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How Administrators Perceive Reductions In State Funding Higher Education

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HOW ADMINISTRATORS PERCEIVE REDUCTIONS IN STATE FUNDING FOR HIGHER EDUCATION

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HOW ADMINISTRATORS PERCEIVE REDUCTIONS IN STATE FUNDING HIGHER EDUCATION

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DEDICATION

To my wife, Lisa. Her patience, encouragement, and support made me stay on track.

ABSTRACT

Funding for public higher education has been cut in Kentucky in the decade starting 2008 (Spalding, 2019). Due to several contributing factors, including entitlement programs, healthcare costs, the great recession, and other competing demands at the state level, this is a nationwide trend and is not predicted to reverse any time soon. This funding decrease forces institutions of higher education to look at other sources and/or methods of funding to continue their missions. Most often, funding outside of the state and tuition, are restricted and program based.

Any type of public funds and program-based grants comes with the understanding that accountability be at the highest levels, and the cost in administering these controls and regulations are paid for by the organization. However, when state dollars are decreased, the regulations and mandates do not decrease in the same proportion.

This creates a burden that can theoretically become cost prohibitive if the percentage of funding drops below a certain breakeven point. What is the net impact of public funding for higher education, and is it positive or negative? This study is designed to highlight the views that college presidents and chief financial officers have within the 16 colleges of the Kentucky Community and Technical College System (KCTCS) about public funded accountability and regulations. This research can be used to show support for an increase in funding higher education by states across the country in highlighting that increased funding will be perceived to have a greater impact to institutions of higher education and the local economies.

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CHAPTER I

INTRODUCTION

Context

At Bluegrass Community and Technical College (BCTC) the campus director is a multifaceted position in many ways. They are responsible for maintenance of the building and supervision of the staff. It also coordinates admissions at the front desk and helps students when they are applying for financial aid. Several other student services happen across the campus as well as helping build the academic schedule of classes. A large part of the position is being involved and visible in the community. Serving on local organizations like the Chamber of Commerce helps build strong relationships with community partners. These relationships assist with fundraising for the college, a key component of supporting students with scholarships. In a small rural community where a regional campus is located, fundraising can be difficult.

Community Support

Winchester is a rural area located east of Lexington, Kentucky where Interstate 64 connects with the eastern communities of the Mountain Parkway. A major capital campaign was completed to construct a new 32,000 square foot campus just inside the industrial park. Raising $2.3 million in this small town was unprecedented and the momentum in fundraising carried through as a major factor in securing the rest of the $5 million from the state needed to complete the campus and support all the ways the campus will help students.

Support for higher education in the community was so successful, that an annual fundraising event for the campus continued even after the building was completed. The one-night gala raised up to $60,000 but took months of planning behind the scenes. It soon became evident that even though it was a lot of work, the money was worth the effort. The event provided funds for continued expansion of the campus master plans, student recruitment activities, and scholarships for students.

The Economy

In 2009 the great recession was still ramping up across the nation. While enrollment was increasing as a result of people being dislocated or laid off from their jobs, tax revenues also saw a major decline in state and local budgets. The response over the next several years was that funding in higher education took a severe cut. The Center on Budget and Policy Priorities reported that the average state across the nation, spent 16% less per student after the recession hit (Mitchell et al., 2017).

While states continued to see a revenue decrease and fund higher education less, fundraising became an increasingly important part of the job as a campus director. Fundraising in a rural area was different compared to other areas. With a large agricultural base, the available business and industry was a much smaller pool to solicit. These farms and small agribusinesses are generally not in a financial situation to be able to support a local community college in ways that others might. A smaller pool can lead to multiple requests from the same donor leading to burnout or fatigue.

Since funding for community colleges have decreased every year since 2008 in the state of Kentucky, there have been no funds for large construction projects or creation

of new buildings. In 2015 with the increased need for a new infrastructure, the community college system was approved to match a student fee with private fundraising to fund new building projects across the state. This initiative, the BuildSmart program, was promoted as an investment for Kentucky competitiveness and increased the priority of private fundraising efforts for infrastructure within the community college system (Kentucky Community & Technical College System, 2014).

Politics

In early 2016, Kentucky's newly-elected governor, Matt Bevin, made swift changes in every sector of the state. Citing excess spending, a state pension shortfall, and decreased tax revenue, Governor Bevin announced a mid-year budget cut of 4.5% for several government departments including higher education (Ellis, 2016). Several years in decreases of state allocations for colleges and universities were about to get worse.

Although the governor's budget reduction was ultimately struck down by the state supreme court, the message to higher education was clear – state funding has forever changed. Gone are the days of relying on the state to give general unrestricted operating dollars. If colleges are to survive things need to change.

Efficiency

Regardless of the ratio of public to private funding, the controls and regulations placed upon colleges must be maintained. Therefore, as state support declines, the financial burden shifts away from state funding towards greater reliance on local revenue sources.

When revenues decline, organizations automatically look at ways to sustain. There are three main routes to take for a solution: increase funding, decrease spending, or a hybrid of both. Each solution has its own pros and cons, and each solution is tied down with rules, regulations, and red tape. Therefore, when that funding balance is disturbed, it takes a lot of planning, effort, and creativity to counterbalance any changes in funding.

If one solution to increase revenue was to raise tuition, this would be a logical solution to make up for the lost revenue from the state, and it shifts the portion of public funding to private funding. However, tuition rate increases are not unilaterally controlled by the publicly funded colleges and universities. These increases must be approved by boards, governing bodies, and legislatures, and are reluctantly granted within a certain approved percentage range.

If another solution was to decrease personnel, then at what cost are the land grant institutions fulfilling their commitment with services throughout the state? Both of these routes for compensating budget shortfalls have to critically be thought out knowing that there are laws, rules, and regulations that are required by the state from the institutions.

Some feel that college and universities can absorb state budget cuts by working more lean and efficient. While every sector of the economy deals with rules and regulations, it sometimes seems as though state laws, requirements, and red tape in higher education can be hard to compare. For example, if buildings are funded with grants, loans, or private donations, using no public funds, the state still controls how those funds are to be spent. While still complying with the state bidding procedures and additional state design standards the public colleges and universities still have to ask permission from the state legislature to proceed with their building. Sometimes this leads to a risk of

elected officials not supporting projects and thus losing the ability to spend funds that they really don't control in the first place.

Inefficiency

Unrestricted funding is not as popular as it once was. Unrestricted funding is needed to pay basic necessities like utilities and personnel. The thought is that it is used to keep the lights on so everyone can focus on the mission at hand. To funders, unrestricted funds seem to have less of a direct impact because it is used to keep the lights on and nothing else. Donors want to see the tangible benefit and direct impact of their investment. Because of this, program-based funding has increased. Since there are little to no grants to pay overhead costs, like electric bills, organizations begin the process of charge-backs. These charge-backs detail out the portion of costs that is required to support the program that was funded in a restricted way. By building in these basic costs of each program, organizations can maintain operations. However, the personnel time in planning, tracking, and data collecting is much more inefficient comparatively.

State funding is slowly turning from unrestricted to restricted funds. Some examples include the $100 million Work Ready Skills Initiative program. This competitive state grant went to any higher education institution or public school system for building construction and/or equipment needs. Another way the state invested in higher education was with the implementation in the Fall 2017 of the Work Ready KY Scholarship. This scholarship pays tuition for students seeking a credential in healthcare, logistics, construction, business and technology, and advanced manufacturing.

If state appropriations were decreased, they were made up by offering additional restricted funds. With more restrictive funding, there are increases in the managerial costs to having the controls in place to be accountable.

Benefit of Public Funding

Reduced state support and increased methods to supplement budgets for colleges is not a local phenomenon. This experience brought to light a few questions. What are some of the challenges that rural community colleges have in fundraising and what are the best ways to maximize investment? With state support for higher education continuing to decrease at what point would the public funding be so low to overall college and university budgets, that investment into regulations of those public funds would outweigh the amount of the state support? In other words, when does the cost of administering public funds outweigh the benefit of being publicly funded?

Benefits of Research

There are several benefits in highlighting the net impact on funding higher education. One might first speculate that the best idea is to forfeit all public assistance and discard all of the regulations that go along with it. A few examples include state bidding procedures, price contracts, procurements, and increased costs in signatures and approvals at all levels. This would allow more efficient controls and operate in similar ways to other private business. However, this has already been proposed in other states unsuccessfully. The cost of purchasing land and other assets alone is too much of a burden on these colleges and universities. The goal of this research is not to encourage

higher education to refuse state funds, but to give voice to college finance directors and presidents in support of increased funding.

By highlighting the idea that there is a basic cost (in rules, regulations, red tape, redundancies, controls) of managing public funds, colleges and universities can demonstrate there is an overall positive or negative impact in the level of provided state funding. In the end an argument for more state funding can be directly related to showing that after basic costs, there is a perceived net benefit to the students, workforce, and state.

CHAPTER II

LITERATURE REVIEW

History

After World War II the nation invested in education because it was "the path to opportunity" and higher education expanded in rural areas through community colleges (Crookston & Hooks, 2012, p. 350). The educational attainment of people would theoretically revitalize and help these ailing communities and regions. An individual is more likely to attend a community college if they live closer to one than to a four-year university. In fact it increases 3.6% for every 10 miles of distance between where they live. (Crookston & Hooks, 2012) Thus community colleges became the avenue for helping reduce poverty in rural communities.

During the years from 1976 to 2004, support for community colleges waivered as ailing regions saw themselves in the same position they were before; ailing and in need of revitalization. The reasons why were complex. In some situations funding for social programs and prisons was a higher priority than education. A brain drain occurred where many local graduates were taking their new education and moving to areas where the jobs were located in urban regions. This outmigration resulted in a negative relationship on the local economy of the rural areas.

Funding

Community colleges were initially funded by local governments based on the K-12 funding model (Wellman, 2003). As states slowly began to take over the funding they

brought with them the current model of a four-year university funding based on credit hours or FTE (full time equivalencies), and higher education began to be funded as part of the discretionary budget. The decreases in revenue and increases in spending for entitlement programs and healthcare, for example, have forced discretionary spending to lower percentages of the overall budget. For the first time in 2004, states spent more on Medicaid than any other program including K-12 education (Romano, Privatizing the Community College, 2005).

Fitting In

In 1988 the Ford Foundation, a nonprofit grassroots community organization called MDC Inc., and the American Association of Community Colleges (AACC) came together to create the Rural Community College Initiative (RCCI) (Jensen, 2003). Since rural communities have a high population of residents at 200% below the national poverty level, the RCCI began to create discussions and bring about change in these areas (Jensen, 2003). They focused on rural economic development and educational opportunities.

First, researchers needed to look at the different classifications of two-year colleges but found a problem with the data: there was no way to separate out the different types of two-year colleges that existed in the United States (Hardy & Katsinas, 2007). In response, the U.S. Department of Education made changes to their reporting database to create three main categories of two-year colleges: public, private, and special use institutions. Taking a closer look, a sub-category of the public two-year colleges classified each college as rural, suburban/urban, and four-year controlled.

Gaps emerged when comparing rural two-year colleges most notably with lack of on-campus child care, distance learning education, and weekend courses. Rural institutions enroll more female students and have larger percentages of full-time students. Community colleges offer less educational choices for students and have less student services. It can be difficult to compete with the larger economies in the suburban/urban areas and usually have a higher operating cost per student. Overall, it was apparent that 'rural community colleges were facing the greatest strain' (Hardy & Katsinas, 2007, p. 15) and find it hardest to manage increasing expenses.

Tuition

Community colleges located in rural areas are faced with a multitude of funding challenges, particularly because of their remote locations. When there are "more cows than people" in a community, sometimes you have to think differently about how to raise money at a community college (Murray C. , Remote Success: Creativity, Ingenuity Help Rural Colleges Raise Money, 2011, p. 30). Income levels of residents in rural communities are significantly lower than their urban counterparts and this creates two main challenges: tuition rate (or affordability) and a community's ability to raise sufficient local taxes.

If institutions wish to attract students in their local service region then their tuition needs to be affordable. Any rate increase to offset declines in local, state, and federal aid could negatively impact enrollments and bring in less revenue than before the increase (Cejda, 2010). With a high unemployment rate the tax base to fund education suffers as

well. Some states rely on the local communities and economy to help support the local community college (Murray J. P., 2007).

Richard Romano, a faculty member and administrator for over 40 years, is predicting that this problem is not going to get better any time soon (Romano, 2005). Since "state assisted colleges and universities have limited means of compensating for decreased state and federal funding," one solution is to raise tuition (Bradbard et al., 2011, p. 41).

The current tuition model where states and local governments subsidize tuition helps those who need it but also helps those who do not need it. If students can pay higher tuition, then they should as long as there is an increase in needs-based financial aid for those that cannot afford it. "The biggest problem for public institutions is not that tuition is too high, but that need-based financial aid is too low" (Romano, 2005, p. 33).

Financial Aid

To keep access to education affordable, Romano (2005) suggests that community colleges, especially, should think about those who have a greater financial need. In raising tuition colleges can take from those who can afford it and build financial aid funds to give back to those that cannot afford it. This helps keep colleges at their mission of being open and accessible to all.

Federal aid programs (Pell grants) have not kept up with inflation in order to give true financial assistance. In 1979, Pell grants could cover the cost of college up to 77%, compared with 39% of costs in 1999. These changes will not be easy, but as Romano

states, the quality of education will erode over a period of time if colleges and universities don't act now. (Romano, 2005)

Fundraising

Community colleges are fast approaching enrolling over half of all undergraduates in the United States of America (Boggs, 2012). This is important because jobs that require an associate degree are outpacing those that do not require any education by 2:1. Community Colleges are uniquely positioned to fill this demand. For example, students who transfer to a four-year college are more successful versus students who enter the college or university directly. But community colleges are not leading the way in all areas, especially fundraising.

Due to the lack of state funding for higher education, today fundraising is not just limited to private colleges. College boards and president/CEOs are making fundraising a major priority to make up for the shortfalls (White, 2011). More often than not the literature shows that community colleges are at a disadvantage in their fundraising. While four-year universities typically have a development office and a tradition of fundraising, community colleges, from the start, simply do not have enough staff, few resources, and suffer from a lack of time (Halligan, 2008).

It is fair to say that not all colleges are on an even playing field when it comes to fundraising. Larger urban colleges have a greater population and more area businesses to ask for donations versus the smaller rural organizations (Ryan & Palmer, 2005). However, these inequalities are not a predictor of successful fundraising campaigns. With the right people at the right time and a good plan, any institution can raise money.

Start at the Foundation

Most universities and colleges have set up a nonprofit foundation that raises all their money (Ryan & Palmer, 2005). The advantage of a university foundation is that it is an incorporated 501 (c) (3) organization that allows donations to be tax deductible. These foundations support the mission of the university and organize all private resources for the institution.

Everyone should be involved. It is important that all citizens view the college as a vital part of having a well-rounded and vibrant community and for them to give back. The most influential people should help serve on college foundation boards. The foundation board director should also serve on other nonprofit boards in order to stay connected to the community and be as visible as possible.

Fundraising is no longer the work of one person at a community college. It takes a dedicated, fully staffed development office with the goal of getting everyone at the college on the same page ('Fundraising From the Top', 2008). In addition to the development officer the college president/CEO plays a vital role in the advancement of the college. As president of Queensborough Community College in New York, Marti says that “advancement of the college’s agenda is the basis for effective fundraising” ('Fundraising From the Top', 2008, pp. 30-31). For a modern community college president Marti feels that the majority of his time is spent advancing the college’s mission.

Small rural schools are at a disadvantage with setting up foundations and finding large corporate donors. They have to rely more on parent and student led funding events (Davis et al., 1999).

A spotlight on some rural community colleges proves that fundraising can be accomplished. At West Hills Community College in California, they look within their own organization for support. A successful employee donor campaign can build support for the organization from the inside out. Creative public-private partnerships have served State Fair Community College in Missouri very well in building funds and support. At Northeast Iowa Community College their success lies in building business and corporate relations through employee training. Internal changes to the way new programs are created is that there must be "outside funding to support it" first (Murray C. , 2011, p. 32).

Several years ago in rural South Georgia, schools were fund raising even while state funding increased. Although compared to today with state funds decreasing, fundraising is still a major part of education institutions but with different allocations. One advantage of the smaller rural schools is that often because of their socio-economic status of the people they serve, they are often eligible for more grants that other schools cannot apply for (Davis et al., 1999).

Leaders

If an organization wants to have good resource development, then the literature indicates that fundraising is vital. A great leader must be in place that works professionally within the organization and has a close relationship with senior leadership

(Budd, 2012). It is very important to have fundraising support from the highest level of leadership and down through the organization.

Organizations need to make sure that there is a good strategic plan in place to set up a resource development office (Budd, 2011). The director should report directly to the president/CEO in order to maintain a direct line of communication (Budd, 2012). The president/CEO should work symbiotically in making the "ask" along with the resource director. In addition, community members are usually recruited by the president/CEO to serve on foundation boards or other fundraising committees within the college. This type of relationship requires meetings on a regular basis to keep each other updated and in the loop of what in going on.

Audience

One of the most important factors in successful community college fundraising is to identify prospects (Chandler & Thompson, 2007). An analysis of college fundraising often shows a pyramid model. Major gifts are at the pinnacle with few donors, and as you work your way down to the broader base of the pyramid you find more donors with smaller gifts. At the bottom should be the largest number of donors with the fewest dollars given per person. Even though fewer donors are at the top they represent 80% to 90% of the total funds.

Fundraising events can be planned in the right way and at the right time to pair them up with professional development activities for your internal campaigns. Learning in this way can foster teamwork and promote physical activity for better health. When

bringing students in on fundraising activities you help prepare them to be donors when they are alumni.

Community Colleges are far behind their four-year counterparts in the area of reaching out to alumni for donations (Skari, 2014). Out of all the private gifts to colleges and universities in 2011, the majority came from alumni. Alumni are closest to the institution and represented 27% of private gifts given to higher education. However, when looking at alumni at community colleges their giving only represented 1% of the total donations from 2011.

Over the years community colleges have put little effort or thought into private giving, and alumni relationships are often nonexistent. There is room for improvement and all you need to do is ask. According to an example at North Hampton Community College in Pennsylvania, 499 of their alumni were asked and brought in a total of $142,000.

Data in research shows that older alumni and alumni who have a total family income of more than $60,000 are the most likely to donate money. Another factor is location. Those that lived closest to their institution also were in the top percent of giving (Skari, 2014).

Given the relative youthfulness of community colleges compared to major land grant universities, large scale donations may be decades before being realized. Securing a multimillion-dollar gift takes a lot of time (Halligan, 2008). Donors who are able to give over one million dollars can sometimes have a relationship with the college for 20 or 30 years before they will.

Examples that Work

The literature highlights several fundraising ideas that have been successful. For example, the San Jacinto College Foundation in Pasadena, Texas, has raised over $60,000 with their "Evening of Monopoly" event (Murray C. , 2007). It included teams of six players playing the famous board game and trying to be the highest scorer. The other guests participated in a "Show Me The Money"' reverse raffle. Fun and different ideas like this one always make the fundraising seem more enjoyable.

Even though community colleges might not be as far along as other four-year colleges in the area of fundraising, they should leverage their close relationship with workforce training and the businesses and industries that they serve directly (Ryan & Palmer, 2005).

Estimates of donations to Community Colleges represent less than 2% of the total funds donated to higher education, and when times are tough that number could even be lower ('Fundraising From the Top', 2008). Helen Benjamin at Contra Costa Community College District in California points out that the economy can directly impact the ability to raise money.

Stay Public or Go Private?

States used to fund building projects, and now buildings are named in honor of the highest donor. Initiatives and programming could be implemented internally, now new ideas rarely get off the ground unless there is an external grant to fund it. Public-private partnerships are critical in ensuring that sufficient funding sources are secured.

With shallow pros and cons, research in the literature lacks clarity to the role of higher education making the cross from public to private. This hasn't stopped some states for arguing to go private. However, their concerns have remained just that: arguments.

Summary of Literature

Rural community colleges have not had as much attention paid to them as their 4-year university counterparts when it comes to talking about funding. There has been limited research and literature discussing their challenges and successes. But with rural communities looking to better educate their workforce and compete with their urban counterparts, a lot of progress has been made. Change started with the RCCI and its success. One example pointed out that participating colleges "were much more proactive in pursuing external funding and initiating new programs and projects" (Jensen, 2003, p. 25).

Rural community colleges were mentioned as a disadvantage over larger urban community colleges because of the smaller donor base, but sometimes even urban community colleges are in the shadow of larger four-year colleges/universities and can have a hard time fundraising.

When reviewing the literature on fundraising there are several sources that look at nonprofits and large four-year universities. However, the gaps are significant when trying to find references to fundraising at community colleges, especially in rural areas. The literature has focused on how community colleges should start their foundations, who they should hire to run their development office, and who to target in successful

fundraising. Major contributors have been those publications that focus on community colleges including the *Community College Journal*.

From my experience, grants and donors are hesitant to fund general operating budget lines and would rather see their money be focused on a certain area with tangible and measurable results. While unrestricted funding is the most needed area, today's funders see value in specific projects and would rather donate in a restrictive form. But is fundraising beneficial in helping the college make-up funds from decreased state funds? It does not appear that colleges should only focus on fundraising to make up lost revenue and that a more in depth look at the net impact public funding is needed.

Even though we are not looking to privatize colleges, the discussion leads to the question of how much is too little? There has not been any evidence, thus far in the literature, for what the break-even point is for accepting public funds. If there is an inherent cost in accountability, regulations, and controls for using tax-payer money, then at what point is being a public institution inefficient and actually wasting tax-payer money?

CHAPTER III

PURPOSE AND RATIONALE

Purpose Statement

Asking administrators what their feelings are on certain areas of decreased funding for higher education is the goal of this study. Conversations about when the cost of being state funded outweighs the amount of support from the state need to be explored further. This research will begin that conversation and hopefully explore ways administrators are fixing the perceived issues. One can soon realize that there might be a negative impact to students when public funds start to decline. This negative impact doesn't necessarily cause accounting deficits, but it does force the institutions to rely on other sources of funding, with higher tuition, increased grants and more fundraising, to make up some of the differences.

Looking at the true cost of being a good steward of public funds, in compliance with state regulations, and decreasing appropriations will hopefully build a case for supporting increases in public funding so that the impact is greater, thus providing a direct benefit for students and state economies.

Rationale

Funding for higher education is at critical levels. State governments and public pressure are increasing the demands on higher education institutions to be increasingly accountable. However, if colleges and universities have budgets that are less supported by public funds and more with other sources of funding, then we need to look at new

ways of being accountable yet efficient. Until we can begin to ask questions to see what the perceptions are about public funding decreases, then others can begin to collect more data and research on how the cost of being publicly funded might come with more burdens. If administrators see that there is a negative impact to funding decreases, then a case to increase funding can be supported. Looking into the cost of accepting public funds can be very broad and detailed. This initial research will begin the study of looking into the perceptions of administrators and how they view public funding in higher education.

Theory

This research will highlight how administrators perceive the cost of administering state and federal regulations and how that might compare to the amount of public funds received by the institution. The thought is that there is no statistical correlation between public funds and administrative costs, in terms of percentage of budget. If there is no correlation, then one must ask if there are any perceptions on how this data can be looked at further. This research is beginning to ask the questions need to look at how decreases in public funding can impact the institution and what we can do to help protect the quality of education to the student. Taking a deeper look at these issues could easily be extrapolated to other organizations that receives public funds, thus it is beneficial to begin asking questions, researching, collecting data, and documenting it here.

Objectives and Hypothesis

Objective 1: Administrators perceive challenges in the way higher education is funded and that state regulations might hinder solutions.

Hypothesis 1: Administrators perceive that decreases in state funding continue to drive a need for innovative solutions.

Hypothesis 2: Perceptions about regulations on public funds might be a way to find a solution.

Objective 2: Administrators perceive that solutions to funding higher education must be multifaceted.

Hypothesis 3: Administrators perceive that raising tuition should not be the primary solution.

Hypothesis 4: Administrators perceive that performance-based funding could make solutions more challenging.

Objective 3: Administrators perceive that a rural versus urban location impacts their institution in unique ways.

Hypothesis 5: Administrators perceive that funding impacts rural institutions more than urban institutions.

Method

In looking for answers, this research is conducted as a numerical quantitative case study. Using SPSS statistical software, it will specifically aggregate the data to look at the descriptive outcomes on how administrators perceive decreases in public funding for higher education and how that might impact their institutions. This data will be collected and administered through a survey.

The first step was to develop the questions for the survey (appendix A). These questions were developed using the Likert rating scale. Renis Likert developed this rating method in the early 1930s to evaluate respondents' agreement with statements

rather than just yes-or-no questions thus giving greater ability for statistical analysis (Jackson, 2009). The questions were approved by the dissertation committee.

A human subjects review board (HSRB) exemption form was filed for the Kentucky Community and Technical College System in order to gain approval for surveying students, faculty, and staff. Also, approval was granted by the Institutional Review Board (IRB) from Eastern Kentucky University.

The survey questions were converted to a user-friendly online format to help increase yield. The online format used was through SurveyMonkey, an increasingly popular way to administer surveys with quick and accurate results. A hyperlink was created so that it could be inserted in email and letter format.

The last step was to draft a letter (appendix B) to send out to the participants. This was sent out in email and paper formats to ensure that the survey was easily accessible from any computer, tablet, or mobile device.

Selection of Colleges

The Kentucky Community and Technical College System (KCTCS) was created by the Kentucky Postsecondary Education Improvement Act (House Bill 1) in 1998. This bill merged the State's community colleges (affiliated with the University of Kentucky) and technical and vocational schools to create 16 independently accredited community colleges across the state. Many of these colleges are in rural areas bringing quality education within reach to every Kentucky resident. As community colleges are the largest provider of higher education in the state, the Fall 2016 enrollment, as reported to the Council on Postsecondary Education (CPE), was at 79,568 students (Kentucky

Community & Technical College System, 2017). KCTCS was selected as part of this research because of the impact of each of the 16 colleges to the majority of Kentuckians giving a diverse statewide perspective of the impact on budget cuts.

Population

Faculty and staff with a pay level band of 12 or higher (N=306) from the KCTCS colleges across the state of Kentucky were surveyed on a variety of questions related to funding and use of those funds within their college. This population was chosen based on the amount of control each responder has in funding, legislative relations, and budgets with their respective colleges.

Data are reported from the survey on budgets, public funding, trends over the next ten years, performance-based funding, and different ways to bring in revenue. It is interesting to see the perception of how colleges are spending more time and effort to manage public funds versus what the support gives. This research hopefully begins to highlight the pros and cons of institutions becoming "top heavy" with administering regulations and less funds allocated to teaching students in the classroom.

Some of these community colleges are in urban areas but most are in rural settings helping establish the background settings and to bring out the difference between the two in this case study. Data was collected, and results were tabulated through the SPSS statistical software.

Participants benefit from the research to have supporting data to support their advocacy efforts. Hopefully one positive outcome will be that state legislatures will see

the benefit of investing in education and return some of the cuts that colleges and universities have had over the past several years.

The positive aspects of participating in this research will far outweigh the negative aspects. There is low risk in responding to the questions and participating in the interviews except for the time spent completing the survey.

Survey Questions

The participants for the survey were selected based on their knowledge and experience with budgets, funding, and government relations. The questions (appendix A) were developed based on prior knowledge learned from the literature review and past interviews of chief financial officers in order to meet the objective laid out above. Each participant rated the 25 questions on a Likert scale ranging from strongly agree (5) to strongly disagree (1).

Limitations of Study

This research was designed to highlight administrators' perceptions in higher education funding and inspire further studies in identifying and quantifying costs associated accepting public funding in higher education. The scope does not encompass a complete analysis of manpower and time spent on administering regulations directly related to state laws. Additional research could be extended in looking at state laws that are outdated, unnecessary, and/or burdensome to higher education. Another approach would be to compare state supported public institutions with their private counterparts to

see if the private schools can run a more efficient/lean organization because they do not have to adhere to additional regulations that government entities might endure.

Another limitation of this study is the small sample size. In order to get enough data to be significant, a 95% response rate was hoped for.

Limitations can include data that is unique to the state of Kentucky. Other states could learn from the research collected here, however conditions might not be consistent across the nation for ideas and data to be relevant.

CHAPTER IV

RESULTS

Data Collection

A twenty-five question survey was sent to a select group of faculty and staff at the Kentucky Community & Technical College System (KCTCS). This group was selected at the pay band level twelve and higher. The KCTCS monthly salary schedule (College, 2021) is represented in table 4-1.

Table 4 - 1: KCTCS Monthly Salary Schedule

Band	Minimum	Market	Maximum
1	$1,467	$1,833	$2,200
2	$1,567	$1,958	$2,350
3	$1,700	$2,125	$2,550
4	$1,867	$2,333	$2,800
5	$2,067	$2,583	$3,100
6	$2,300	$2,875	$3,450
7	$2,544	$3,183	$3,823
8	$2,806	$3,525	$4,244
9	$3,142	$3,958	$4,775
10	$3,557	$4,500	$5,443
11	$4,071	$5,167	$6,263
12	$4,646	$5,917	$7,187
13	$5,315	$6,792	$8,268
14	$6,174	$7,917	$9,659
15	$7,189	$9,250	$11,311
16	$8,390	$10,833	$13,277
17	$9,841	$12,750	$15,659

The pay band at twelve and higher was selected by the researcher due to the likelihood of experience with college staffing, budgets, and regulations at the state level. A report of

names and email address was provided by an official data request. After submission of the IRB approval, the data were provided for 306 faculty and staff to survey.

The researcher sent out an initial email on July 14, 2019, and a second follow up email on September 2, 2019. The total responses were N=72 for a response rate of 23.5%. This is well below the desired response rate of 95%.

Job Title/Description

The researcher asked each respondent for their job title/description. Table 4-2 is a list of job titles of those who answered the survey questions.

Table 4 - 2: Job Title/Description

Job Title/Description	Number of Respondents
Academic Dean	1
Assistant Dean	1
Associate Dean	2
Associate Vice President	1
Associate VP for Institutional Development	1
Budget Director	2
Campus Director	1
Chief Academic Officer	5
Chief Business Officer	1
Chief Diversity Officer	1
Chief Operating Officer	1
Chief Student Affairs Officer	1
Dean	2
Dean of Business Affairs	1
Dean of Facilities	1
Dean of Institutional Effectiveness	1
Dean of Student Services	1
Director	6
Director of Cultural Diversity	1
Director of External Education	1
Director of Human Resources	2

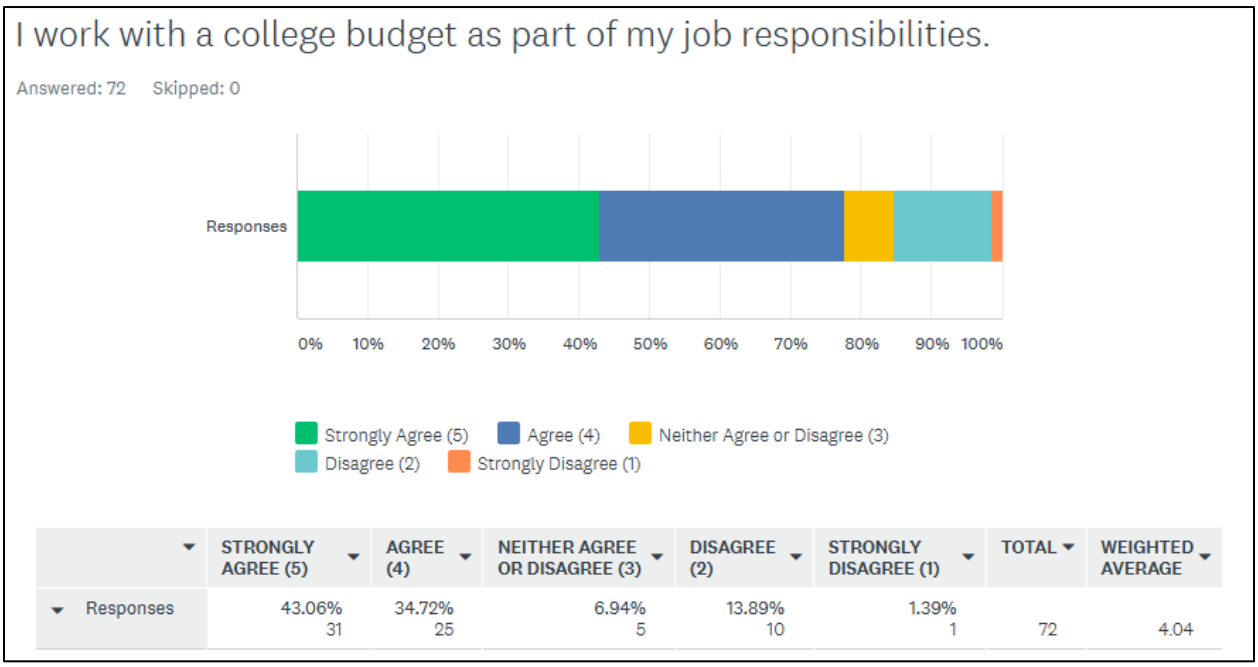
Director of Information Technology	1
Director of Payroll Shared Services	1
Director of Student Financial Operations	1
Director of Technical Programs	1
Director of Technology	1
Director Technical Training Workforce Solutions	1
Director, Procurement to Payment	1
ERP Technical Lead	1
Institutional Advancement	1
NA	1
Policy Administration	1
Provost	3
Resource Development	1
Student Affairs	1
System Director	1
System Director of Development	1
Systems Administrator	1
Technology	1
Vice President	2
Vice President Advancement	1
Vice President for Academic Affairs	2
Vice President of Advancement	1
Vice President Student Development and Enrollment Management	1
Workforce Solutions Chief	1

Objectives & Hypotheses

The objective of choosing the pay band of 12 or higher was to try to target those who work at KCTCS with responsibility for budgets and regulations. Several of the respondents who are Directors, Vice Presidents, Deans, Provosts, and Chief Academic Officers do manage budgets and are often very much familiar with different sources of revenue and regulations related to budgeting. For a more formal look at who works with college budgets, question 24 asked who directly works with budgets. Graph 4-1 shows

that over a majority with 77.78% responded with agree or higher. This confirms that choosing a pay band of 12 or higher was a good population to target with this survey.

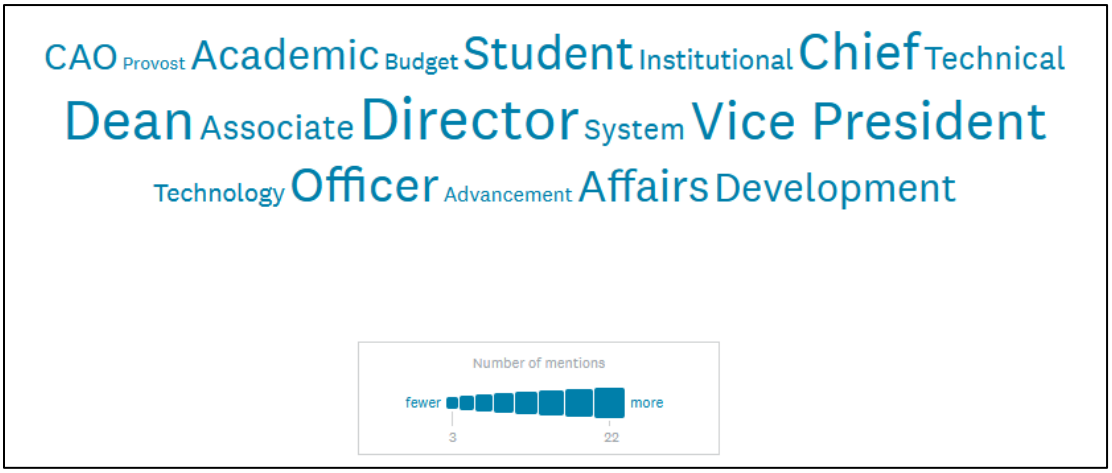
Graph 4 - 1: Question 24



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	43.06% 31	34.72% 25	6.94% 5	13.89% 10	1.39% 1	72	4.04

To find the similarities in the job titles/descriptions, a word cloud was designed to give a visual representation to the frequency of common titles.

Graph 4 - 2: Job Title/Description Word Cloud



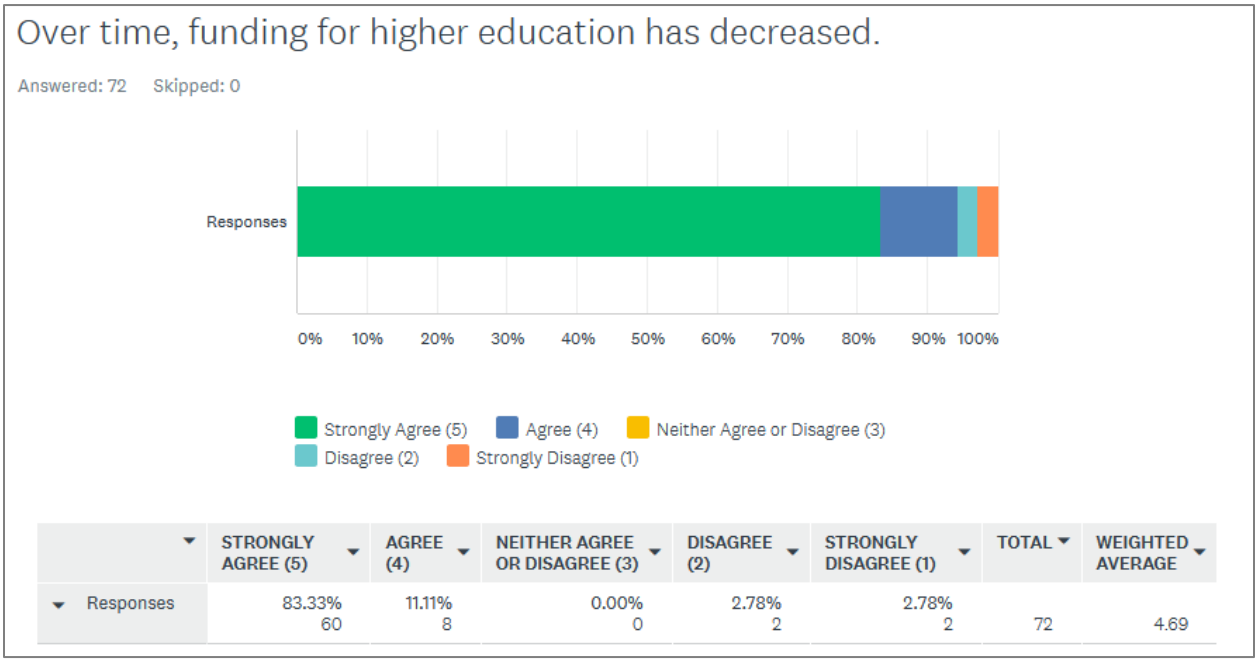
Objective 1: Administrators perceive challenges in the way higher education is funded and that state regulations might hinder solutions.

Hypothesis 1: Administrators perceive that decreases in state funding continue to drive a need for innovative solutions.

The survey was designed to ask questions to identify administrators' perceptions on state funding decreases. Here the question were numbers 2, 3, 4, 13, and 14.

In question 2, when asked if state supported funding for higher education has decreased, 83.33% strongly agreed with a mean of 4.69 (see graph 4-3).

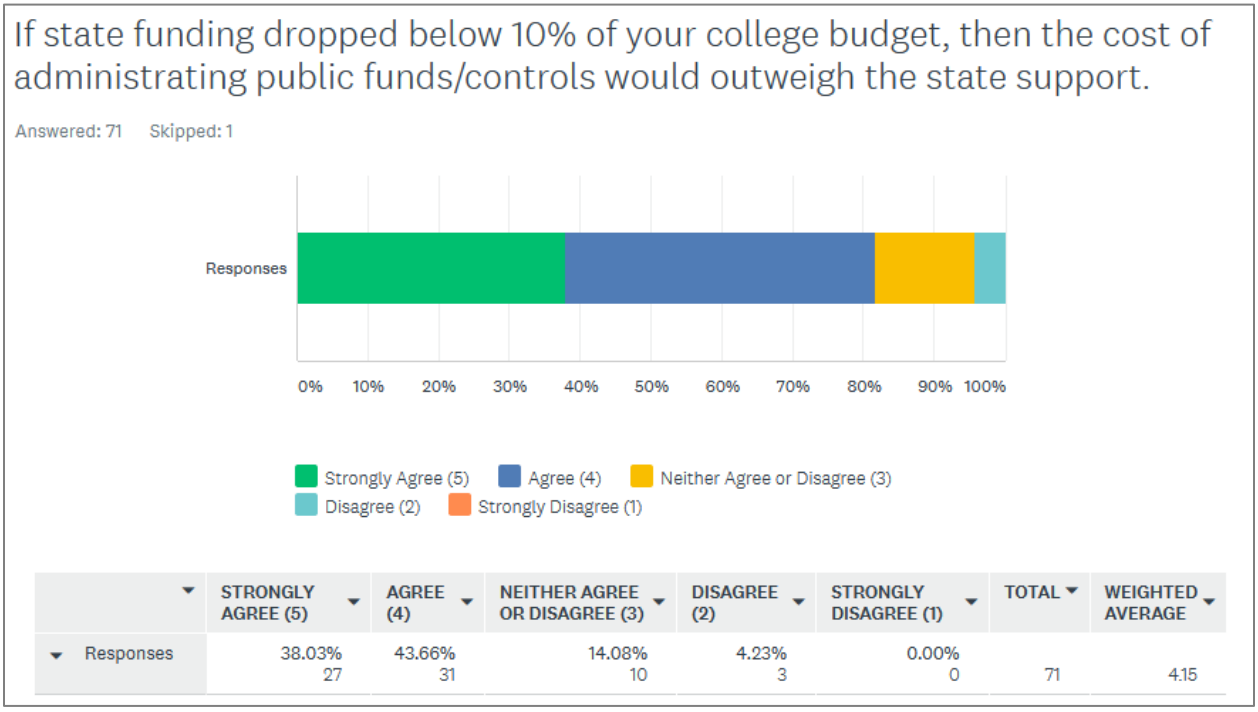
Graph 4 - 3: Question 2



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	83.33% 60	11.11% 8	0.00% 0	2.78% 2	2.78% 2	72	4.69

Questions 3 and 4 are designed to help answer hypothesis 1. When looking at question 3 and asked if state funding dropped below 10% of your college budget, then the cost of administrating public funds/controls could be perceived to outweigh the state support, most responders agreed with this statement. The mean was 4.15 on a scale with 5 being 'strongly agree' (see graph 4-4).

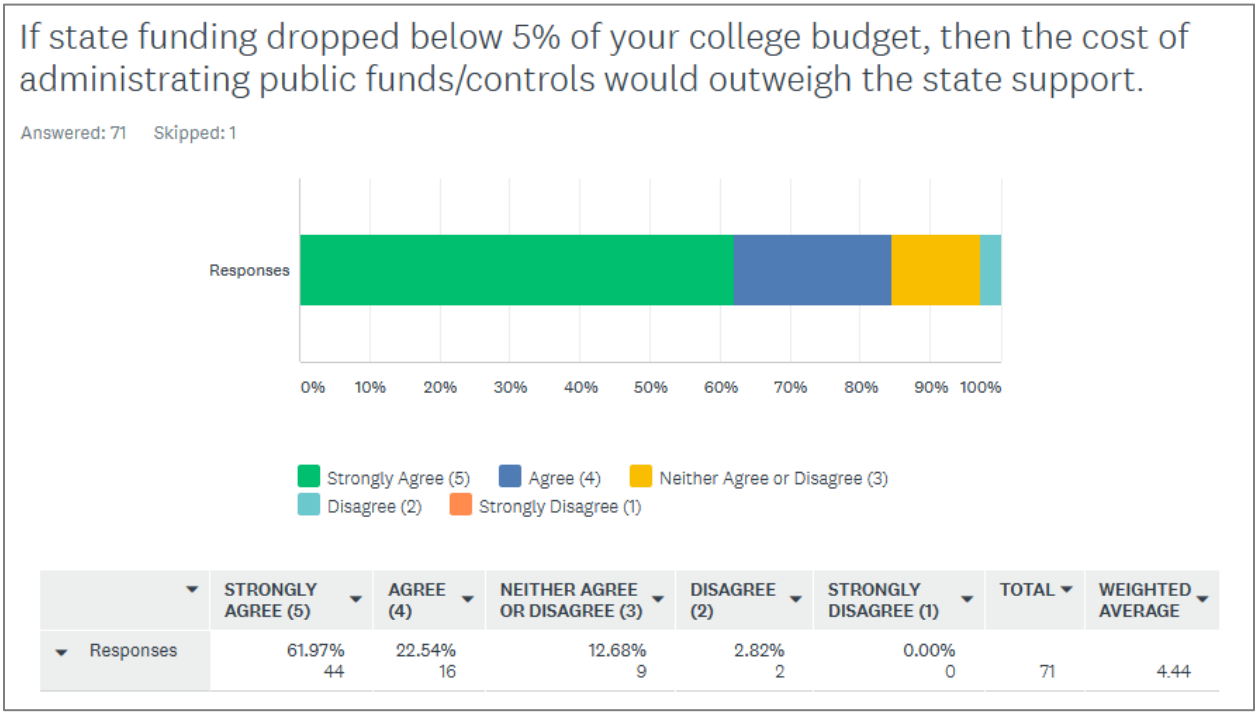
Graph 4 - 4: Question 3



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	38.03% 27	43.66% 31	14.08% 10	4.23% 3	0.00% 0	71	4.15

Question 4 was similar but changed the threshold from under 10% to under 5%. As one would expect there was a slightly higher agreement with this statement. The average was 4.44 who agreed that an impact of state funding would be negative with very little of those funds supporting students directly in the classroom (see graph 4-5).

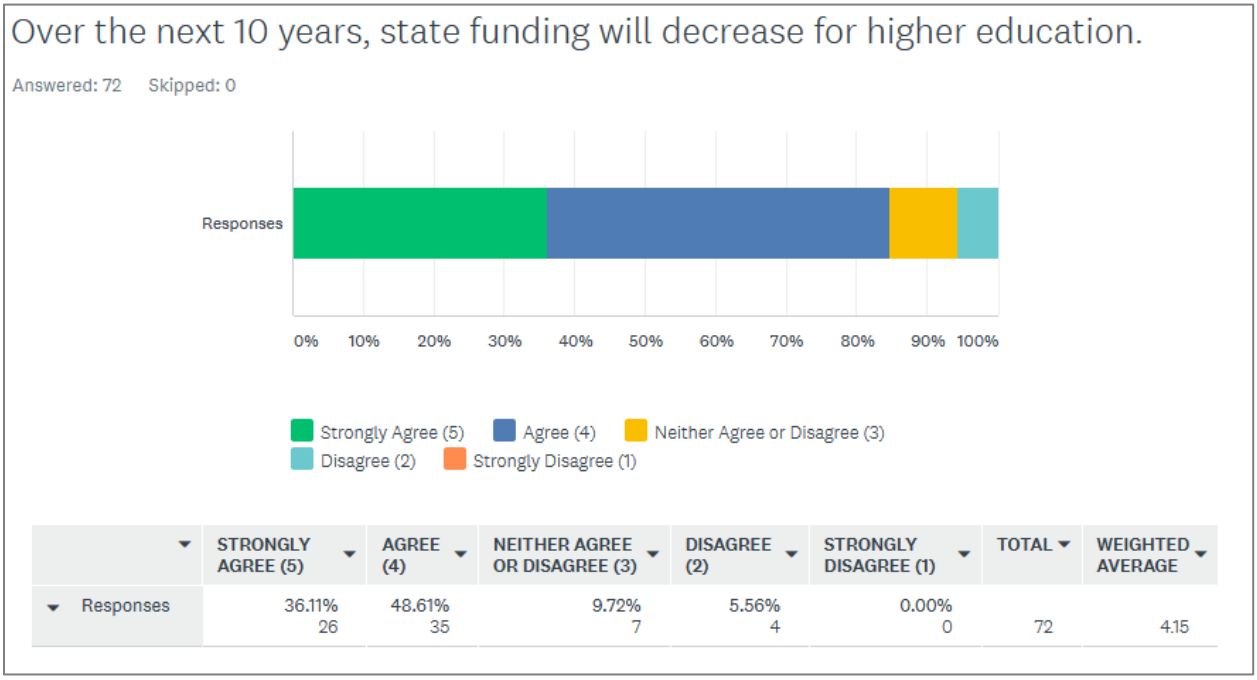
Graph 4 - 5: Question 4



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	61.97% 44	22.54% 16	12.68% 9	2.82% 2	0.00% 0	71	4.44

Question 13 asked if administrators perceive that state funding for higher education will continue to decrease over the next 10 years. With an average of 4.15 more than a majority of administrators feel that higher education will continue to decrease over the next 10 years (see graph 4-6).

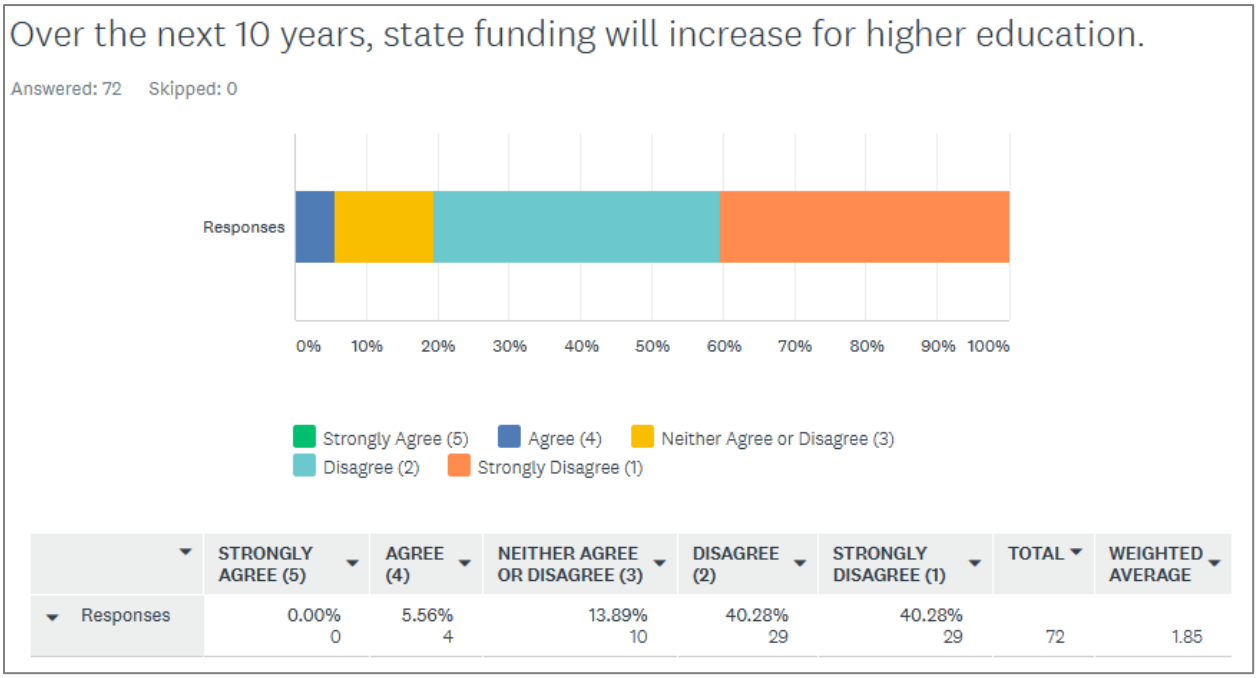
Graph 4 - 6: Question 13



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	36.11% 26	48.61% 35	9.72% 7	5.56% 4	0.00% 0	72	4.15

Conversely, question 14 asked if administrators are forecasting if state funding for higher education might increase over the next 10 years. Their response was very low that increase might be on the horizon. With a mean of 1.85, the administrators overwhelmingly disagreed with this statement (see graph 4-7).

Graph 4 - 7: Question 14



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	0.00% 0	5.56% 4	13.89% 10	40.28% 29	40.28% 29	72	1.85

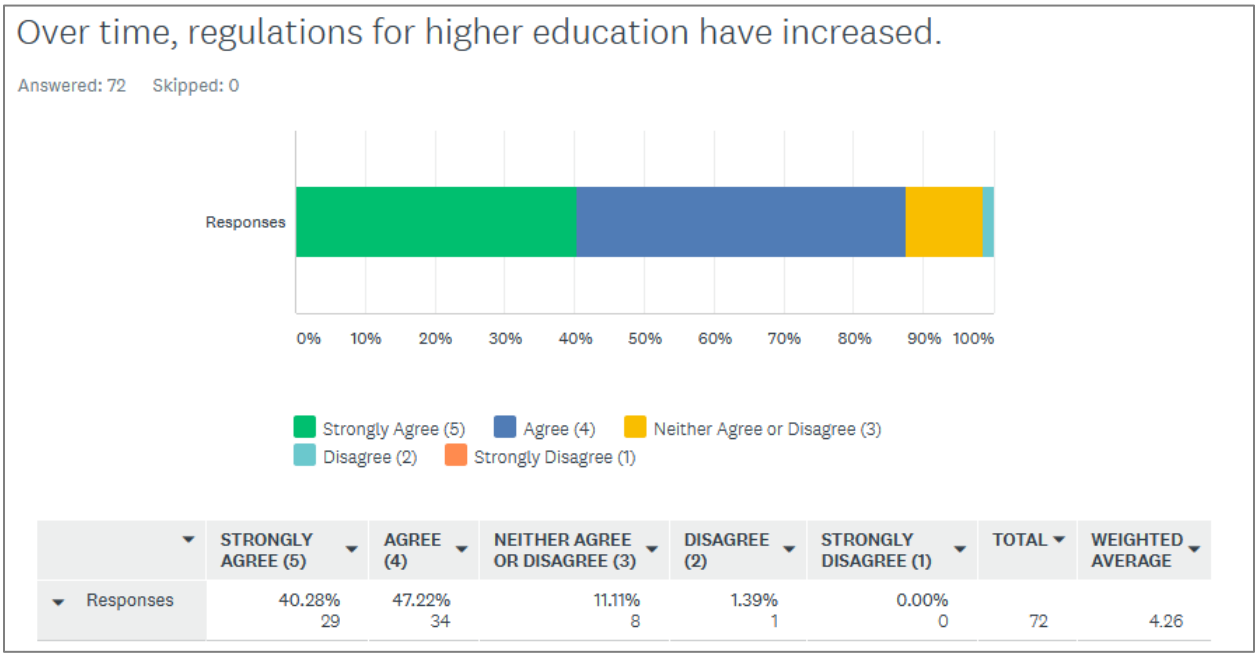
Thus hypothesis 1 is supported by the administrators perceiving that there currently are decreases in state funding and that there will continue to be decreases over the next 10 years. Administrators also indicate that decreases will continue to cost the organization in time and money. Especially if state funds dropped below 5% of the overall budget.

Hypothesis 2: Perceptions about regulations on public funds might be a way to find a solution.

When administrators have the perception that state regulations continue to be costly and time consuming to comply with, then it might be worth asking that very question. To support hypothesis 2, questions 1, 9, 10, 11, and 12, were asked.

To see if there are more regulations, question 1 asked if administrators perceive that they have increased over time (see graph 4-8). The mean was 4.26 with 40.28% answering with 'strongly agree' and 47.22% answering 'agree'. Combined, this gives an overwhelming 87.5% answering in the affirmative.

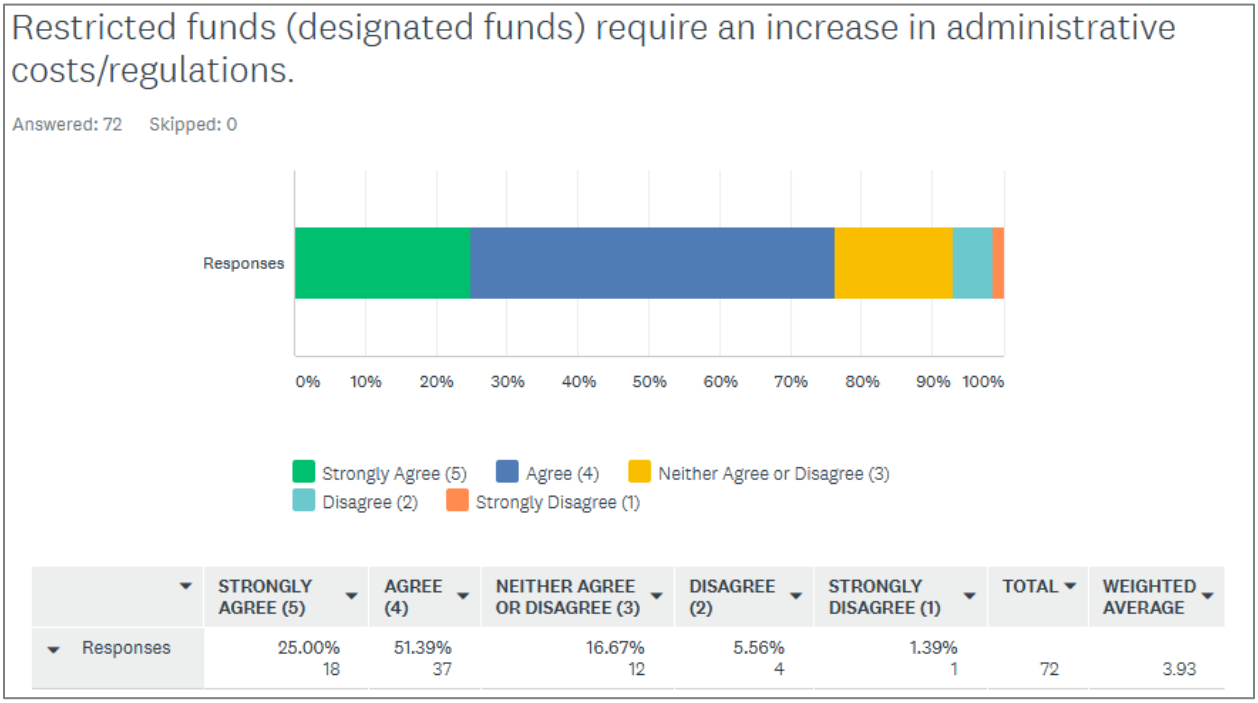
Graph 4 - 8: Question 1



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	40.28% 29	47.22% 34	11.11% 8	1.39% 1	0.00% 0	72	4.26

When several revenue sources require restrictions, compliance can potentially increase time and personnel costs. To verify this, respondents were asked if they perceived restricted funds require such an increase. This question was verified when respondents answered with a mean of 3.93. Further an overwhelming 76.39% answered this question as 'strongly agree' or 'agree' (see graph 4-9).

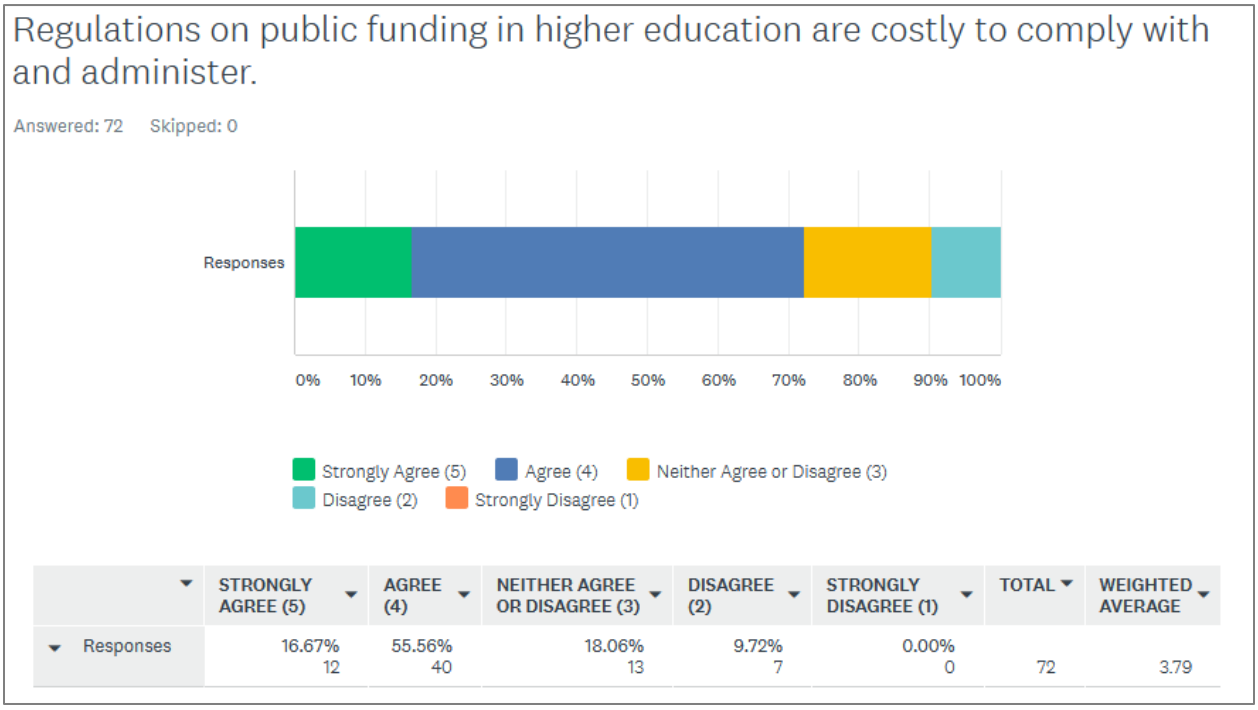
Graph 4 - 9: Question 9



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	25.00% 18	51.39% 37	16.67% 12	5.56% 4	1.39% 1	72	3.93

Likewise, 72.23% of administrators 'strongly agree' or 'agree' that they perceive regulations can be burdensome, costly, and difficult to administer (see graph 4-10).

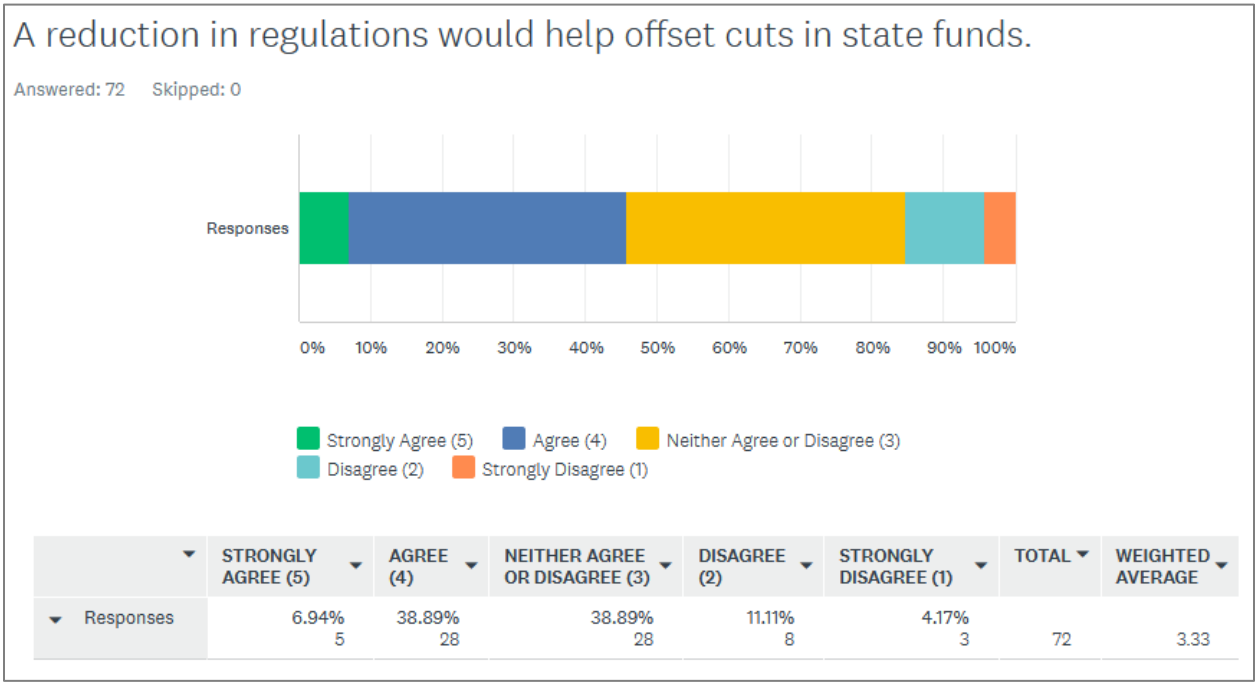
Graph 4 - 10: Question 10



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	16.67% 12	55.56% 40	18.06% 13	9.72% 7	0.00% 0	72	3.79

To see if regulations can be eliminated to help offset reductions in state funds and become more efficient, a couple of questions were asked. A first question (question 11) was asked to see if a reduction in regulations could help make up the cost of the reductions in state funding. The mean was 3.33. Respondents were slightly in agreement with their response of 'agree', however just as many were neutral with their response of 'neither agree nor disagree'. With the mean of 3.33 leaning on the affirmative side, the total percentage of 'strongly agree' and 'agree' was 45.83% which is not a majority (see graph 4-11). Therefore, the conclusion is slim if any deregulation would help solve the funding issues at their institutions.

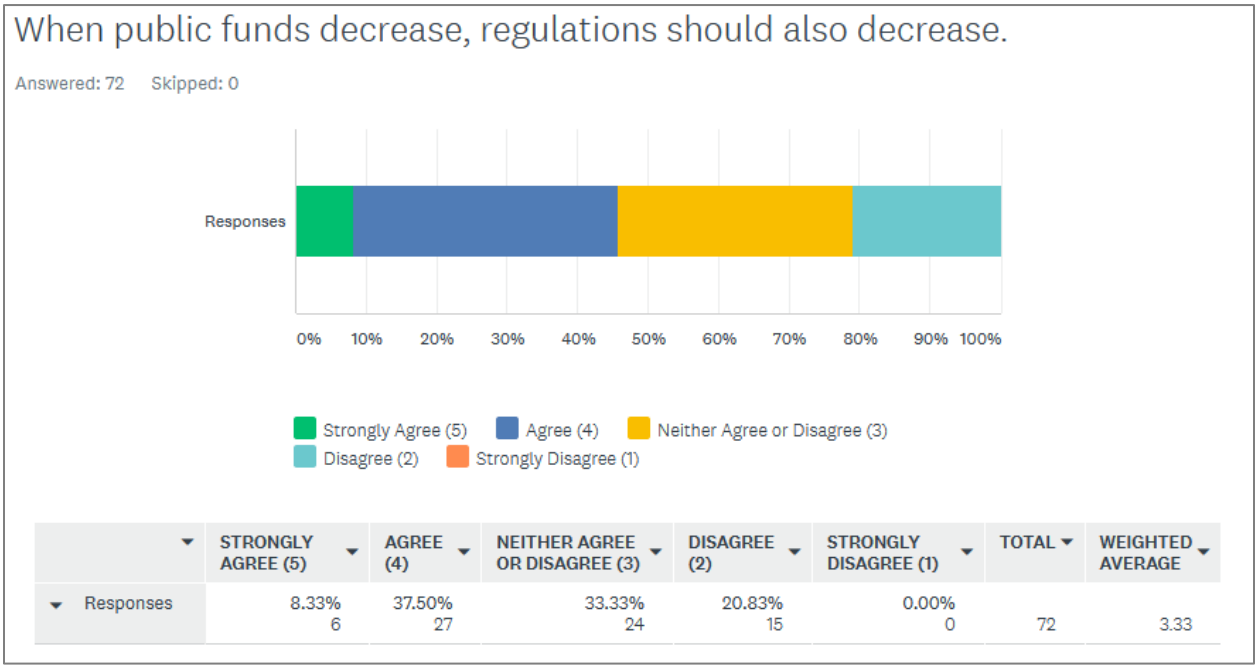
Graph 4 - 11: Question 11



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	6.94% 5	38.89% 28	38.89% 28	11.11% 8	4.17% 3	72	3.33

A second question asked if regulations should decrease when public funding decreases. This question also had a majority of 54.16% think that regulations should not decrease or were neutral (see graph 4-12).

Graph 4 - 12: Question 12



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	8.33% 6	37.50% 27	33.33% 24	20.83% 15	0.00% 0	72	3.33

While administrators perceive that regulations are increasing and might be costly to comply with, there was less support for deregulation to help solve budget problems. If few answers are solved by deregulation, then hypothesis 2 is not supported.

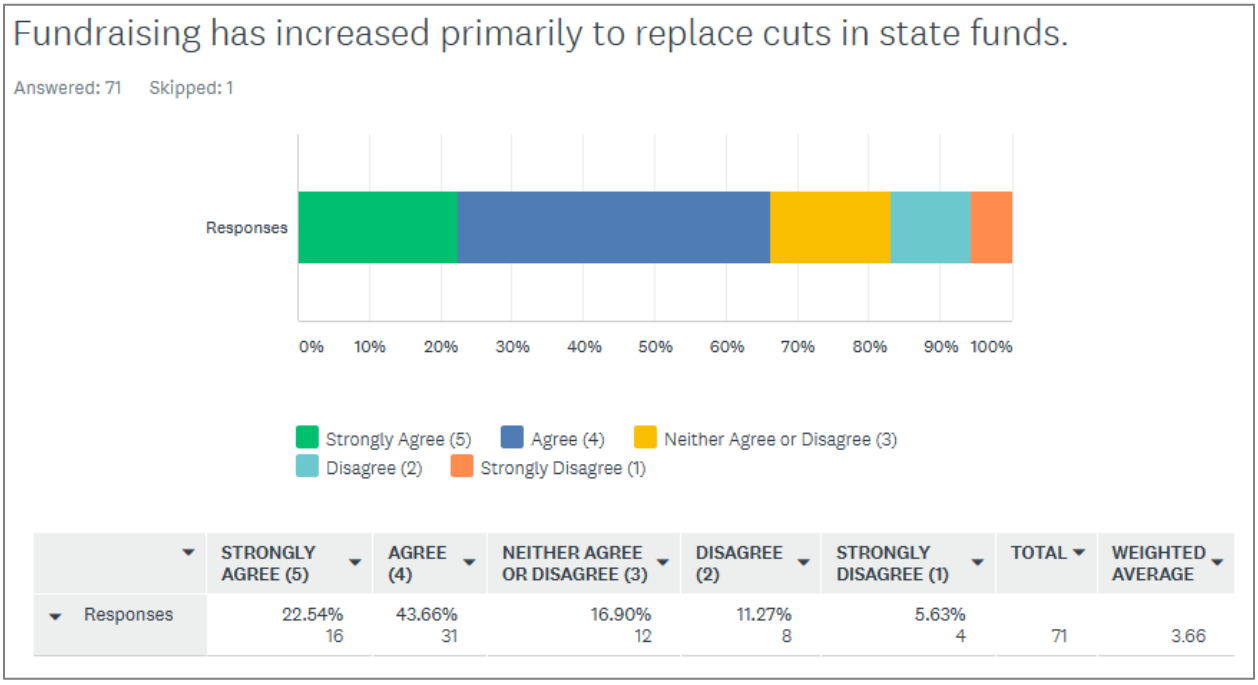
Objective 2: Administrators perceive that solutions to funding higher education must be multifaceted.

Hypothesis 3: Administrators perceive that raising tuition should not be the primary solution.

When asking questions related to solutions on funding higher education, administrators were asked questions 5, 6, 7, 8, and 19.

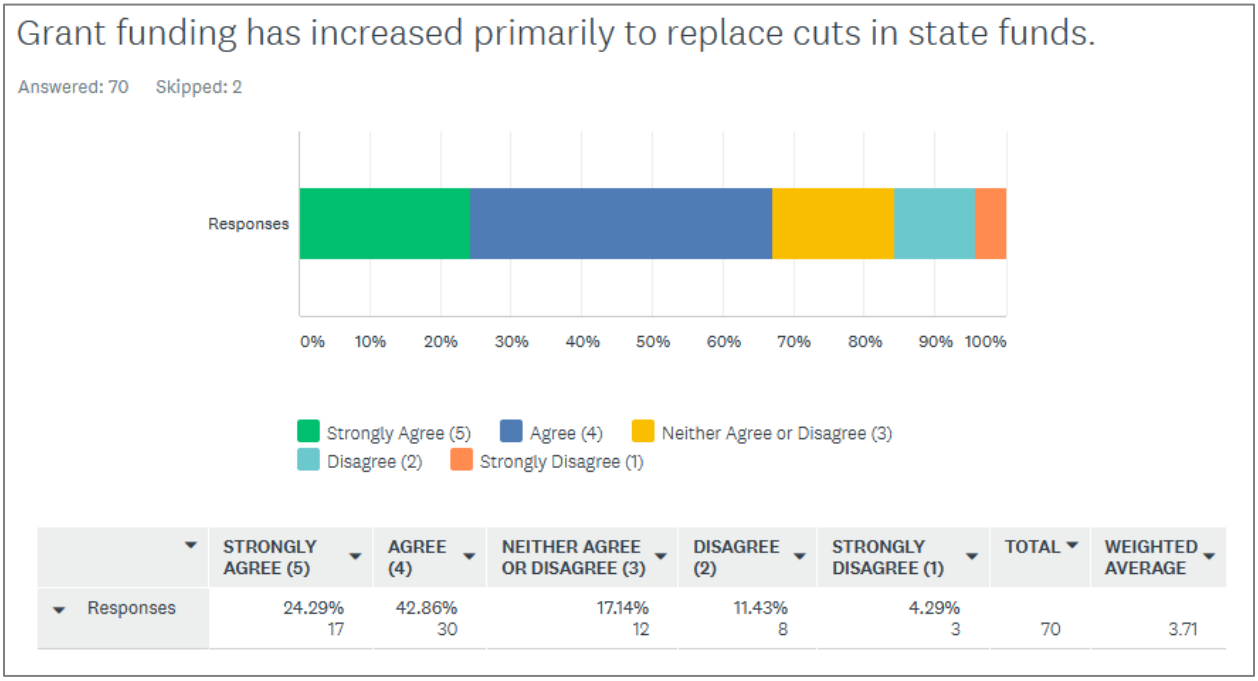
To make up for decreases in state funding respondents agree that fundraising and grants have increased. These two alternatives to revenue all come with their own set of restrictions on how the money can be spent. A mean of 3.66 shows support for fundraising and support for grants have a slightly higher mean of 3.71 (see graphs 4-13 and 4-14). This indicates that grants are slightly favored over fundraising for trying to replace the lack of state funding.

Graph 4 - 13: Question 5



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	22.54% 16	43.66% 31	16.90% 12	11.27% 8	5.63% 4	71	3.66

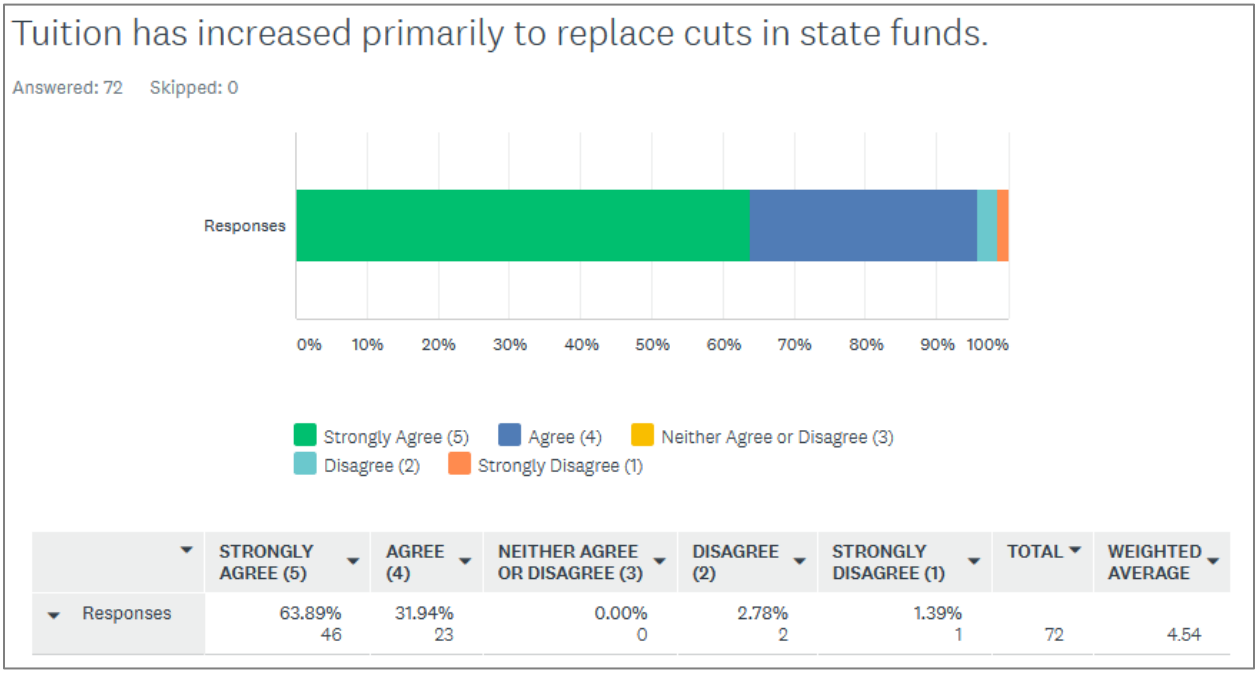
Graph 4 - 14: Question 6



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	24.29% 17	42.86% 30	17.14% 12	11.43% 8	4.29% 3	70	3.71

Above fundraising and grants, tuition increase was ranked higher in helping support college budgets with a mean of 4.54 (see graph 4-15). Although tuition dollars can be used in an unrestricted way, they are still spent under the same regulations similar to taxpayer funds.

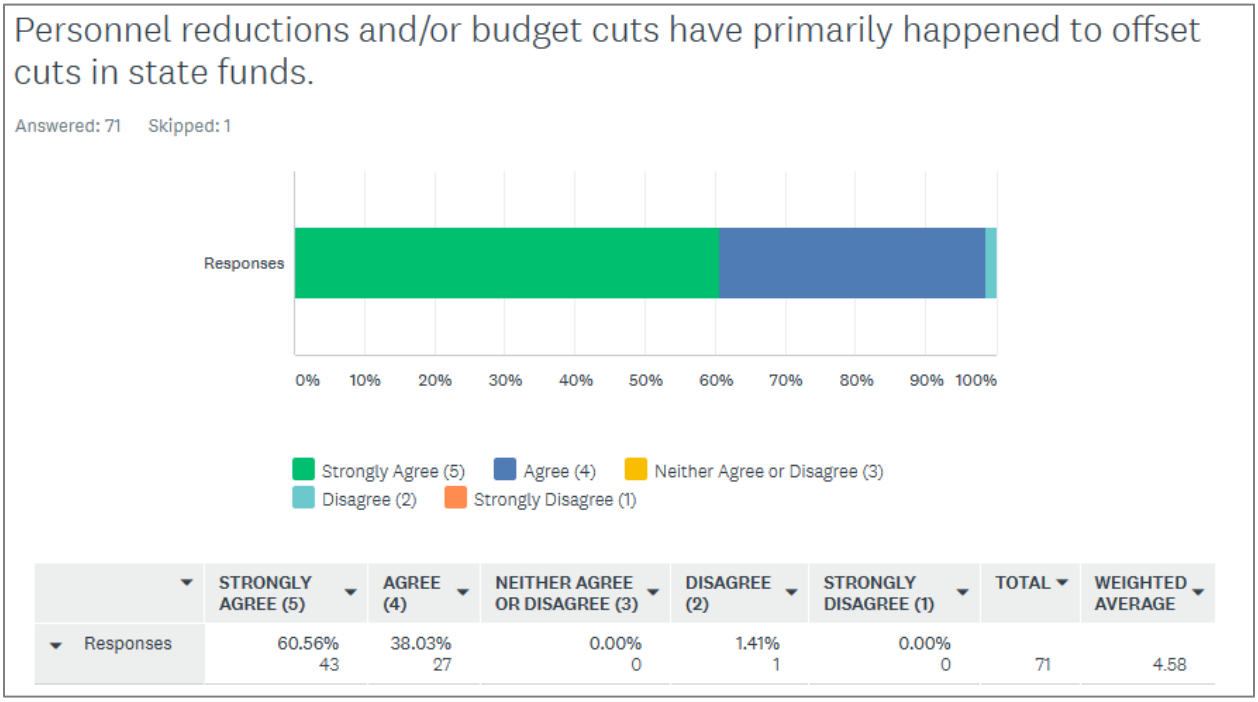
Graph 4 - 15: Question 7



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	63.89% 46	31.94% 23	0.00% 0	2.78% 2	1.39% 1	72	4.54

In question 8 administrators were asked if they think that budget cuts or personnel reductions have been used to help counteract the reduction in state funding. With a 4.58 mean the administrators agreed that budget cuts and personnel reductions have been a tactic used (see graph 4-16).

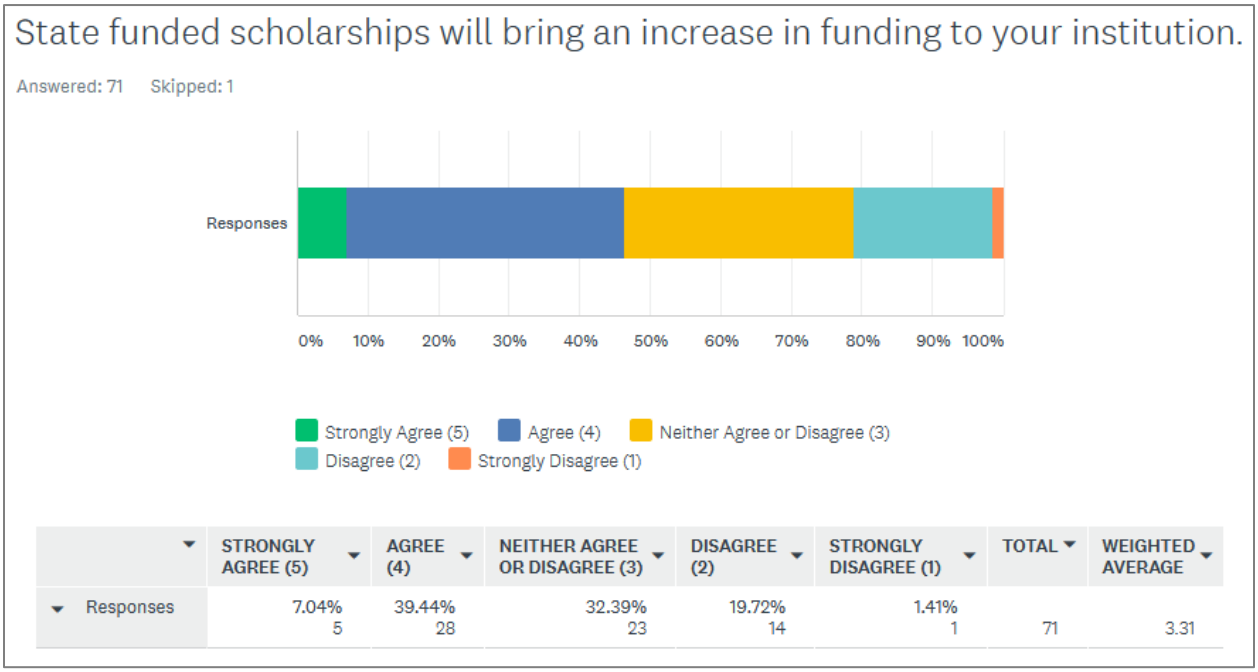
Graph 4 - 16: Question 8



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	60.56% 43	38.03% 27	0.00% 0	1.41% 1	0.00% 0	71	4.58

If states move funding to a scholarship model similar to many state sponsored promises for free tuition, many administrators surveyed ranked this mean as 3.31 (see graph 4-17). This is the lowest supported response out of all the options for alternative funding.

Graph 4 - 17: Question 19



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	7.04% 5	39.44% 28	32.39% 23	19.72% 14	1.41% 1	71	3.31

When looking at alternatives to what might help with declining state support, administrators perceived that making budget cuts and reducing personnel was the most common solution. Although raising tuition was a close second in the survey, it is hard to tell if administrators perceive that the solutions to reduced funding should come from sources other than the student in direct tuition increases.

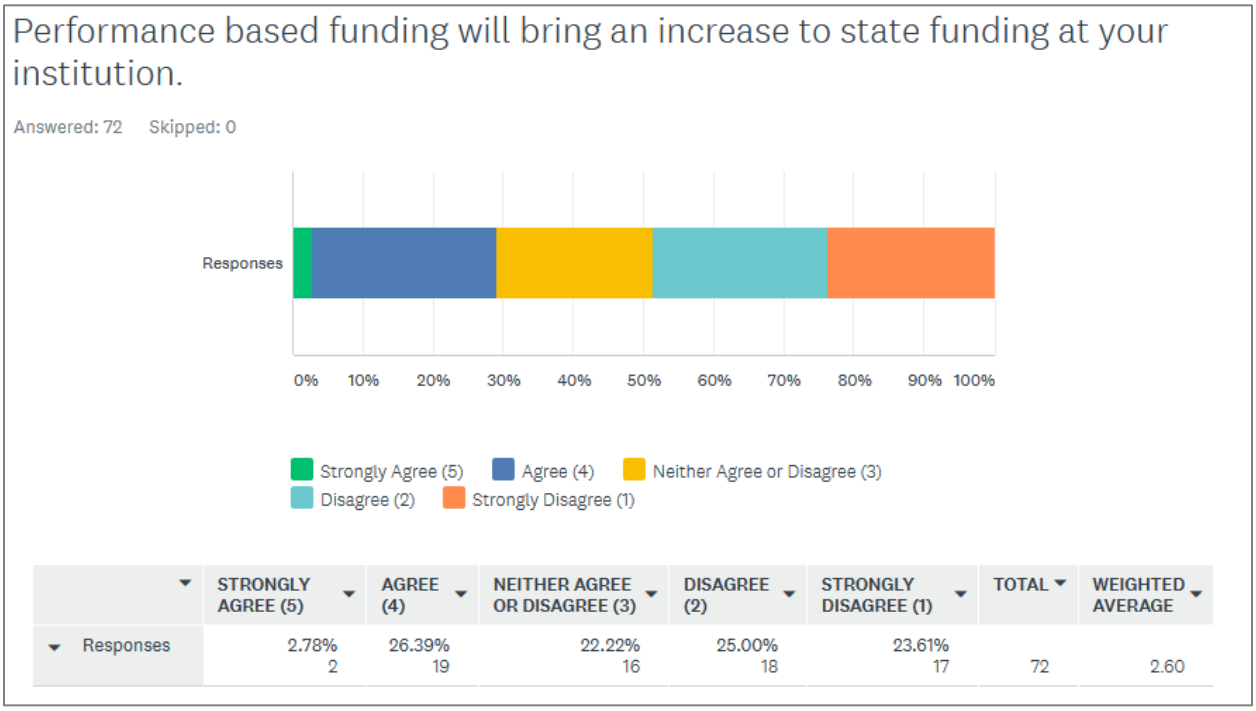
Hypothesis 4: Administrators perceive that performance-based funding could make solutions more challenging.

The set of questions asked of the administrators to help answer hypothesis 4 were questions 15, 16, 17, 18. Performance based funding is being

implemented in several states and could possibly change the dynamics of how states fund higher education.

To see if this dynamic shift in performance-based funding will help or hurt institutions, question 15 asked if administrators perceive an increase to their budgets. With a mean of 2.60 (see graph 4-18) the responses were skewed more in disagreement meaning that administrators are somewhat neutral and in disagreement of expecting increases with performance-based funds.

Graph 4 - 18: Question 15

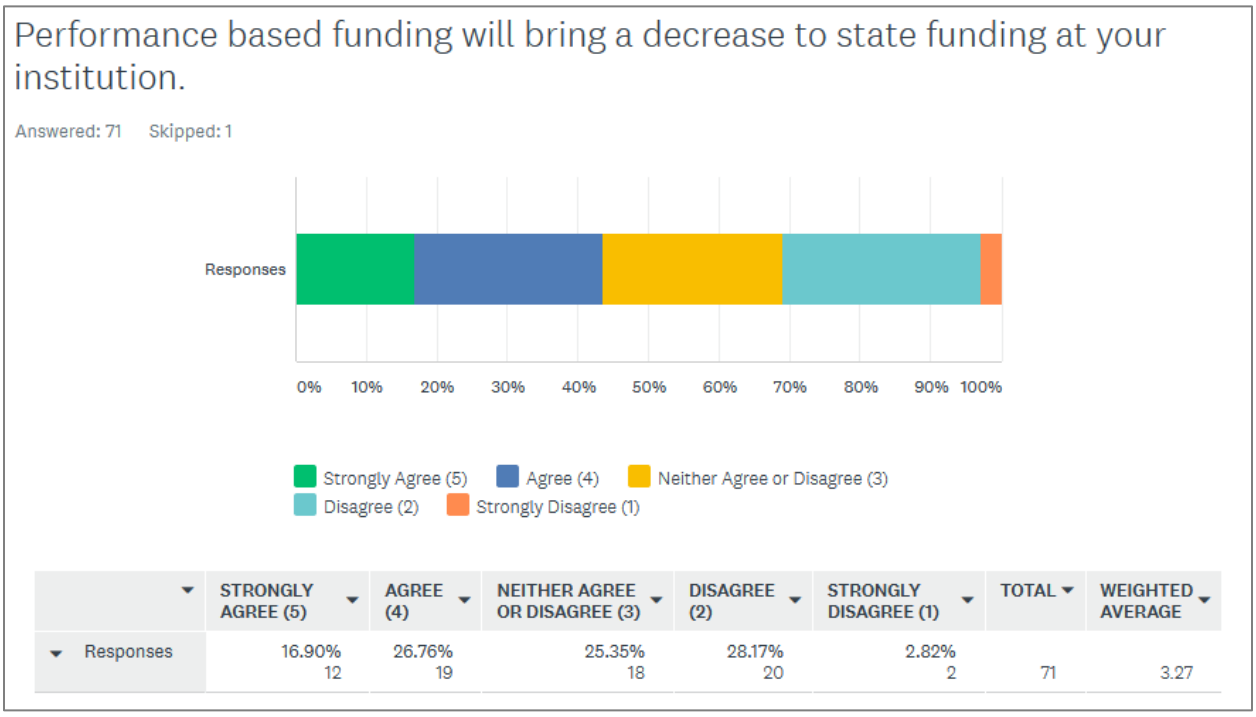


	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	2.78% 2	26.39% 19	22.22% 16	25.00% 18	23.61% 17	72	2.60

Conversely, question 16 asked administrators their perceptions if performance-based funding will bring a decrease in funding. With a mean of 3.27 (see graph 4-19) the answers are skewed more to the neutral/agree side. This

supports the responses from the previous question; however, it is clear that administrators are staying more neutral here.

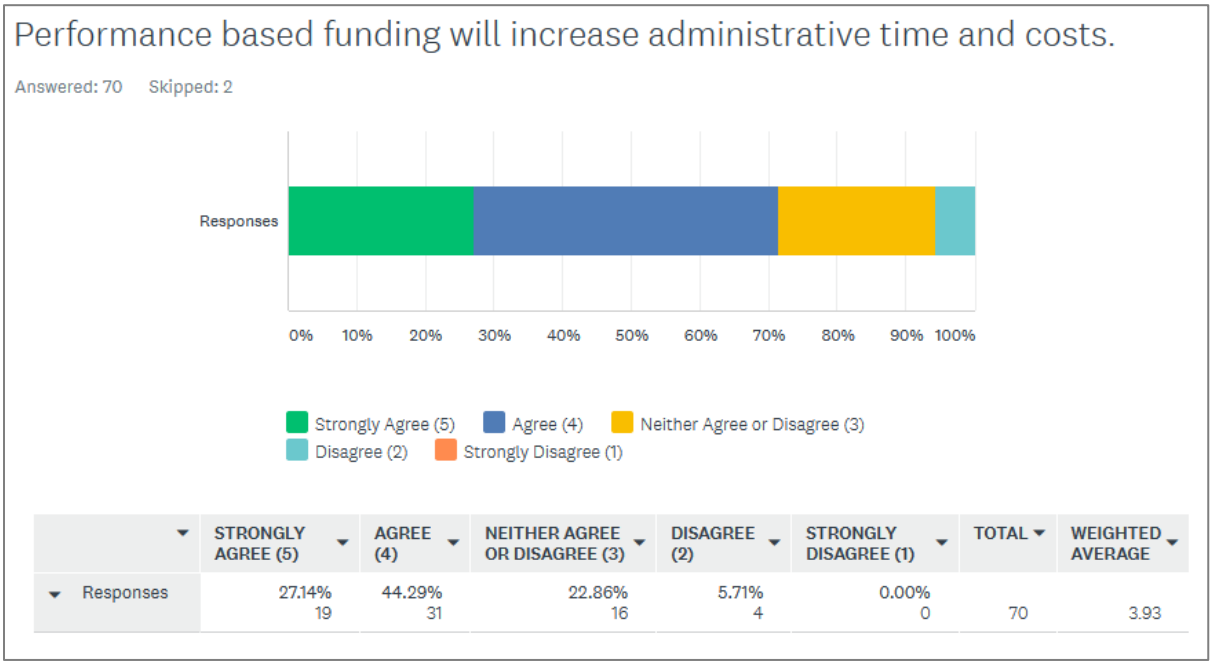
Graph 4 - 19: Question 16



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	16.90% 12	26.76% 19	25.35% 18	28.17% 20	2.82% 2	71	3.27

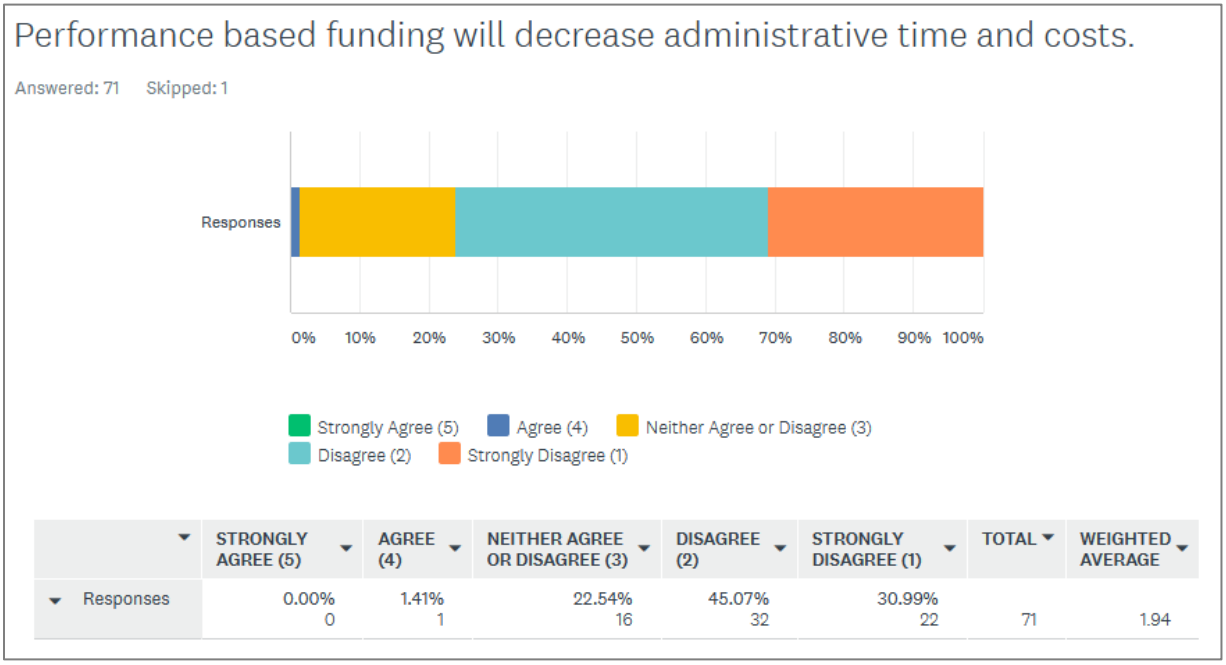
Question 17 and 18 are asked if administrators perceive that performance based funding will increase administrative time and costs or decrease. With a mean of 3.93 and 71.43% say that there will be a definite increase with 'agree' and higher (see graph 4-20). This is compared to a low mean of 1.94 and 76.06% disagreeing that it will decrease administrative time and costs (see graph 4-21). Thus, the perception is that performance-based funding will increase time and costs.

Graph 4 - 20: Question 17



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	27.14% 19	44.29% 31	22.86% 16	5.71% 4	0.00% 0	70	3.93

Graph 4 - 21: Question 18



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	0.00% 0	1.41% 1	22.54% 16	45.07% 32	30.99% 22	71	1.94

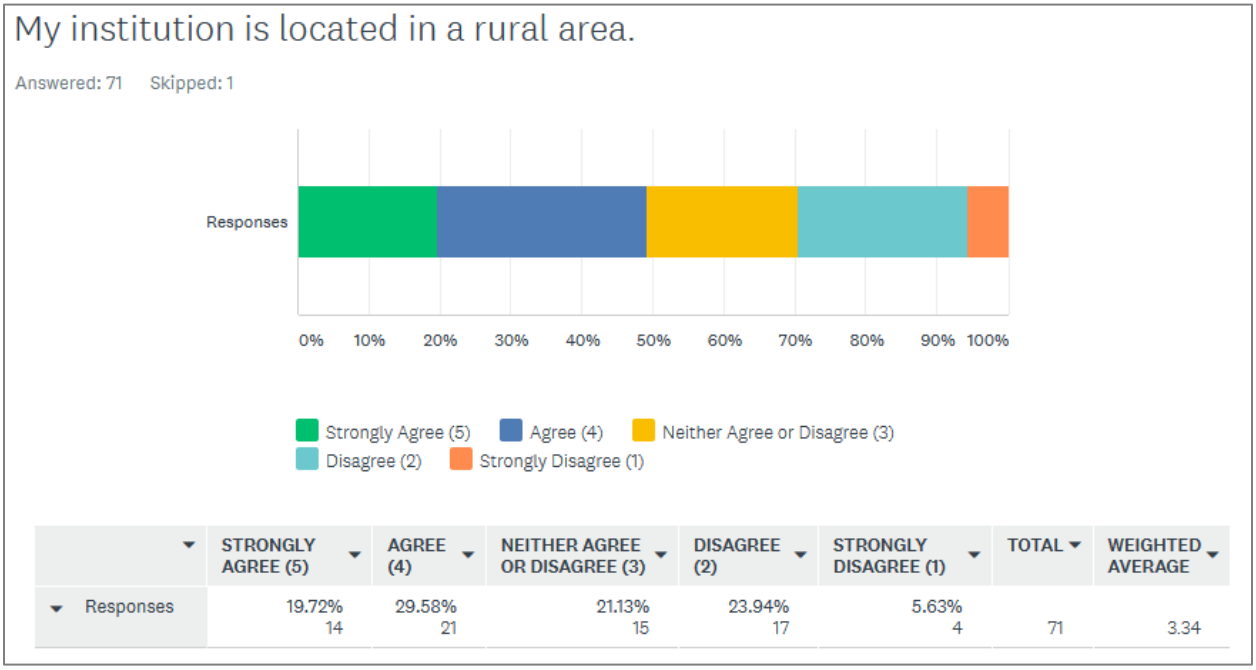
Hypothesis 4 is supported with administrators perceiving that performance-based funding will probably not be a solution for increased funding and that it will continue to increase time and costs in administering the funds.

Objective 3: Administrators perceive that a rural versus urban location impacts their institution in unique ways.

Hypothesis 5: Administrators perceive that funding impacts rural institutions more than urban institutions.

To establish where the administrators are serving in their institutions, question 20 asked if they were located in a rural area. The highest percentage agreed with 29.58% and a mean of 3.34 (see graph 4-22) overall.

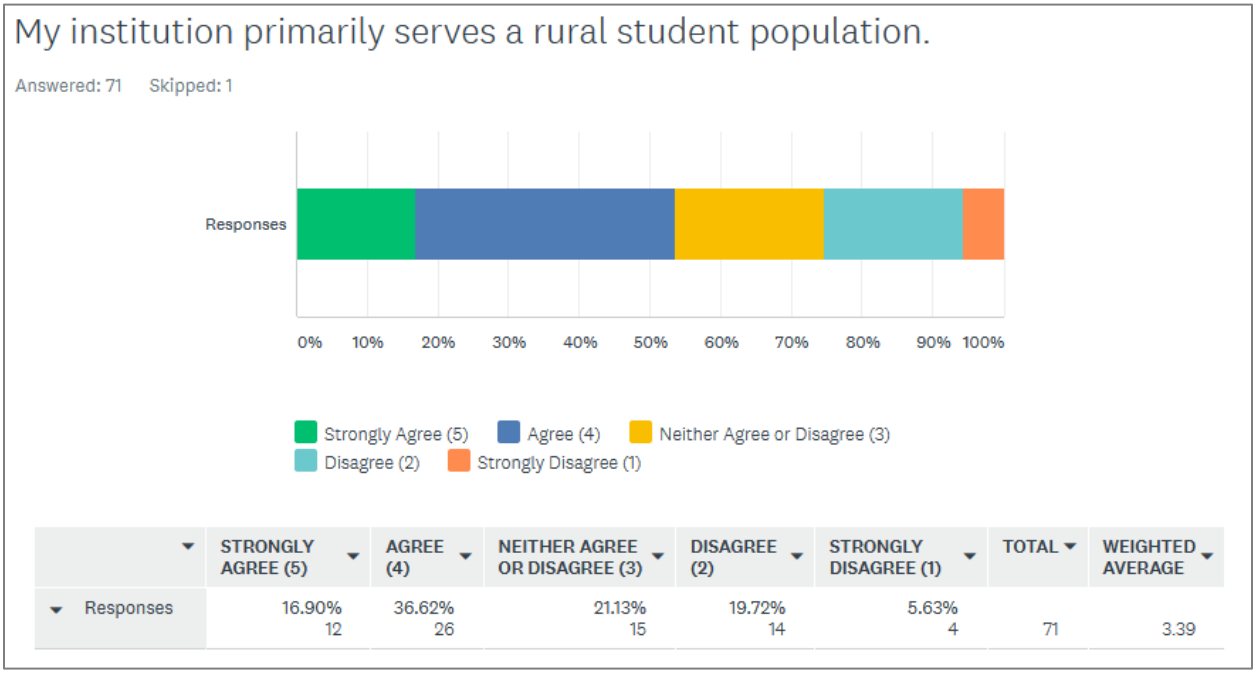
Graph 4 - 22: Question 20



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	19.72% 14	29.58% 21	21.13% 15	23.94% 17	5.63% 4	71	3.34

Regardless if an institution is located in a rural or urban area, the students that they primarily serve can come from different areas. Question 21 asked if students served were from a rural area and most administrators agreed (see graph 4-23) with 36.62% and a mean of 3.39 that students are from a rural population.

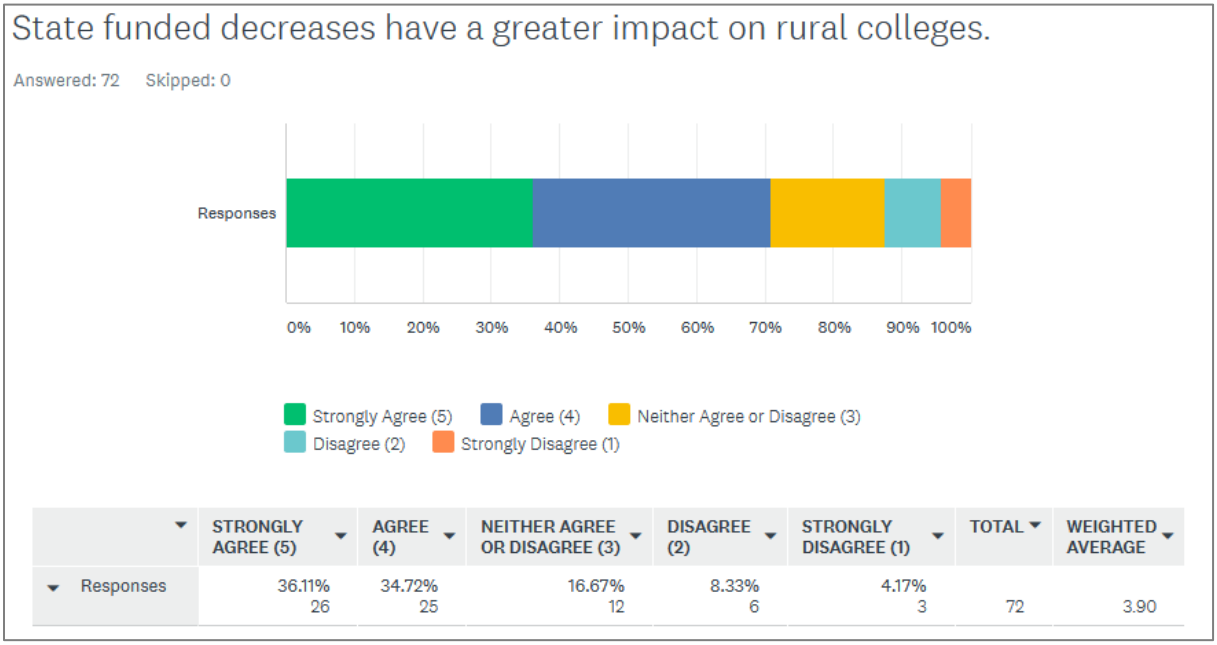
Graph 4 - 23: Question 21



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	16.90% 12	36.62% 26	21.13% 15	19.72% 14	5.63% 4	71	3.39

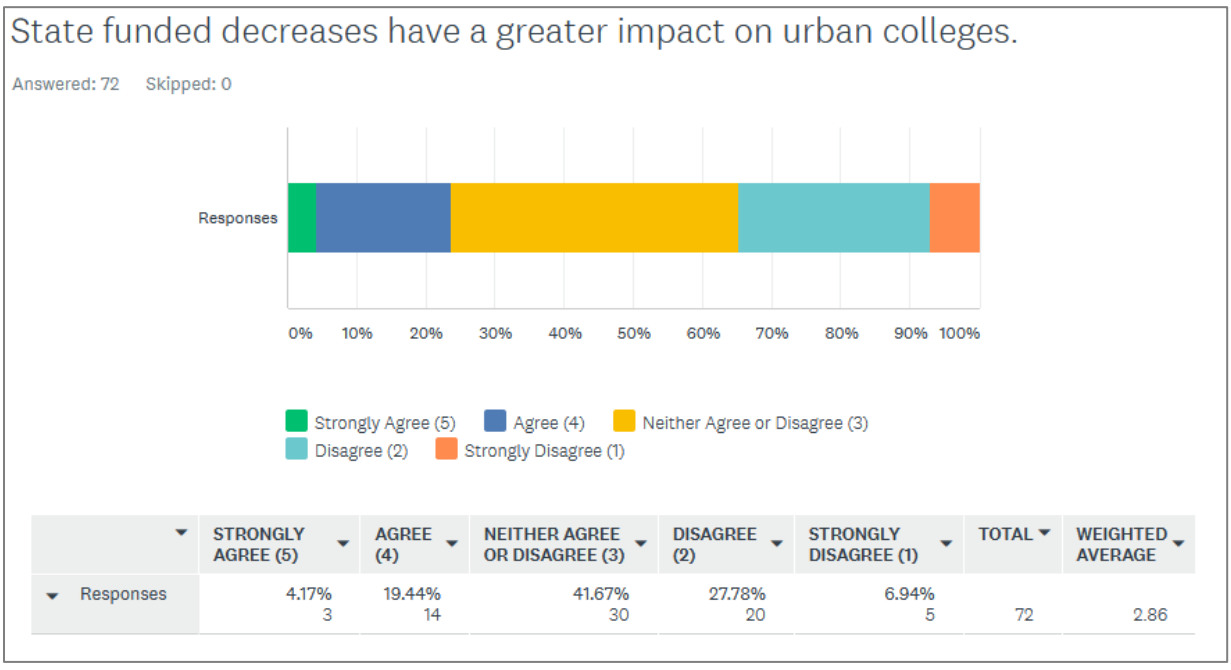
With funding being considered, administrators were asked if decreases in state funds have a greater impact on rural areas or more on urban areas. With a mean of 3.90 (see graph 4-24), administrators perceived that rural areas are impacted more when compared to the mean of 2.86 (see graph 4-25) in urban areas.

Graph 4 - 24: Question 22



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	36.11% 26	34.72% 25	16.67% 12	8.33% 6	4.17% 3	72	3.90

Graph 4 - 25: Question 23



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	4.17% 3	19.44% 14	41.67% 30	27.78% 20	6.94% 5	72	2.86

The administrators that were surveyed primarily considered themselves in a rural location and serving rural students. They also felt like when state funding decreases, that their rural areas are impacted the most, thus supporting hypothesis 5.

Data Summary

The means of each question of the survey is listed in the table 4-3.

Table 4 - 3: Summary of Means

Question	Strongly Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Strongly Disagree (1)	Total	Mean
1	29	34	8	1	0	72	4.26
2	60	8	0	2	2	72	4.69
3	27	31	10	3	0	71	4.15
4	44	16	9	2	0	71	4.44
5	16	31	12	8	4	71	3.66
6	17	30	12	8	3	70	3.71
7	46	23	0	2	1	72	4.54
8	43	27	0	1	0	71	4.58
9	18	37	12	4	1	72	3.93
10	12	40	13	7	0	72	3.79
11	5	28	28	8	3	72	3.33
12	6	27	24	15	0	72	3.33
13	26	35	7	4	0	72	4.15
14	0	4	10	29	29	72	1.85
15	2	19	16	18	17	72	2.60
16	12	19	18	20	2	71	3.27
17	19	31	16	4	0	70	3.93
18	0	1	16	32	22	71	1.94
19	5	28	23	14	1	71	3.31

20	14	21	15	17	4	71	3.34
21	12	26	15	14	4	71	3.39
22	26	25	12	6	3	72	3.90
23	3	14	30	20	5	72	2.86
24	31	25	5	10	1	72	4.04
25							

CHAPTER V

CONCLUSION

Review

Funding for higher education is changing and solutions to the problems are not as clear as they may seem. With states funding entitlement programs and healthcare more and higher education less, innovations in funding sources is critical (Romano, 2005). From the literature review, sources of funding include increased donations, applying for more grants, expansions in scholarships, more financial aid programs, and direct tuition increases. However, several of these solutions come with increased restrictions to be used for program specific projects and less funds available for general support.

Performance-based funding models are perceived to help increase positive outcomes and success rates, but also become a game of shuffling resources and priorities to maximize funding percentages. When the funding model changes, the game of making sure to keep the funding the same, at the minimum, can create several headaches for colleges and universities. Not only do administrative time and energy factor into personal costs with performance-based funding models, when priorities change then a focus is lost on long term strategic plans and annual goals. If priorities change just to keep the funds the same, then the only goal anyone should need is 'maximize performance-based funding'.

Beginnings

The solutions are complex and fraught with political consequences. Questions need to be answered, specifically if resources are needed to keep up with rules and

regulations and is the perception that resources take away from the classroom, students, teaching, and mission of colleges and universities. These questions were outlined in objectives 1 through 3.

Objective 1: Administrators perceive challenges in the way higher education is funded and that state regulations might hinder solutions.

Hypothesis 1: Administrators perceive that decreases in state funding continue to drive a need for innovative solutions.

Hypothesis 2: Perceptions about regulations on public funds might be a way to find a solution.

Objective 2: Administrators perceive that solutions to funding higher education must be multifaceted.

Hypothesis 3: Administrators perceive that raising tuition should not be the primary solution.

Hypothesis 4: Administrators perceive that performance-based funding could make solutions more challenging.

Objective 3: Administrators perceive that a rural versus urban location impacts their institution in unique ways.

Hypothesis 5: Administrators perceive that funding impacts rural institutions more than urban institutions.

Answers

The results of the survey above are to help administrators recognize the challenges that decreases in state funds might bring their way. Objective 1 was to see if administrators perceive if they recognized the challenge of funding decreases and if state regulations was burdensome. With the support of hypothesis 1 the administrators surveyed did recognize the decreases and that something needed to be done to solve these problems. However, it was a surprise that hypothesis 2 was not supported indicating that deregulation on state funds wouldn't free up time and resources enough to be a solution.

If administrators perceive challenges with state funding, then objective 2 asks if solutions are more complex and multifaceted. Hypothesis 3 was barely supported in that raising tuition isn't the first solution to the problem. And hypothesis 4 was supported by saying that performance-based funding is more challenging and will not be the only solution. Therefore objective 2 is supported and confirmed that administrators perceive that there will need to be several solutions with more diverse answers.

Administrators surveyed indicated that they perceived their institutions in a rural area, serving a rural student population, and that decreases in state funding will impact them more. Objective 3 is supported with a distinction between how rural and urban institutions will react to the state funded decreases.

Next Steps

Based upon these results, it is clear that there is more research needed to fully understand how decreases in public funding effects students directly. To support a closer look at deregulations, additional correlations need to be examined such as, a comparison

of increased regulations related to public funds to how many full time staff members it takes to account and ensure that procedures are being followed. Comparisons of laws relating to public colleges and universities would also be valuable to look at. Also, if there is a way to quantify a percentage of a budget that is spent in academic instruction and administrative staff. This relation could point out that over time less money is spent in academic areas benefiting students directly.

As public funding decreases for colleges, there should be a point where the funds are so small that the equilibrium becomes unbalanced. A shift from state funded to state assisted might be a more appropriate way to describe the situation. This trend is happening in several states across the nation. The State Higher Education Executive Officers Association (SHEEO) reports that student tuition now makes up more than half of all education revenue in the majority of states (State Higher Education Executive Officers Association, 2020, p. 10).

This is a dramatic shift over the past ten years and how funds have not made as much of a comeback since the recovery of the Great Recession. For example, the portion of general funds directed to higher education was at 12.9% in 1995 compared to just 9.6% in 2019 (State Higher Education Executive Officers Association, 2020, p. 11).

When states decrease funding, elected officials sometimes naively believe that increases in tuition can offset the funding decrease. However, this is not the simple answer to keeping college and university doors open and operational. In Kentucky, the Council on Postsecondary Education (CPE) has the authority to approve, deny, and cap increases in tuition rates at each of the public colleges and universities. Also, increases

might deter students from enrolling making them feel that the cost is not worth the investment.

When tuition increases, financial aid and scholarships become more important. Scholarships may or may not be restricted. The term scholarship can mean different types of tuition support. First, donor funded scholarships can be restrictive. Most of these scholarships are funded with restrictions based on the donor preference. This can include specifics related to income, race or ethnicity, first generational college students, parental status, as a few examples. While these preferences have good intentions in boosting more students to apply and increase these populations attending college, some can be so restrictive that they might go unawarded. This is another example of how tuition dollars can have more regulations associated with them.

Second, there are several scholarships that are not restrictive and can be given from a personal donor or from the state. In Kentucky, the Work Ready Kentucky Scholarship, is a state funded scholarship program "fueled by the Kentucky Lottery" (Kentucky Community & Technical College System, 2020). This scholarship awards free tuition to any student seeking a certificate, diploma, or associates degree in one of the five high wage high demand career sectors. The state has defined these sectors as Healthcare, Transportation and Logistics, Business and Information Technology, Advanced Manufacturing, and Construction. As long as you do not have a current degree you are eligible no matter your socioeconomic status as long as it is used as a last in scholarship. Last in scholarships require the student to use all available financial aid, grants, and scholarships first. Then any portion of tuition costs left over will be covered by the Work Ready Kentucky Scholarship.

State aid and scholarships are forcing higher education institutions to focus more on student learning outcomes and success. Before when states apportioned unrestricted funds from the general budget, those funds went to the college or university no matter where students chose to attend. Now the funds are switched to follow the student creating a heightened urgency to market themselves as the best choice to the student.

Competition for the student leads to improved outcomes when assessing learning, graduation rates, earning potential, and the amount of time to completion. These are all positives for the students, taxpayers, communities, and the economy.

When funding comes more from direct assistance to the student for tuition, colleges and universities have to be more creative when looking to fund capital projects. Prior to 2009, the state of Kentucky prioritized and funded capital projects separately from the general operating support. However, since the economic recovery very few building projects have been funded in the old way. This has forced states like Kentucky to reassess how to build new buildings and remodel an aging infrastructure. In 2014 the Kentucky legislature approved the BuildSmart program. This program put in a mandatory student fee and allows the KCTCS colleges to have bonding authority (Bluegrass Community & Technical College, 2020). It also encouraged public-private partnerships to help fundraise for capital projects, with at least half of the funds coming from donations. These donations therefore further support the objective that when public funds decrease, restricted funds increase.

Implications of state support being at or below 10% of the overall budget are high. When money is funneled through other sources, state regulations are still high, and increasing, on the full amount. This raises a lot of questions in how we move forward.

We see that funding is not the same as it once was before 2009. In fact, the SHEEO report found that nationally "on a per-student basis, education appropriations in 2019 remained 2.4% below the 2009 levels, and net tuition revenue increased 37.7% since 2009" (State Higher Education Executive Officers Association, 2020, p. 21).

What this shows is that while public funds decrease and tuition increases, the shift of who funds higher education can be more burdensome to students than many initially realize. Personnel in administering rules and regulations costly and allows even less funding going to faculty and direct instruction for the student. Although we know that breaking away from receiving any public support is not feasible and creates more problems than it solves, we do need to look at the balance of what colleges and universities spend. Recommendations for further investigations into what is spent outside of instruction is needed.

Mary Landon Darden, President of Higher Education Innovation, LLC, has also recognized the dramatic shift in funding for higher education. She points out that the two legs colleges have stood on too much are tuition and donations (Darden, 2021). With ever changing demands, a foundation with these two legs is not enough to keep institutions funded and a change is needed.

As the budgets of colleges and universities rely more and more on tuition than their operating model looks similar to a corporate structure with the student being the primary customer. Having colleges and universities run more like a private entity has its pros and cons. However, when mixing the structure of private and public, then a tug of war begins on which system will prevail. Even while public funds decrease, the grip of regulations and compliance for a public institution hold on tight and will not let go. This

tug of war puts the student in the middle and therefore hurts the student the most in the long run. A good example is objective 3, where respondents to the survey indicated that performance-based funding will increase administrative time and costs. Not only do colleges and universities have to make sure they are providing a good service and quality to the students for retention and recruitment to meet their budgets, but now they are duplicating this for performance-based funding. This increases time and costs just as the survey confirmed.

Call to Action

Presidents and administrators need to begin to look at their institutions in new and different ways. No longer can higher education just rely on tuition increases to make up budget deficits. With a national conversation of 'free tuition' other ideas need to be added in order to create a stable foundation for revenue. Ideas like continuing education, workforce training, public-private-partnerships, investments, institutes, intellectual property, grants, patents, and endowments are the ways that ~~Dr.~~ Darden suggest that administrators begin to look into (Darden, 2021).

Elected officials can benefit by knowing that if the disparity of public funding is going to continue, please understand that as administrative costs rise, there is less unrestricted funds going to students. Increase in state funds to our public colleges and universities will benefit our students, their families, local business and industries, and our communities.

Whether it be from the local, state, or federal levels, our colleges and universities need bold leaders, creative solutions, innovative ideas, and most of all, more funding.

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APPENDIX A

SURVEY QUESTIONS

1. Over time, regulations for higher education have increased.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

2. Over time, funding for higher education has decreased.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

3. If state funding dropped below 10% of your college budget, then the cost of administrating public funds/controls would outweigh the state support.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

4. If state funding dropped below 5% of your college budget, then the cost of administrating public funds/controls would outweigh the state support.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

5. Fundraising has increased primarily to replace cuts in state funds.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

6. Grant funding has increased primarily to replace cuts in state funds.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

7. Tuition has increased primarily to replace cuts in state funds.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

8. Personnel reductions and/or budget cuts have primarily happened to offset cuts in state funds.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

9. Restricted funds (designated funds) require an increase in administrative costs/regulations.

Increased	Slightly Increased	Stayed the Same	Slightly Decreased	Decreased
5	4	3	2	1

10. Regulations on public funding in higher education are costly to comply with and administer.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

11. A reduction in regulations would help offset cuts in state funds.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

12. When public funds decrease, regulations should also decrease.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

13. Over the next 10 years, state funding will decrease for higher education.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

14. Over the next 10 years, state funding will increase for higher education.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

15. Performance based funding will bring an increase to state funding at your institution.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

16. Performance based funding will bring a decrease to state funding at your institution.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

17. Performance based funding will increase administrative time and costs.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

18. Performance based funding will decrease administrative time and costs.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

19. State funded scholarships will bring an increase in funding to your institution.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

20. My institution is located in a rural area.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

21. My institution primarily serves a rural student population.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

22. State funded decreases have a greater impact on rural colleges.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

23. State funded decreases have a greater impact on urban colleges.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

24. I work with a college budget as part of my job responsibilities.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	4	3	2	1

25. Please give your job title.

APPENDIX B

SURVEY LETTER

Reductions in State Funding Higher Education and the Impact to Students

You are being invited to take part in a research study on Reductions in State Funding Higher Education and the Net Impact to Students. This study is being conducted by Bruce Manley at Eastern Kentucky University.

If you decide to participate in the study, you will be asked to take part in an online survey. Your participation is expected to take no more than 10 minutes.

This study is anonymous. You will not be asked to provide your name or other identifying information as part of the study. No one, not even members of the research team, will know that the information you give came from you. Your information will be combined with information from other people taking part in the study. When we write up the results of the study, we will write about this combined information.

This survey will be using Survey Monkey. We will make every effort to safeguard your data, but as with anything online, we cannot guarantee the security of data obtained via the Internet. Third-party applications used in this study may have terms of service and privacy policies outside the control of Eastern Kentucky University.

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

This study has been reviewed and approved for exemption by the Institutional Review Board at Eastern Kentucky University as research protocol number 2334. If you have any questions about the study, please contact me at bruce.manley@kctcs.edu. If you have questions about your rights as a research volunteer, please contact the Division of Sponsored Programs at Eastern Kentucky University by calling 859-622-3636.

By completing the activity that begins at the link below, you agree that you (1) are at least 18 years of age; (2) have read and understand the information above; and (3) voluntarily agree to participate in this study.

Begin survey here: https://www.surveymonkey.com/r/fundingreductions

Sincere Thanks,

Bruce Manley

APPENDIX C

KCTCS COLLEGES

College Name	**City**	**City Population***	**County Name**
Ashland Community & Technical College	Ashland	21,684	Boyd
Big Sandy Community & Technical College	Prestonsburg	3, 255	Floyd
Bluegrass Community & Technical College	Lexington	295,803	Fayette
Elizabethtown Community & Technical College	Elizabethtown	28,531	Hardin
Gateway Community & Technical College	Florence	29,951	Boone
Hazard Community & Technical College	Hazard	4,456	Perry
Henderson Community College	Henderson	28,757	Henderson
Hopkinsville Community & Technical College	Hopkinsville	31,577	Christian
Jefferson Community & Technical College	Louisville	597,337	Jefferson
Madisonville Community & Technical College	Madisonville	19,591	Hopkins
Maysville Community & Technical College	Maysville	9,011	Mason
Owensboro Community & Technical College	Owensboro	57,265	Daviess
Somerset Community & Technical College	Somerset	11,196	Pulaski
Southcentral Kentucky Community & Technical College	Bowling Green	58,067	Warren
Southeast Kentucky Community & Technical College	Cumberland	2,237	Harlan
West Kentucky Community & Technical College	Paducah	25,024	McCracken

* Source: (United States Census Bureau, 2017)

APPENDIX D

TABLES

Table 4 – 1: KCTCS Monthly Salary Schedule

Band	Minimum	Market	Maximum
1	$1,467	$1,833	$2,200
2	$1,567	$1,958	$2,350
3	$1,700	$2,125	$2,550
4	$1,867	$2,333	$2,800
5	$2,067	$2,583	$3,100
6	$2,300	$2,875	$3,450
7	$2,544	$3,183	$3,823
8	$2,806	$3,525	$4,244
9	$3,142	$3,958	$4,775
10	$3,557	$4,500	$5,443
11	$4,071	$5,167	$6,263
12	$4,646	$5,917	$7,187
13	$5,315	$6,792	$8,268
14	$6,174	$7,917	$9,659
15	$7,189	$9,250	$11,311
16	$8,390	$10,833	$13,277
17	$9,841	$12,750	$15,659

Table 4 – 2: Job Title/Description

Job Title/Description	Number of Respondents
Academic Dean	1
Assistant Dean	1
Associate Dean	2
Associate Vice President	1
Associate VP for Institutional Development	1
Budget Director	2
Campus Director	1
Chief Academic Officer	5
Chief Business Officer	1
Chief Diversity Officer	1
Chief Operating Officer	1
Chief Student Affairs Officer	1

Table 4-2 (continued)

Dean	2
Dean of Business affairs	1
Dean of Facilities	1
Dean of Institutional Effectiveness	1
Dean of Student Services	1
Director	6
Director of Cultural Diversity	1
Director of External Education	1
Director of Human Resources	2
Director of Information Technology	1
Director of Payroll Shared Services	1
Director of Student Financial Operations	1
Director of Technical Programs	1
Director of Technology	1
Director Technical Training Workforce Solutions	1
Director, Procurement to Payment	1
ERP Technical Lead	1
Institutional Advancement	1
NA	1
Policy Administration	1
Provost	3
Resource Development	1
Student Affairs	1
System Director	1
System Director of Development	1
Systems Administrator	1
Technology	1
Vice President	2
Vice President Advancement	1
Vice President for Academic Affairs	2
Vice President of Advancement	1
Vice President Student Development and Enrollment Management	1
Workforce Solutions Chief	1

Table 4 – 3: Summary of Means

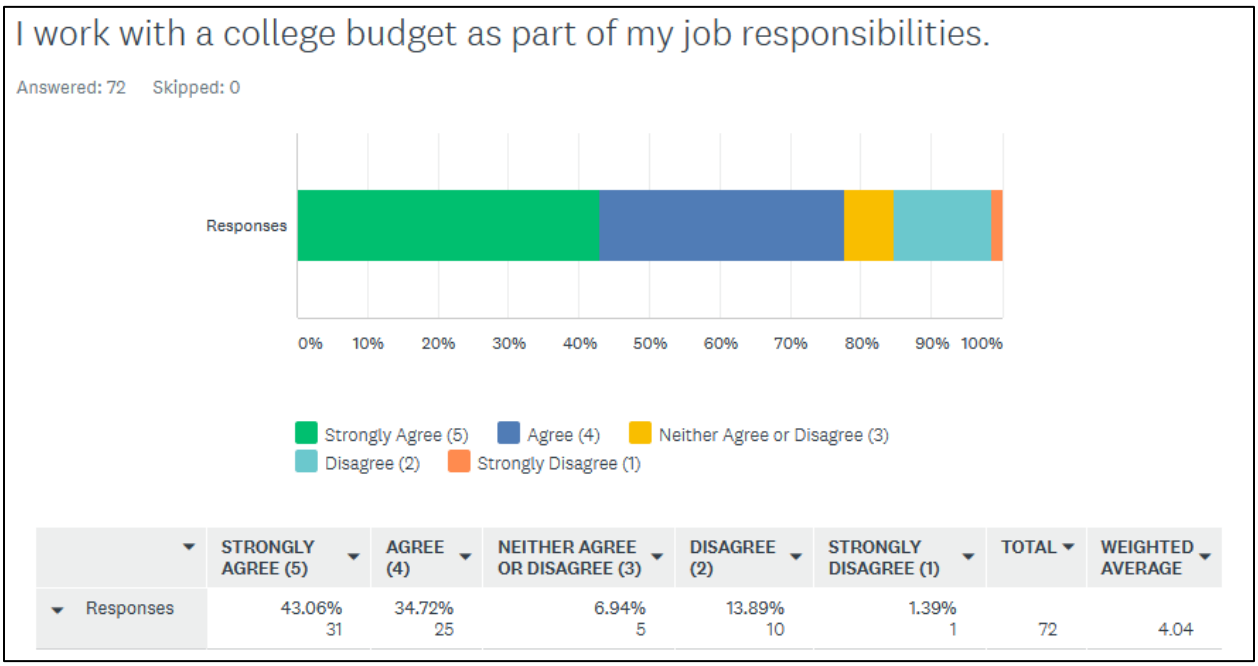
Question	Strongly Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Strongly Disagree (1)	Total	Mean
1	29	34	8	1	0	72	4.26
2	60	8	0	2	2	72	4.69
3	27	31	10	3	0	71	4.15
4	44	16	9	2	0	71	4.44
5	16	31	12	8	4	71	3.66
6	17	30	12	8	3	70	3.71
7	46	23	0	2	1	72	4.54
8	43	27	0	1	0	71	4.58
9	18	37	12	4	1	72	3.93
10	12	40	13	7	0	72	3.79
11	5	28	28	8	3	72	3.33
12	6	27	24	15	0	72	3.33
13	26	35	7	4	0	72	4.15
14	0	4	10	29	29	72	1.85
15	2	19	16	18	17	72	2.60
16	12	19	18	20	2	71	3.27
17	19	31	16	4	0	70	3.93
18	0	1	16	32	22	71	1.94
19	5	28	23	14	1	71	3.31
20	14	21	15	17	4	71	3.34
21	12	26	15	14	4	71	3.39
22	26	25	12	6	3	72	3.90
23	3	14	30	20	5	72	2.86
24	31	25	5	10	1	72	4.04
25							

APPENDIX E

GRAPHS

Graph 4-1

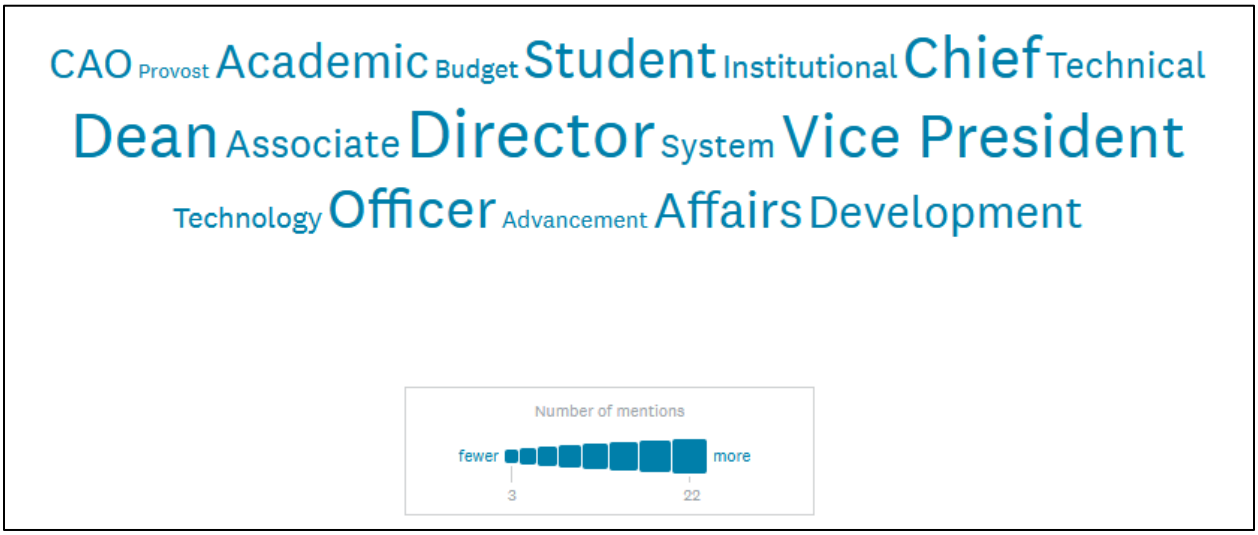
Question 24



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	43.06% 31	34.72% 25	6.94% 5	13.89% 10	1.39% 1	72	4.04

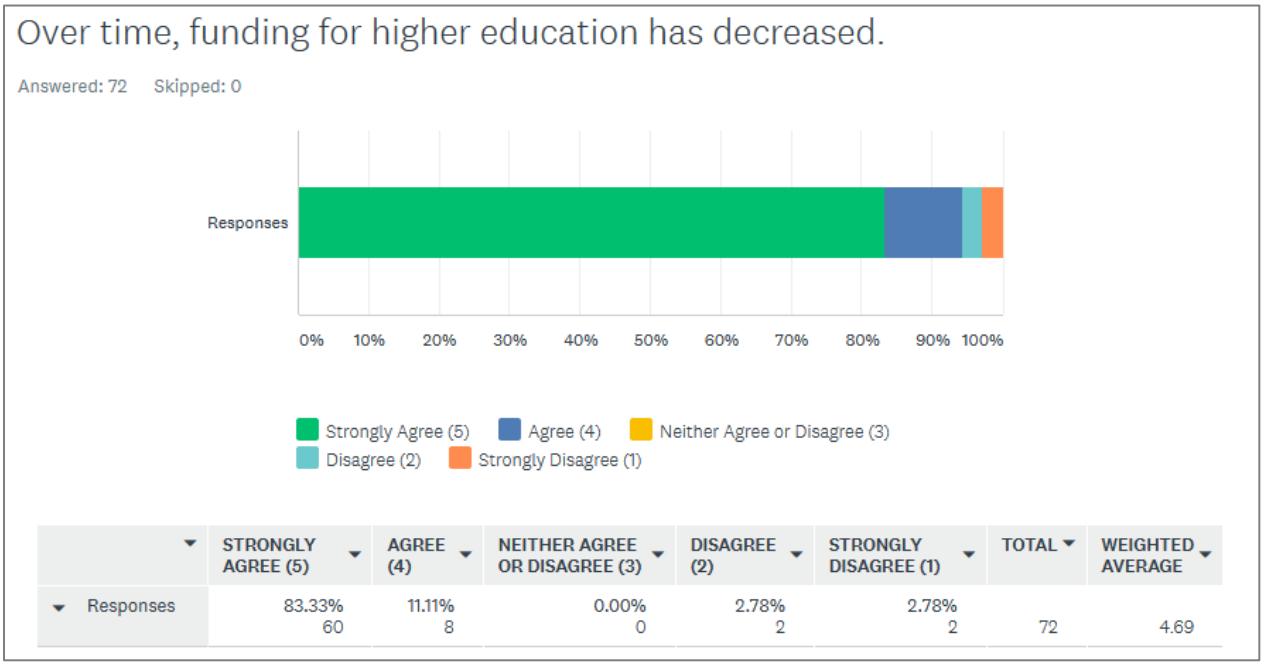
Graph 4-2

Job Title/Description Word Cloud



Graph 4-3

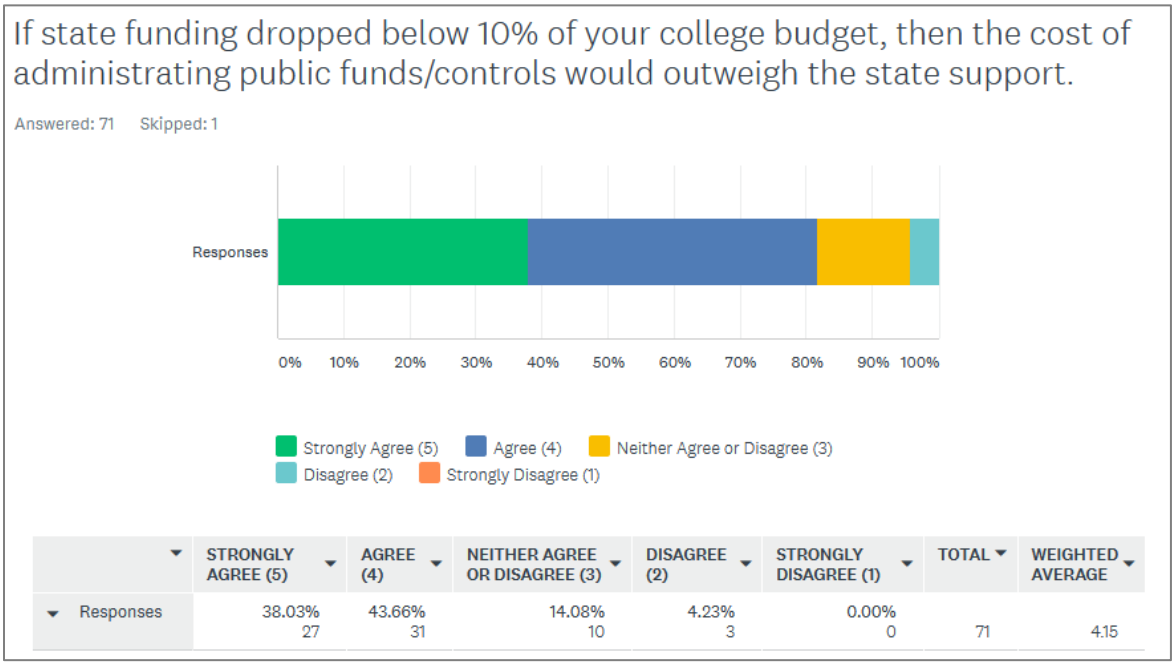
Question 2



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	83.33% 60	11.11% 8	0.00% 0	2.78% 2	2.78% 2	72	4.69

Graph 4-4

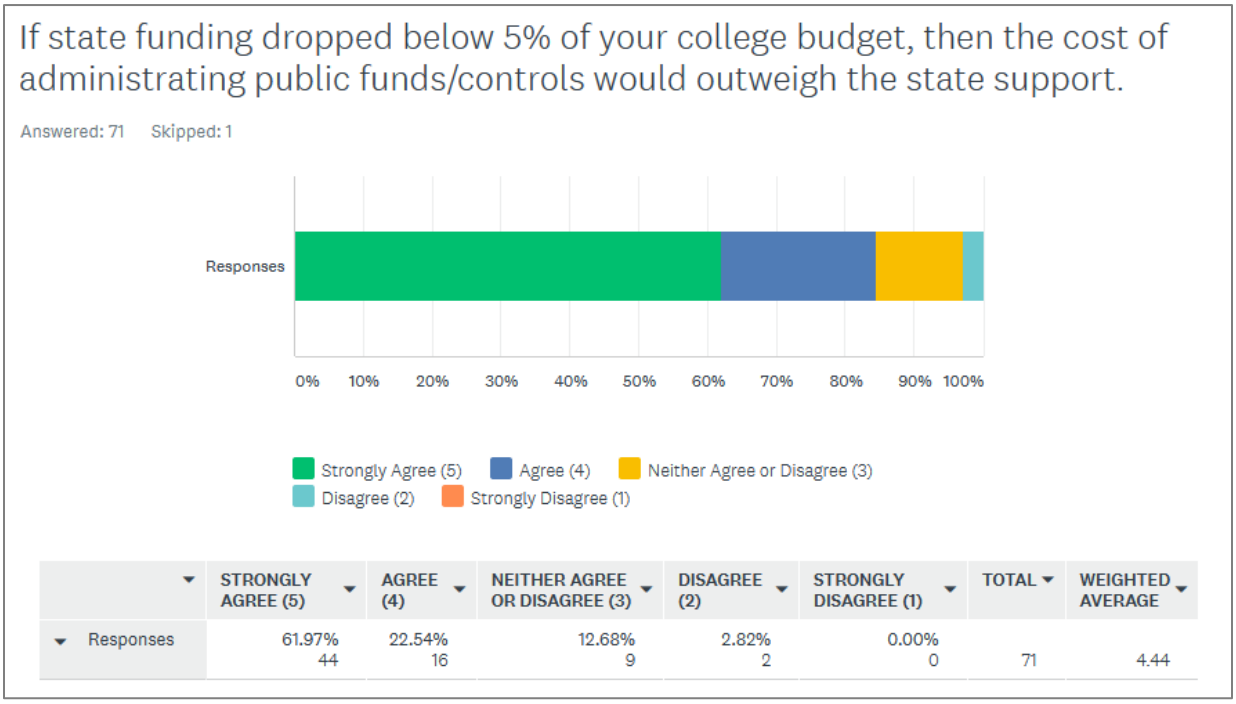
Question 3



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	38.03% 27	43.66% 31	14.08% 10	4.23% 3	0.00% 0	71	4.15

Graph 4-5

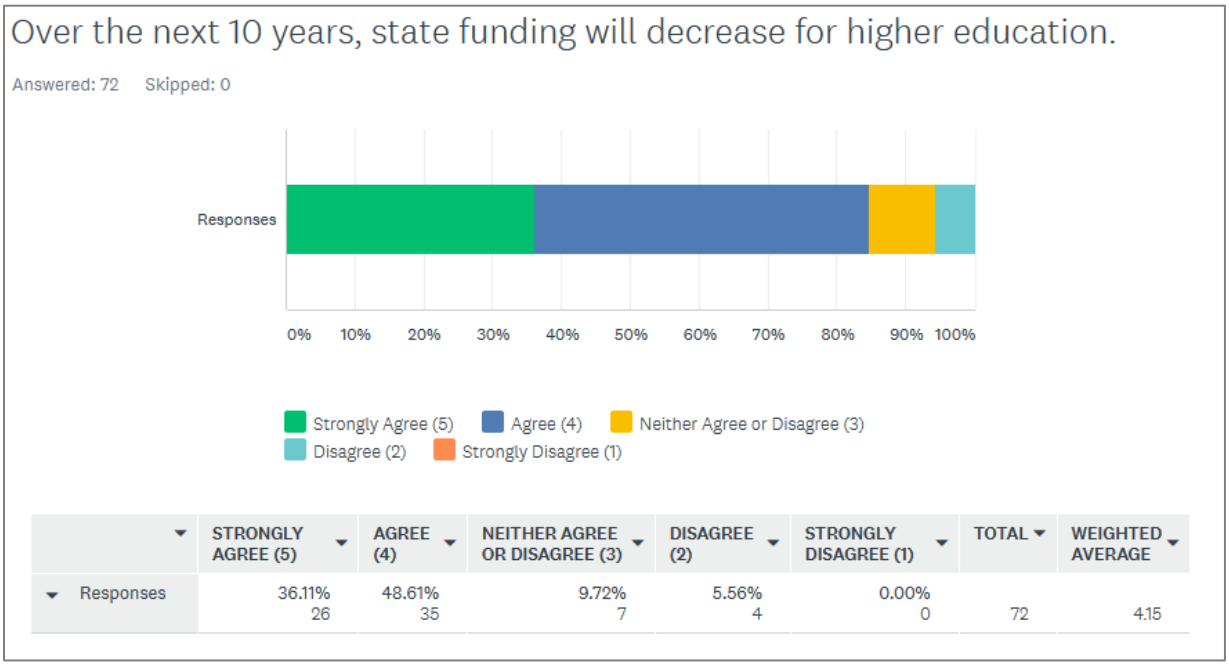
Question 4



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	61.97% 44	22.54% 16	12.68% 9	2.82% 2	0.00% 0	71	4.44

Graph 4-6

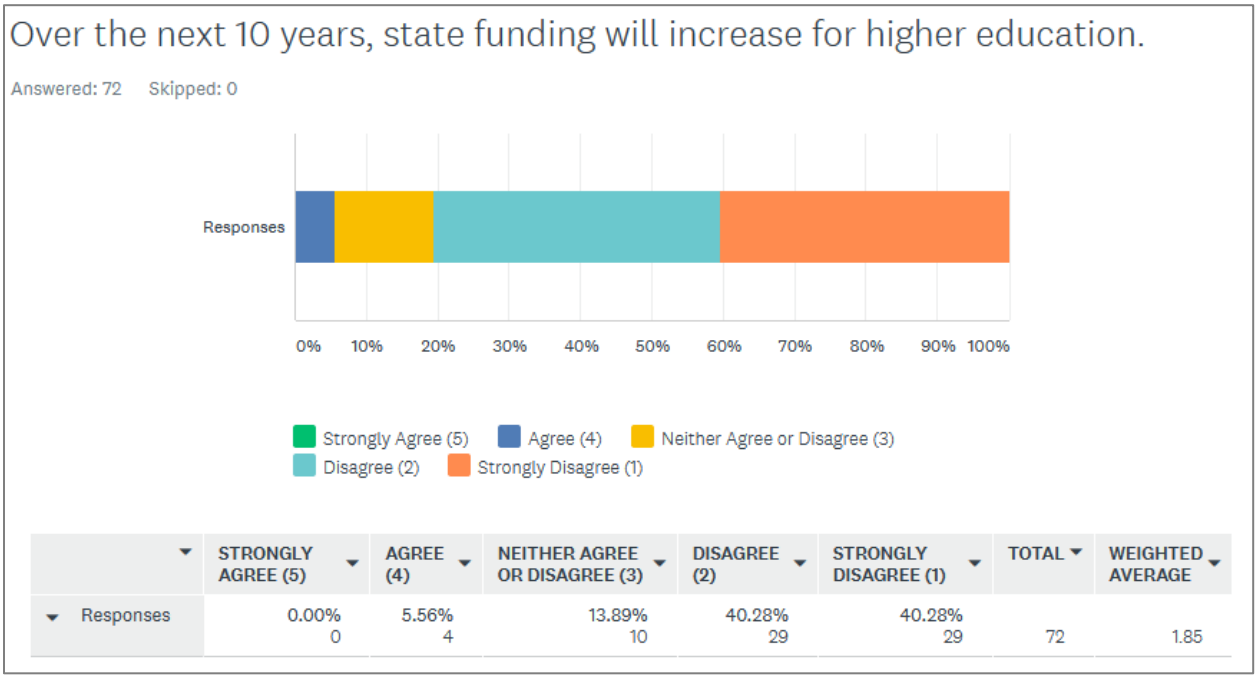
Question 13



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	36.11% 26	48.61% 35	9.72% 7	5.56% 4	0.00% 0	72	4.15

Graph 4-7

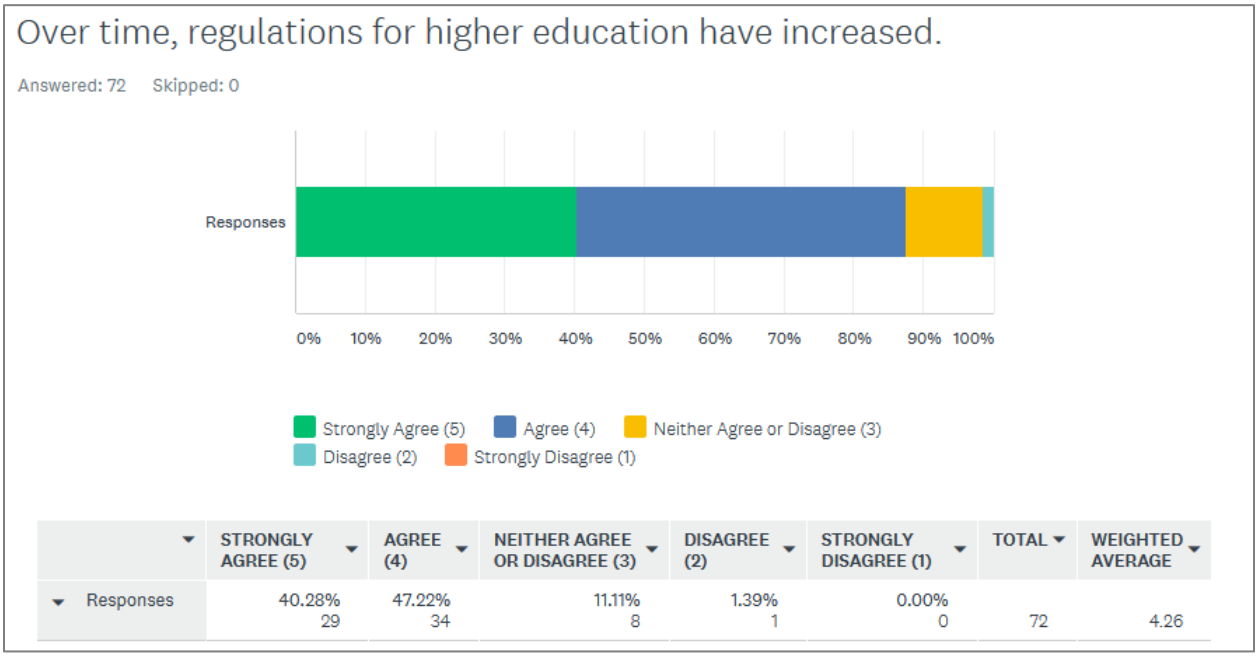
Question 14



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	0.00% 0	5.56% 4	13.89% 10	40.28% 29	40.28% 29	72	1.85

Graph 4-8

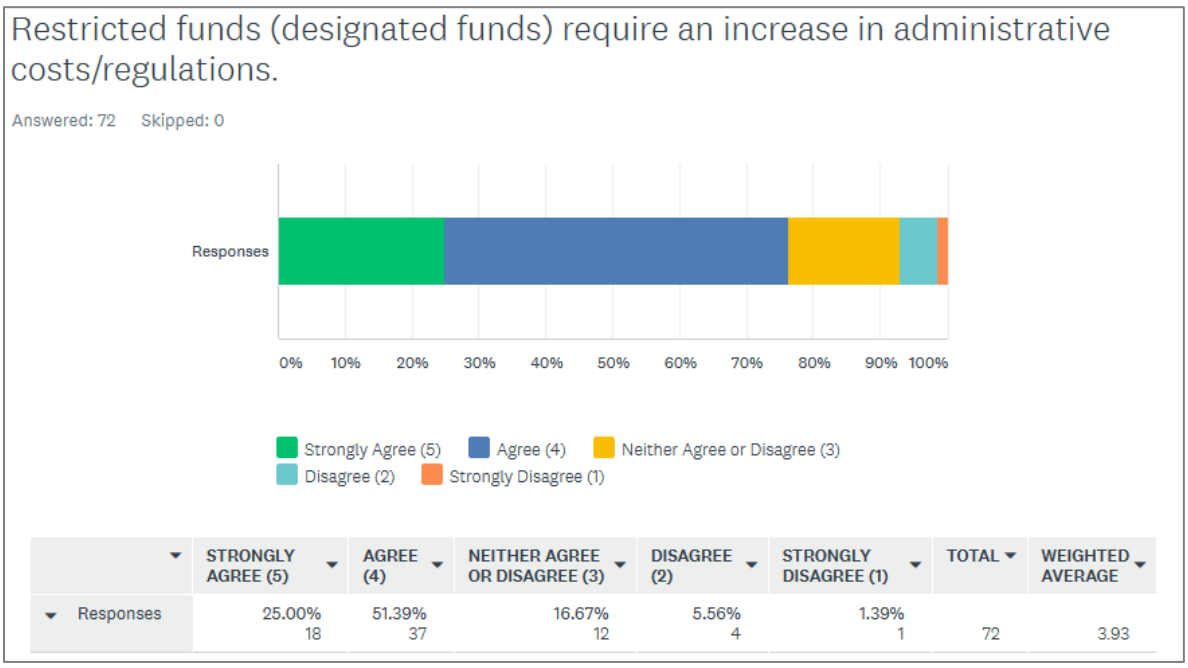
Question 1



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	40.28% 29	47.22% 34	11.11% 8	1.39% 1	0.00% 0	72	4.26

Graph 4-9

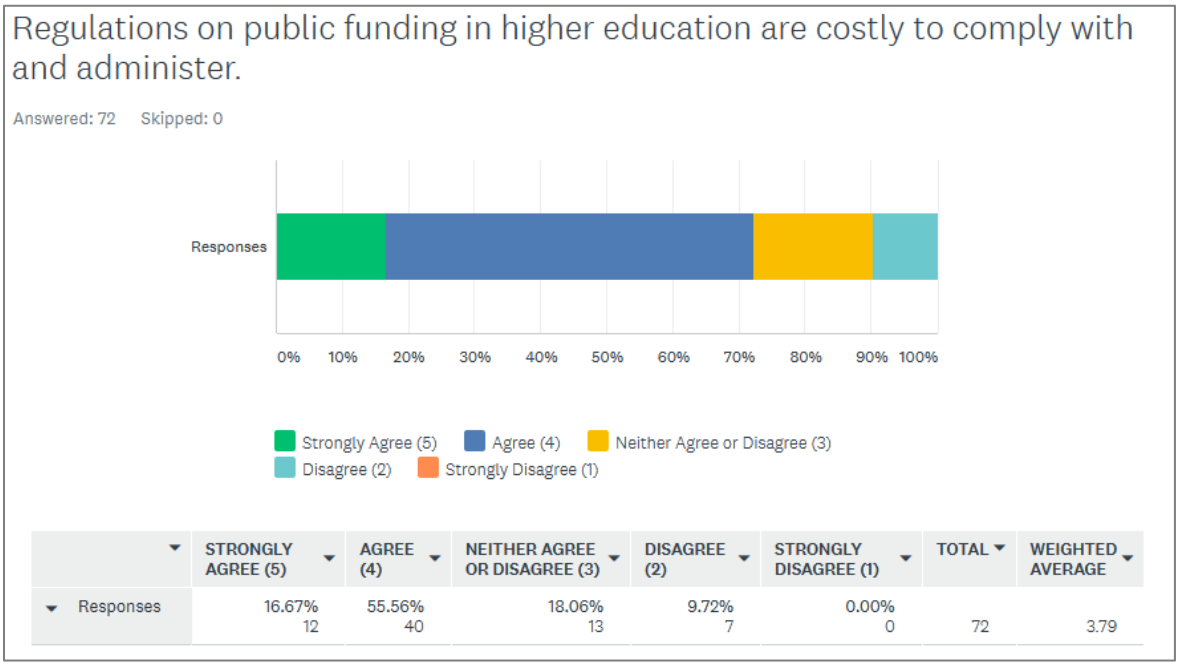
Question 9



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	25.00% 18	51.39% 37	16.67% 12	5.56% 4	1.39% 1	72	3.93

Graph 4-10

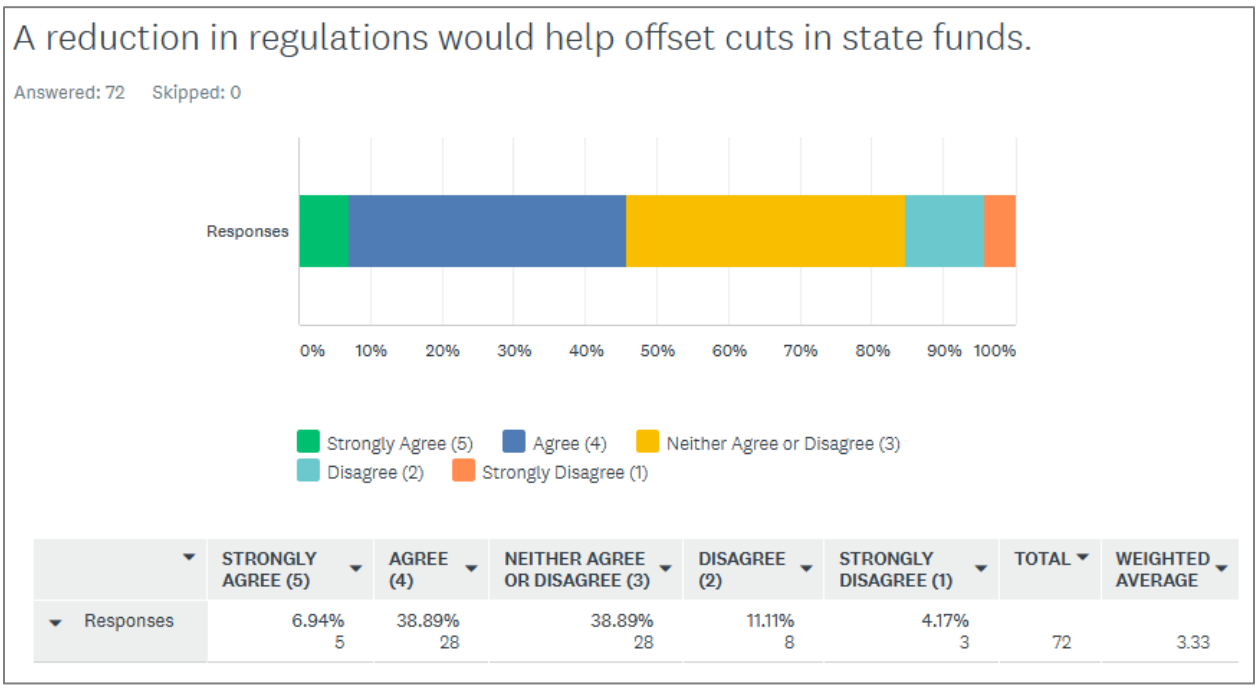
Question 10



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	16.67% 12	55.56% 40	18.06% 13	9.72% 7	0.00% 0	72	3.79

Graph 4-11

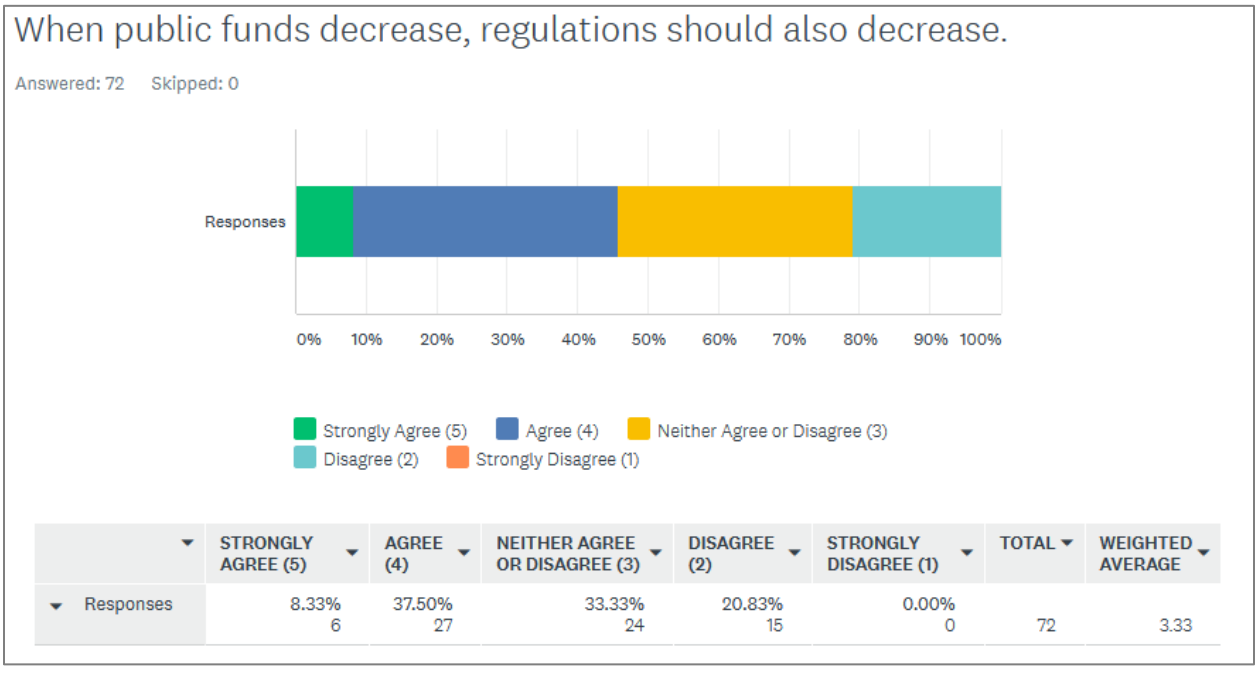
Question 11



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	6.94% 5	38.89% 28	38.89% 28	11.11% 8	4.17% 3	72	3.33

Graph 4-12

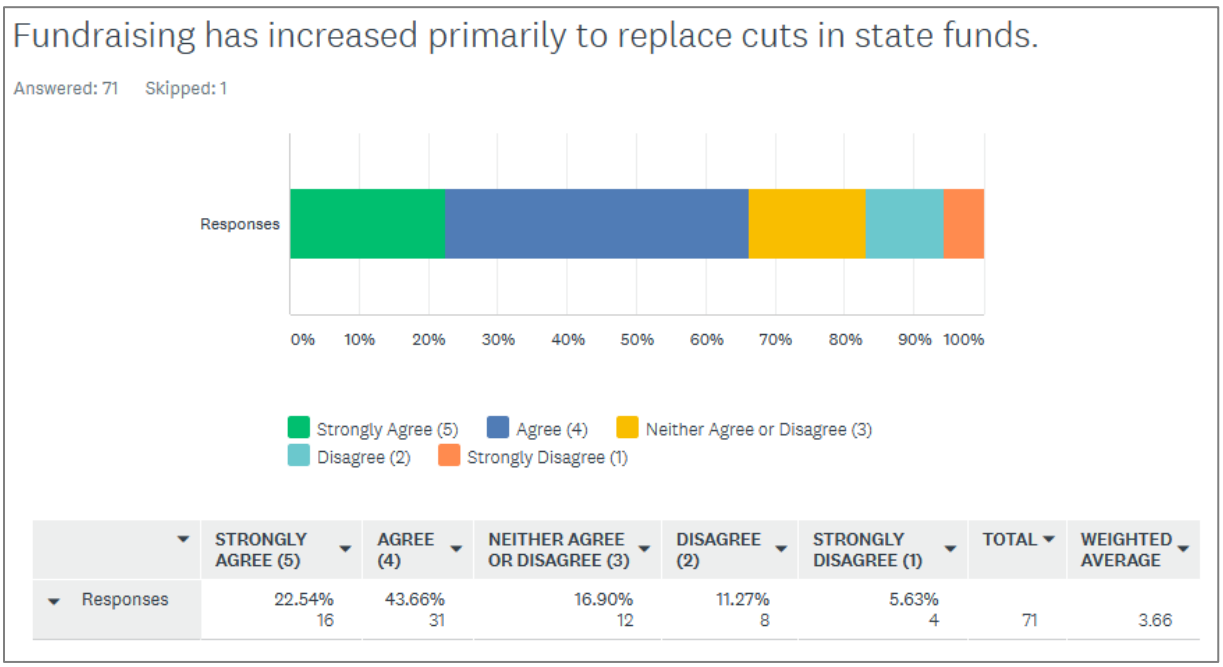
Question 12



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	8.33% 6	37.50% 27	33.33% 24	20.83% 15	0.00% 0	72	3.33

Graph 4-13

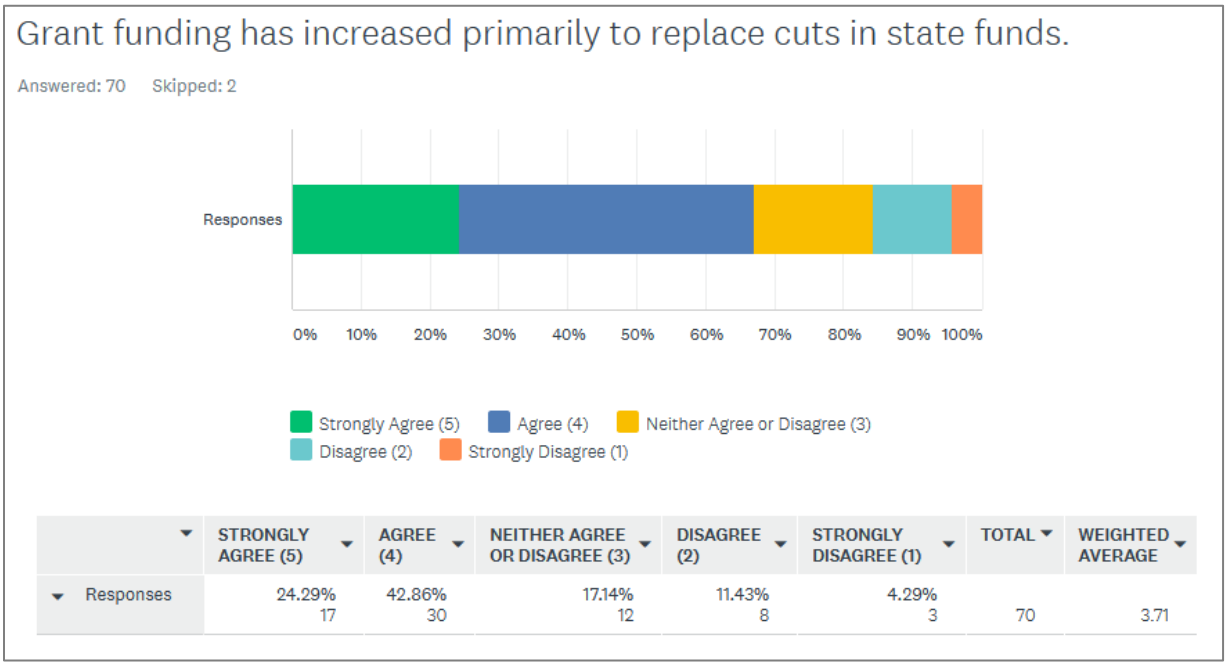
Question 5



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	22.54% 16	43.66% 31	16.90% 12	11.27% 8	5.63% 4	71	3.66

Graph 4-14

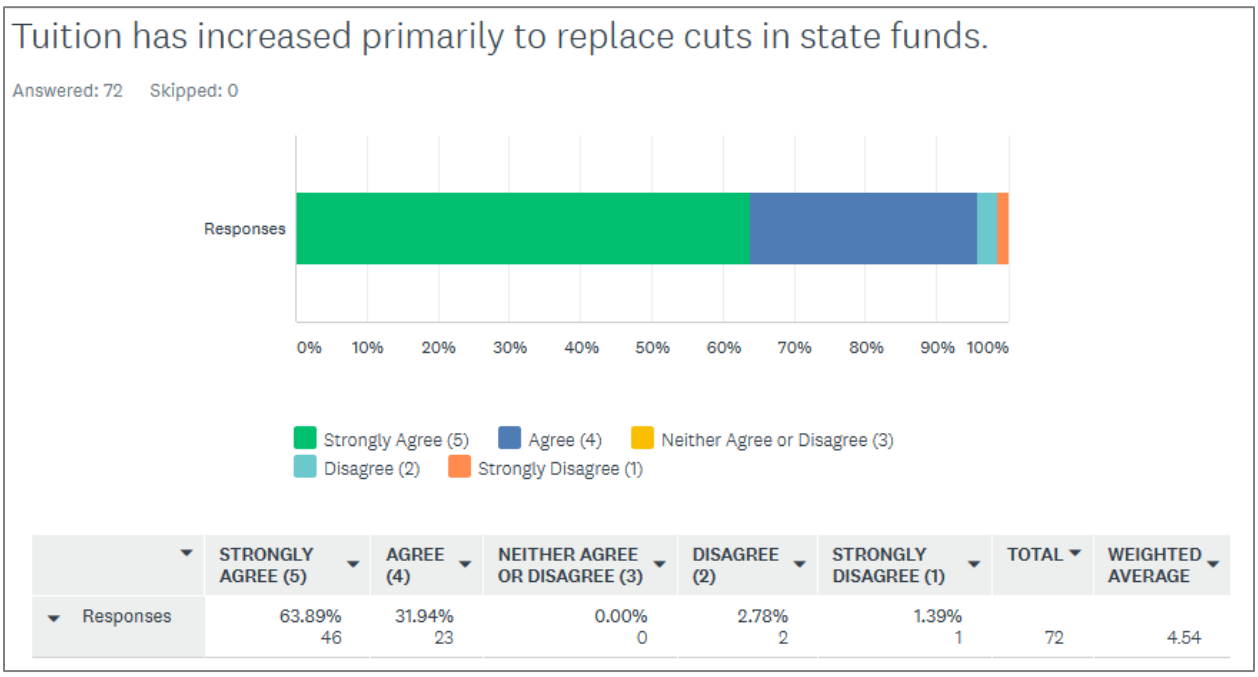
Question 6



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	24.29% 17	42.86% 30	17.14% 12	11.43% 8	4.29% 3	70	3.71

Graph 4-15

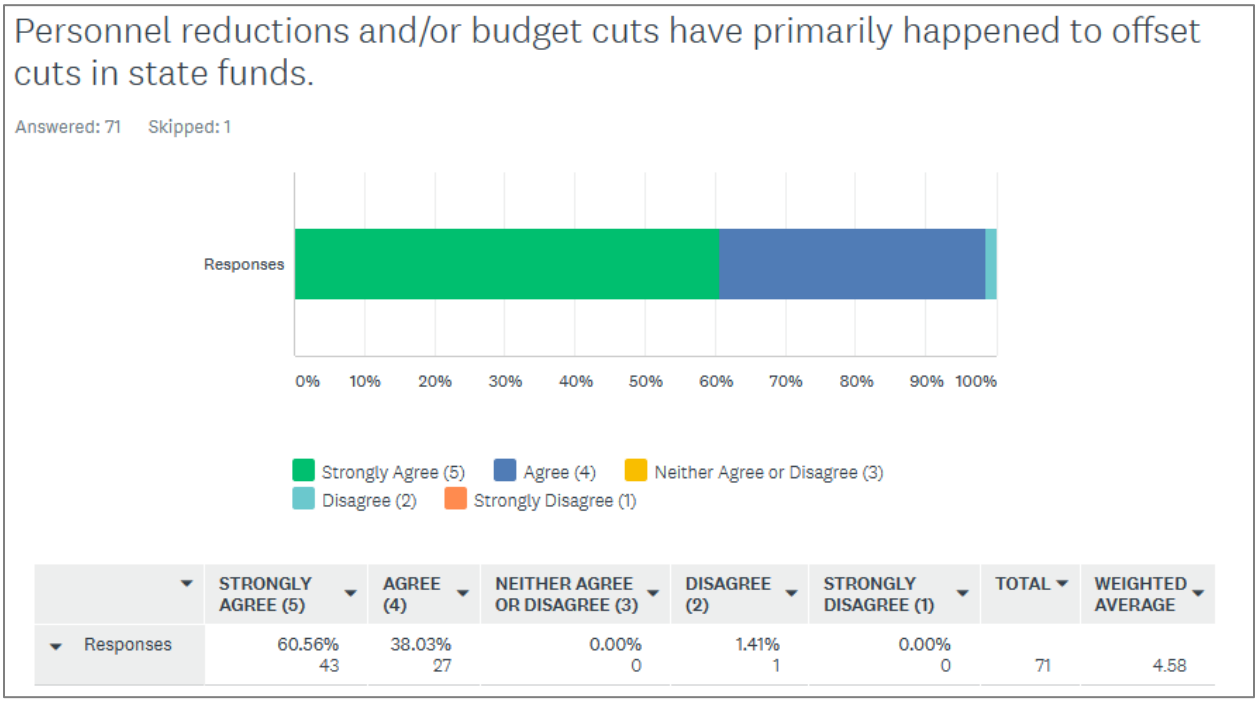
Question 7



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	63.89% 46	31.94% 23	0.00% 0	2.78% 2	1.39% 1	72	4.54

Graph 4-16

Question 8



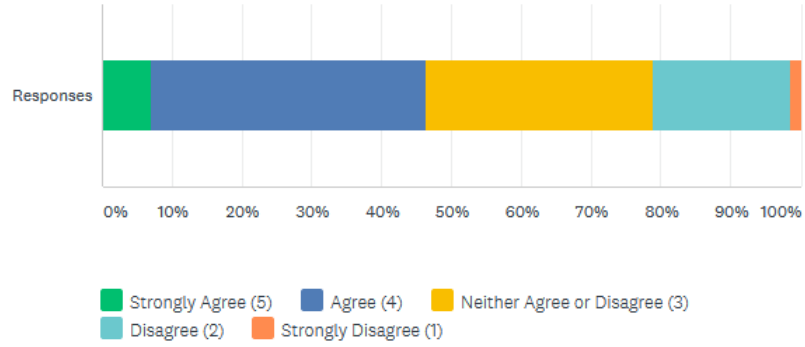
	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	60.56% 43	38.03% 27	0.00% 0	1.41% 1	0.00% 0	71	4.58

Graph 4-17

Question 19

State funded scholarships will bring an increase in funding to your institution.

Answered: 71 Skipped: 1



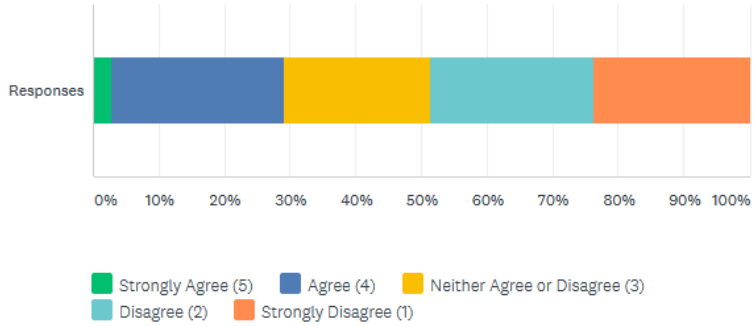
	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	7.04% 5	39.44% 28	32.39% 23	19.72% 14	1.41% 1	71	3.31

Graph 4-18

Question 15

Performance based funding will bring an increase to state funding at your institution.

Answered: 72 Skipped: 0



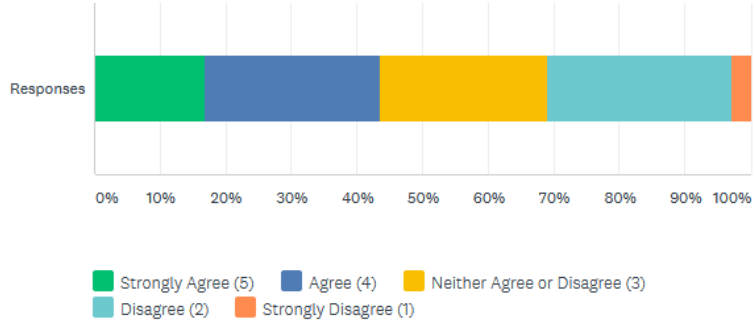
	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	2.78% 2	26.39% 19	22.22% 16	25.00% 18	23.61% 17	72	2.60

Graph 4-19

Question 16

Performance based funding will bring a decrease to state funding at your institution.

Answered: 71 Skipped: 1



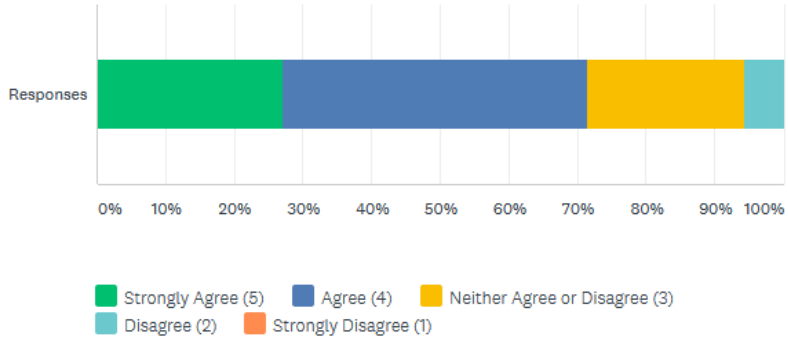
	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	16.90% 12	26.76% 19	25.35% 18	28.17% 20	2.82% 2	71	3.27

Graph 4-20

Question 17

Performance based funding will increase administrative time and costs.

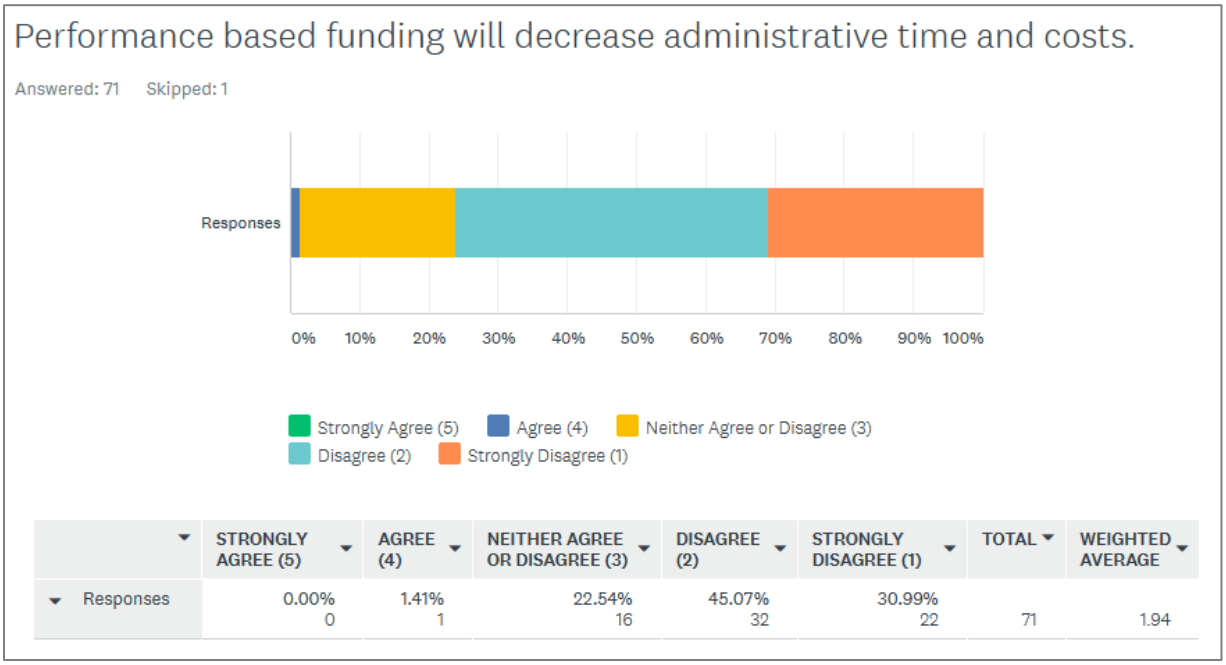
Answered: 70 Skipped: 2



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	27.14% 19	44.29% 31	22.86% 16	5.71% 4	0.00% 0	70	3.93

Graph 4-21

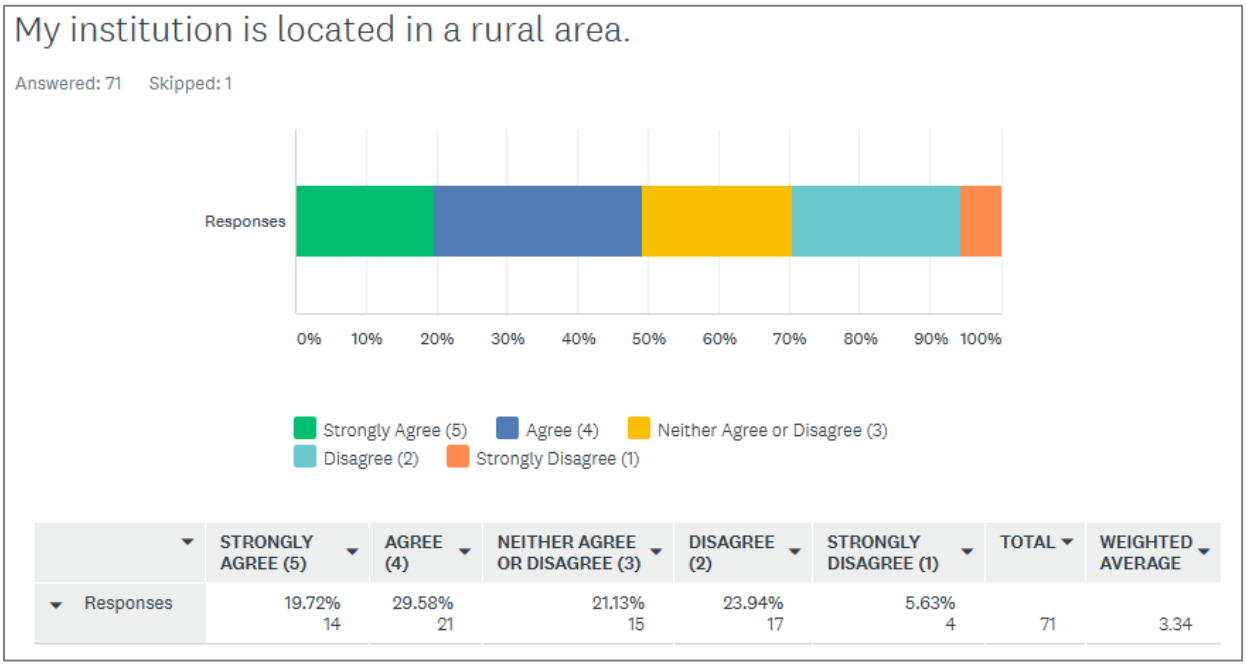
Question 18



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	0.00% 0	1.41% 1	22.54% 16	45.07% 32	30.99% 22	71	1.94

Graph 4-22

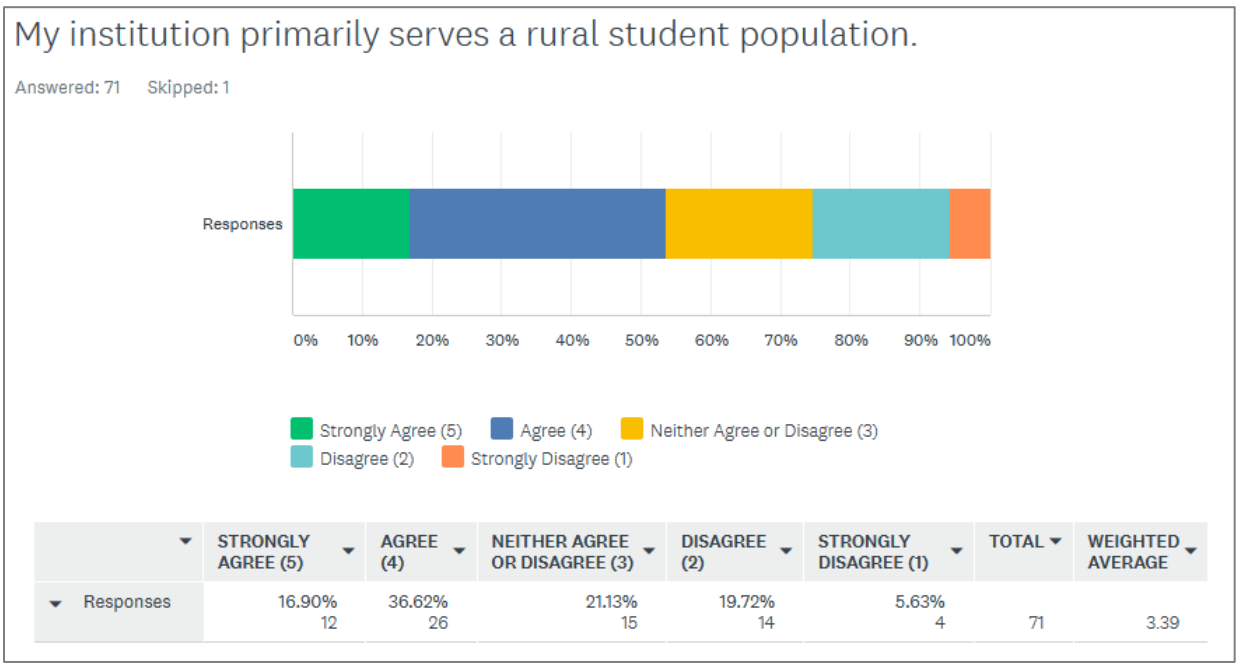
Question 20



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	19.72% 14	29.58% 21	21.13% 15	23.94% 17	5.63% 4	71	3.34

Graph 4-23

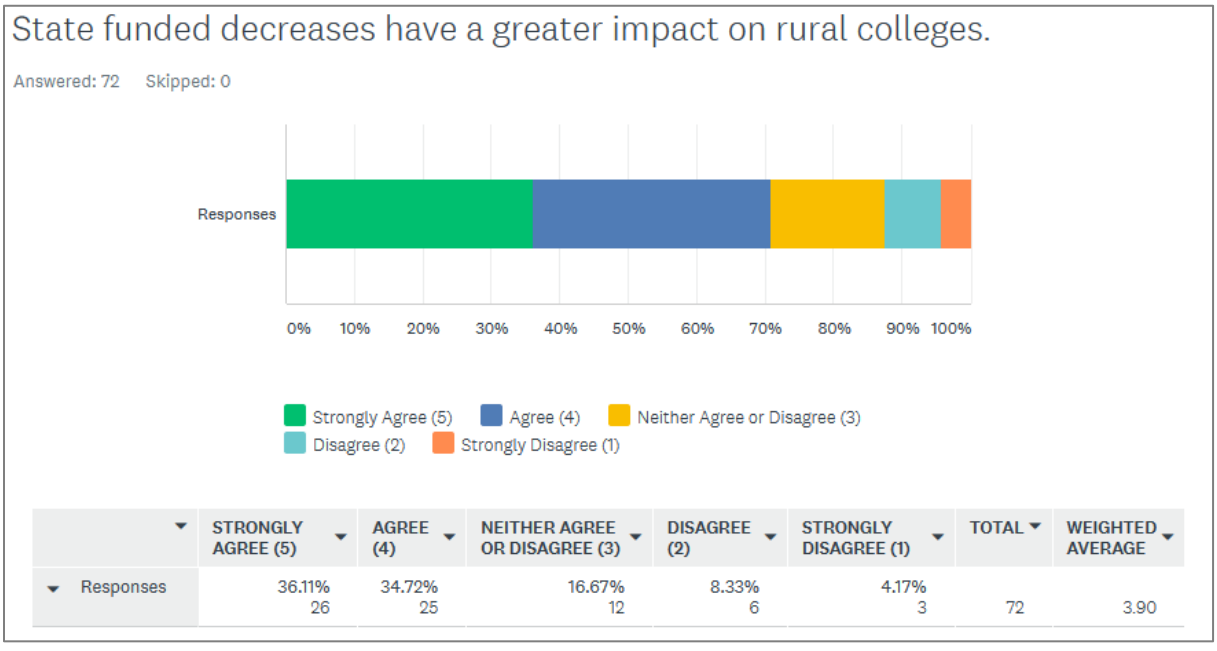
Question 21



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	16.90% 12	36.62% 26	21.13% 15	19.72% 14	5.63% 4	71	3.39

Graph 4-24

Question 22



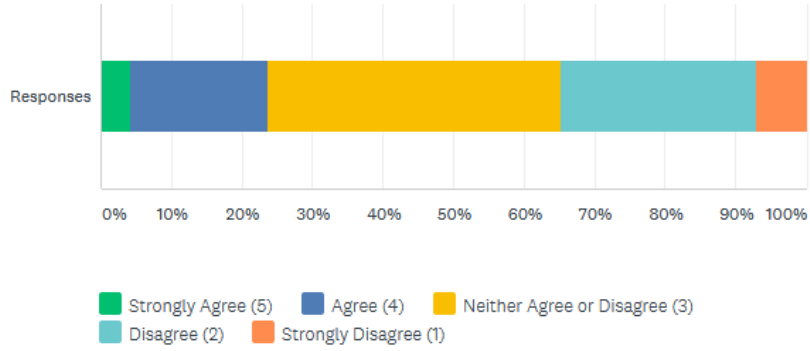
	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	36.11% 26	34.72% 25	16.67% 12	8.33% 6	4.17% 3	72	3.90

Graph 4-25

Question 23

State funded decreases have a greater impact on urban colleges.

Answered: 72 Skipped: 0



	STRONGLY AGREE (5)	AGREE (4)	NEITHER AGREE OR DISAGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	WEIGHTED AVERAGE
Responses	4.17% 3	19.44% 14	41.67% 30	27.78% 20	6.94% 5	72	2.86

APPENDIX F

QUESTIONS WITH DESCRIPTIVES AND FREQUENCIES

Question 1

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Over time, regulations for higher education have increased.	72	2	5	4.26	.712
Valid N (listwise)	72				

Frequencies

Q1: Over time, regulations for higher education have increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Neither Agree or Disagree	8	11.1	11.1	12.5
	Agree	34	47.2	47.2	59.7
	Strongly Agree	29	40.3	40.3	100.0
	Total	72	100.0	100.0	

Question 2

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Over time, funding for higher education has decreased.	72	1	5	4.69	.85
Valid N (listwise)	72				

Frequencies

Q2: Over time, funding for higher education has decreased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.8	2.8	2.8
	Disagree	2	2.8	2.8	5.6
	Agree	8	11.1	11.1	16.7
	Strongly Agree	60	83.3	83.3	100.0
	Total	72	100.0	100.0	

Question 3

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
If state funding dropped below 10% of your college budget, then the cost of administrating public funds/controls would outweigh the state support.	71	2	5	4.15	.822
Valid N (listwise)	71				

Frequencies

Q3: If state funding dropped below 10% of your college budget, then the cost of administrating public funds/controls would outweigh the state support.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Neither Agree or Disagree	10	13.9	14.1	18.3
	Agree	31	43.1	43.7	62.0
	Strongly Agree	27	37.5	38.0	100.0
	Total	71	98.6	100.0	

Question 4

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
If state funding dropped below 5% of your college budget, then the cost of administrating public funds/controls would outweigh the state support.	71	2	5	4.44	.823
Valid N (listwise)	71				

Frequencies

Q4: If state funding dropped below 5% of your college budget, then the cost of administrating public funds/controls would outweigh the state support.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.8	2.8	2.8
	Neither Agree or Disagree	9	12.5	12.7	15.5
	Agree	16	22.2	22.5	38.0
	Strongly Agree	44	61.1	62.0	100.0
	Total	71	98.6	100.0	

Question 5

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fundraising has increased primarily to replace cuts in state funds.	71	1	5	3.66	1.121
Valid N (listwise)	71				

Frequencies

Q5: Fundraising has increased primarily to replace cuts in state funds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.6	5.6	5.6
	Disagree	8	11.1	11.3	16.9
	Neither Agree or Disagree	12	16.7	16.9	33.8
	Agree	31	43.1	43.7	77.5
	Strongly Agree	16	22.2	22.5	100.0
	Total	71	98.6	100.0	

Question 6

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grant funding has increased primarily to replace cuts in state funds.	70	1	5	3.71	1.092
Valid N (listwise)	70				

Frequencies

Q6: Grant funding has increased primarily to replace cuts in state funds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.3	4.3
	Disagree	8	11.1	11.4	15.7
	Neither Agree or Disagree	12	16.7	17.1	32.9
	Agree	30	41.7	42.9	75.7

Question 7

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Tuition has increased primarily to replace cuts in state funds.	72	1	5	4.54	.768
Valid N (listwise)	72				

Frequencies

Q7: Tuition has increased primarily to replace cuts in state funds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	2	2.8	2.8	4.2
	Agree	23	31.9	31.9	36.1
	Strongly Agree	46	63.9	63.9	100.0
	Total	72	100.0	100.0	

Question 8

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Personnel reductions and/or budget cuts have primarily happened to offset cuts in state funds.	71	2.00	5.00	4.578	.577
Valid N (listwise)	71				

Frequencies

Q8: Personnel reductions and/or budget cuts have primarily happened to offset cuts in state funds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Agree	27	37.5	38.0	39.4
	Strongly Agree	43	59.7	60.6	100.0
	Total	71	98.6	100.0	

Question 9

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Restricted funds (designated funds) require an increase in administrative costs/regulations.	72	1	5	3.93	.877
Valid N (listwise)	72				

Frequencies

Q9: Restricted funds (designated funds) require an increase in administrative costs/regulations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	4	5.6	5.6	6.9
	Neither Agree or Disagree	12	16.7	16.7	23.6
	Agree	37	51.4	51.4	75.0
	Strongly Agree	18	25.0	25.0	100.0
	Total	72	100.0	100.0	

Question 10

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Regulations on public funding in higher education are costly to comply with and administer.	72	2	5	3.79	.838
Valid N (listwise)	72				

Frequencies

Q10: Regulations on public funding in higher education are costly to comply with and administer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	9.7	9.7	9.7
	Neither Agree or Disagree	13	18.1	18.1	27.8
	Agree	40	55.6	55.6	83.3
	Strongly Agree	12	16.7	16.7	100.0
	Total	72	100.0	100.0	

Question 11

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
A reduction in regulations would help offset cuts in state funds.	72	1	5	3.33	.919
Valid N (listwise)	72				

Frequencies

Q11: A reduction in regulations would help offset cuts in state funds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2
	Disagree	8	11.1	11.1	15.3
	Neither Agree or Disagree	28	38.9	38.9	54.2
	Agree	28	38.9	38.9	93.1
	Strongly Agree	5	6.9	6.9	100.0
	Total	72	100.0	100.0	

Question 12

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
When public funds decrease, regulations should also decrease.	72	2	5	3.33	.904
Valid N (listwise)	72				

Frequencies

Q12: When public funds decrease, regulations should also decrease.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	20.8	20.8	20.8
	Neither Agree or Disagree	24	33.3	33.3	54.2
	Agree	27	37.5	37.5	91.7
	Strongly Agree	6	8.3	8.3	100.0
	Total	72	100.0	100.0	

Question 13

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Over the next 10 years, state funding will decrease for higher education.	72	2	5	4.15	.816
Valid N (listwise)	72				

Frequencies

Q13: Over the next 10 years, state funding will decrease for higher education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	5.6	5.6	5.6
	Neither Agree or Disagree	7	9.7	9.7	15.3
	Agree	35	48.6	48.6	63.9
	Strongly Agree	26	36.1	36.1	100.0
	Total	72	100.0	100.0	

Question 14

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Over the next 10 years, state funding will increase for higher education.	72	1	4	1.85	.867
Valid N (listwise)	72				

Frequencies

Q14: Over the next 10 years, state funding will increase for higher education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	40.3	40.3	40.3
	Disagree	29	40.3	40.3	80.6
	Neither Agree or Disagree	10	13.9	13.9	94.5
	Agree	4	5.5	5.5	100.0
	Total	72	100.0	100.0	

Question 15

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Performance based funding will bring an increase to state funding at your institution.	72	1	5	2.60	1.195
Valid N (listwise)	72				

Frequencies

Q15: Performance based funding will bring an increase to state funding at your institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	23.6	23.6	23.6
	Disagree	18	25.0	25.0	48.6
	Neither Agree or Disagree	16	22.2	22.2	70.8
	Agree	19	26.4	26.4	97.2
	Strongly Agree	2	2.8	2.8	100.0
	Total	72	100.0	100.0	

Question 16

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Performance based funding will bring a decrease to state funding at your institution.	71	1	5	3.27	1.133
Valid N (listwise)	71				

Frequencies

Q16: Performance based funding will bring a decrease to state funding at your institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.8	2.8	2.8
	Disagree	20	27.8	28.2	31.0
	Neither Agree or Disagree	18	25.0	25.3	56.3
	Agree	19	26.4	26.8	83.1
	Strongly Agree	12	16.7	16.9	100.0
	Total	71	98.7	100.0	

Question 17

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Performance based funding will increase administrative time and costs.	70	2	5	3.93	.857
Valid N (listwise)	70				

Frequencies

Q17: Performance based funding will increase administrative time and costs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	5.6	5.7	5.7
	Neither Agree or Disagree	16	22.2	22.9	28.6
	Agree	31	43.1	44.3	72.9
	Strongly Agree	19	26.4	27.1	100.0
	Total	70	97.2	100.0	

Question 18

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Performance based funding will decrease administrative time and costs.	71	1	5	1.94	.773
Valid N (listwise)	71				

Frequencies

Q18: Performance based funding will decrease administrative time and costs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	30.6	31.0	31.0
	Disagree	32	44.4	45.1	76.1
	Neither Agree or Disagree	16	22.2	22.5	98.6
	Agree	1	1.4	1.4	100.0
	Total	71	98.6	100.0	

Question 19

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
State funded scholarships will bring an increase in funding to your institution.	71	1	5	3.31	.92
Valid N (listwise)	71				

Frequencies

Q19: State funded scholarships will bring an increase in funding to your institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	14	19.4	19.7	21.1
	Neither Agree or Disagree	23	31.9	32.4	53.5
	Agree	28	38.9	39.4	93.0
	Strongly Agree	5	6.9	7.0	100.0
	Total	71	98.6	100.0	

Question 20

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My institution is located in a rural area.	71	1	5	3.34	1.206
Valid N (listwise)	71				

Frequencies

Q20: My institution is located in a rural area.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.6	5.6	5.6
	Disagree	17	23.6	23.9	29.6
	Neither Agree or Disagree	15	20.8	21.1	50.7
	Agree	21	29.2	29.6	80.3
	Strongly Agree	14	19.4	19.7	100.0
	Total	71	98.6	100.0	

Question 21

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My institution primarily serves a rural population.	71	1	5	3.39	1.152
Valid N (listwise)	71				

Frequencies

Q21: My institution primarily serves a rural population.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.6	5.6	5.6
	Disagree	14	19.4	19.7	25.4
	Neither Agree or Disagree	15	20.8	21.1	46.5
	Agree	26	36.1	36.6	83.1
	Strongly Agree	12	16.7	16.9	100.0
	Total	71	98.6	100.0	

Question 22

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
State funded decreases have a greater impact on rural colleges.	72	1	5	3.90	1.115
Valid N (listwise)	72				

Frequencies

Q22: State funded decreases have a greater impact on rural colleges.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2
	Disagree	6	8.3	8.3	12.5
	Neither Agree or Disagree	12	16.7	16.7	29.2
	Agree	25	34.7	34.7	63.9
	Strongly Agree	26	36.1	36.1	100.0
	Total	72	100.0	100.0	

Question 23

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
State funded decreases have a greater impact on urban colleges.	72	1	5	2.86	.954
Valid N (listwise)	72				

Frequencies

Q23: State funded decreases have a greater impact on urban colleges.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.9	6.9	6.9
	Disagree	20	27.8	27.8	34.7
	Neither Agree or Disagree	30	41.7	41.7	76.4
	Agree	14	19.4	19.4	95.8
	Strongly Agree	3	4.2	4.2	100.0
	Total	72	100.0	100.0	

Question 24

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I work with a college budget as part of my job responsibilities.	72	1	5	4.04	1.093
Valid N (listwise)	72				

Frequencies

Q24: I work with a college budget as part of my job responsibilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	10	13.9	13.9	15.3
	Neither Agree or Disagree	5	6.9	6.9	22.2
	Agree	25	34.7	34.7	56.9
	Strongly Agree	31	43.1	43.1	100.0
	Total	72	100.0	100.0	