.”*

As noted above, numerous non-general fund positions are included in all documentation of non-instructional personnel and this may not be the case for other state academies who report their data to IPEDS. Without having intimate operational knowledge of the other maritime academies, comparisons will lead to flawed assumptions and conclusions and resultantly, cannot be verified or relied upon. Included in the Cal Maritime 2017 expenditures are 33 non-general fund positions for Housing, Dining, Extended Learning, Bookstore, and the Golden Bear Research Center totaling \$1.7 million (reference Table 3 and 4, pages 9 and 10) and Table 5 (page 12).

Additionally, it is difficult to compare Cal Maritime operations with other state academies or campuses because of enrollment differences which can translate into misleading expenditure metrics. Case in point, there is an inability to leverage economies of scale at Cal Maritime based upon the low student FTE count since base operational costs are mostly fixed steady state costs essential to operations. It becomes a factor of economies of scale not inefficiencies. Given Cal Maritime's current enrollment level, comparisons to other organizations based on metrics will produce skewed results.

2. *“For every dollar spent at Cal Maritime, 16-25 cents goes to fund non-instructional staff positions that similar universities do not utilize. This is equal to \$8.4-12.8 million in excessive non-instructional spending per year. Tables 8-10 reveal that eliminating the non-instructional personnel spending overrun provides enough funding to increase instructional staff spending by 82%-125%.”*

Numerous non-general fund positions are included in all documentation of non-instructional personnel, which may not be the case for other academies reporting to IPEDS. The headcount figures include other self-support entities within Cal Maritime.

The suggestion that it would be possible to eliminate incommensurable levels of non-instructional staff that are currently essential to supporting core functions in order to reallocate funds to faculty would ultimately result in the inability to maintain adequate campus operational service levels. Contrarily, an increase in faculty, students, and programs would require a certain factor increase in non-instructional support and not a reduction if the same quality and breadth of operations were to be maintained.

3. *“At Cal Maritime, students and taxpayers pay an annual cost premium to finance non-instructional staff of about \$8,000-\$12,000 per undergraduate student. Eliminating this cost would provide enough funding for students to attend Cal Maritime tuition-free and on-campus room-and-board costs could be discounted by 15%-45%. This estimate only counts the excess, or overrun, not total non-instructional staff spending, which is about \$26,555 per student.”*

Student tuition is set by the CSU Board of Trustees and all students pay the same tuition fee at each of the 23 campuses of the CSU. Due to Cal Maritime’s small size and lack of economies of scale, state funds subsidize most fixed operational costs. In addition, each campus is responsible for setting the local fees that each student is required to pay to attend a specific CSU. For example, local fees such as the Associated Students or Student Health fees are different at each CSU. These local fees go directly to fund the Associated Students and Student Health Center.

4. *“Adjusting for inflation and differences in cost of living, similar universities are able to subsist on 30-45% less per student to fund non-instructional staff positions than Cal Maritime currently spends.”*

As indicated in #1 above, Cal Maritime programs and operations are different from other universities. For example, all things being equal, you would need to make normalizing adjustments to benchmark reported expenditures for factors such as location (state), economies of scale, organizational structures, programming differences, number and obsolescence of buildings, etc. to facilitate analysis.

Choices made to put off maintenance and ignore repairs to physical plant to save money result in a reduction to the costs in a particular year and lead to greater costs down the road.

Similarly, reallocation of functional activities from faculty to non-instructional staff may appear as cost increases when in fact the scope of faculty workload has changed. There has also been a trend towards increased student services in response to the system-wide strategic graduation initiative. These investments directly support student success, degree outcomes, and graduation rates. Additionally, oversight of more complex administrative requirements results in cost increases such as information technology issues, administrative support of faculty research, etc.

Programmatic additions such as the decision to create three separate schools (which supported approved strategic initiatives) have an institution-wide impact as it increases non-instructional administration costs while enriching campus educational programs.

Concerning the Analysis University Advancement key findings on page 33

“UA is operating at a loss of at least \$1 million per year”

“Even though UA provides significant grant and scholarship money to Cal Maritime students, UA takes 3-4 times that much money from the general fund; money that would otherwise go to support student learning and general wellbeing. Rather than supporting Cal Maritime students, UA is being supported by student tuition and taxpayer funds.”

“If UA cut expenses by \$1 million per year (significantly more than the total of all labor and operational costs charged to the general campus fund), all else equal, they would still be operating well below the level that Charity Navigator describes as “grossly inefficient.”

“Increases in total Foundation assets do not indicate fundraising success. They are driven by ordinary stock market returns from previously invested funds and money charged to the general campus fund.”

“The audited financial statements that Foundation stakeholders use to determine UA operational efficiency and the utility of donations are not accurate. Significant costs (e.g., all personnel costs) are not reported. Revenues from fundraising operations reported on the audited financial statements are also inflated. Likewise, the Cal Maritime Budget Plans are misleading because they also exclude significant UA operational costs. These errors are structural and repeated year-on-year. They make UA appear to be much more efficient than it actually is.”

The California Maritime Academy Foundation (Foundation) is a separate 501(c)3 corporation with its own board of directors. The Foundation is the fundraising arm of Cal Maritime. The mission of the Foundation is to encourage and facilitate the contribution of charitable gifts for the benefit of faculty and cadets. The board of directors have fiduciary responsibilities and are accountable for all aspects of the Foundation. The Foundation supports the campus with resources other than the general fund. Examples of our Foundation activities include: accepts/solicits gifts from individuals, organizations, and corporations; supports the alumni association; accepts vessel donations for the marine development program; provides scholarship funding to cadets; funds faculty related research and class projects, including cadets' projects.

The University and Foundation are two separate entities with their own financial statements. Each records its revenues and expenditures separately, and both are audited by an external CPA firm annually and conform to CSU reporting guidelines.

Annually, the University allocates the general fund budget to each division: Academic Affairs, Student Affairs, University Advancement, Training Ship Golden Bear, Office of the President, and Administration and Finance. The Foundation's budget is planned and reviewed by its Finance Committee and approved by the members of the board of the Foundation. Financial reporting of both the University and Foundation budget is accurate and comprehensive.

The division of University Advancement (UA) advances the mission, vision, and priorities of the campus. Donations and gifts are received from alumni, friends, corporations, and foundations which benefits the campus and its academic programs. Many of the donations and gifts received go directly to cadet scholarships, including faculty and cadet projects.

UA's 2018-19 general fund actual budget expenditures: \$1,239.376. The UA general fund budget is **NOT** "operating at a loss of at least \$1 million per year" and is **NOT** part of the Foundation budget. UA general fund expenditures are accounted for and part of the overall university general fund budget.

Divisional/department headcount comparison on pages 34-36

The University Advancement division has 14.5 FTE positions. There are five FTE positions in the Office of the President; one of the positions is the campus administration coordinator. The campus administrative coordinator is a university-wide resource not specific to the Office of the President. Moreover, another staff member in the Office of the President is also responsible for institutional strategic planning and coordinates university policies. There are four Deans in Academic Affairs.

Non-instructional personnel costs other than salaries, benefits, or taxes on page 43

Information Technology costs are university-wide operational costs. Supplies and Services are inclusive of costs for campus-wide vendor services such as elevator repair, tree trimming, etc. Janitorial services are also university-wide costs. Thus, the noted cost applied to staffing levels is misinterpreted since university-wide costs would not logically be attributable to non-instructional staff.

We welcome further engagement on any of these points, either from the Academic Senate or the faculty members of the Budget Advisory Committee. We support and strive to achieve a balanced, constructive, straightforward and objective forum for assessing institutional costs. We are continuously working to identify the optimal allocation of resources for achieving the highest level of student success given institutional priorities and a constrained budget.

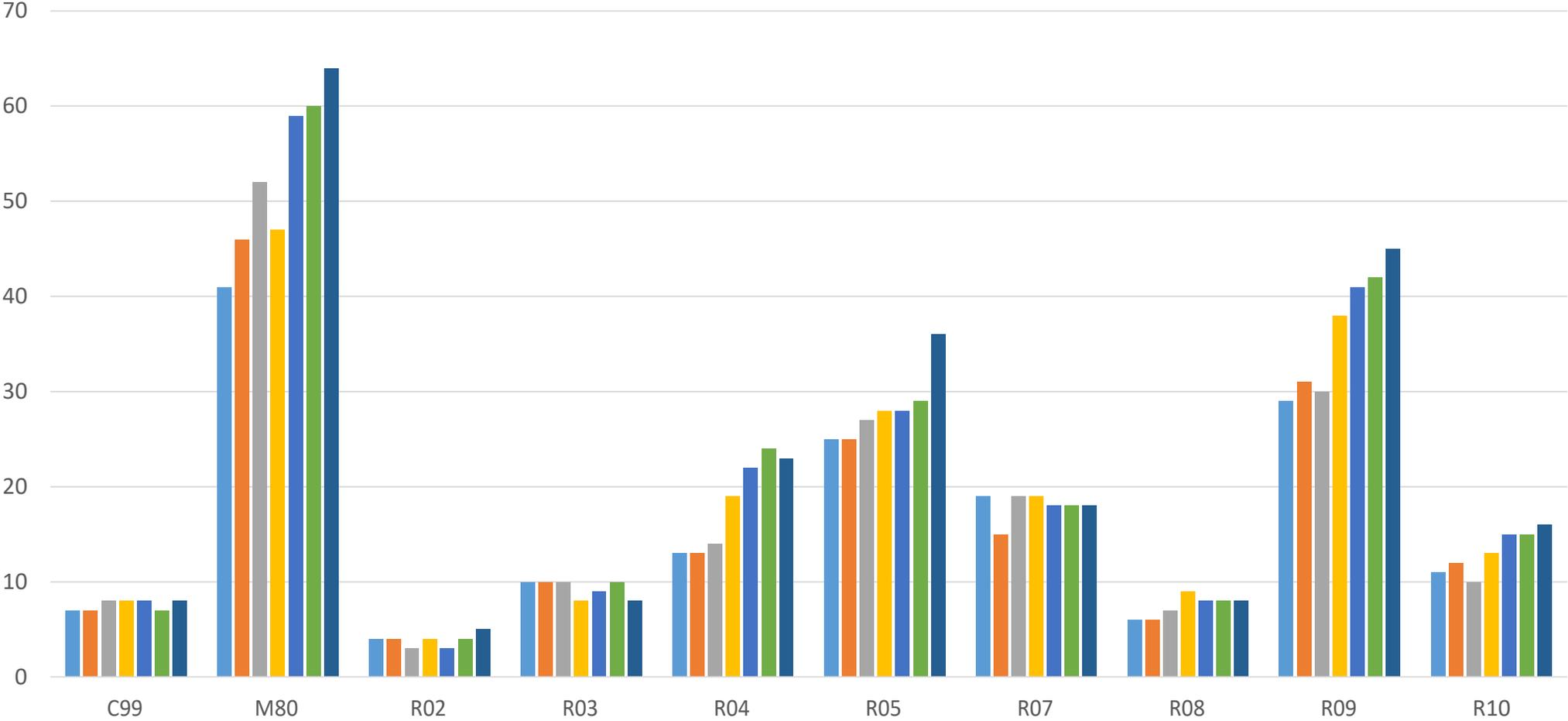
Attachments

- 1 - Campus Mandatory Fees 2019-20 (one page)
- 2 - Cal Maritime FTE and actual general fund operating expenditures (nine pages)
- 3 - IPEDS Data Feedback Report 2018 for Cal Maritime (15 pages)

Campus Mandatory Fees 2019-20

Campus	Campus Mandatory Fees							Tuition	Totals	
	Health Facilities	Health Services	Instructionally Related Activities	Materials Services & Facilities	Student Success Fee	Student Assoc.	Student Center	Subtotal	Undergraduate Full-Time	Full-time Tuition + Campus Fees
San Luis Obsipo	\$11	\$636	\$330	\$1,241	\$878	\$341	\$764	\$4,201	\$5,742	\$9,943
Sonoma	\$40	\$430	\$520	\$40	\$0	\$258	\$850	\$2,138	\$5,742	\$7,880
Humboldt	\$66	\$666	\$674	\$353	\$0	\$117	\$246	\$2,122	\$5,742	\$7,864
San José	\$70	\$380	\$0	\$33	\$669	\$196	\$762	\$2,110	\$5,742	\$7,852
Chico	\$6	\$492	\$396	\$202	\$0	\$138	\$830	\$2,064	\$5,742	\$7,806
San Marcos	\$40	\$326	\$80	\$249	\$500	\$150	\$630	\$1,975	\$5,742	\$7,717
Stanislaus	\$24	\$408	\$336	\$288	\$0	\$154	\$590	\$1,800	\$5,742	\$7,542
San Diego	\$50	\$300	\$398	\$50	\$426	\$70	\$474	\$1,768	\$5,742	\$7,510
Bakersfield	\$6	\$326	\$183	\$62	\$0	\$409	\$691	\$1,677	\$5,742	\$7,419
Pomona	\$6	\$262	\$40	\$0	\$436	\$123	\$787	\$1,654	\$5,742	\$7,396
Sacramento	\$48	\$252	\$397	\$0	\$0	\$143	\$786	\$1,626	\$5,742	\$7,368
San Francisco	\$6	\$314	\$236	\$696	\$0	\$108	\$164	\$1,524	\$5,742	\$7,266
Monterey Bay	\$0	\$186	\$254	\$165	\$0	\$96	\$700	\$1,401	\$5,742	\$7,143
Maritime	\$14	\$740	\$130	\$280	\$0	\$210	\$0	\$1,374	\$5,742	\$7,116
East Bay	\$6	\$386	\$134	\$3	\$240	\$129	\$360	\$1,258	\$5,742	\$7,000
Northridge	\$6	\$150	\$36	\$5	\$236	\$214	\$588	\$1,235	\$5,742	\$6,977
San Bernardino	\$28	\$268	\$167	\$15	\$185	\$123	\$424	\$1,210	\$5,742	\$6,952
Dominguez Hills	\$6	\$150	\$10	\$5	\$560	\$135	\$338	\$1,204	\$5,742	\$6,946
Fullerton	\$7	\$174	\$78	\$78	\$393	\$161	\$291	\$1,182	\$5,742	\$6,924
Long Beach	\$10	\$150	\$50	\$10	\$346	\$124	\$402	\$1,092	\$5,742	\$6,834
Channel Islands	\$6	\$190	\$260	\$145	\$0	\$150	\$324	\$1,075	\$5,742	\$6,817
Los Angeles	\$6	\$277	\$126	\$5	\$283	\$54	\$275	\$1,026	\$5,742	\$6,768
Fresno	\$6	\$226	\$264	\$46	\$0	\$69	\$236	\$847	\$5,742	\$6,589

Cal Maritime Full Time Employee Count

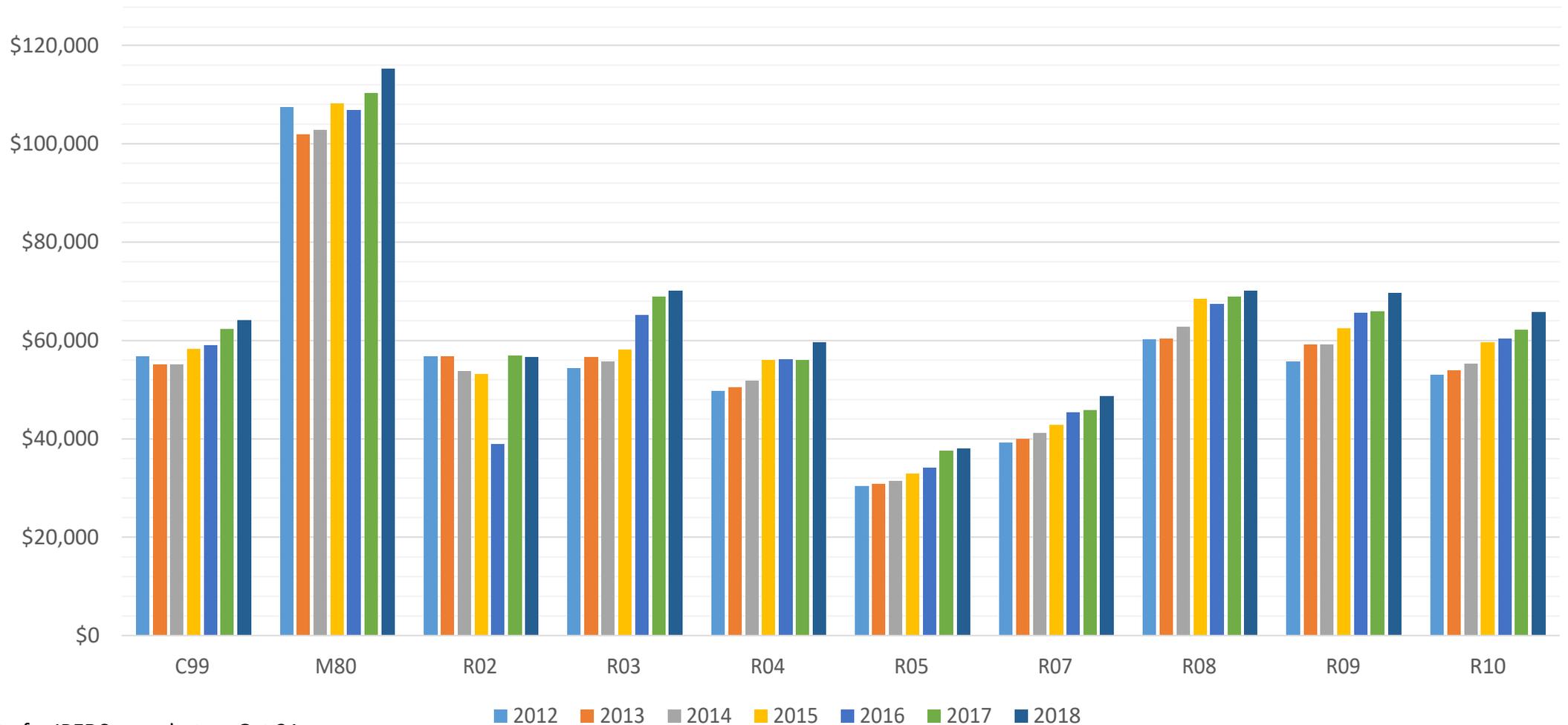


Note: Data for IPEDS snapshot on Oct 31

2012 2013 2014 2015 2016 2017 2018

Cal Maritime

Full Time Employee Average Salary

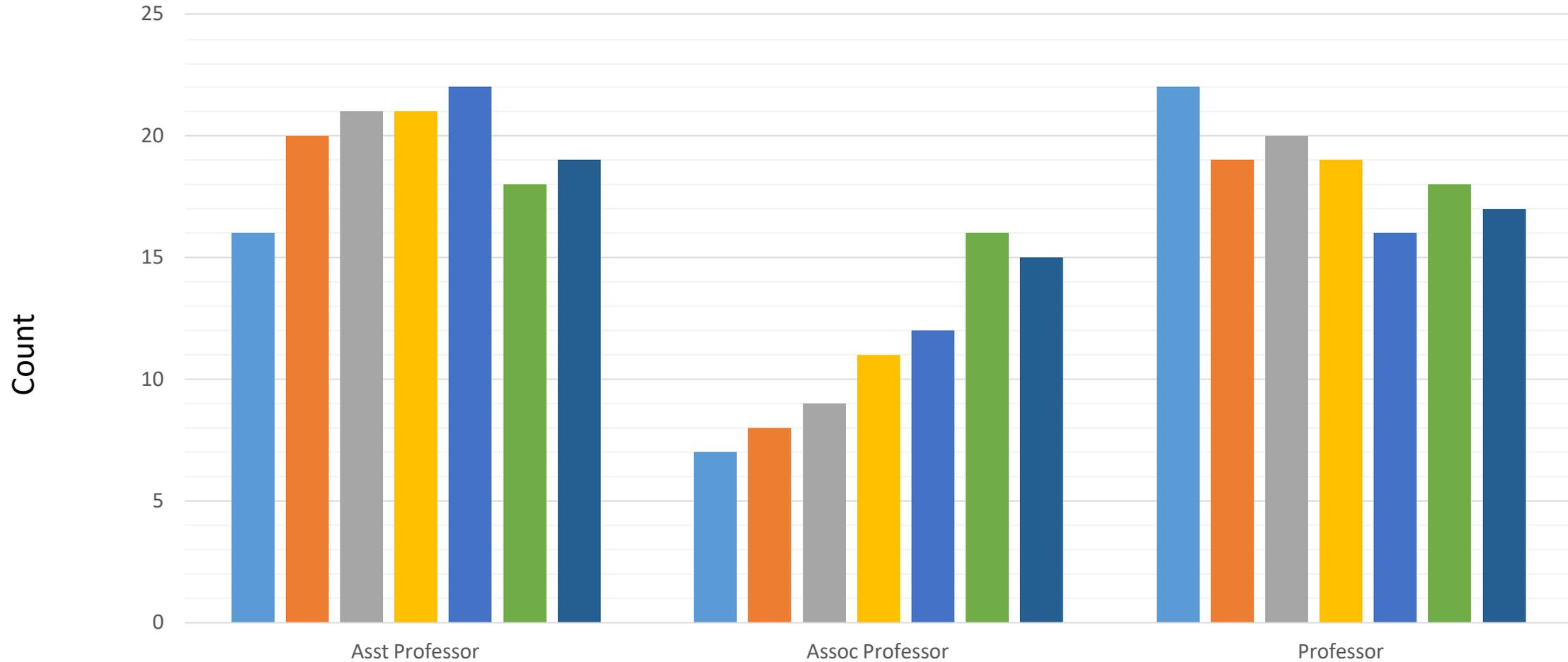


Note: Data for IPEDS snapshot on Oct 31

Note: Excludes R03 Faculty, and President, includes librarians and coaches and Academic Related SSP's

Cal Maritime

Full Time Instructional Faculty by Rank



Note: Data for IPEDS snapshot on Oct 31

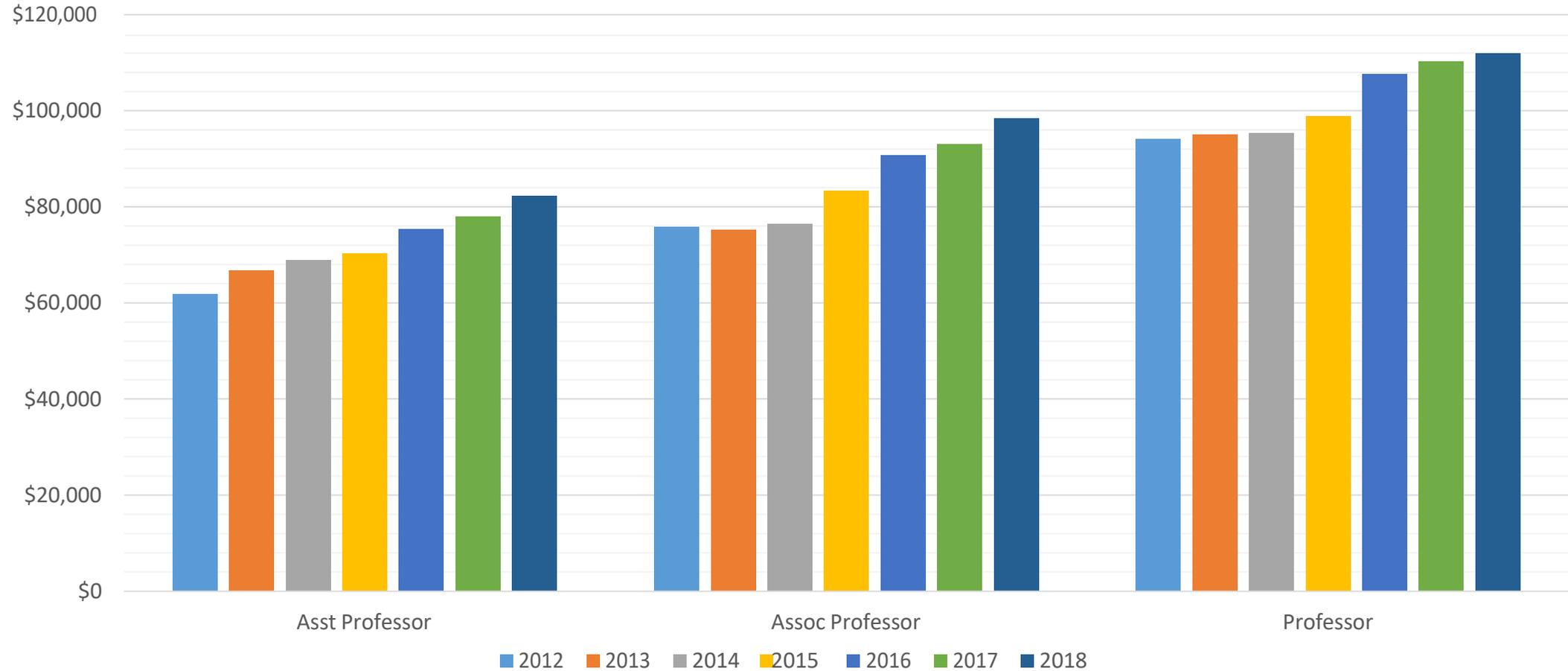
■ 2012 ■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017 ■ 2018

Excludes: Librarians, Coaches and Academic Related SSP's

Cal Maritime

Full Time Faculty by Rank

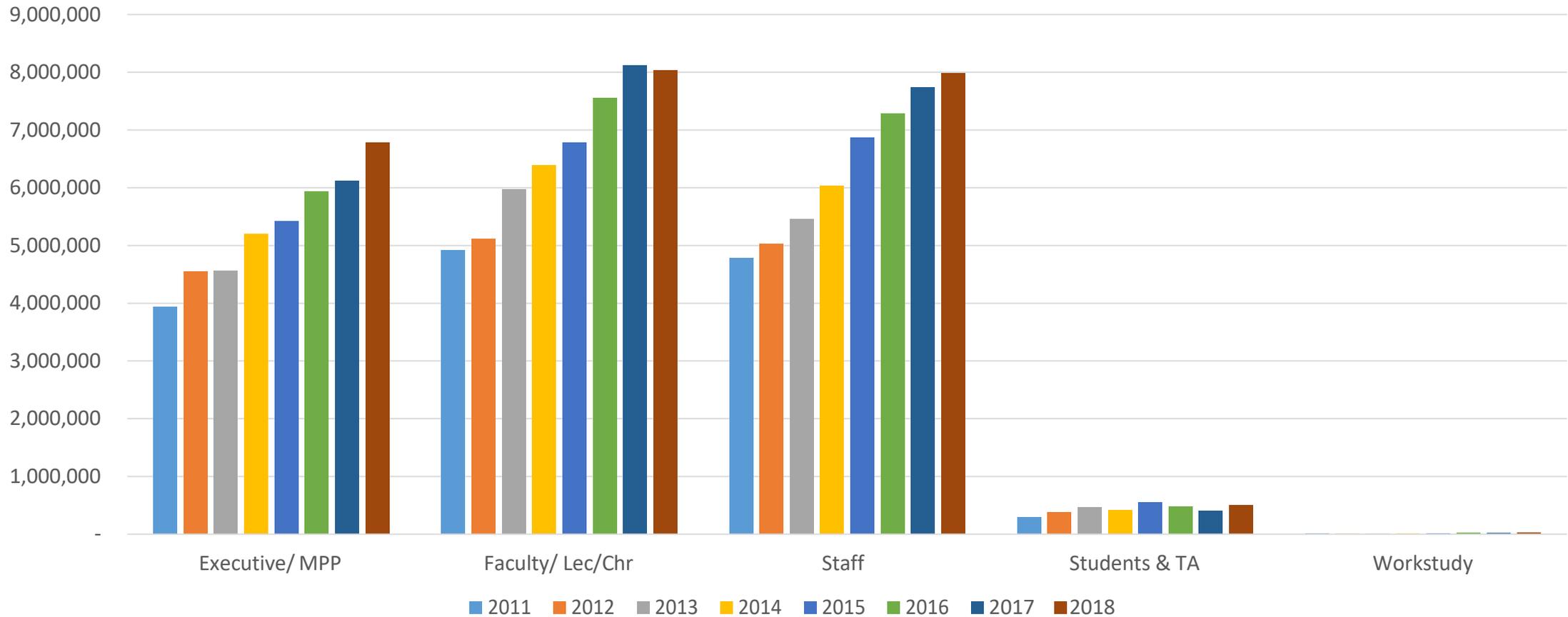
Average Earnings



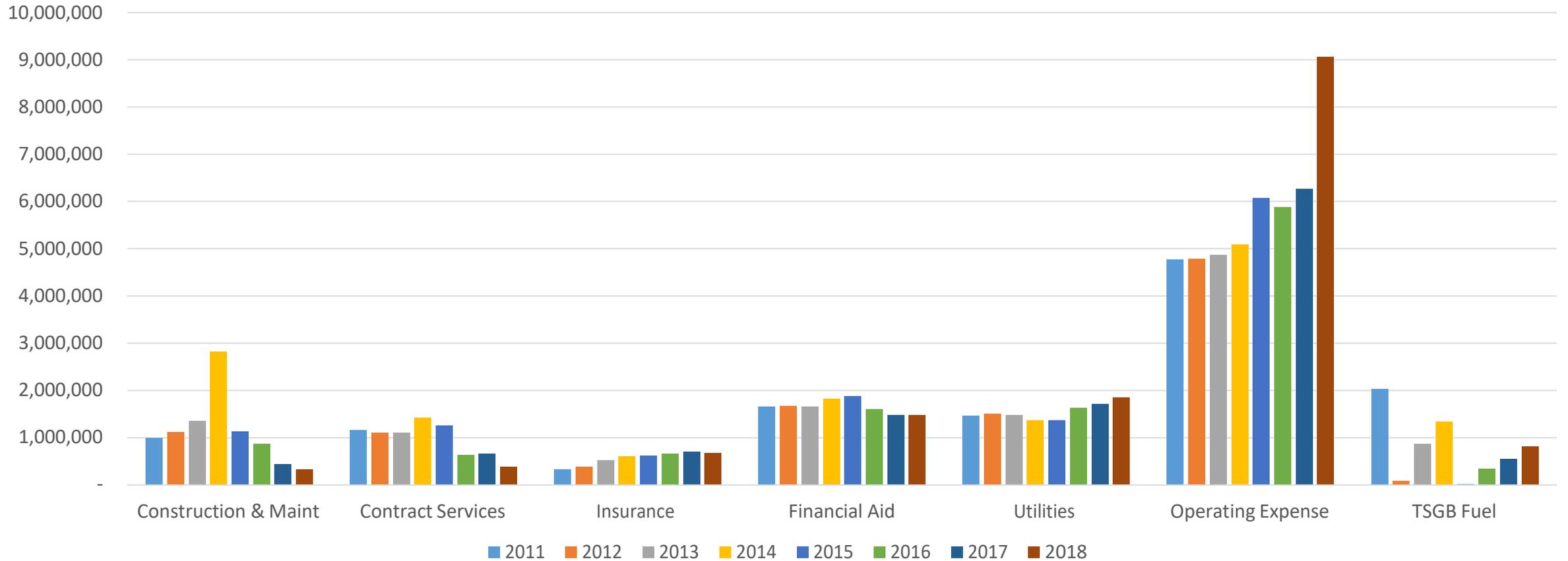
Note: Data for IPEDS snapshot on Oct 31
Excludes: Librarians, Coaches and Academic Related SSP's

Cal Maritime

Actual Salary Expenditure by Category

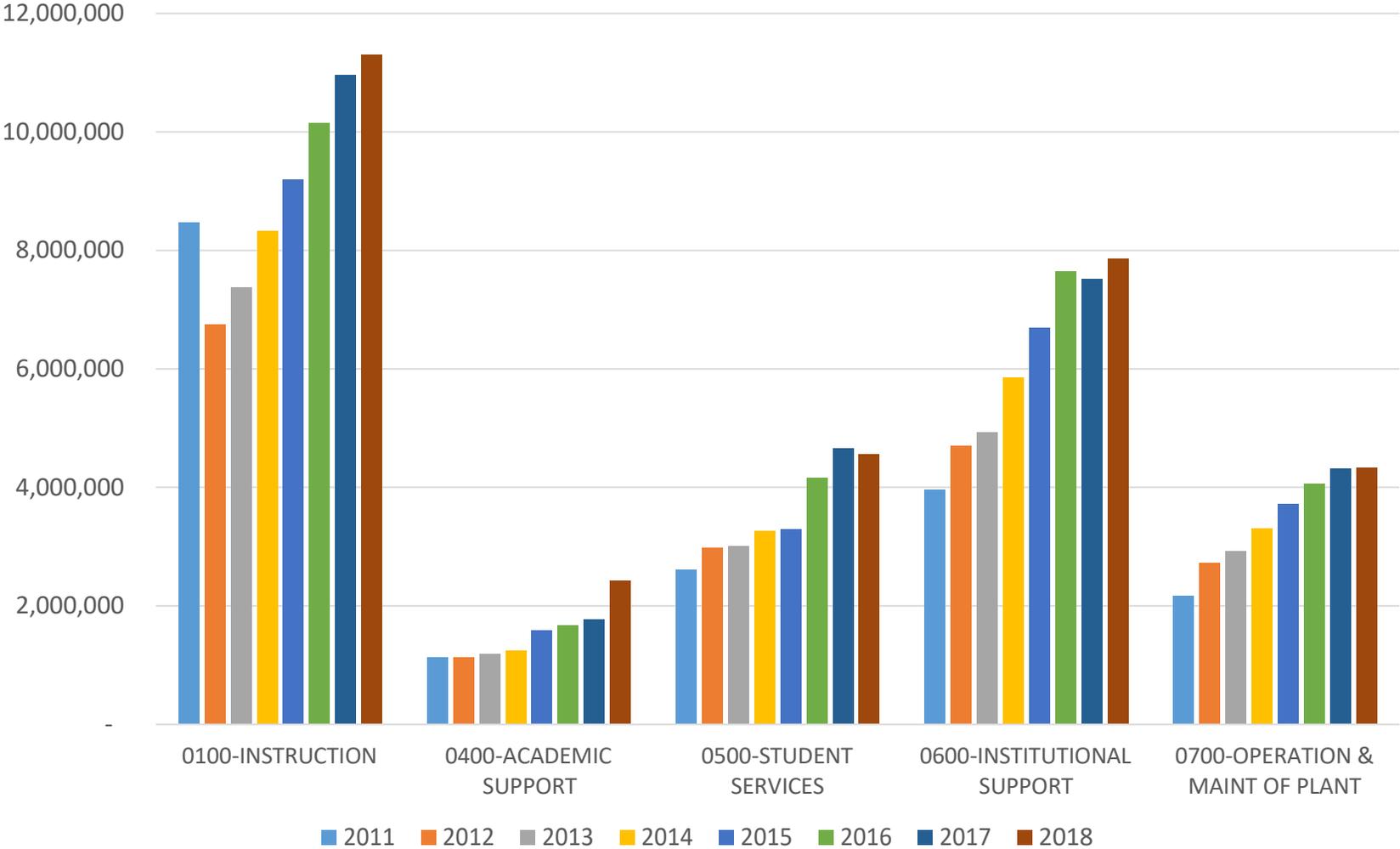


Cal Maritime Actual Operating Expenses



Cal Maritime

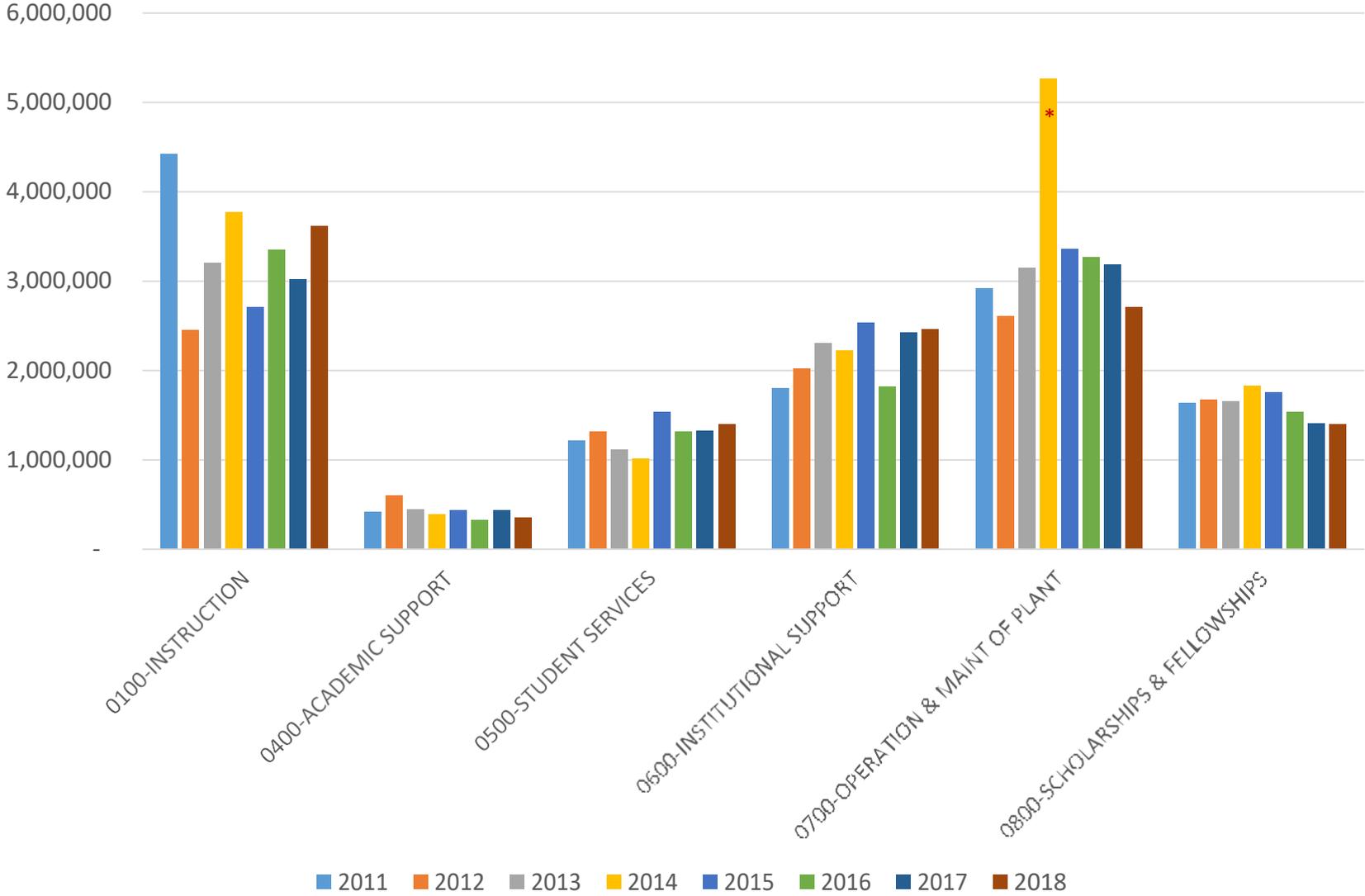
Operating Fund - Salary & Benefits by Program Code



Source: Data Warehouse only fund 48485 - General Operating Fund

Cal Maritime

Operating Fund -Actual Operating Expenses by Program Code

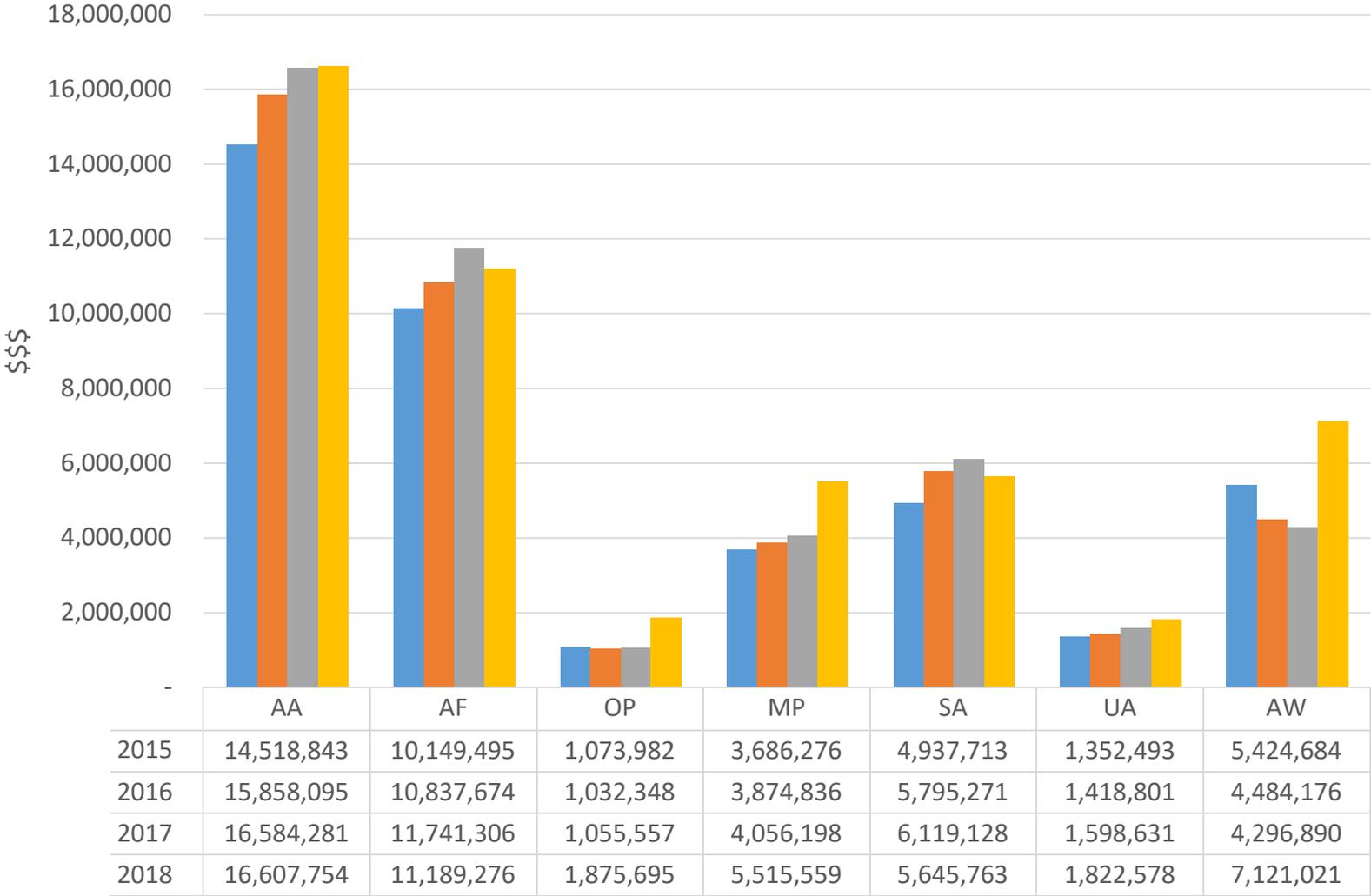


* \$2.2M construction

Source: Data Warehouse only fund 48485 - General Operating Fund

Cal Maritime

Operating Fund -Actual Operating Expenses by Division



Source: Data Warehouse only fund 48485 - General Operating Fund

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2018

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,000 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2017-18 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2018 report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report, please visit our website at <http://nces.ed.gov/ipeds/Home/UseTheData>.



California State University Maritime
Academy
Vallejo, CA



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 13, 2018 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Baccalaureate Colleges--Diverse Fields, public and enrollment of a similar size. This comparison group includes the following 29 institutions:

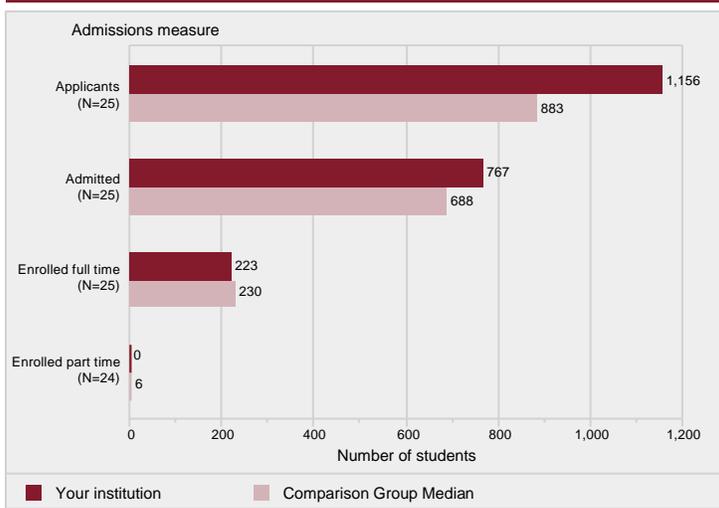
- ▶ Bluefield State College (Bluefield, WV)
- ▶ Central State University (Wilberforce, OH)
- ▶ Dickinson State University (Dickinson, ND)
- ▶ Glenville State College (Glenville, WV) ▶
- ▶ Granite State College (Concord, NH)
- ▶ Harris-Stowe State University (Saint Louis, MO)
- ▶ Kentucky State University (Frankfort, KY)
- ▶ Lyndon State College (Lyndonville, VT)
- ▶ Maine Maritime Academy (Castine, ME)
- ▶ Mayville State University (Mayville, ND) ▶
- ▶ Montana State University-Northern (Havre, MT)
- ▶ Oklahoma Panhandle State University (Goodwell, OK)
- ▶ Pennsylvania State University-Penn State Brandywine (Media, PA)
- ▶ Pennsylvania State University-Penn State Lehigh Valley (Center Valley, PA)
- ▶ Pennsylvania State University-Penn State New Kensington (New Kensington, PA)
- ▶ Pennsylvania State University-Penn State Schuylkill (Schuylkill Haven, PA) ▶
- ▶ Pennsylvania State University-Penn State Scranton (Dunmore, PA) ▶ Pennsylvania State University-Penn State Wilkes-Barre (Lehman, PA) ▶ Pennsylvania State University-Penn State York (York, PA)
- ▶ The University of Montana-Western (Dillon, MT)
- ▶ University of Maine at Farmington (Farmington, ME) ▶
- ▶ University of Maine at Fort Kent (Fort Kent, ME) ▶
- ▶ University of Maine at Presque Isle (Presque Isle, ME) ▶
- ▶ University of Minnesota-Crookston (Crookston, MN) ▶
- ▶ University of Pittsburgh-Bradford (Bradford, PA) ▶
- ▶ University of South Carolina-Beaufort (Bluffton, SC) ▶
- ▶ Valley City State University (Valley City, ND)
- ▶ West Virginia University Institute of Technology (Beckley, WV)
- ▶ Wright State University-Lake Campus (Celina, OH)

The figures in this report have been organized and ordered into the following topic areas:

1) Admissions (only for non-open-admissions schools)	Fig. 1 and 2	Pg. 3
2) Student Enrollment	Fig. 3 and 4	Pg. 3 and 4
3) Awards	Fig. 5	Pg. 4
4) Charges and Net Price	Fig. 6 and 7	Pg. 4
5) Student Financial Aid	Fig. 8, 9, 10 and 11	Pg. 5
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 12, 13, 14, 15, 16, 17, 18, 19 and 20	Pg. 6, 7, 8 and 9
8) Finance	Fig. 21 and 22	Pg. 10
9) Staff	Fig. 23 and 24	Pg. 10
10) Libraries	Fig. 25 and 26	Pg. 11

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

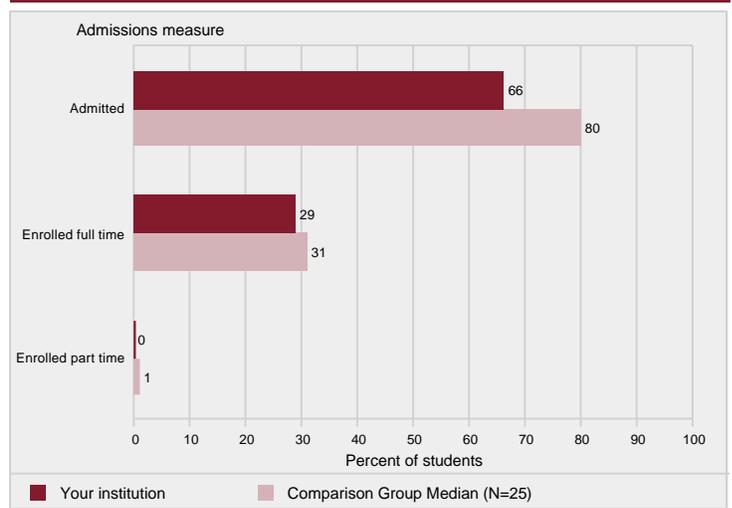
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2017



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

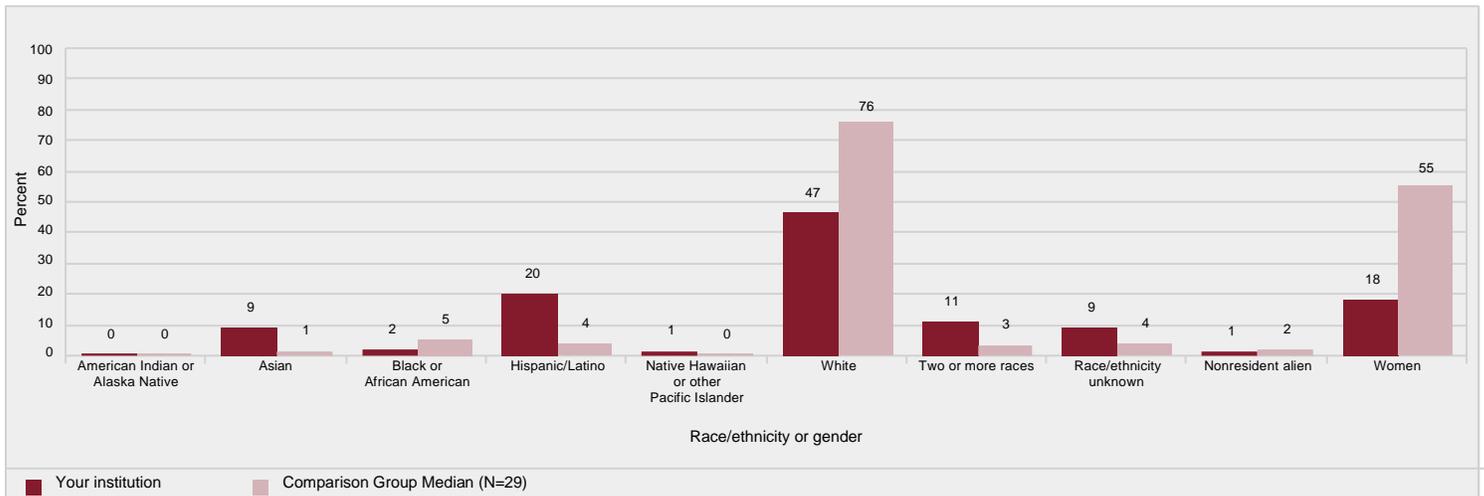
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2017



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

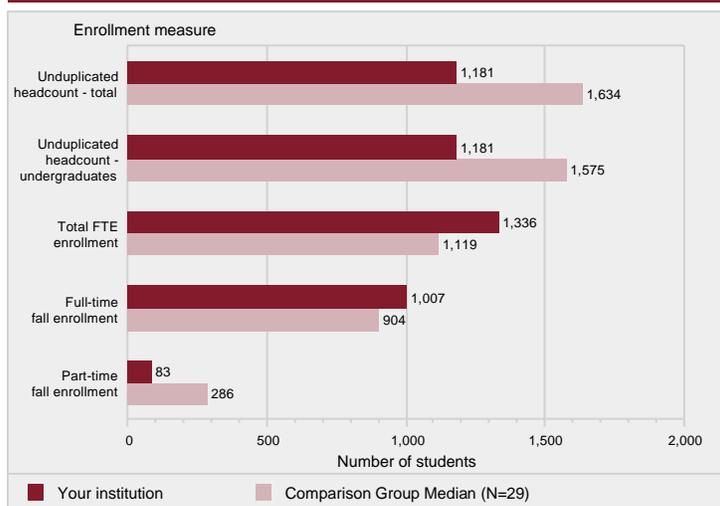
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2017



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

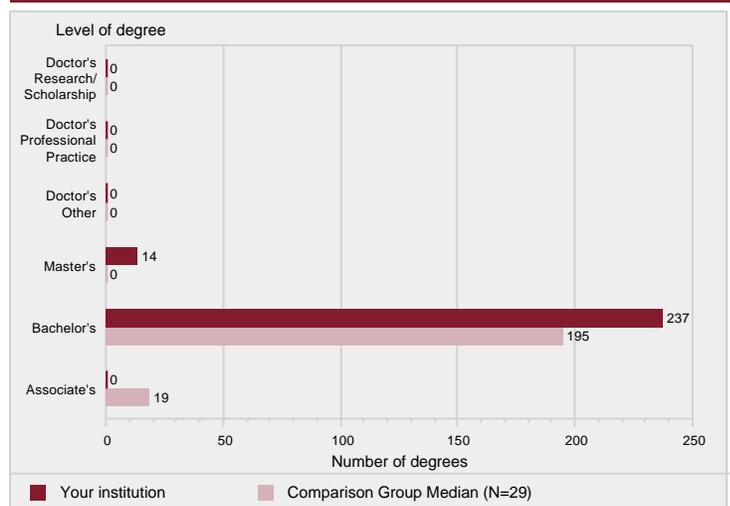
Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2016-17), total FTE enrollment (2016-17), and full- and part-time fall enrollment (Fall 2017)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Fall Enrollment component.

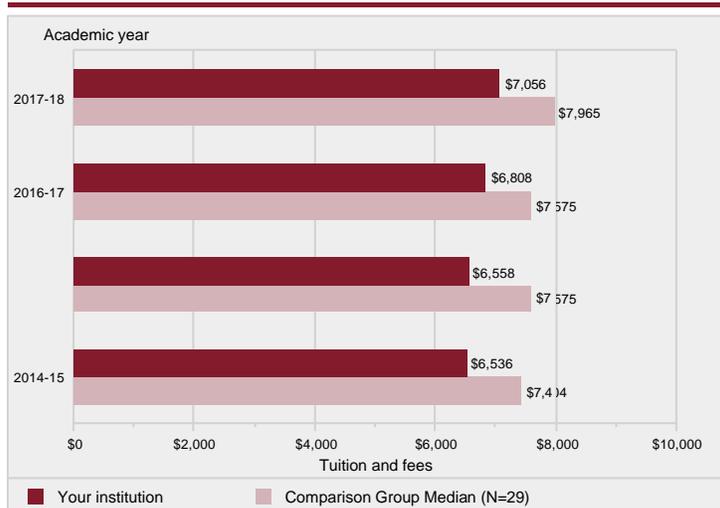
Figure 5. Number of degrees awarded, by level: 2016-17



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Completions component.

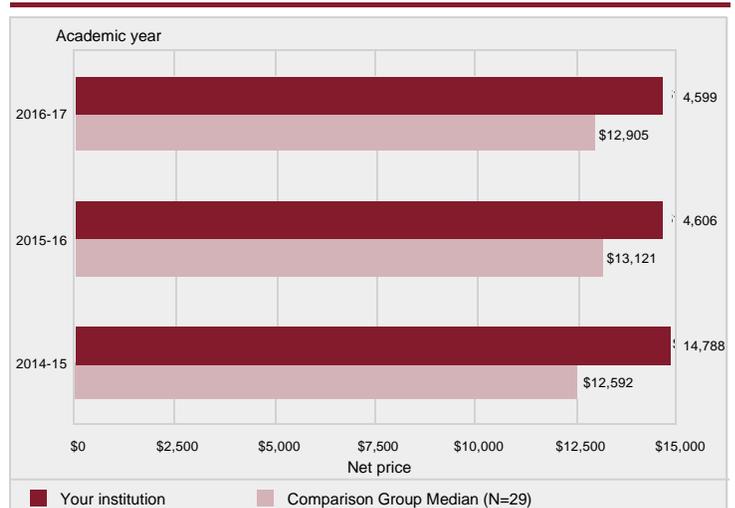
Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2014-15 to 2017-18



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component.

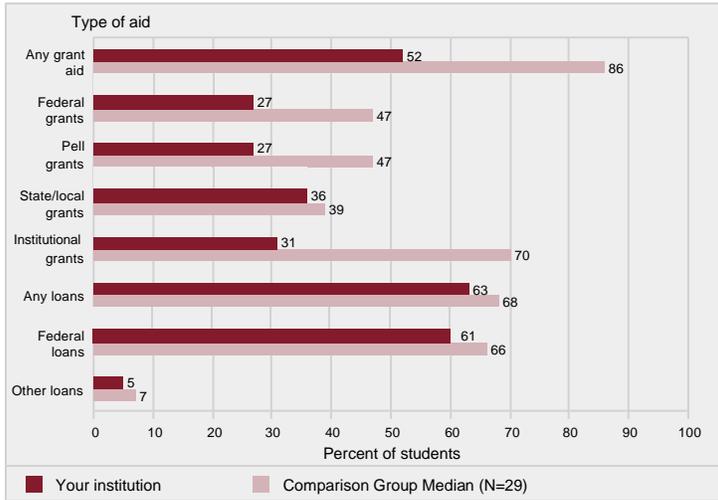
Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2014-15 to 2016-17



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component and Winter 2017-18, Student Financial Aid component.

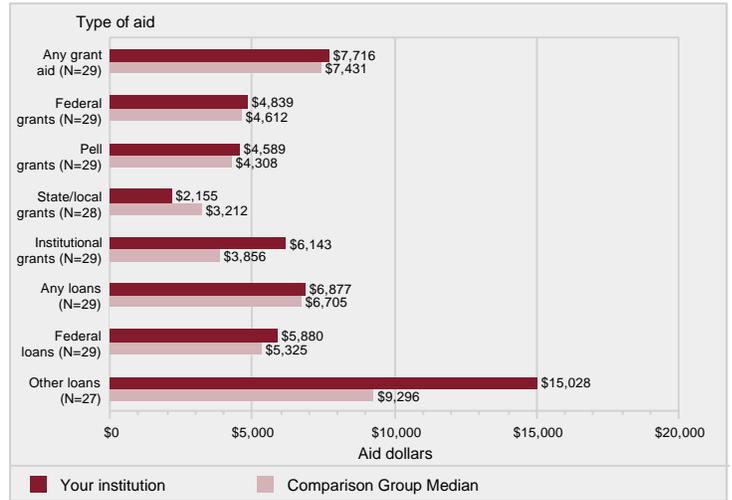
Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

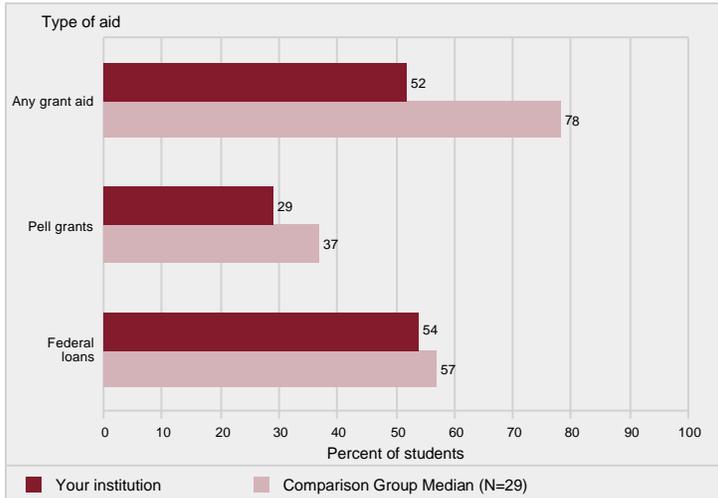
Figure 9. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

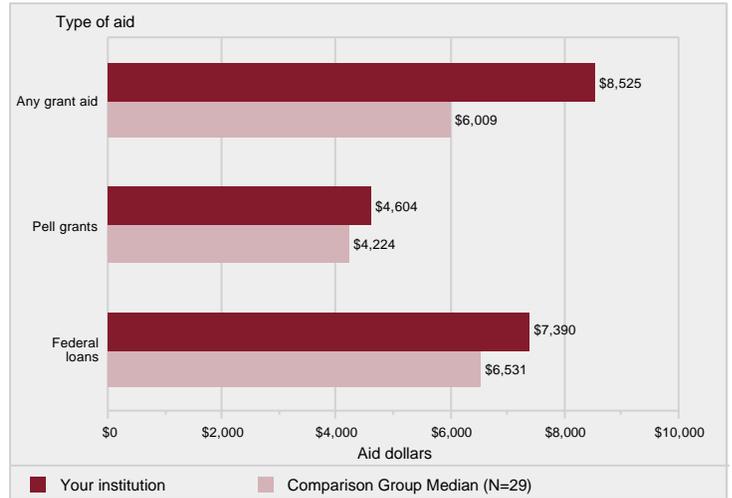
Figure 10. Percent of all undergraduates awarded aid, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

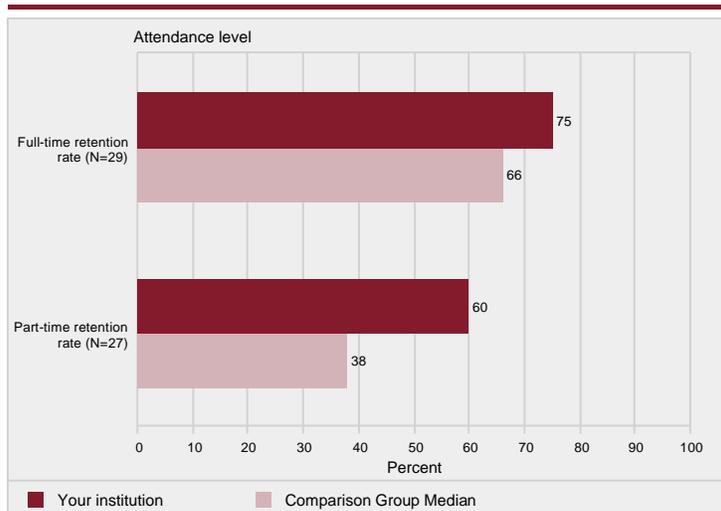
Figure 11. Average amount of aid awarded to all undergraduates, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

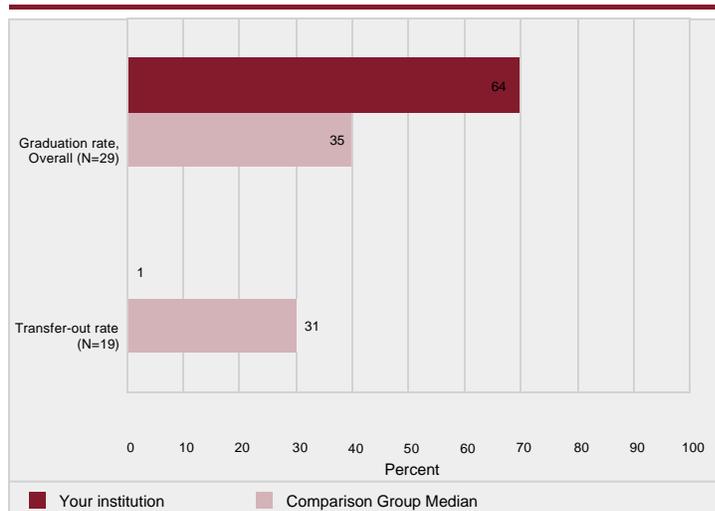
Figure 12. Retention rates of first-time bachelor's degree seeking students, by attendance level: Fall 2016 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2016. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2016 and retention based on August 1, 2017. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

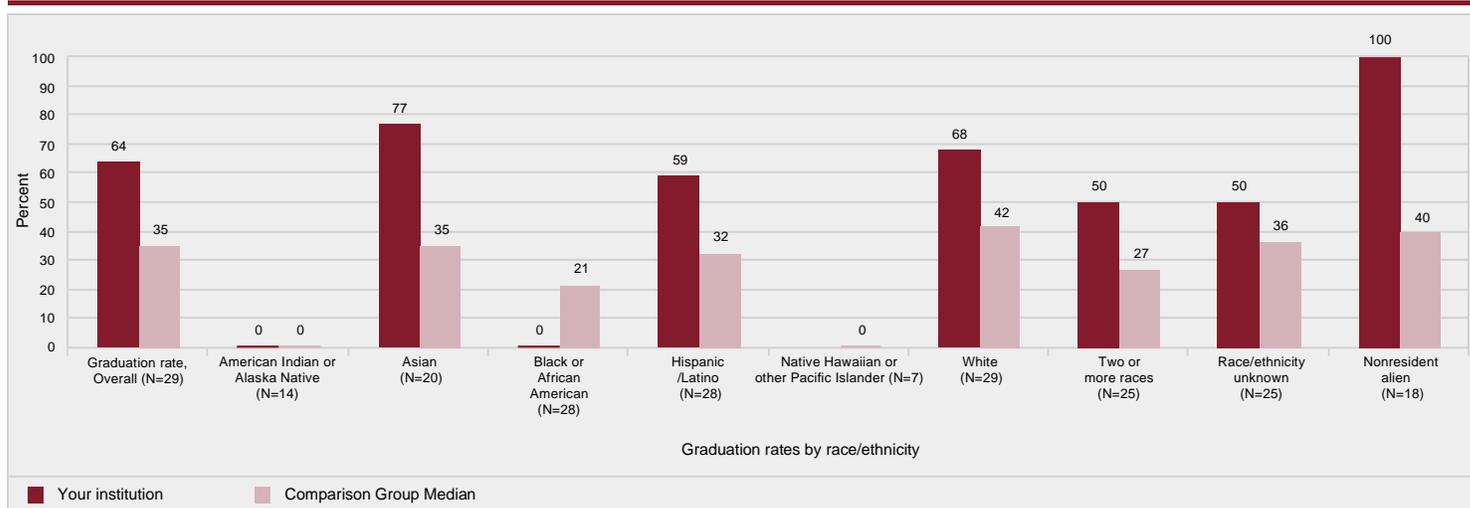
Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2011 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

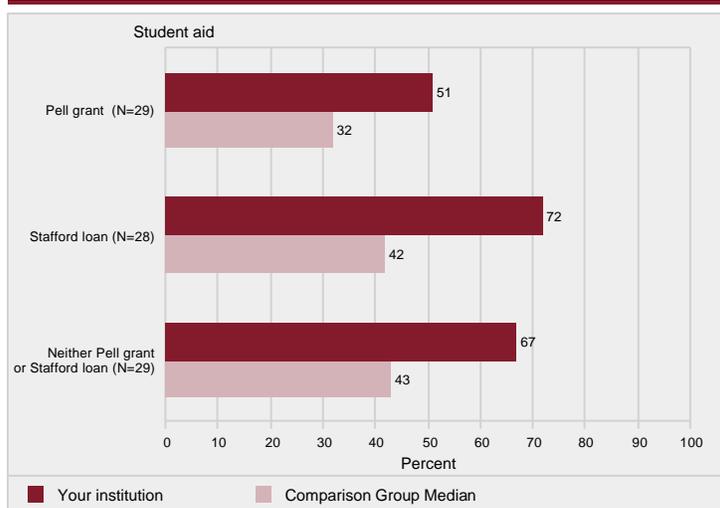
Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2011 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

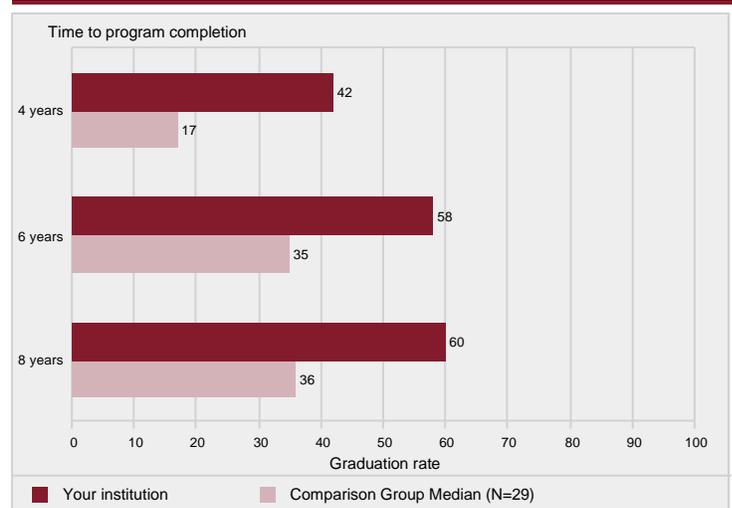
Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by financial aid recipients: 2011 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

Figure 16. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2009 cohort

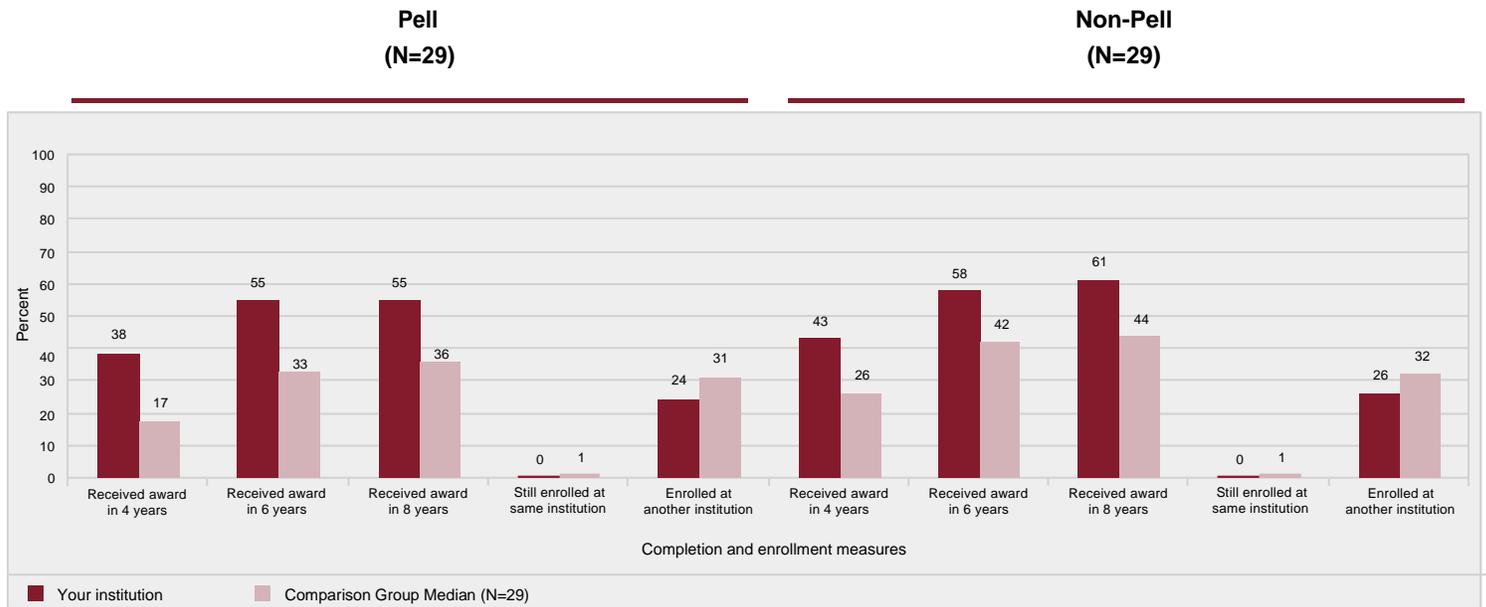


NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, 200% Graduation Rates component.

California State University Maritime Academy

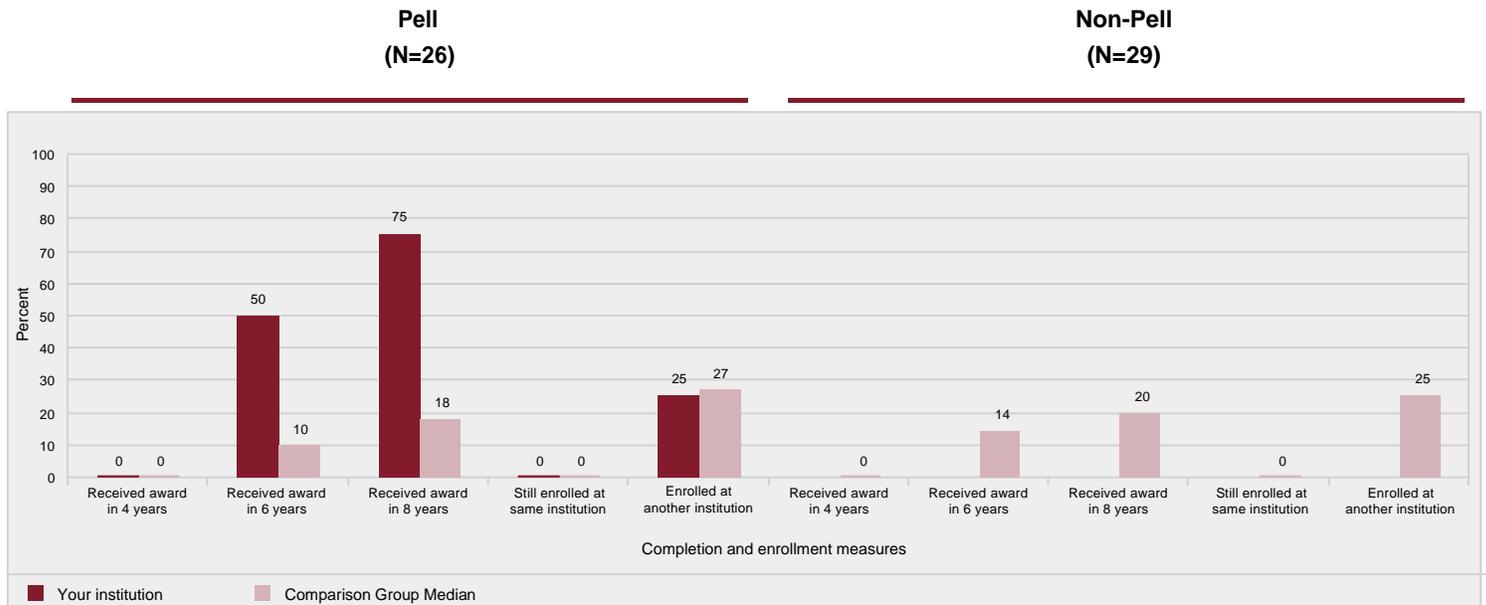
Figure 17. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

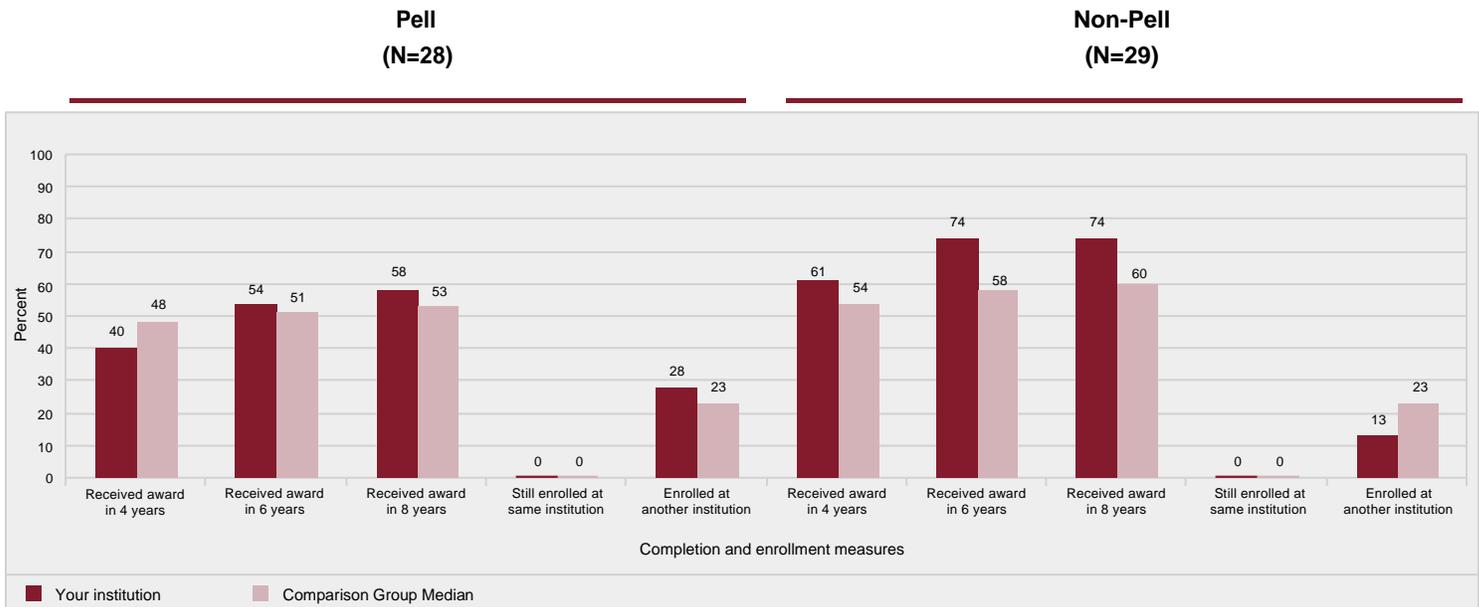
Figure 18. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

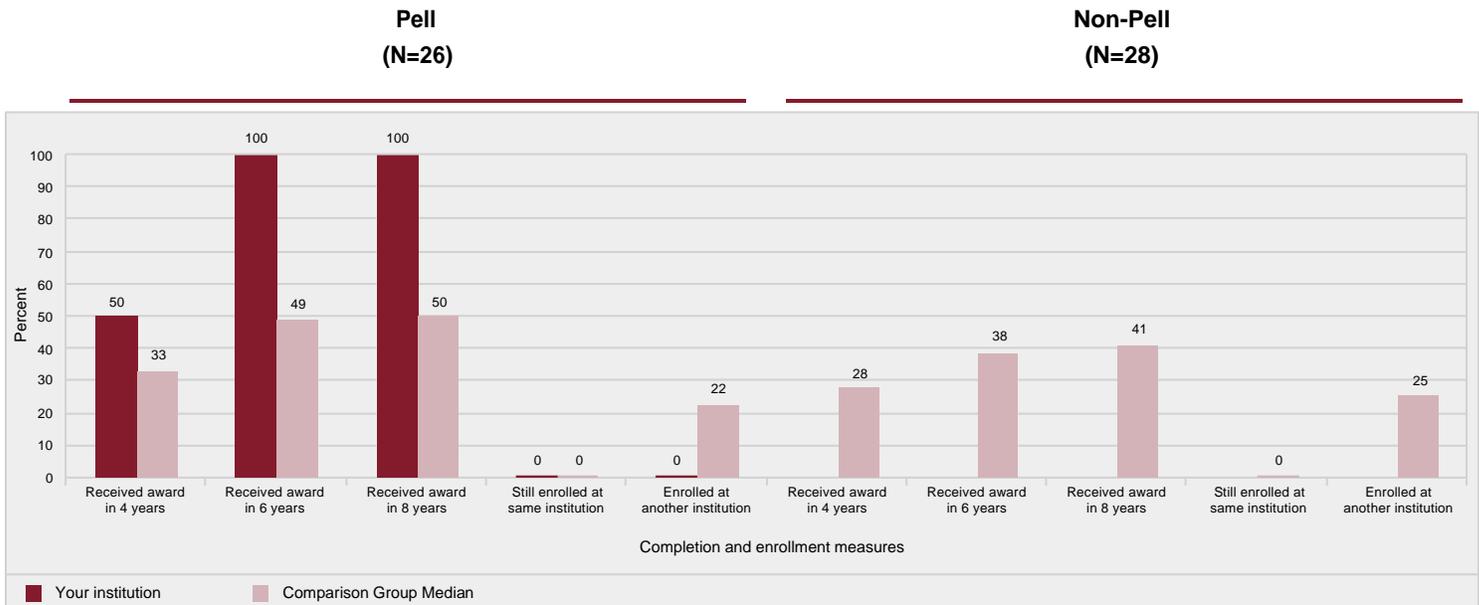
Figure 19. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

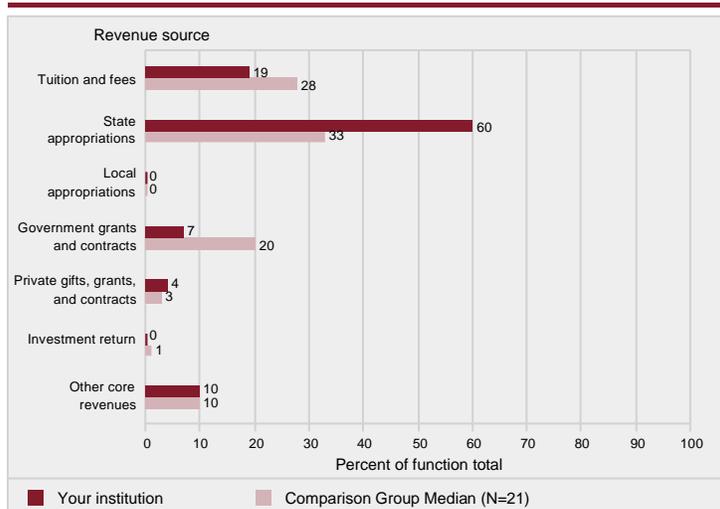
Figure 20. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

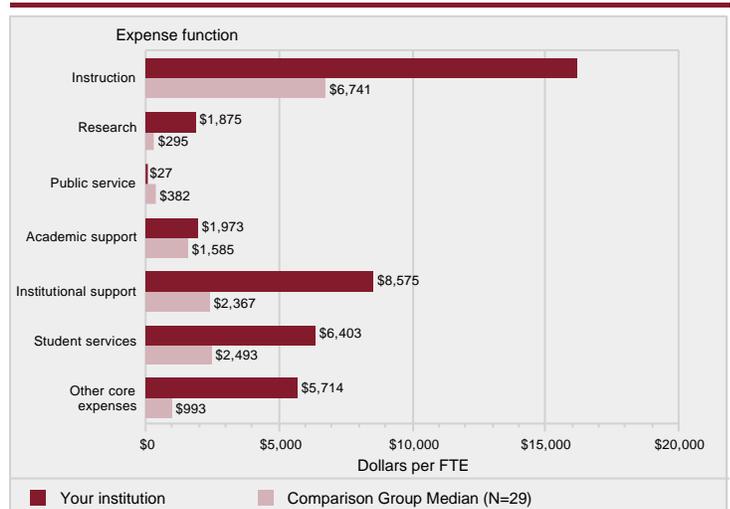
Figure 21. Percent distribution of core revenues, by source: Fiscal year 2017



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Finance component.

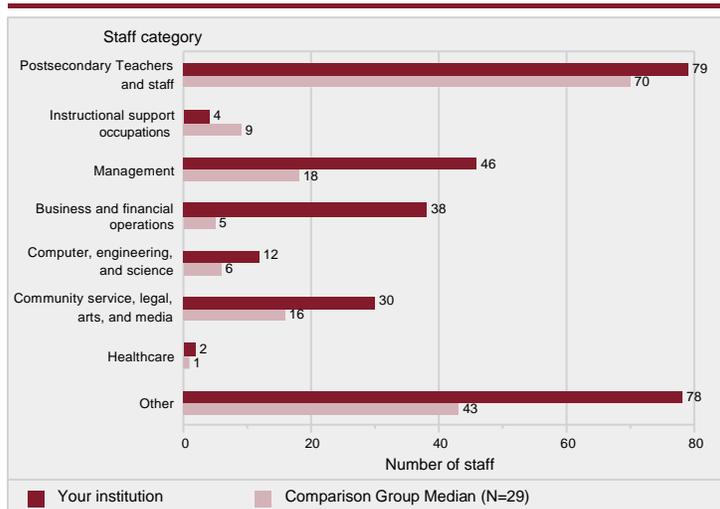
Figure 22. Core expenses per FTE enrollment, by function: Fiscal year 2017



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Finance component.

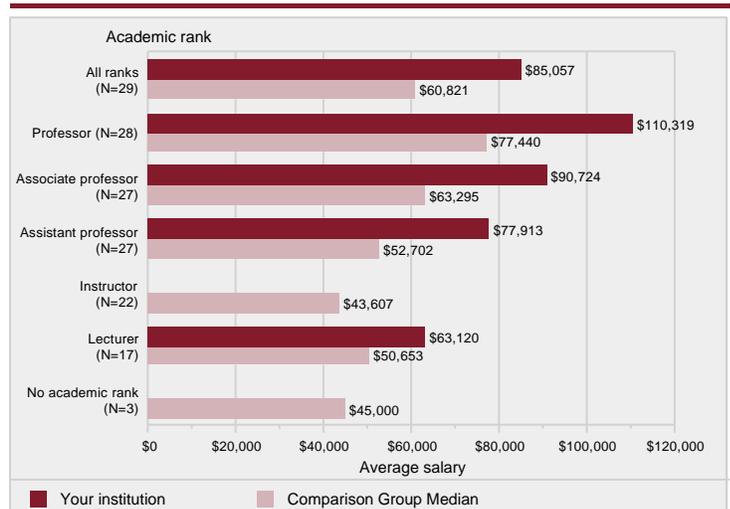
Figure 23. Full-time equivalent staff, by occupational category: Fall 2017



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

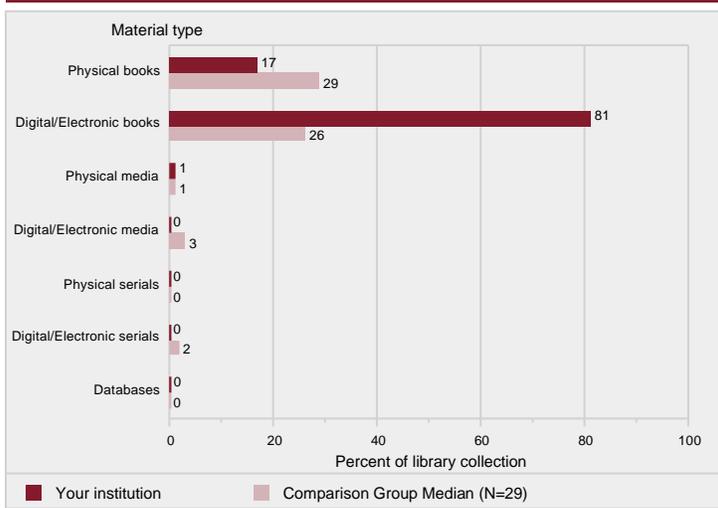
Figure 24. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2017-18



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

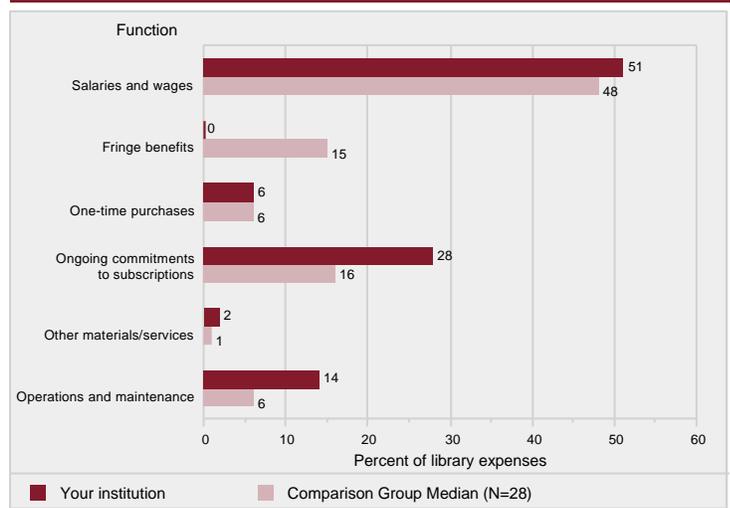
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

Figure 25. Percent distribution of library collection, by material type: Fiscal Year 2017



NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

Figure 26. Percent distribution of library expenses, by function: Fiscal Year 2017



NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2017-18 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<http://nces.ed.gov/ipeds>).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Charges and Net Price

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which request information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: Full-time, first-time (FTFT); Part-time, first-time (PTFT); Full-time, non-first-time (FTNFT); and Part-time, non-first-time (PTNFT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort the following: 1) students who died or were totally and permanently disabled; 2) those who left school to serve in the armed forces or were called up to active duty; 3) those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and 4) those who left to serve on an office church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants/contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.