



Using The Benchmarking Institutes's Cost Data

The Cost and Productivity Project collects program level data at the six and four digit CIP code level. This data is perfect for program review as it puts each of your college programs' costs into perspective. You can see how your developmental English program compares to other developmental English programs across the country. Or you can compare your program to peer colleges that you select.

A sample program review summary for Developmental English is shown below. Using this information you discover that XYZ College uses a much larger percentage of full-time faculty to teach their developmental English courses. In addition, you see that the student/faculty ratio at XYZ College is lower – its class size is smaller than the national means. The result is that XYZ's cost per student credit hour is \$245 compared to the national mean of \$112.

Developmental/Remedial English		CIP Code: 32.0108	
		XYZ College Summary Data	Cost and Productivity National Mean
Tuition Revenue = \$88 per Credit Hour		\$81,576.00	
Faculty Costs (Salary + Benefits)		\$335,816.00	
	Percentage of SCH taught by FT	92%	44%
	Percentage of SCH taught by PT	8%	56%
	SCH taught per FT faculty member	211	324
	SCH taught per PT faculty member	208	301
	Student Faculty Ratio	14 to 1	18 to 1
	Instructional cost/SCH	\$245.00	\$112.00

SCH=Student Credit Hours

The college can look at this information to help them make decisions about what faculty should teach these developmental courses. XYZ would probably want to explore its class pass rates and see if the full-time instructors generate higher student success rates than the part-time or adjunct faculty. If this is the case, XYZ may prefer to have its more experienced, full-time faculty work with the students enrolled in developmental courses. So they might opt to keep the percentage of student credit hours taught by full-time faculty high. But perhaps there is no difference in the success rates of the students with part-time faculty doing just as good a job as full-time faculty. Perhaps XYZ has some long-time faculty that just likes to teach these classes and if that is the case, the college might want to look at its other courses and see if it can find a more balanced approach for these developmental classes.

The other impact on the cost per credit hour is the size of the class, which can be inferred by student/faculty ratio. XYZ has smaller classes than the national median – 14 verses 18 students per instructor. To save money the college could decide to increase the class size. Looking at the tuition revenue compared to the costs (in this case just salary and benefits) you can calculate a margin by subtracting the costs from the revenue. In this case the margin would be a negative number so the ROI would be less than break even at 24.49 percent.

Non-credit Education & Workforce Training Benchmarking Project

[Now Open for Memberships](#)



Benchmarking for continuing education divisions, this project now includes:

- Non-credit Workforce Training
- Non-credit Life and Leisure Programs
- Contract Training

Benchmark your key performance indicators:

- Enrollment
- Market Penetration Rates
- Course Cancellation Rates
- Retention
- Return on Investment
- Revenue and Expenses

Join today to compare your continuing education operations with others from across the country.

Save the Date



[Register for 2017 National](#)

Developmental/Remedial English

XYZ College Summary Data

Tuition Revenue = \$88 per Credit Hour	\$81,576.00
Faculty Costs (Salary + Benefits)	\$335,816.00
Margin (Revenue -Costs)	-\$254,240.00
ROI/% Efficiency (Revenue/Costs)	24.29%

Of course the cost and productivity data is just one part of program review. Information on the quality of the program, the outcomes of the students, in this case it could be the percent of students that go on to be successful in college-level English courses, and other narrative information would give a full picture about XYZ's developmental English program.

Very few of the colleges participating in the Cost & Productivity Project make the decision to drop a program based on the data. However, many use it to realign and balance its faculty's course loads and to make decisions about class sizes.

To explore this further log into the [Cost & Productivity Project](#). Watch for future developments as we work to make the data for this project easier for IR to collect and report.

Thanks to Tony Honeycutt, provost at Somerset Community College for sharing his program review methodology.

The Benchmarking Institute's Calendar:

Join the staff at any of these events.



Mid-AIR: November 10 at 4:30 p.m. Join us for a focus group exploring Benchmarking Institute's cost projects.

Upcoming Presentations:

- Nov. 2-4 Missouri Community College Association Annual Convention, Branson, MO. Lou is presenting *Best Practices for Benchmarking*.
- Nov. 9-11 MidAIR Conference, Kansas City, MO. Michelle is presenting Benchmarking Community College Costs and Lou is presenting *A Better Way to Measure Student Success*.
- Nov. 12-15 NEAIR Conference, Baltimore, MD. Michelle is presenting *A Decade of Community College Data from the NCCBP and Benchmarking Community College Costs*.
- Dec. 7-9 Academic Impressions, Boston, MA. Lou is co-presenting a workshop on *Measuring Academic Program Cost and Demand for Improved Resource Allocation*.
- **In 2017** look for us at HLC, Innovations Conference and AIR.

Keynote Speakers

- Maria Harper-Marinick, Chancellor, Maricopa Community College District
- Michelle Asha Cooper, President, Institute for Higher Education Policy (IHEP)
- Eric Stoller, Consultant and Student Affairs and Technology Blogger, Inside Higher Ed



Reports for 2016 **NCCBP** are available.

Check out the custom report options -- awesome way to prepare benchmarking reports for your institution.

If you would like to submit an article or a calendar entry to the The Benchmarking Institute's Newsletter please submit items to lou Guthrie@jccc.edu.



**Follow us on
Twitter and
connect on
LinkedIn**