

Human Resources

Human resources are the most important aspect of an institution. Cottey's faculty and staff are dedicated and committed to the institution, and proud to be part of educating women from around the world.

Faculty

The College's faculty is highly qualified, competent, and respected. It is unusual to find at a two-year college such a high percentage of faculty holding the terminal degree in their fields. All of Cottey's faculty have a master's degree, and nearly 90 percent hold a terminal degree. (See Table 6.3 on page 47.) Of the 21 faculty members who have earned a doctorate, 18 institutions are represented.

Cottey's faculty are committed to teaching and are dedicated to their students. The results of the SOS consistently show a high satisfaction level with the faculty, as the following table demonstrates:

Table 6.1 - Student Satisfaction Items Related to the Faculty

Student Opinion Survey Item	1999	2000	2001	2002
III 1. Testing/grading system	3.93	3.91	3.79	4.04
III 4. Out-of-class availability of your instructors	4.30	4.41	4.25	4.23
III 5. Attitude of the faculty toward students	4.36	4.56	4.31	4.31

The 9 to 1 student/faculty ratio and average class size of 13 encourage the availability of faculty to students. The College is committed to having the

curriculum taught by the full-time faculty, with limited use of adjuncts. As a result, the selection of courses is not as wide and diverse as it could be.

Following a recommendation from the 1993 NCA consultant-evaluation team, the College attempts to use more adjuncts to teach specialized and low-demand courses. This plan has worked well, especially in business, music, and dance.

Faculty Demographics

Cottey has a stable faculty. The following table illustrates faculty turnover for the last five years.

Table 6.2 - Faculty Turnover 1997-2002

Year	Total	Department	Reason for Turnover
1997-1998	2	Drama/Speech	Retirement
		Physical Education	Retirement
1998-1999	4	English/Journalism	Other Employment
		History	Other Employment
		History	Relocation of Spouse
		Drama/Speech	Retirement
1999-2000	1	Art	Other Employment
2000-2001	2	Philosophy	Retirement
		Psychology	Retirement
2001-2002	2	Dance	Relocation of Spouse
		Math	End of One-Year Contract

Cottey employed six new faculty for the 2001-02 academic year, causing the percentage of non-tenured faculty and assistant professors to increase. The gender composition of the faculty also changed, with the percentage of females dropping to 51 percent, the lowest it has been in a decade. In 2002, both new faculty members were men, causing the percentage of males to be higher than females for the first time in decades. For the academic years 1999-2000 and 2000-2001, 77 percent of the faculty were tenured. The following table shows a five-year profile of full-time faculty.

Table 6.3 - Demographic Characteristics of Full-Time Faculty

	1998	1999	2000	2001	2002
Distribution by Age					
25-34	1	2	4	5	5
35-44	9	9	6	8	6
45-49	6	4	5	6	9
50-54	6	6	5	7	4
55-59	5	5	5	4	4
60-62	1	2	4	4	5
63-65	2	1	1	1	2
66-69	0	0	0	0	0
70>	1	1	1	0	0
Total Headcount	31	30	31	35	35
Gender					
Male	14 45%	12 40%	14 45%	17 49%	18 51%
Female	17 55%	18 60%	17 55%	18 51%	17 49%
Rank					
Professor	9	8	10	9	8
Assoc. Professor	14	16	15	15	15
Assist. Professor	8	5	5	9	11
Instructor	0	0	0	1	0
Lecturer	0	1	1	1	1
Highest Degree					
Bachelor	0	1 3%	0	0	0
Master	9 29%	9 30%	12 39%	14 40%	14 40%
Doctorate	22 71%	20 67%	19 61%	21 60%	21 60%
Terminal Degree					
Non-Terminal	2 6%	4 13%	3 10%	4 11%	4 11%
Terminal	29 94%	26 87%	28 90%	31 89%	31 89%
Tenure					
Non-Tenure	10 32%	7 23%	7 23%	13 37%	14 40%
Tenure	21 68%	23 77%	24 77%	22 63%	21 60%
Ethnic Origin					
White/Caucasian	30	29	30	33	34
American Indian	0	0	0	0	0
Black/Non-Hispanic	0	0	0	0	0
Asian/Pacific	1	1	1	2	1
Hispanic/Unknown	0	0	0	0	0

Faculty Salaries

For three years (1998-2001) the Faculty Senate conducted an inquiry into faculty salaries. During the study and research process, the Faculty Senate discovered that salary compression was an issue. In recent years, the College increased some entry salaries in order to attract the faculty that were the first choice of the search committees. The salaries of the longer-term faculty members were not keeping pace with the salaries necessary to recruit the newer faculty. The Faculty Senate asked the board to correct the problem by raising the salaries of those who were employed at a lower salary level. The Senate also recommended a seven percent raise plus a cost of living increase for all faculty members. (A summary of the inquiry is available in the Resource Room.)

Trustees responded with a 7.3 percent increase in the pool of funds for salaries of returning faculty. All faculty were given a five percent increase with associate professors receiving an additional \$1,200 and professors receiving an additional \$1,800. The inflation rate for 2001 was 1.6 percent. Had faculty known the amount of the increases prior to completing the PACE questionnaire, the response to the question regarding equitable compensation would probably have been higher. The PACE climate survey was administered shortly before the announcement of faculty salary increases.

Table 6.4 - Equitable Compensation and Benefits

PACE Survey Item	Admin.	Admin. Support	Faculty	Technical/Operations
59. The extent to which this institution offers equitable compensation	3.27	3.38	2.56	3.18
60. The extent to which this institution provides a comprehensive employee benefits package	3.97	3.88	2.88	4.03

Staff Profile

Cottery's administrative offices and support areas are staffed at levels that meet the needs of the institution. The College's Organization Chart (p. 39) illustrates the areas that report to the five administrative heads. Cottery has a well-qualified staff. All professional support staff hold a bachelor's degree. The table below shows the number of employees in each Integrated Postsecondary Education Data System (IPEDS) category for the years 1997-2002.

Table 6.5 - Number of Employees

Employee Group	1998	1999	2000	2001	2002
Executives	6	6	6	6	6
Faculty	31	30	31	35	35
Professional Support Staff	28	33	33	32	32
Clerical/Secretarial	20	18	20	18	20
Technical/Paraprofessional	2	2	2	6	3
Skilled Crafts	14	15	16	14	14
Service Maintenance	27	30	29	31	31
Total	128	134	137	141	141
Gender					
Male	37	38	38	42	40
Female	91	96	98	99	101
Ethnic Origin					
White/Caucasian	126	131	133	136	137
American Indian	0	0	0	0	0
Black/Non-Hispanic	0	0	0	1	1
Asian/Pacific	1	2	2	3	2
Hispanic	1	1	1	1	1

Staff Compensation and Benefits

Although staff benefits have not changed substantially in the last ten years, staff compensation is reviewed regularly in an effort to attract and retain qualified employees. The College conducts periodic surveys and compares Cottey's salaries to those at small four-year colleges in the Administrative Compensation Survey conducted by the College and University Personnel Association. In 1996-97, Cottey conducted a salary survey and received responses from six institutions: Coe, Drury, Westminster, William Woods, William Jewell, and Waldorf. Coe and Waldorf are located in Iowa; the other four are Missouri institutions. That survey provided information on hourly wages and salaries of professional staff to make sure Cottey offers comparable compensation.

Recently, the trustees approved two additional paid holidays for 12-month administrative employees and three additional paid holidays for 9-month hourly employees. Also, despite experiencing double-digit increases for health premiums, the College pays the health care benefit (\$304.88 per month) for each full-time and three-quarter time employee. Health care insurance is available to .5 to .75 full-time equivalent employees, but the cost must be born by the employee. Employees may also elect health care coverage for family, but the cost (\$360.50 per month) must be born by the employee.

There is concern among faculty and staff with dependents that the cost of coverage for family members is high, although the PACE responses cited in Table 2.7 indicate this is a greater concern of faculty. During the fiscal year 2001-02, the College had fewer health insurance claims than were expected by the carrier. The plan specifies that Cottey may receive up to a ten percent remittance on the premiums for that time period. This reward was passed on to employees who paid for family coverage during that twelve-month period--each received a check equal to ten percent of the premiums paid.

In recent years, extra attention has been devoted to the annual staff recognition dinner for administrative, secretarial/technical, physical plant, food service, and housekeeping personnel, and participation in the event has increased by 30 percent. Personnel are honored with plaques and/or gift certificates for years of service, attendance record, spirit awards, and retirement.

Staff Development

The College is committed to encouraging professional development among all employees. Administrative staff are encouraged to enhance their job-related skills by attending conferences, participating in workshops, and taking courses. Reimbursement for fees and travel expenses associated with professional development are routinely approved by the heads of the five administrative areas. Full-time administrative staff are eligible for participation in the tuition reimbursement program. (This program is described in the Cottey College Manual for Administrative Staff Employees, available in the Resource Room.) In addition, if all admission and academic requirements are satisfied, female employees may enroll in courses offered by the College at no cost for tuition.

Students

Student recruitment and enrollment of new students is of great interest to the entire Cottey community. New student enrollment has fluctuated since 1995 from a high of 191 in fall 2001 to a low of 136 new first-year students in fall 1998. Following is a table that profiles applications and admissions, new student enrollment, and the academic qualifications of new students for the last eight years.

Table 6.6 - Student Recruitment, Enrollment, and Academic Qualifications

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Applications	322	329	304	326	393	421	473	473
Admits	259	260	259	269	297	272	306	276
Enrolled*	169	175	164	136	167	172	191	164
Yield Applications/ Matriculations	52%	53%	54%	42%	42%	41%	40%	35%
Yield Acceptances/ Matriculations	65%	67%	63%	51%	56%	63%	62%	59%
ACT Composite	23.50	23.40	**	23.50	23.10	23.20	23.00	23.13
SAT Total	1056	1080	**	1096	1063	1071	1027	1041
Average GPA	3.49	3.40	**	3.28	3.42	3.30	3.33	3.30

*This number includes first-time full-time students, new transfers, readmitted and unclassified students as of August 30. The Basic Institutional Data Form B, Part I, Student Admissions, does not include readmitted or unclassified students.

**Data Not Available

Enrollment

Standardized test score averages are at or slightly above the national average. Standards for admitting students have been raised slightly since 1993. Student must now have a solid grade point average of 2.6 as calculated by the Office of Enrollment Management (compared with the previous figure of 2.4) and standardized test results of 21 or better on the ACT and 970 or better on the SAT. Admission representatives carefully counsel prospective students and applicants on the likelihood of acceptance, and consequently, few unqualified applicants complete the admission process.

The files of students whose academic credentials fall below these guidelines are further evaluated by the Admission Committee, composed of the dean of enrollment management, all of the admission representatives, the registrar, and the advisement coordinator. During the focus group review of the self-study, a concern emerged that some faculty are worried about the academic success of students admitted by the committee process. Although records are

kept on which students are admitted this way, there has not been a longitudinal study of their academic success at Cottey. The enrollment management and institutional research offices plan in summer 2003 to study the academic success of students admitted by the Admission Committee in the last ten years.

Recruitment

Considerable attention is devoted to discussing and analyzing the continual decline in enrollment of first-year students from 1994 to 1998. Ad hoc committees and advisory councils have studied the enrollment picture and evaluated Cottey's strengths and weaknesses. Two consulting firms have visited campus to provide insights and professional guidance on marketing strategies, advertising, and publications. (Copies of reports from Stamats and The Lawlor Group are available in the Resource Room.)

Themes identified in reports from both internal and external sources are consistent: Cottey is a vital and engaging small college; it is a unique institution; the cost of attendance and the diversity of the student body are two prominent marketing points; and the involvement of the P.E.O. Sisterhood is vital to continuing success. There is also accord on the belief that the factors contributing to Cottey's unique nature are some of its biggest challenges: a two-year academic program, a women's college, and a rural location. Identifying and enrolling students for whom Cottey is the right fit will continue to be a challenge.

Another challenge is the turnover rate in the enrollment management office, especially in the dean's position. The professional staff have varying tenures, all less than three years in length. Because of the amount of turnover, there is a lack of institutional history in the office and an absence of long-term relationships with key supporters among P.E.O. recruiters.

The importance of the P.E.O. network cannot be overstated when evaluating recruitment strategies. For example, in fall 2001, one out of 20 P.E.O. referrals enrolled, compared to one out of 87 leads from all other sources. Ten

percent of P.E.O. referrals applied, compared to three percent of leads from all other sources.

Efforts to bring forth the complete potential of the P.E.O. network is a challenge as well as an important emphasis in enrollment management. Enrollment management is supported in this effort by the P.E.O. Relations office, which coordinates education of P.E.O. members about Cottey and assists them in their recruiting efforts. This includes sending current admission publications to P.E.O.s volunteering to promote Cottey to prospective students, developing displays and materials for use at state and international P.E.O. conventions, and supplying information and ideas for P.E.O. chapter programs.

In the past ten years, the contacts with P.E.O.s related to their recruitment efforts have increased. During the 1993 fiscal year, P.E.O.s ordered materials for just over 1,000 Cottey promotional activities--visits with prospective students or college counselors, college fairs, P.E.O. gatherings, and conventions. By 2000, that number had more than doubled. (See Appendix 6-A for a report on the distribution of materials.)

In fall 2002, enrollment management established a regional office in California to coordinate recruitment efforts in that state as well as in Washington, Oregon, and Hawaii. The regional representative works with P.E.O.s as well as prospective students.

Retention

Retention is usually an issue addressed in relation to Criterion Three; however, it will be discussed in this section because at Cottey the number of students who return for their second year is closely associated with discussions of enrollment and recruitment. Cottey's retention rate is strong, but in a small college with enrollment concerns, it is closely observed. As the following table illustrates, fall to fall retention rates for first-time, full-time students continuing to their second year ranged from 68.9 percent to 87 percent for the period 1993-2001.

Table 6.7 - Retention

Year	1995	1996	1997	1998	1999	2000	2001
Incoming Freshmen	161	167	154	127	159	158	179
Returning Following Fall	111	132	134	111	126	118	133
Retention Rate (Percent)	68.9	79.0	87.0	87.4	79.2	74.7	74.3

The self-study process has made clear that while Cottey's retention rates are not a concern, there have been in the past minor inconsistencies in calculating them. In reviewing data from the Enrollment Management, Business, Student Life, and Academic Records offices, it became obvious that each office used a slightly different method to calculate the retention rate, i.e. the Academic Records office includes full-time, non-resident freshmen, but the Business Office did not. The administrative council agreed in August 2002 that the dean of student life will calculate retention using the fall to fall number of first-time, full-time students continuing to their second year. The rates in the table above were calculated using that specific data set for each year and will provide a meaningful and useful picture of enrollment trends.

From 1992-2000, the Office of Enrollment Management was responsible for providing leadership to the campus in retention. In 2000-01, responsibility for retention was shifted to the Office of Student Life. Prior efforts to focus on student retention include the use of focus groups to identify the concerns of current students, a review of Business Office and financial aid procedures, and exit surveys and interviews with nonreturning students. Reasons commonly cited by students for not returning to Cottey for their second year poor fit, distance from home, financial, personal, and academic. The analysis and sharing of useful findings from these efforts could be improved by establishing a new committee or assigning an existing committee to focus on this subject.

Financial Aid

Financial assistance is available to both U.S. citizens and international students and includes federal, state, institutional, and external resources. Through generous support of the P.E.O. Sisterhood and fund-raising efforts of the Office of Institutional Advancement, the percentage of students receiving aid is consistently high (over 95 percent for the last seven years), and Cottey is able to support its financial aid program with minimal use of institutional operating funds.

The financial assistance offered to international students based on their certification of finances is supported by Cottey scholarships and grants specifically designated for students from other countries. In addition, Cottey is the only undergraduate institution whose students are eligible for the P.E.O. International Peace Scholarship (IPS). Only a few Cottey students are awarded an IPS, but it is a unique opportunity to assist these young women in financing their education.

Another unique aspect of financial aid at Cottey is the scholarships and grants provided to students from the United States and Canada by local, state, or provincial-level chapters of the P.E.O. Sisterhood. The following table of financial aid statistics shows that in the last three years, over 70 percent of students at Cottey received external aid. The primary source of this external aid is P.E.O. scholarships.

There have been no reportable conditions in the audit of the financial aid record in the past seven years. (Appendix 6-B is a table of financial aid statistics for the last seven years.)

Table 6.8 - Financial Aid Statistics

Statistic*	2000-01	2001-02	2002-03
Total federal aid expenditures	\$810,449	\$879,661	\$890,963
Total state aid expenditures	\$21,659	\$24,927	\$17,250
Total institutional aid expenditures	\$1,057,946	\$1,074,086	\$1,151,521
Total external aid expenditures	\$985,702	\$1,004,520	\$1,063,200
Total financial aid expenditures	\$2,875,756	\$2,983,194	\$3,122,934
Average financial aid package	\$9,951	\$9,801	\$10,769
Percentage of total students that received aid	96%	97%	96%
Percentage of total students that received federal aid	56%	52%	56%
Percentage of total students that received Missouri state aid	4%	4%	4%
Percentage of total students that received institutional aid	82%	79%	86%
Percentage of total students that received external aid	75%	73%	77%
Percentage of total students that received merit-based aid	45%	42%	39%
Percentage of total students that received need-based aid	52%	52%	60%
Percentage of total students that received student loans	50%	47%	48%
Tuition discount rate	22%	22%	not available

*2002-2003 figures are as of 12-17-02; all other years are as of the end of the academic award year.

Note: The tuition discount rate is calculated using endowed funds, not operating funds.

Diversity

Cotley enjoys remarkable geographic diversity within its student population, typically enrolling students from 40 states and 12-15 countries each year. (See Appendix 6-C for a ten-year geographic distribution.) Despite this geographic diversity, there is not a significant amount of ethnic diversity among students from the United States. There is considerable ethnic diversity among Cotley's international students, though the IPEDS reports do not reflect that because international students are counted in the "nonresident alien" category.

The table below, prepared from IPEDS reports, is a summary of the ethnic diversity of Cottey's full-time students.

Table 6.9 - Ethnic Diversity

Group	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
Non-Resident Alien	29	11.1	32	11.8	31	10.4	26	8.3	40	13.5
Black, non-Hispanic	5	1.9	7	.6	11	.7	5	1.6	4	1.3
American Indian/Alaskan Native	2	.8	3	1.1	2	.7	3	1.0	3	1.0
Asian or Pacific Islander	2	.8	3	1.1	5	1.7	5	.6	5	1.7
Hispanic	6	2.3	8	2.9	11	3.7	14	4.5	12	4.0
White, non-Hispanic	217	83.1	219	80.5	237	79.8	259	83.0	230	77.7
Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	2	.7
Total	261		272		297		312		296	

