

**SUSQUEHANNA VALLEY CITIZEN'S SURVEY:**  
Initial Public Opinion and Demand Assessment for the Establishment of a  
Susquehanna Valley Community College

Submitted to the Pennsylvania Department of Education by:  
Susquehanna Valley Community Education Project, Inc.

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*Abstract:*

*The following report is submitted as a preliminary regional assessment of demand for a community college based on an outlined Citizen's Survey provided by the Pennsylvania Department of Education. The Citizen's Survey was conducted by four Professors from three Susquehanna Valley regional four-year Universities. Each chapter's section requirements have been surveyed and analyzed to the best of the Professor's resources and community response. The Citizen's Survey final report is objective and is only a means to assess the initial opinion of the citizenry of the region and as a pilot for the comprehensive feasibility study, and not a complete confirmation of the regional demand and need for a community college. All information presented is based on responses from surveys distributed to business and industry, high school students and the general public, as well as legal documents and financial provisions mandated by the State.*

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## **History, Growth and Development**

### **REGIONAL HISTORY AND LANDSCAPE: CHARACTERIZING THE CENTRAL SUSQUEHANNA VALLEY**

The Central Susquehanna Valley is made up of four counties: Snyder, Union, Northumberland and Montour that straddle the Susquehanna River at the point where the main branch heading south divides into the North and West Branches. It occupies 1239 square miles and in 2000 its total population was 191,962. The most heavily settled and economically most prosperous areas are along the Susquehanna River, although the coal regions include some important towns located away from the River. In addition to the Susquehanna River, the major geologic features of the region are ridges of the Appalachian Mountains that run east and west separated by fertile farming valleys. Along the valley floors farms are generally prosperous and dominated by people of Pennsylvania Dutch extraction including Amish and Old Order Mennonite communities. A successful community of people exists who rely on hunting, fishing, subsistence farming and historically, they have occupied hill areas in western Snyder and Union Counties as well as in the coal region of Northumberland County. Many of these people have low-income and rely on irregular paid labor, hunting, and subsistence farming to live—a pattern common throughout Appalachia.

Map 1: Proposed service region



Throughout the region we find towns ranging from 1,500 to about 10,000 people in size located about evenly ten miles across this roughly circular geographic region. The towns in this area are cohesive and local identity is very strong. One resource that a new educational institution ought to focus on is the richness of social capital in the region and the important opportunities that exist for service learning and community-based action research. In addition to its' cohesive structure, towns have dramatically different local cultures from each other reflecting differences in economic history, ethnic composition, and current economic prospects.

Towns on the eastern side of the Central Susquehanna Valley tend to have been dynamic centers of industrial activity for a century between 1860 and 1960. That industrial history attracted a variety of ethnic groups to the area, shaped relationships between the groups, and laid down social patterns unique to the dominant industries in town—coal towns (Shamokin and Mount Carmel in Northumberland County) are different from manufacturing towns (steel and heavy manufacturing in Danville in Montour and Milton in Northumberland Counties) and these are different from food

processing towns (Sunbury and Milton in Northumberland County) and lumber towns (Mifflinburg and Lewisburg in Union County). Members of the working classes in all of these areas have struggled with the collapse of heavy industry.

Most young people who have succeeded in school left the area—a process locally labeled the “brain drain”—leaving behind a gradually aging population, a shrinking population in a number of towns, and an increasing number of younger people who struggle with low incomes, completion of high school diploma, early pregnancy, and problems with the law. The exceptions in the area have been the east bank towns of Sunbury and Milton that have enjoyed economic success as the locations of large corporate centers and the west bank towns of Lewisburg and Selinsgrove that have large populations of high income, professional service sector workers with many children who enter four-year colleges.

Historically, the western end of the Central Susquehanna Valley has been devoted to agriculture, lumber cutting, and woodcrafts. Because of its strong agricultural focus, this area has seen less historic economic decline and the agriculture industries continue to be strong. Woodcraft industries remain important but there has been a decline of traditional woodworking cultures in local communities. This has resulted in a shortage of skilled woodworkers needed by local companies.

Despite the decline of traditional heavy industries recent history has seen growth in other areas. A corridor running along the west bank of the Susquehanna has seen considerable economic growth, much of it in the retail area. More important growth has come with several large human service institutions—colleges, prisons, institutions for the elderly, and (on the east end of the area with Geisinger Medical Center) hospitals and

health care. These institutions create a core population in the area of human service workers with well-paying and stable jobs along with highly trained professionals and administrators.

### The Region by Counties

The Central Susquehanna area has important resources to support a new community college and also significant needs in terms of the training and economic development requirements of local citizens. Because geographic parts of the region are so distinct in terms of history and local culture it is helpful to talk about each county separately.

**Table 1: County Population Estimates from Census Bureau, 2000-2007**

Geographic Area	Northumberland County	Montour County	Snyder County	Union County
	East of River		West of River	
Population Estimate Date				
July 1, 2007	91,003	17,817	38,113	43,724
July 1, 2006	91,049	17,848	38,042	43,543
July 1, 2005	91,590	17,924	37,795	42,796
July 1, 2004	92,085	17,965	37,976	42,568
July 1, 2003	92,602	18,070	37,905	42,082
July 1, 2002	93,081	18,124	37,805	42,056
July 1, 2001	93,539	18,253	37,747	41,958
Census 2000	94,556	18,236	37,546	41,624

**Table 2: Economic Characteristics by County, 2000**

	Pennsylvania	Northumberland	Montour	Snyder	Union
<b>Total Population</b>	<b>12,281,054</b>	<b>94,556</b>	<b>18,236</b>	<b>37,546</b>	<b>41,624</b>
Population 16 Years and Older	9,784,326	76,577	14,373	29,592	34,270
In Labor Force	5,992,886	44,146	8,851	18,529	16,929
Employed	5,653,500	41,814	8,212	17,809	16,266
Percent of Civilian Labor Force Employed	94.3%	94.7%	92.8%	96.1%	96.1%
Percent of Civilian Labor Force Unemployed	5.7%	5.2%	7.2%	3.8%	3.9%
2000 Median household income (dollars)	\$40,106	\$31,314	\$38,075	\$35,981	\$40,336
Median family income (dollars)	\$49,184	\$39,551	\$45,224	\$41,682	\$47,538
Families, Percent Below Poverty Level, 2000	7.8%	8.7%	4.5%	6.7%	5.1%
Families in Poverty, 1990	8.2%	8.4%	6.0%	7.7%	6.5%
Of Families with Related Children under 18 Years, % Below Poverty Level, 2000	12.1%	13.9%	7.5%	9.7%	7.5%
Families with Children in Poverty, 1990	13.0%	13.0%	9.1%	10.8%	10.7%
Of Families with Related Children under 5 Years, % Below Poverty Level, 2000	15.3%	17.4%	12.2%	12.6%	7.4%
<b>Occupations</b>					
Management, Professional, and Related Occupations	32.6%	22.9%	34.3%	22.8%	31.0%
Service Occupations	14.8%	17.1%	15.4%	14.5%	16.6%
Sales and Office Occupations	27.0%	22.8%	20.6%	22.8%	20.2%
Farming, fishing, and forestry occupations	0.5%	0.9%	1.4%	1.5%	1.0%
Construction, extraction, and maintenance occupations	8.9%	9.9%	9.1%	10.9%	8.6%
Production, transportation, and material moving occupations	16.3%	26.5%	19.2%	27.5%	22.5%

## **Northumberland County**

Northumberland has the largest population of the four counties with 94,556 in 2000. It also has the largest land area of our survey boasting 477 square miles of ridges, valleys, streams, forests, and the junction of the Susquehanna River. The Susquehanna not only gives Northumberland its western border, but cuts through the heart of the county with its North Branch. One can see the confluence of the North and West Branches just above its county seat, Sunbury. Northumberland's boundaries changed several time over the course of history and today it is only a fraction of its original size. The Mahantango Creek serves as part of its southern border, the Susquehanna as its entire western border, the Muncy Hills help to define the Northern border, and in the east it borders Columbia County.

Originally Northumberland was settled for the fertile valleys located along its streams and rivers, such as the Chillisquaque, Shamokin, Mahanoy, and Mahantango. The original settlers were primarily Pennsylvania Germans although there were also pockets of Scotch-Irish. Fort Augusta, located in what is now Sunbury, served an important role in the French and Indian War in protecting British colonists and again during the American Revolution in protecting the American settlers from Indian raids.

Anthracite coal was discovered in Northumberland County as early as 1780 but locals were unaware of its use. By 1820 it was beginning to be put to use on a larger scale and it was often taken to markets and traded by locals. In 1839 a railroad was built to connect the coal regions of Pennsylvania to Philadelphia and many speculators, entrepreneurs, and businessmen began establishing mines in Northumberland. As mines grew in size and productivity many immigrants were attracted to the mines as a source

for jobs. Eastern Europeans and Irish particularly found their way to the big mining towns of Northumberland County such as Shamokin, Coal Township, and Mount Carmel.

These towns would serve, like many coal communities in North Eastern Pennsylvania, as the original heart of American industry. Before the industrial revolution became an urban phenomenon in the late 19<sup>th</sup> Century materials and methods of industrial production grew in the small towns of northeastern Pennsylvania. Iron ore was also present in the hills and this led to development of the techniques for manufacturing steel in the Bethlehem area but the steel industry depended on nearby coal. The steel industry allowed for the development of railroad equipment manufacturing in cities like Scranton and Wilkes-Barre. A major industry in Central Pennsylvania was railroad car manufacturing with the main plants located in Berwick but smaller related factories were opened in Danville and other towns along the Susquehanna.

With all of this heavy manufacturing, union organizing and labor conflicts were an important part of the economic and political life of Northumberland and Montour and neighboring Columbia Counties during the first half of the Twentieth Century. Union politics created a strong bond between coal towns and state level politics with creation of special services like government-funded local hospitals that have only recently been converted to the nonprofit organizational form. The industrial history of the area also produced local town cultures that have more in common with urban industrial areas than with the agricultural and Appalachian cultures on the western end of our district or in the farming valleys of Northumberland County. There are enduring ethnic group competitions, traditions of industrial welfare, and an orientation towards paid work in large firms that could create an effective work force if local employment were available.

Deep mining began to wane in the 1950's as more cost effective methods began being employed such as strip mining. Since this time period the primary industries of the coal regions have involved light manufacturing. Many of the jobs are low wage, part-time forms of employment. Unemployment is a chronic problem in the coal region towns. This difficulty is sharpened because residents are very loyal to their towns and social cohesion is high. Where in towns along the river working class people tend to migrate away from their hometowns to find work, this is less true in the coal region areas. Unemployment, high school drop-out rates, high rates of teen pregnancy, and town loyalty have created a population of people in their 20's whom, according to our interviews, are eager for the educational benefits that would come from a community college.

Of the four counties, Northumberland has witnessed the greatest challenges over the last decade. The population has declined -2.3% between 1990 and 2000. Northumberland County has a strong blue-collar identity deriving from its prolific history of coal and manufacturing production. This persists today, despite that many of these industries have failed or left the area. Towns like Milton and Sunbury have maintained a measure economic stability with the presence of factories and corporate headquarters, the census data, as well as Pennsylvania's uniform crime reports and the Pennsylvania's department of Education's reports, all indicate areas of social concern for the county.

Northumberland's economy is a divided mix of production, transportation, service, sales, and professional industries. By far the two largest industries are manufacturing and education/health services each making up approximately 22% of the economy. It is important to note that in comparing the 1990 and 2000 census the number

of manufacturing jobs in Northumberland declined approximately 20% while the number of jobs in education, health, and social services rose approximately 18.7%.

The County has labor force of 44,146, making up 57.6% of the population 16 or older. They had an annual average wage of \$30,015 in 2005 compared to the state average of \$39,661. In Northumberland County 8.7% of family incomes fall below the poverty line and a disturbing 17.4% of families with children under 5 years old fall below the poverty level. The modest income and lifestyle of citizens in Northumberland County is reflected by the fact that over 55% of households have an annual income under \$35,000 and 74% of households have an annual income under \$50,000.

**Table 3: Northumberland County Demographic Characteristics**

	1990	2000	Projected 2006
Total Population	96,771	94,556	91,049
Male	47.4%	49.0%	49.4%
Female	52.6%	50.8%	50.8%
Under 5 years	6.2%	5.1%	5.1%
5-19 years	19.4%	18.9%	15.3%
19-65 years	55.4%	56.9%	61.2%
Over 65	18.9%	19.0%	18.4%
Median age	n/a	40.8	42.5
Owner occupied housing	73.3%	73.5%	75.9%
Renter occupied housing	26.7%	26.5%	24.1%
No HS diploma	31.5%	22.2%	16.2%
HS Graduate or higher	68.5%	77.8%	83.8%
Bachelor's degree or higher	8.6%	11.1%	12.7%
Graduate degree	n/a	3.8%	n/a

Looking at the towns of Northumberland, one can see important cultural, economic, and structural differences. In Milton, located in the northeast region of the county, there exists a divide between the working class section of town located amongst

the older deteriorating homes and factories and the upper-middle class suburban district located on the hills just east of town. The towns of Shamokin and Mount Carmel are old coal towns that have significant economic depression. The low cost of living in these towns has attracted numerous renters that often go unreported in statistics because they “bunk up” and do not register their information. The median home value in Mount Carmel is \$39,300, and in Shamokin \$29,000.

The County Seat, Sunbury, boasts several manufacturing businesses and corporations, yet it has recently become the center of regional attention in the media as being beset by gangs and drugs. Some of this concern may be exaggerated but the 2006 Pennsylvania crime statistics show that Sunbury had nearly double the number of assaults and property crimes per 100,000 as the county as a whole. Sunbury also is responsible for 1/3 of sex related criminal offenses in Northumberland despite that fact that it is only about 11% of the County population.

The school systems in Northumberland County have the highest reported drop-out rates in the area at 2.7% and compared to other counties in our region citizens are also the least likely to attend a 2 or 4 year college program upon graduation (56.3% attending a 2 or 4 year college). Following high school, many teens attempt to seek locally attractive and almost always unionized jobs. Others find themselves looking for any way to make money as soon as possible because of the relatively high rates of teen pregnancy. Northumberland County has the lowest number of citizens with bachelors and professional degrees resulting in fewer role models that would channel young people to college.

## **Montour County**

Montour County is the smallest in our survey with a population of 18,236 as of the 2000 census representing an increase of 2.8% from 1990. Montour is also the smallest county in Pennsylvania in area covering only 132 square miles. There are just two school districts in Montour County (Danville and Warrior Run) and each district covers areas of surrounding counties as well as Montour. The county's history goes back to the Industrial Revolution when Danville was the location of large-scale iron mills. Slowly, as iron production waned, the service industries began to prosper. Two large institutions are Geisinger Medical Center in Danville, which is the central location for providing medical care to over 2 million people a year through out Pennsylvania, and Danville State Mental Hospital, an institution that has been significantly reduced in size over the last twenty years. Another important employer is the Pennsylvania Power and Light Company that has a coal burning plant in Washingtonville. Another connection to Danville's manufacturing past is the Merck Pharmaceuticals plant, although this facility is located across the river in Northumberland County's town of Riverside.

**Table 4: Montour County Demographic Characteristics**

	1990	2000	Projected 2006
Total Population	17,735	18,236	17,848
Male	46.8%	47.5%	n/a
Female	53.2%	52.5%	n/a
Under 5 years	7.1%	5.7%	n/a
5-19 years	19.6%	21.0%	n/a
19-65 years	58.8%	61.9%	n/a
Over 65	15.6%	17.1%	n/a
Median age	n/a	39.8	n/a
Owner occupied housing	71.6%	73.0%	n/a
Renter occupied housing	27.0%	27.0%	n/a
No HS diploma	24.8%	17.7%	n/a
HS Graduate or higher	75.2%	82.3%	n/a
Bachelor's degree or higher	18.7%	22.1%	n/a
Graduate degree	n/a	11.0%	n/a
n/a=not available			

Because Geisinger Hospital is located in Danville, the county seat, the lifeblood of Montour County is found in the health and education service industries, which account for 34.5% of jobs. Montour County is also home to many other healthcare related businesses that have been attracted by the business with Geisinger such as long-term care providers, medical equipment sales, and a host of retirement/healthcare homes. This job market helps to make Montour the most affluent county in the area with an average annual wage of \$40, 997 and less than 4.5% of families below the poverty level. The growth of the health services sector has created a number of white-collar jobs revolving around administrative and managerial professions. Since 1990 there has been a 35.4% increase in the number of professional and managerial professions in Montour according to the 2000 census.

Montour County has a fairly high level of educational success. It has a public school dropout rate of 0.9% and sends 81.6% of students to a 2 or 4 year colleges (compared to the state average of 69.4% of students attending a 2 or 4 year college). This community support of the educational process may be derived from the high numbers of educated professionals in the area involved with the health care system or the utilities companies. In Montour 11.1% of the population has a bachelor's degree and an additional 11% have graduate or professional degrees. This level of educational attainment may help account for Montour County having the highest percentage of families bringing in over \$100,000 a year in income, at 12.0% of the population, compared to the other three counties.

Though the numbers look good on the surface, they do not tell the whole story. In Montour's largest town Danville, for example, there is community strife over the inequality of education for elementary school students on the poorer end of town compared with schools in its upper-middle class counter parts. It has been suggested that it may not be the locals who are necessarily benefiting from the strong growth in the service industries, but rather educated professionals who are attracted to Montour's job opportunities.

### **Snyder County**

Snyder County, located south of Union County and West of Northumberland, has the Appalachian Mountain at its heart. Shade Mountain and Jack's Mountain ridges run parallel southwest to northeast and amongst these are many streams and tributaries to the Susquehanna, such as Penn's, Middle, and Mahantango Creeks. Jack's Mountain and Penn's creek serve as the dividing line between Snyder and Union, the Susquehanna

separates Snyder from Northumberland to the east, and the Mahantango Creek separates Snyder from Juniata County to the South. Snyder County's valleys provide renowned topsoil. With over 400 farms still active in the county, agriculture still plays an important role in the economy, landscape, and environment.

Until the 1950s, Snyder County remained largely unchanged in ethnicity and identity from its original founding. Germans settled the area as early as 1770s, and despite some infamous Indian raids in the area, the settlers were known for having some of the best relations with Native Americans. The population was almost completely homogenous. Called the Pennsylvania Dutch, the residents of Snyder County oriented their lives around hard work and farming and maintained much of their original German language and culture.

Unlike neighboring counties, Snyder was devoid of any valuable mineral deposits and was too remote to attract any industrial development. Locals were expert woodcrafters, however, and this important skill set helped to attract wood furniture and cabinet manufacturers to the area over the last 50 years. The founding of Susquehanna University in Selinsgrove in the mid 1800's and its later growth and development helped to give Snyder County one "cosmopolitan" center by attracting young, well educated people to the area.

**Table 5: Snyder County Demographic Characteristics**

	1990	2000	Projected 2006
Total Population	36,680	37,546	38,042
Male	48.8%	48.9%	n/a
Female	51.2%	51.1%	n/a
Under 5 years	7.3%	5.6%	n/a
5-19 years	20.2%	14.2%	n/a
19-65 years	61.3%	66.2%	n/a
Over 65	11.8%	14.1%	n/a
Median age	n/a	36.7	n/a
Owner occupied housing	77.2%	73.0%	n/a
Renter occupied housing	22.8%	27.0%	n/a
No HS diploma	35.6%	26.8%	n/a
HS Graduate or higher	64.4%	73.1%	n/a
Bachelor's degree or higher	10.6%	12.5%	n/a
Graduate degree	n/a	4.6%	n/a
n/a=not available			

With a population of 37,546 (increased 2.3% between 1990 and 2000), Snyder County is made up predominantly of small towns with a dispersed rural population. This population is important to keep in focus as we discuss the economic base of Snyder County since their large number and the fact that a substantial number have incomes below the poverty line determine the overall low economic levels for the county. The hill regions in the south and west of the county are part of Appalachia in cultural and economic terms and these are the areas most in need of educational services.

Despite this rural aspect, Snyder County has benefited from considerable manufacturing in the area, accounting for the largest category of employment at 27%. Two of the three largest employers in the County are wood cabinet and furniture manufacturing plants and corporations that demand a large number of skilled laborers. The shortage of these skilled wood-processing workers is one of the findings of the

economic survey chapter of this report. This shortage might also account for some decline we observe in manufacturing industries has begun to wane and as companies move out many communities in Snyder are suffering economically.

The average annual wage in Snyder County is \$28,043. Not only is this the lowest average wage in the four counties, it has seen the slowest rate of growth. Between 1996 and 2005 Snyder County's average wage rose only 23.7% compared to the state average of 27.6%, making it not only the lowest paying of the four counties in our region, but also the slowest growing in average pay. It is interesting to note that Snyder County has the highest percentage of individuals who are self-employed at 9.7% of the four counties.

In contrast to the rural and small town poverty of the County, Selinsgrove, with a population of over 5,000 and its surrounding communities have witnessed a great deal of commercial and real estate development. The second largest occupational category in the County is health and educational services, representing 21.4% of jobs. Susquehanna University located in Selinsgrove is the second largest employer in the County and it draws in not only business to local stores but well educated individuals to work and teach at the school. The commercial strip along Rtes 11 and 15 north of town is large and prosperous and represents another important source of employment.

Despite this "clean" economic activity, pollution has become an area of concern for the county recently as it was ranked in the "10% dirtiest/worst" counties to live in based on increased cancer risk due to air and water pollution mostly from sulfur dioxide emissions (scorecard.org). Snyder has maintained much of its rural identity, but some of its communities have been hurt by a loss of jobs in light industrial industries.

The County has a sense of regionalization, with the east end centralized around the growing commercial district of Selinsgrove and the west more agriculturally oriented with a strong sense of Appalachian identity. This dichotomy is further exemplified in the towns. Middleburg, the county seat of Snyder located in the center of the county, is a small town that has a population just over a thousand people and very little in the way of commercial, industrial, or real estate development. This is contrasted to Selinsgrove, which has a population of 5,000 and suburbs sprawled out around its borders along with a Mall, many businesses, a university, and a “downtown” that is in the process of being revitalized.

Snyder County’s two school districts are Midd West in Middleburg and Selinsgrove Area. Both school districts have struggled to meet state standards on test scores for the last decade, floating just above or below the average. They have a drop out rate of 1.4% and 61.4% are planning on attending a two or four year college. Many students have the option of beginning technical or agricultural training during high school in coordination with SUN Area Career and Technology Center.

### **Union County**

Union County has a population of 41,624 and includes 317 square miles. The West Branch of the Susquehanna runs 20 miles across its eastern border. Its southern border consists of Penn’s Creek and Jack’s mountain. The western border is made up of the Buffalo Mountains and the White Deer Creek which meets up with White Deer Mountain to form the northern border. Its eastern and central interior valleys provide good farmland along their creeks and streams, while the west and north are more mountainous and less populated.

Union county was settled as early as the 1750's. It has had many strong farming communities through out its history and this influence can still be seen today. Its early settlers were primarily Pennsylvania German, with some Scottish, English, and Scotch-Irish populations. The earlier churches were primarily Lutheran, Reformed, and Presbyterian. Although many traveling Baptist and Methodist ministers were known to preach in the area churches of these denominations did not begin to be built until the mid 1800's. Around this time, Bucknell University was founded by a small group of local citizens who had the desire to make both a Baptist church and University.

Union County was known to be agriculturally progressive, sparing no expense to get the latest technologies. In fact in the 1830's Union County residents formed one of the first agricultural associations in the Central Pennsylvania giving economic incentives to farmers who yielded the highest quality grains, vegetables, or meats.

Early industry in Union County reflected the agricultural ties. A factory in Mifflinburg mass-produced carriages and buggies while one in Lewisburg produced mechanical grain reapers during the second half of the 1800's. The earliest industrial firms in Union county were leather mills that flourished in the early 1800's. There were also many wood mills throughout the county that provided the supplies for furniture making companies that began in the 1870's and were in business for almost a hundred years.

Agriculture in Union County began to face hard time in the early 1900's due to increasing competition with larger operations in the Midwest. In the 1960's many Mennonite and Amish people migrated out of the increasingly suburbanized Lancaster

count and found new homes in Union, preserving many of the County's traditional agricultural roots.

**Table 6: Union County Demographic Characteristics**

	1990	2000	Projected 2006
Total Population	36,176	41,624	43,543
Male	51.6%	55.3%	n/a
Female	48.4%	44.7%	n/a
Under 5 years	6.6%	4.8%	n/a
5-19 years	19.3%	20.2%	n/a
19-65 years	62.2%	61.5%	n/a
Over 65	11.9%	13.4%	n/a
Median age	n/a	36.7	n/a
Owner occupied housing	74.6%	73.0%	n/a
Renter occupied housing	25.4%	27.0%	n/a
No HS diploma	26.9%	26.8%	n/a
HS Graduate or higher	73.1%	73.1%	n/a
Bachelor's degree or higher	17.5%	12.5%	n/a
Graduate degree	n/a	4.6%	n/a
n/a=not available			

Currently, Union County is home to a diverse group of service, manufacturing, and accommodation industries. Among the largest employers in the area are Ritz-Craft Corp, manufacturer of modular homes, Yorktowne Inc., manufacturer of hand crafted cabinetry, and Playworld, manufacturer of playground equipment. All of these companies draw on the wood-crafting skills of local residents and add to the need for more training in this occupational category. 22% of the work force of the County is in the manufacturing sector, and 28.2% are in the health/education service sector. It is also important to note that Union County has the largest entertainment, accommodation, and foods sector of the four counties, accounting for 8.1% of the workforce.

Bucknell University, Evangelical Community Hospital, and Lewisburg Federal Penitentiary make of a large core of service industry employment in the county seat of Lewisburg. These institutions draw employees from throughout the country and this supports a suburban-style residential area that draws professional and managerial workers from throughout the area. Lewisburg is both the wealthiest community and the community with the highest proportion of college-educated residents. It also graduates 96% of its children from high school including 91% of low-income children.

Note that Union County has a much lower percentage of people over 16 in the labor force because approximately 5,000 county residents are federal prison inmates. Union County has the second highest number of federal prison inmates of any county in the United States. This creates some unusual statistics, like the fact that Union County has the second highest rate of HIV infection in the Commonwealth of Pennsylvania. An important consideration for a potential community college is whether the incarcerated population should be considered a population in need of college instruction. The federal prisons in Union County offer few college level courses to inmates and these institutions are somewhat unusual in the federal prison system for being isolated from college education services. In many areas state universities and community colleges offer courses within the walls and although there is great need this service is not adequately provided in the Lewisburg Federal Penitentiary or in the Allenwood Federal Prison Complex.

The western end of Union County is similar to western Snyder County in having a significant amount of rural poverty, especially in the hill areas that are part of the Appalachian social and economic pattern. One can see the effects of this economic

difference in the Mifflinburg Area School District that serves the western end of the county. Where 91% of all students graduate from high school only 64% of low-income students do so and this is below state education expectation levels.

**Conclusion: Community College Need Based on Population Data**

The four counties that make up the Central Susquehanna Region and that are the proposed service area for the community college have a population that is sharply divided in terms of privilege and opportunity. Residents who are employed by and linked to the large professional service institutions and the growing economic firms tend to be well-educated and economically advantaged. The region also is characterized by communities still affected by the loss of traditional extractive and manufacturing industries that dominated the economy of the region through the 1950s. Families whose members historically worked in the coal, steel, heavy equipment manufacturing, food processing, and lumber industries continue to live a working class lifestyle but one where work is not available. Among these rural working class families there tends to be a high rate of high school drop-outs, teen pregnancy, unemployment and poverty.

Members of this rural working class population are individuals who in their 20s and 30s seek access to higher education. They also are people who could serve as a needed trained work force for local health care, woodworking, and criminal justice institutions, which are the growing institutions in the area. Notably, the incarcerated population represents a substantial population in need of college education courses.

## **EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY**

### **Scope and Purpose**

The focus of this chapter is an assessment of the educational and training needs of business and industry within the target region. The success of the community college is heavily dependent on whether the skills student acquire in such an institution are needed or desired by local employers. It is therefore important that we understand the current needs of business and industry, how those needs are currently being met, the likelihood that each business will utilize the services of the college, and how the creation of a community college might change each business.

### **Study Methodology**

In order to assess employer opinions we used both a series of qualitative interviews and a short e-mail survey. We began by contacting the fifteen largest employers in each of the four target counties and requesting that a member of their human resources or management team participate in an interview. Roughly half of those we contacted agreed to participate. We then looked at our sample and contacted several other large employers in an attempt to better balance our representation from the four counties and multiple industries.

The interview questions focused on what categories of workers the company currently employs, the skills needed for positions with their organization, the extent to which they have trouble recruiting employees with particular skills, incentives for gaining more education, opportunities for advancement, and their perceptions of how a community college might change their organization (See appendix A).

We completed a total of 34 interviews with ten employers from Montour County, six from Northumberland, seven from Snyder, and eight from Union. Three of the employers we interviewed report that their employees and services are spread throughout all four target counties. We spoke with six employers who specialize in manufacturing, eight who specialize in retail sales, two who specialize in construction, two utilities, one in shipping and warehousing, one financial institution, three educational institutions, two correctional institutions, one social service provider, and eight health care providers.

Interviewees By Sector and County						
	Montour	Northumberland	Snyder	Union	All Counties	Total
Manufacturing Sector	1	1	2	2		6
Wholesale & Retail	3		3	2		8
Mining, Construction, Utilities, Transport & Warehousing	2	1	1		1	5
Information, Finance, Insurance, Real Est., Rental & Leasing		1				1
Education, Professional, Scientific, Technical Service	1			2		3
Health Care & Social Assistance	3	3	1	2	2	11
Total	10	6	7	8	3	34

We used the data we collected using the interviews to construct a brief on-line survey that was distributed to a sample of local business owners and managers. The sample consisted of 531 representatives of employers whose contact information was provided by local Chambers of Commerce. We received 26 completed surveys. Our response rate was so low in part because the e-mail address list we used was outdated and many potential respondents either did not receive the survey or were no longer working with the

organization they were being asked to discuss. However, the data we were able to collect gives us some insight into the needs of employer groups that we were unable to interview. The survey data were particularly useful in having at least some feedback from small employers. See Appendix B for survey questions.

## **Summary of Findings:**

### ***Large Business Interview Findings***

#### *Current Needs of Business and Industry*

Half of the employers we interviewed have difficulty recruiting when they have a position to fill. Employers report that they have no problem recruiting for positions that require a high school diploma or less with no specific experience, but that it is difficult to recruit employees with certain skill sets, particularly skills related to healthcare and manufacturing.

Within the healthcare industry, employers who have trouble recruiting say that they need more nurses at all levels of training. Respiratory therapists in particular are difficult to recruit within the region.

Within the manufacturing industry, employers note that skilled craftspeople are in short supply particularly in the area of woodworking. Employers report that there is so much manufacturing focused on home production within the region that they have a hard time recruiting workers. Manufacturers say that they need employees with general experience with woodworking and that this experience is increasingly hard to find. They also note that new technology requires craftspeople to know how to use new software which these skills are also hard to find.

When it comes to specific skills that employers would like to see within the local workforce, these are several major themes. Skills related to healthcare and nursing are once again argued to be a major need. Another major area of need is general training in the use of computers. Specific requests focused on the use of spreadsheets to track and analyze information and also the use of specific design software for manufacturing. The third area discussed by many employers is customer service training. They generally want their employees to have more background in dealing effectively with others. Finally, several employers note that they need more people with counseling or casework skills which they described as coming from training in fields such as psychology, sociology, criminal justice, anthropology, and social work.

*How are Educational and Training Needs Currently Being Met?*

Employers report that their current employees who have degrees beyond high school but less than a bachelor's degree typically make use of other regional schools. One of the correctional institutions reports that it has an existing contract with a regional community college to provide its employees with reduced cost training at the community college level. However, few employees are able to take advantage of the program because shift work and demanding schedules make it difficult to attend classes.

Healthcare providers report that their entry level nurses typically drive to Harrisburg to complete a multi-week training program. The fact that starting wages with this training completed are at or just above minimum wage likely explains why not enough workers can or will invest the time and money to commute to obtain such training.

Most employers say that they currently offer their employees a great deal of training internally. For the wholesale and retail industry this training seems focused on gaining

experience within the organization. Several employers report that many of their managers began their careers with the organization right after high school and worked their way through the organization from entry level jobs into management. The focus is on learning organizational philosophy and procedure.

Within other industries, there is more of an emphasis on technical skills and formal course work. Several manufacturing employers report that they conduct in-house training for their employees on a variety of topics. Other employers, particularly those who are highly technological, report that they send their employees to facilities within the region or even outside the region to get specialized training.

Few employers currently offer incentives for their employees to get more education. A few offer tuition reimbursements but most report that possible raises or promotions are the only incentive for gaining more training. Employers who do offer incentives report that few employees use the programs.

When asked what they see as the major impediments to workers getting more training, employers offer a variety of explanations. The most common explanation was that a combination of lack of time and money makes it difficult to get more training. Employers report that many of their lower level employees have families to take care of and therefore cannot devote a lot of time and financial resources to furthering their own education. Others note that low wages and inflexible schedules make it difficult to attend classes. Some employers, particularly those in the area of wholesale and retail work, suggest that their workers don't have a strong desire to advance beyond their current position.

### *Likelihood of Using the Services of a Community College*

Nearly all of the employers we interviewed expressed personal support for the college and some gave examples of how their friends and neighbors could use the college. However, most interviewees expressed reluctance to speculate on exactly how their organization might use the community college. Because most of the employers we interviewed were part of a large organization, it makes sense that they were reluctant to speculate on exactly how their organization might respond to the college. The representative from the previously mentioned correctional institution did note that their existing contract with another college could present a barrier to the formation of connections with a new college.

### *How Might the Creation of a Community College Change the Business or Industry*

As with specific ways that their organization might use the college, some interviewees were reluctant to speculate on how the college might change their own business or industry.

Employers in the manufacturing sector said that they believed their industry and business will continue to expand with or without the community college. However, they did feel that a community college would facilitate that expansion.

Employers in the healthcare industry were very confident that their organization would expand a great deal in terms of size and services offered if there were more trained employees available.

Retail and wholesale employers didn't feel that their industry would be changed by the college because of their emphasis on internal training.

## **Small Business Survey Findings**

Survey respondents differed from interview respondents primarily in that they employ a smaller number of people. Of 26 respondents to the survey, 58% have 10 or fewer employees and another 23% have less than 100 employees.

Forty-two percent of respondents say that they have at least some difficulty filling positions when they have openings. They report that their difficulties in filling positions stem primarily from a lack of the right training or experience within the applicant pool. Forty-six percent of those surveyed say that their applicants often don't have the right training and 50% say applicants often don't have the right experience. Smaller employers, particularly those with 10 or fewer employees, report more difficulty hiring well trained or experienced workers than larger employers.

Employers report that they are currently meeting their worker training needs through on the job training (69%), in-house training sessions (73%), sending workers to regional training facilities such as existing schools (42%), and sending workers outside the region for training (35%).

When asked what kinds of programs would be most beneficial to their employees, 46% approved of short term training programs to meet specific business needs, 35% approved of short term certificate programs, and 54% approved of two year degree programs. The specific topics that these employers were most interested in their employees learning more about were business (54%), computers and technology (65%), and management (42%).

Twenty-seven percent of respondents don't currently offer employees incentives to get more education. Of those who do offer incentives, 42% offer tuition reimbursement, 63% offer flexible scheduling to accommodate education and training, 42% offer possible promotions attached to the completion of training, and 11% offer guaranteed promotions upon completion of training.

Eighty-one percent of respondents believe that, if a community college were created to serve this region, their organization would encourage its employees to seek more training. Fifty-eight percent of respondents believe their organization might expand in size if there were more trained workers available, 78% believe that their organization might expand the range of services it offers, and 57% believe their organization might increase the training requirements for employment with their organization.

When asked what they see as the main barrier to workers getting more training, respondents say that cost (28%), time (28%), and lack of desire (24%) are major impediments.

All of our respondents indicate support for the creation of a new community college to serve the region. When asked to explain their support, most cited a need to more well trained employees to effectively serve their clients or the benefit to the community of having a school that is convenient, designed with local needs in mind, and affordable. With regard to the specific benefit to their organization, employers focused on better recruitment and retention and increased productivity.

## **Conclusions**

There is a clear need for increased educational opportunities specifically in the healthcare and manufacturing industries. Because of the specificity of the skills

requested by these industries, it will be important to work with existing employers to develop program that target these needs.

Employers are currently meeting many of their educational and training needs through internal training or by utilizing services outside the region. The community college will need to work with employers to make clear to them the benefits of shifting to training from outside their organization but is inside the region. Continuing dialogue with existing employers will be necessary. Site specific programs through which the community college offers specific and timely training to employee groups could be useful in establishing the rapport necessary to effective collaboration.

Because existing employers either do not offer incentive programs or report that their incentive programs are underused, it is important to develop a plan that takes the needs of these employees into account. The community college should work with employers to develop incentive programs and work with employees to determine what kinds of incentives are most desirable. For example, employers suggest that family obligations make it difficult for employees to devote time and money to education. Therefore, both cost and time are important incentives to consider. Traditional programs that just offer tuition reimbursements might not be enough for these potential students.

## **STUDY OF HIGH SCHOOL STUDENTS**

### **Scope and Purpose of Project, Study Methodology, Summary of Findings Scope and Purpose of Project**

A survey of parents and high school students in Union, Snyder, Montour and Northumberland counties was done to assess the opinion of sophomores, juniors and seniors in the region's school districts and to fulfill a portion of the Citizen's Survey

required by the Pennsylvania Department of Education as a component of the approval application process. This was done to ascertain interest in the proposed community college, student academic plans after high school, the perceived importance of post secondary education, whether students intend to remain in their home area, how the student would use the college, importance of financial aid, and whether the student would attend daytime classes. In addition demographic information on age, gender, county of residence, and level in high school was gathered.

### **Study Methodology**

Four separate approaches to the gathering of the data were used in order to get confirmation of the results using different methods. These methods were: an internet survey on Survey Monkey, a telephone survey conducted at Susquehanna University in early April 2008, a mail survey and a direct distribution of the survey to students via co-operating high schools. A total of 60 parent surveys were returned (See parent survey in Appendix D). The number of internet student surveys returned was quite small, the phone survey numbered 60 responses, the mail survey 113 and the high school distribution 513. A major problem was encountered in distributing the high school surveys in class because only two (Milton and Shikellamy) of the sixteen high schools involved completed the task. The others either did not get it approved by their board in time or were not interested. Thus before any firm conclusions can be drawn data from the non-responding high schools must be secured to achieve statistical significance for the population in the four counties. Plans to address this situation are underway and will include a different approach to obtaining student information as well as conversations

with Delta Development to fill the voids accompanied by this lack of regional sample. The survey is reproduced in Appendix E.

The task of gathering the data was performed by Susquehanna University seniors enrolled in the Market Research class taught by Prof. Paul Dion of the Sigmund Weis School of Business. The project was part of their course requirement.

The data was analyzed using SPSS 13 by Paul Dion.

### **Summary of Findings: Presentation and Interpretation of Data**

In this section the results from the parents study will be presented and discussed first. All student data, regardless of collection method will be aggregated given that no statistical differences were found by collection method.

#### **Parents Data**

##### *Parent Demographics*

Fifty-seven percent of the parents responding were female; the mean age was fifty, most were from Northumberland as is shown in the table below.

##### *Opinions of Parents on Community College*

The parents' responses can be summarized as follows:

1. On a five point scale where five was favorable the parents mean response to a question as to whether they were in favor of the proposed community college was 4.39.

The mode was 5.

**Favor of CC**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least Important	3	5.0	5.1	5.1
	3	7	11.7	11.9	16.9
	4	10	16.7	16.9	33.9
	Most Important	39	65.0	66.1	100.0
	Total	59	98.3	100.0	
Missing	999	1	1.7		
Total		60	100.0		

2. They also felt strongly about the importance of post high school education for their children.
3. In response to a question about the importance of financial aid in attending community college the mean response was 4.09.
4. There was no significant difference across counties on response 1-3 above.
5. Seventy-three percent of parents reported that their child planned to attend post secondary education.
6. Those reported in 5 above, seventy-seven percent thought their child would attend a four-year institution, three percent for vocational and two year institutions, and nineteen percent community college.

7. Forty-six percent reported that their child intended to remain in the area post high school graduation.
8. Fifty-four percent reported that their child intended to pursue a four-year degree.
9. In terms of utilizing a community college fifty-three percent reported that it would be used to transfer credits, twenty-four percent to pursue associates degrees, and twenty-three percent to continue education.
10. When asked which type of institution they would favor forty-one percent chose a new community college, forty-six percent a branch of a State University and fourteen percent a branch of an existing community college.

*Summary:*

In summary parents valued post secondary education for their child, favored the proposed community college, felt financial aid was important for attendance, that their child would attend a post secondary institution, their child would attend a four-year institution, would leave the area, would use a community college for transfer credits (presumably to a four-year institution), and almost evenly split would like to see a new community college or a branch campus of Penn State University.

What were not determined by this research were what perceptions parents had about what a community college was and how it would fit into the educational plans of their child. It should be remembered that only three percent thought their child would seek vocational training at a post secondary institution. It appears from the scope of their

responses that the parents viewed a community college as a step towards a four year degree only.

## **Student Data**

### *Student Demographics*

The responding students were fifty-five percent female, averaged seventeen years old, sixty-four percent from Milton High School, eighty-two percent from Northumberland (eighteen from Union), largely sophomores.

### *Opinions of Students on Community College*

The students' responses can be summarized as follows:

1. Ninety percent planned to pursue post secondary education.
2. On a five point scale where five was favorable the students' mean response to a question as to whether they were in favor of the proposed community college was 3.23.

The mode was 3.

**Favor of CC**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least Important	15	10.6	10.8	10.8
	2	11	7.7	7.9	18.7
	3	46	32.4	33.1	51.8
	4	29	20.4	20.9	72.7
	Most Important	38	26.8	27.3	100.0
	Total	139	97.9	100.0	
Missing	999	1	.7		
	System	2	1.4		
	Total	3	2.1		
Total		142	100.0		

3. They also felt strongly about the importance of post high school education with a mean response on a five point scale of 4.46.
  
4. In response to a question about the importance of financial aid in attending community college the mean response was 3.78.
  
5. In terms of the importance of the relationship of the proposed community college to other institutions the mean was 3.39.
  
6. The importance of clubs at the proposed community college was rated as 3.70.
  
7. The rating of the high school guidance services they encountered was 3.62.
  
8. Sixty-two percent planned to attend a four-year institution, fifteen percent a two year institution, four percent a vocational school, and five percent a community college.
  
9. Sixty percent planned to leave the area post graduation.

10. In terms of using a community college eighty-nine percent stated to pursue a four-year degree, seventy-six percent for credit transfers (presumably to a four-year institution), and eighteen to pursue an associates degree with 83% revealing multiple uses.

11. Ninety-four percent had access to the internet outside of school.

12. Eighteen percent could not attend daytime classes.

*Summary:*

In summary students valued post secondary education, showed weak support for the proposed community college (65%), felt clubs were somewhat important, showed fair support for their guidance counseling, most planned to attend a four year institution, most planned to leave the area post graduation, most planned to attend a four-year institution or use the community college to transfer credits, most had internet access and most could attend daytime classes.

As with their parents it could not be determined what level of understanding students had of the role of a community college in their educational plans.

**Conclusions and Recommendations**

Most parents and their student children expressed a high value for post secondary education. Parents were significantly more in favor of the proposed community college whereas students expressed weak support. It should be remembered however that most of

the students planned to leave the area and attend a four-year institution and thus might not see the proposed college to be of any immediate use to them.

If the need for the proposed community college is to be properly assessed its function and role in post secondary education must be communicated to the students and their parents. The responses found in this research appear to be superficial in the sense that students did not see it as an educational resource in itself but as a tool to pursue a four-year degree. Four-year degrees may appear to be the preferred path for many students responding to this survey but this does not take account of their academic credentials and cost factors.

Further research is needed to establish if support exists for a community college. It is recommended that students and their parents be interviewed initially, perhaps in focus group settings, so that the contingencies for attendance at four-year institutions, the proposed community college and other educational institutions can be explored with them. Part of the process needs to be an educational program on the role of the proposed community college. This should not be conducted under the auspices of the high schools in the survey area. They were shown to be largely not useful in the distribution of the surveys. In addition they may have a vested interest in their students going on to four year institutions. At best these high schools have little appreciation for the role of the proposed community college.

## **FINANCIAL OPERATIONS OF THE COMMUNITY COLLEGE**

### **Assumptions**

The financing of a community college is based on certain assumptions. Therefore, any discussion of the financial aspects of the college must be preceded by a statement of the assumptions involved.

The broad assumptions upon which all of the financial estimates are developed follow.

- That the community college is a public entity administered and financed according to the legislation and regulations governing community colleges in Pennsylvania.
- That it will be, at least in the early stages, a non-traditional college which will rent or be donated use of public facilities such as high schools and libraries for most classes. Initial building ownership will be limited to a minimum-sized main administrative center.
- That it will employ the minimum number of full time faculty required by the state (one per 30 student FTEs) and contract for educational services with other institutions or use adjunct faculty for the balance of instructor needs.
- That it will emphasize technical courses and programs, in many cases under contractual arrangements with local employers.
- That the college will receive funding from the state according to legislative guidelines
- Effects of inflation and salary increments between the start-up year and the first year of operations are ignored

- Some costs—such as travel, library books, and marketing—could not yet be estimated. A ten percent miscellaneous category is used to allow for such inestimable amounts.
- Consulting services will be necessary to complete a feasibility study
- That the college will strive to be cost efficient
- “Budgeted per student operating costs” and “approved annual operating costs” are important concepts to the financial operations of a community college. The former are used to find maximum allowable tuition levels, and the latter in the calculation of the state contribution to the college.

We assume that our estimated budgets will be approved in their entirety, because they represent normal costs of operations. We assume for these opening budgets that items such as federal grants are largely not applicable. Thus, in our analyses, approved annual operating costs will equal budgeted amounts, and budgeted per student operating costs can be found by dividing budgets by the number of student FTEs.

Assumptions limited to specific budgets will be presented in conjunction with the appropriate item.

## **Revenues**

There are three main sources of revenues for community colleges in Pennsylvania. They are state support, local support, and student tuition. Each of these is described below.

## **State Support**

Current legislation specifies that the state provides support for community college in two ways. The first is for operating expenses and the other for capital investments. Funding is based on estimates of costs submitted by the colleges early in the fiscal year, and is paid in stages throughout the fiscal year. At the end of the year, an audit determines the actual amounts of costs, and necessary adjustments are made.

State support for operating costs is of two parts. First the state provides approximately one-third of approved per student operating costs. This support is only approximate because there is a ceiling per FTE, currently approximately \$1500. Second, the state provides an additional stipend for those enrolled in approved high need programs. At present, the stipend amounts to 1.75 times the normal ceiling. Statewide, approximately 35% of community college students are enrolled in these programs.

We assume that this same percentage will apply to our college. This would mean that the ceiling will be the sum of 65% of FTEs at the normal amount (about \$1500) and 35% of FTEs at 1.75 times the normal amount (about \$2625), for a total of \$1,893.75 per FTE. Thus, the maximum state contribution for a newly established community college is estimated at the lesser of either \$1,893.75 per FTE or one-third of the estimated annual operating budget.

Historically, the formulas described above were applied to all community colleges. However, it is important to note that in recent years, the system has evolved and is no longer homogeneous. Now, as the college becomes more established, the funding formula is individualized. Therefore, these formulas are no longer dependable for long-term planning.

The state also provides 50% of all approved capital costs. In addition to the typical definition of capital, legislation adds the costs of the college during the year prior to the admission of students. This is a larger than normal contribution by the state to help the local funding sources during this period when no student tuition can be collected.

### **Local Support**

The local sponsor must provide the balance of the funds for operating and capital costs. In general terms, this works out to two-thirds of the operating costs and one-half of the capital costs. In rare cases this may be the true cost sharing approach. However, there are a wide variety of local sources of support, including student tuition. Legislation limits tuition to one-third of budgeted annual operating costs, and most community colleges do charge this amount.

The effect, then, is that in general the costs of operating costs are shared relatively equally by the state, the local supporters, and the students. Beyond tuition, local support may come from a variety of sources such as local real estate taxes (limited to a rate of five mills), local businesses, loans, federal grants, special state funds, and county general funds and student fees such as admissions and course fees.

### **Student Tuition**

A community college may if it desires offer free tuition. However, this is extremely unusual. Student tuition, by law, is limited to a maximum of one-third of the budgeted operating costs per FTE. Community colleges may charge any amount up to that maximum and typically do charge the maximum permitted, which is considered a portion of local support.

Annually, tuition is based on budgeted amounts. If a later audit shows that the college collected too much, the college uses those funds to reduce future tuition increases. If tuition was set too low, no adjustments to prior year tuition are made.

### **Governance of the Community College**

Within 60 days of the approval of the community college by the State Board the local sponsor must appoint a Board of Trustees. At this point, the college becomes eligible for state reimbursement of costs. The Board shall be composed of members across the geographic area to be served by the college. Membership shall be diverse: representing business, industry, lay persons, and professionals. The Board is to adopt bylaws and other policies and procedures as appropriate. The names of members, as well as the bylaws and policies, must be filed with the Department of Education. The Board shall prepare and submit a final plan for the college at least 120 days before the opening date. The plan shall include articles of agreement, capital needs, planning, programs, and student services.

### **Introduction to Budgets**

The balance of this chapter presents three primary budgets for the proposed community college and additional supporting documentation. The body of the chapter consists of a budget for the start-up period, a budget for the first year of operations, a preliminary analysis of the costs three possible central administrative buildings, and an analysis of tuition levels. Supporting documentation showing detailed information about some portions of these budgets follows in appendices. We assume that these proposed budgets will need revision after the President is appointed. Our goal is to provide

information that will serve as a support for initial discussion through state approval of the college.

**Proposed Budget for Start-up Period**

Assuming that the Board is appointed by October 2009, the start-up budget would begin at that time. If we assume that the college will open the following August 2010, there is an 11-month period of start-up operations and costs. Since community college fiscal years are from July 1 of one year through June 30 of the following year, the “non-student” months of July and August will be considered a part of the following fiscal year with students enrolled and therefore no longer a part of the “start-up” period. The start-up budget therefore will likely fund nine months of operations, from October 2009 through June 2010.

**Table 1**

**Community College Start Up Budget**  
Proposed Budget for 12 month period

<b>Operating expenses:</b>		
Personnel		
Non-academic administrative	(See Appendix F)	\$994,000
Academic	(See Appendix G)	\$330,000
Total start-up personnel		\$1,324,000
Fringe benefits @ 25%		\$331,000
Total start-up personnel costs		\$1,655,000
Consulting services		\$85,000
Other operating expenses:		
Accreditation costs	(See Appendix H)	\$20,000
Office set up and supplies	(See Appendix I)	\$85,441
Total other operating costs		\$105,441
Miscellaneous @ 10%		\$184,544
		<hr/>
<b>Total estimated operating expenses</b>		<b>\$2,029,985</b>

Table 1 shows estimated costs for the start-up period. The table reports all costs for the one-year period prior to opening classes.

Personnel costs are scalable up or down to adjust for a start-up period shorter or longer than one fiscal year. Administrative personnel are estimated based upon a full year of service. Academic personnel costs were estimated for half a year, because they will be hired by the administrative personnel but must be in place long enough before opening to prepare for students. Thus, administrative and academic personnel must be separately scaled. Detailed information about personnel costs is shown in Appendices I and II, which contain organizational charts including individual salaries.

Non-personnel costs will occur once and only once so they will remain the same regardless of the length of the start-up period. Non-personnel costs include the costs of initial accreditation and of setting up offices for initial personnel. Accreditation costs will vary based upon the number of visits needed and the number of members in the visiting team. Our estimate is based on the information provided in Appendix H. Office set-up costs are detailed in Appendix I.

Total estimated costs are just above \$2 million, meaning that local sponsors will need approximately \$1 million to cover their share of these costs. Again, please note that this budget does not include the costs of building and utilities. These costs are shown in Table 2.

**Table 2**

**Central Administrative Building Costs**

**Scenario 1: Renovate to lease existing office building**

(This is a 30,000 square foot building on two levels)

Square Feet 15000 per level		30,000
Demolition		\$150,000
Renovations per Square Foot	\$50.00	\$1,500,000
Rent per Square Foot	\$10.00	\$300,000
Utility Costs annually per Square Foot	\$1.02	\$30,600
<b>Total cost for year 1 Scenario 1</b>		<b>\$1,980,600</b>
Depreciation	10 years	\$165,000

**Note:** If scenario 1 is adopted, a total donation of \$250,000, given in \$50,000 increments over a five year period, can be used to reduce operating costs.

**Scenario 2: Build a 40,000 sq ft facility on 30 acres**

Square Feet		40,000
Acres DONATED		
Cost to Build per Square Foot	\$130.00	\$5,200,000
Utility Costs annually per Square Foot	\$1.02	\$40,800
<b>Total Cost for Year 1 Scenario 2</b>		<b>\$5,240,800</b>
Depreciation	30 years	\$173,333

**Scenario 3: Renovate to own 30,000 sq ft municipal building**

Square Feet		30000
Renovations		\$500,000
Real Estate		\$500,000
Total building costs		\$1,000,000
Utility Costs annually per Square Foot	\$1.02	\$30,600
<b>Total Costs for Year 1 Scenario 3</b>		<b>\$1,030,600</b>
Depreciation	30 years	\$33,333

Table 2 shows the estimated costs of three possible administrative buildings. The total cost of the building is estimated to be between \$1.0 million and \$5.2 million and

utilities to be between \$30,600 and \$40,800 annually. Property taxes are ignored because community colleges typically are exempt.

Discussions with a local school of technology regarding joint programs or sharing classrooms are also taking place, but are at too early a stage for estimates of costs to be made.

**Table 3**

**Community College Operating Costs**  
First Year of Operations at three potential FTEs

		<b>300 FTEs</b>	<b>600 FTEs</b>	<b>900 FTEs</b>
<b>Operating expenses:</b>				
Personnel				
Existing non-academic administrative	*	\$994,000	\$994,000	\$994,000
New Non-academic administrative	**	\$120,000	\$120,000	\$120,000
Academic (full time)	***	\$660,000	\$992,200	\$1,368,290
Academic (adjuncts)		<u>\$105,000</u>	<u>\$210,000</u>	<u>\$315,000</u>
Total start-up personnel		\$1,879,000	\$2,316,200	\$2,797,290
Fringe benefits @ 25%		<u>\$469,750</u>	<u>\$579,050</u>	<u>\$699,323</u>
Total start-up personnel costs		\$2,348,750	\$2,895,250	\$3,496,613
Consulting services		\$20,000	\$20,000	\$20,000
<b>Other operating expenses:</b>				
Accreditation costs		\$8,000	\$8,000	\$8,000
Additional office set-ups		<u>\$0</u>	<u>\$21,852</u>	<u>\$43,704</u>
Total other operating costs		\$8,000	\$29,852	\$51,704
Miscellaneous @ 10%		\$237,675	\$294,510	\$356,832
<b>Total estimated operating expenses</b>		<b>\$2,614,425</b>	<b>\$3,239,612</b>	<b>\$3,925,149</b>

\* See Table 1

\*\* See Appendix J

\*\*\* See Appendices VI and VII

Table 3 shows estimated costs for the first full fiscal year of operations. Because an opening enrollment could not be estimated based upon the information in earlier chapters, budget estimates are provided for 300, 600, and 900 FTEs. These represent, respectively, worst case, most likely, and best case scenarios. Again, because no decision has yet been made regarding the central administration building, this budget does not include the cost of building or utilities.

Existing non-academic personnel are the people who were initially hired as administrators and their support staff. The amounts are assumed the same as during the start-up period. New non-academic administrative personnel costs are based on the salaries shown for new personnel in Appendix J. This appendix shows a full organizational chart for the first year of operations, including initial personnel and new personnel hired to support class offerings. Salaries of initial personnel are left blank. Salaries of newly hired personnel are identified.

Additional information about how the amount of academic full time salaries was estimated can be found in Appendices VI and VII. In order to allow for the variation in class size that will naturally occur, while continuing to employ only the required number of full time faculty (one per 300 student FTEs), we assume an additional five FTEs of adjunct faculty positions will be employed for every ten full time faculty. The cost of one adjunct FTE is approximately \$21,000 annually.

Accreditation costs will be lower once initial accreditation is achieved, but some costs will be necessary each year. Again, this estimate was made based on the information in Appendix H.

Additional office set-up costs are based on the information in Appendix I. At the 300 FTE level, no additional set-ups are required over the start-up period. At 600 FTEs ten additional offices must be set up, and at 900 FTEs twenty.

**Table 4**

**Pennsylvania Community Colleges  
2007-08 Tuition Levels**

	Sponsored Tuition Amount
Allegheny	\$82
Beaver	\$85
Bucks	\$93
Butler	\$73
Delaware	\$87
Harrisburg	\$83
Lehigh-Carbon	\$80
Luzerne	\$80
Montgomery	\$86
Northampton	\$73
Penn Highlands	\$85
Philadelphia	\$115
Reading	\$71
Westmoreland	\$73

Table 4 provides information about the tuition levels of other Pennsylvania community colleges during the 2007-08 academic year for purposes of comparison. These range from a low of \$71 per credit hour to a high of \$115, with the median at \$82.50. Community colleges closest to us geographically have tuition in the low \$80's.

**Table 5**

**Maximum Tuition per Credit Hour**

	<b>at 300 FTEs</b>	<b>at 600 FTEs</b>	<b>at 900 FTEs</b>
Operating budget	\$2,614,425	\$3,239,612	\$3,925,149
One-third operating budget	\$871,475	\$1,079,871	\$1,308,383
Credit hours	7,200	14,000	21,600
<b>Tuition per credit hour</b>	<b>\$121.04</b>	<b>\$77.13</b>	<b>\$60.57</b>

Table 5 shows the tuition per credit hour assuming that the tuition will cover one-third of budgeted operating costs. As stated before, a lower tuition is permissible, but most community colleges do charge this maximum amount because otherwise costs to local sponsors will increase. Keep in mind that these amounts are somewhat understated because building costs and utilities could not be included in the budgets on which these calculations are based. At the 300 FTE level of enrollment, tuition would be about \$122 per credit hour; that number falls to about \$77 at the 600 FTE point, and to about \$61 at 900 FTEs.

**Table 6**

**Cost Remainder Payable by Local Sponsor**

	<b>Start-up period</b>	<b>First year if 300 FTEs</b>	<b>First year if 600 FTEs</b>	<b>First year if 900 FTEs</b>
Total estimated operating budget	\$2,029,985	\$2,614,425	\$3,239,612	\$3,925,149
State contribution				
Start-up period at one-half of operating budget	\$1,014,993			
First Year Operations the smaller of:				
\$1893.75 per FTE during first year		\$568,125	\$1,136,250	\$1,704,375
One-third of operating budget		\$871,475	\$1,079,871	\$1,308,383
Total state contribution	\$1,014,993	\$568,125	\$1,079,871	\$1,308,383
Tuition at 1/3 operating budget	\$0	\$871,475	\$1,079,871	\$1,308,383
<b>Amount due from local sources</b>	<b>\$1,014,993</b>	<b>\$1,174,825</b>	<b>\$1,079,871</b>	<b>\$1,308,383</b>

Table 6 looks at the cost of the community college to local sponsors. From budgeted annual operating costs we subtract the state contribution and the maximum tuition. The local sponsors would pay a few thousand dollars *less* to support 600 FTEs than 300 FTEs, because the state contribution would cover a far larger portion of the costs. Perhaps even more surprising, 900 FTEs cost the sponsors only about 20% more than 300 FTEs.

**Summary Discussion**

Tables 4 through 6 taken together imply that the 300 FTE level of enrollment does not make economic sense. Local sponsors pay more for 300 students than for 600, and student tuition is not competitive at the 300 FTE level. With 600 FTEs, tuition falls into the same range as our closest competitors. If 900 FTEs could be achieved, tuition would be lower than the norm, unless additional non-academic personnel become necessary.

It is readily apparent that at the 300 FTE level of enrollment, the tuition necessary to cover one-third of budgeted annual operating costs is out of line. Admittedly, the cost and inconvenience of commuting elsewhere would outweigh the cost of additional tuition. Still, tuition is one of the first pieces of information prospective students consider, and is easily comparable. One means of reducing the cost to the student would be to charge less than the maximum tuition, but this puts higher costs on the sponsors.

Another way to look at this data is to consider the cost to the local sponsors per student. If the college has an enrollment of 300 FTEs, the cost to the local sponsors per student is over \$3900. At 600 FTEs it is about \$1800, and at 900 FTEs it falls to about \$1450. These large differences are the result of economies of scale. Supporting the necessary administrative structure of the college, while achieving an acceptable tuition level, requires economies of scale that do not exist with only 300 FTEs.

Looking closely at Table 6 you will see that the source of the limit on state contributions changes from a limit per-FTE at 300 FTEs to a limit of one-third of the annual operating budget at 600 FTEs and above. This moderates the effect of scale on state contributions. Likewise, student tuition changes only marginally, since their total tuition is always limited to one-third of budgeted annual operating costs. Thus, both the state and the students are protected from large changes. However, the contribution of the local sponsors changes rapidly at an inflection point since they are responsible for the remainder of costs not paid by the state or the students.

Thus, as a final step, it seemed reasonable to find this inflection point below which sponsors pay much higher costs per FTE. Remember that the state support will be the lesser of two amounts, a maximum amount per credit or one-third of approved

operating costs. The inflection point is somewhere between 425 and 450 FTEs. At 425 FTEs the state support is less than one-third of total approved operating costs and local sponsors must absorb the excess. By 450 FTEs the state is providing the full one-third of approved operating costs. In fact, the total cost to local sponsors will be higher for 300 FTEs than for 450 FTEs. In the final analysis, opening the college if an initial enrollment of 450 FTEs does not seem achievable is questionable.

## **SUMMARY AND RECOMMENDATIONS**

Based on the research above, the Central Susquehanna Valley has seen dramatic adverse effects on its economic and socio-economic status in the past few years. Changes range from a “brain drain” of young professionals, the exit of several large companies, increased crime, teen pregnancy, a large population of people without higher education degrees, etc. Business and Industry are struggling to fulfill high-level positions cost-effectively. High school students plan to leave the area because of lessening career opportunities. A community college will fill the void mentioned above, namely in the areas of workforce development training, which will inevitably help fill jobs make the region more appealing to the potential for entrance of external companies, at a reasonable cost to the region.

The Central Susquehanna Region defined by Northumberland, Montour, Snyder and Union Counties has a population that is sharply divided in terms of privilege and opportunity. Each town has a distinct history and culture that shapes their lifestyle and educational and professional motivation, or the town’s economic and socio-economic identity. As the region sees the younger generation and many businesses leave the area, an aging population, and an increase in crime, its economy becomes less robust. It is clear that there are several voids that need to be filled to stimulate the economy. These voids and town distinctions are important factors in validating the need for a community college and will drive the structure of academic and training programming of the community college.

According to the US Census Bureau, the overall population of the region has only slightly increased by 2.4% in the last ten years while 2007 projections show a

decrease in population by .7% or 1,305 residents. This change in population over the duration of ten years and seven years is a red flag to the region that the population may be decreasing outmigration at an increasing rate. With the region's less than positive change in business and industry dynamics, younger professionals are following career opportunities elsewhere – hence the “brain-drain.” However, there has been an influx of people into Snyder and Union Counties whom prefer to live in a more rural area and travel to work in Harrisburg, Williamsport, and many other locations even at a farther distance, but this does not fulfill the void required for economic prosperity. Despite a high drop-out rate for Northumberland County, overall the region has seen an increase of 8% in high school graduation rates. Although this is a step in the right direction, there remains about 23% of residents whom do not hold a high school diploma and only 14% that hold a post-secondary education degree. The Community College can identify those people without a high school or higher degree and serve as an affordable educational resource that provides a second chance, which ultimately may spark a cause-effect relationship leading to increased graduation rates, lower crime rates, decreased unemployment and poverty, and retain professionals in the area.

It is clear that higher-level education and training programs are essential for growth of the region's top industries, mainly healthcare and manufacturing. Many of the employers, both large and small, struggle to fill job positions in their organizations, particularly in the fields of nursing, allied health, wood-crafting and information technology, and as a result, these organizations are holding intense in-house training programs or sending employees out of the region. This reveals that the current educational and training programs in the region do not meet the needs of Business and

Industry. Additional factors such as affordability, time constraints, transportation and family responsibilities impede area residents' prospects for completion or continuation of their education. Furthermore, most organizations do not offer incentive programs to encourage continued education. A local community college would alleviate some of those impediments.

Based on student and parent surveys, younger citizens do not see opportunity to establish themselves professionally and do not understand the purpose of a community college. 65% of parents and 26% of students found most importantly in favor of a community college. 48% overall find the existence of a community college important. 41% of students surveyed favored a new community college as 45% favored a branch campus of a State University yet found financial aid to be a major concern. In reviewing the responses, it appears that people do not understand the difference between a State University and a community college. 60% of student's surveyed plan to move out of the region and those that plan to stay, plan to gain employment that does not require a higher degree. This attitude negates any chance for economic growth in the area if not attended to. Education on the purpose of a community college and the correlation between obtaining higher education and job placement is important to the prosperity of the Valley.

The entrance of a community college into the Susquehanna Valley will stimulate a large return on sponsors' investment supported by the concept of the multiplier effect. Based on budget projections and demand of the area, a community college tuition would be affordable. A conservative opening enrollment of 600 FTEs makes a student's tuition in the same range as our closest competitors, state support provided is the full 1/3 of

operating costs and local support is \$1,800 per student. The background study indicated that there are approximately 1,000 students from the area commuting outside of the region to attend a community college and for workforce development training; the projected enrollment on which the above numbers are based is very conservative. However, if enrollment projections are less than the inflection point (where state funding is optimized) of 450 FTEs the costs to the region will increase and may be less desirable.

**Recommendations:**

Based on the information presented in this report the following is recommended:

- Open a community conversation on the advantages, benefits and purpose of a community college through media outlets and public forums
- Conduct a comprehensive feasibility study of the Greater Susquehanna Valley serviced by Delta Development Group that will further assess demand for a local community college and address the linkages between post-secondary education and regional economic development, develop a business model template for both start-up and sustainable funding sources, and application requirements of the Pennsylvania Department of Education.

## APPENDICES

### Appendix A

#### Employer Opinions Interview Schedule

1. What are the largest categories of workers you employ? For example, nurses, general laborers, drivers.
2. What are the educational, training, or experience requirements for most of the jobs in your organization?
3. Do you ever have difficulties recruiting people with the appropriate levels of training or expertise?
4. Would it be helpful if you had more workers with training in any particular area?
  - a. What areas? Please be as detailed and specific as possible.
5. In your opinion, about what percent of your workers would like to get more training?
6. What do you see as the main barriers to workers getting more training?
  - a. Do you think cost is a factor?
  - b. Do you think the need to travel to a school is a factor?
7. Does your organization offer employees incentives to get more training?
8. About what percentage of employees do so?
9. How do you typically find new workers when you have open positions?
10. What are the average wages for each of these groups of workers?
11. What are the opportunities for workers to advance within your organization?
12. What percentage of your workers seem to have a real desire to advance?
13. If the training level of the local workforce changed, would it be likely to influence the future of your organization? For example, do you think your organization might expand if it could recruit more highly trained workers?

## Appendix B - Survey Questions

What county is your organization based in?

Columbia

Montour

Northumberland

Snyder

Union

Other \_\_\_\_\_

Approximately how many people do you employ?

10 or less

11-25

26-50

51-100

101-200

201-500

501-1000

1001 or more

Which of the following best describes your organization?

Wholesale and Retail Trade

Mining

Farming

Construction

Manufacturing

Transportation and Warehousing

Utilities

Information

Finance and Insurance Activities

Real Estate, Rental, or Leasing

Professional & Business Services

Education

Health Services

Social Service

Corrections

Leisure & Hospitality

Government

Other

Approximately what percentage of the positions within your organization require the employee to have:

a high school diploma?      0-25, 26-50, 51-75, 76-100

training or experience beyond high school but less than an associate's degree?

an associate's degree?

a four year degree or more?

When you have an opening to fill, how difficult is it to locate a suitable candidate for the job?

We can always fill our positions

We can usually fill our positions

We have some difficulty filling positions

We have great difficulty filling positions

If anything but always, what kinds of positions are hard to fill?

Which of the following are problems you face when trying to fill positions (check all that apply)

- Not enough people apply
- Those who apply don't have the right training
- Those who apply don't have enough experience
- Those who apply don't want to work the hours we need them.
- Those who apply don't want to work for the wages we offer.

Do you typically promote from within your organization or hire from outside?

Do you typically hire workers from the local area or from outside the area?

How would you compare workers in the region to those you hire from outside the area?

Workers from the local region are better than those from outside

Workers from the local region are the same as those from outside

Workers from the local region are less good than those from outside

If they answer better

In what ways are local workers better?

If they answer "less good"

In what ways are local workers less good?

How does your organization meet its worker training needs now? (check all that apply)

Workers learn what they need to know on the job

We offer training sessions for our workers

We send workers to other regional facilities to be trained

We send workers outside the region to be trained.

If a Community College were created to serve local residents, what kinds of programs would be most beneficial to your employees? (check all that apply)

- Two year degrees (for example, an associate's degree in business)
- Short term certificate programs (for example, a certificate in early child care)
- Training sessions tailored to specific business needs (for example, a two week course for tellers from a specific bank to learn a new software program)

What kinds of courses would be most beneficial to your workers? (check all that apply)

- Healthcare
  - o Specify skills or degree
- Computers and technology

- Specify skills or degree
- Business
  - Specify skills or degree
- Technical skills such as woodworking, or drafting
  - Specify skills or degree
- Human Relations/Customer Service
  - Specify skills or degree
- Automotive
- Journalism
- Commercial Art
- English
- Criminal Justice
- Social Service
- Education
- Other \_\_\_\_\_

Which of the following incentives does your organization offer to encourage workers to obtain more training? (check all that apply)

- None
- Tuition reimbursement
- Flexible scheduling specifically to accommodate education and training
- Guaranteed promotions attached to the completion of education or training
- Possible promotions attached to the completion of education or training

If a community college is created to serve our region, how likely do you think your organization is to encourage its workers to seek more training?

Very likely

Likely

Unlikely

Unlikely

If there were more trained workers in our region, do you think your organization would change in any of the following ways?

It might expand in size Yes No

It might expand the range of services it offers Yes No

It might increase its requirements for employment Yes No

What do you see as the main barrier that prevents workers from getting more training?

- Cost
- Time
- Travel
- Other \_\_\_\_\_

Which of the following categories of workers do you employ? (Check all that apply)

Nurses

Non-Nursing Healthcare Support  
Skilled Laborers  
Unskilled laborers  
Sales Staff  
Managers  
Community and Social Service  
Corrections Officers  
Secretaries  
Computer Technicians  
Food Preparation  
Educators

Based on your experience with the local labor market, please indicate your level of support for the establishment of a community college designed to serve Montour, Northumberland, Snyder, and Union Counties.

Strongly support  
Support  
Oppose  
Strongly oppose

**Appendix C: Information on Labor Force and Occupational Structure of the Region**

All Data from U.S. Census Bureau

Employment By Sector				
	Montour	Northumberland	Snyder	Union
Total Employees, 2006 (Second Quarter)	13,670	31,089	17,379	17,210
Manufacturing Sector	4.5	20.8	31.8	15.6
Wholesale & Retail Trade Sectors	7.0	13.8	21.8	10.6
Mining, Construction, Utilities, & Transportation & Warehousing	2.8	11.0	4.7	6.3
Information, Finance & Insurance, & Real Est. & Rental & Leasing	3.2	4.4	2.9	3.4
Education Serv. & Professional, Scientific, & Technical Services	1.6	2.9	1.1	1.9
Health Care and Social Assistance	35.7	13.6	5.1	20.7
Other Sectors	45.2	33.6	32.5	41.5

Employment by Occupation				
	Montour	Northumberland	Snyder	Union
Employed Persons 16 Years Old & Older, 2000	8,212	41,814	17,809	16,266
Professional & Management Jobs	34.3%	22.9	22.8	31.0
White Collar Jobs	20.6%	22.8	22.8	20.2
Service Jobs	15.4%	17.1	14.5	16.6
Blue Collar Jobs	29.7%	37.2	39.9	32.2

Place of Employment				
	Montour	Northumberland	Snyder	Union
Persons 16 and older not working at home 2000	8,051	41,141	17,573	16,002
Working in county of residence	58.6%	58.0	68.7	65.7
Working in another PA county	40.9%	41.3	30.6	33.8
Working outside of PA	0.5%	0.7	0.7	0.5

Average Annual Unemployment Rate				
	Montour	Northumberland	Snyder	Union
2002	4.9	6.6	4.8	5.5
2003	4.7	6.9	4.9	5.4
2004	5.1	6.5	4.6	5.3
2005	4.4	5.6	4.3	5.2
2006	4.2	5.4	4.2	5.3

Business Size				
	Montour	Northumberland	Snyder	Union
Total Establishments 2005	412	1,723	861	900
1-4 employees	49%	53.3	46.8	52.4
5-9 employees	20.9%	22.6	24.0	21.8
10-19 employees	13.3%	12.1	12.4	11.7
20 or more employees	16.7%	12.0	16.7	14.1

Retail Sales				
	Montour	Northumberland	Snyder	Union
Retail Establishments 2002	68	339	206	144
Retail Sales Per Capita	\$8,661	\$7,354	\$13,924	\$7,175

Growth in Business and Jobs				
	Montour	Northumberland	Snyder	Union
Total Establishments in 2006	410	2,068	957	964
Change from 04-06	2.2%	3.3	0.0	7.1
Total Employees 06	13,670	31,089	17,379	17,210
Change in total 04-06	7.8%	5.3	4.3%	2.7

**Appendix D: Parent Survey**

1. Gender: (circle one)                      Female                      Male
  
2. Age: \_\_\_\_\_
  
3. On a scale of 1 to 5, 1 being the least, are you in favor of a local Community College?  
                    1                      2                      3                      4                      5
  
4. What County are you from? (circle one)  
    a. Snyder\_\_\_    Montour\_\_\_    Northumberland \_\_\_    Union\_\_\_    Other  
       \_\_\_\_\_  
    b. Zip Code: \_\_\_\_\_
  
5. Does your child plan to attend any academic institutions?    Yes or No  
    a. If yes what type? (circle one)  
       4 year institution    2 year program    Vocational    Community College    Other:
  
6. Does your child intend to remain in the local area?    Yes or No  
    If yes, what does your child plan to do.  
  
        If no, please elaborate on why your child plans not to remain in the local area and  
        where your child plans to go.
  
7. On a scale of 1 to 5, 1 being the least, how important do you feel an education past  
    High  
    School is?  
                    1                      2                      3                      4                      5
  
8. Given your child’s current academic standing if the proposed community college for  
    the Susquehanna Valley was not an option, do you intend to continue their education  
    at another community college?    Yes or No
  
9. What would your child use the community college for? (circle all that apply)  
    Continuing Education    4 year degree    Credit Transfers    Associates Degrees    Other:
  
10. On a scale of 1 to 5, 1 being the least, how important would financial assistance be in  
    your decision to attend a community college?  
                    1                      2                      3                      4                      5
  
11. Which type of educational institution would you like to see established in the  
    Susquehanna Valley?  
    a. A new community college  
    b. Branch campus of an existing State university  
    c. Branch campus of an existing community college

**Appendix E: Student Survey**

1. Gender: (circle one)                      Female                      Male
2. Age:
3. If you are currently attending high school, please list:  
On a scale of 1 to 5, 1 being the least. Are you in favor of a local Community College?  
                    1                      2                      3                      4                      5
4. What grade level are you in high school: Freshman\_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior\_\_\_
5. What County are you from? (circle one)  
c. Snyder\_\_\_ Montour\_\_\_ Northumberland \_\_\_ Union\_\_\_ Other  
d. Zip Code: \_\_\_\_\_
6. Do you plan to attend any academic institutions after High School? Yes or No  
e. If yes what type? (circle one)  
f. 4 year institution    2 year program    Vocational    Community College  
Other:
7. After high school do you intend to remain in the local area? Yes or No  
If yes, what do you plan to do after your High School Graduation/ your long range occupational goals? If no, please elaborate on why you plan not to remain in the local area and where you plan to go.
8. On a scale of 1 to 5, 1 being the least, how important do you feel an education past High School is?  
                    1                      2                      3                      4                      5
- 9.. Given your current academic standing if the proposed community college for the Susquehanna Valley was not an option do you intend to continue your education at another community college? Yes or No
10. What would you use the community college for? (circle all that apply)  
Continuing Education    4 year degree    Credit Transfers    Associates Degrees  
Other:
11. On a scale of 1 to 5, 1 being the least, how important would the relationship between the new community college and other academic institutions be to you? For example credit transferability.  
                    1                      2                      3                      4                      5
12. On a scale of 1 to 5, 1 being the least, how important would financial assistance be in your decision to attend a community college?  
                    1                      2                      3                      4                      5

13. On a scale of 1 to 5, one being the least, how important are extracurricular activities supplied by the college? Ex. Athletics, Clubs, and Other Organizations?

1            2            3            4            5

14. Do you have access to the internet outside of a school campus? (circle one) Yes or No

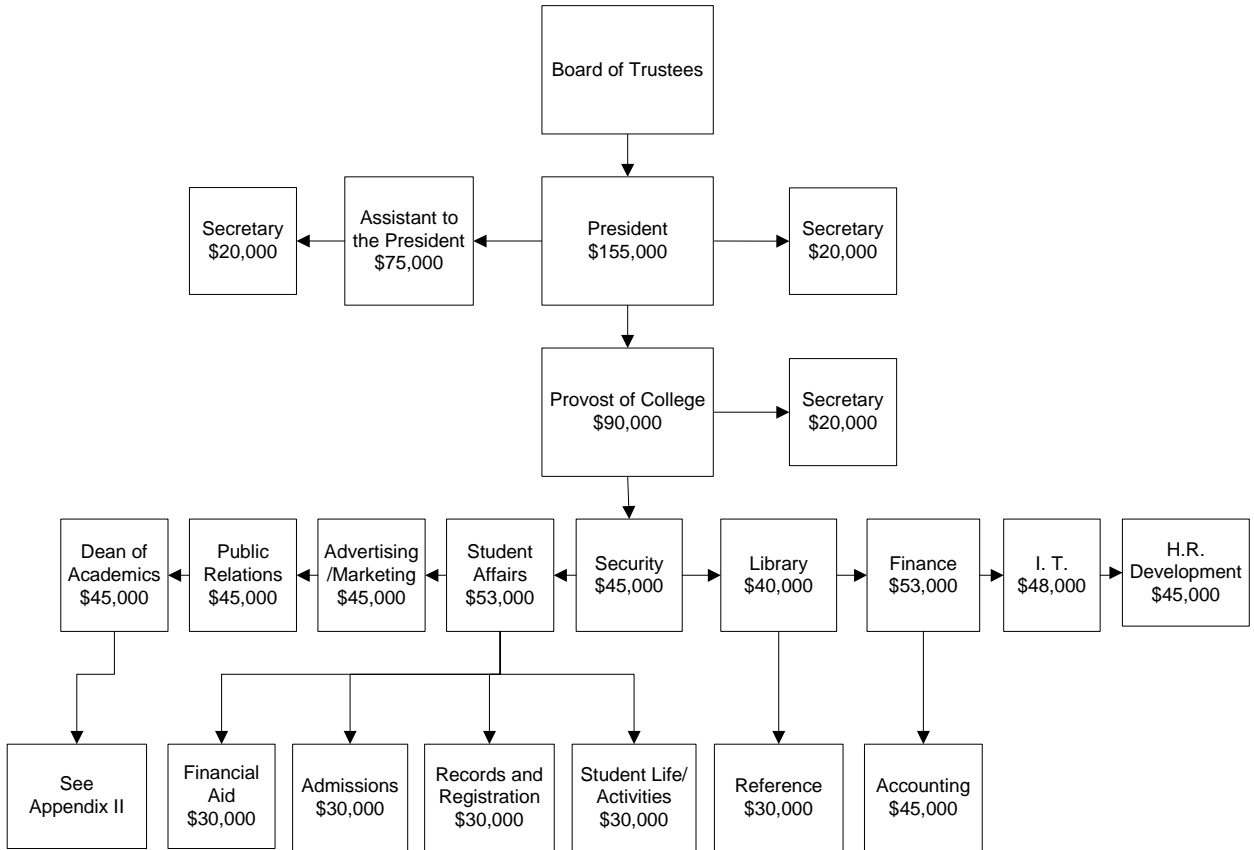
15. Would you be able to attend daytime classes? (circle one) Yes or No

16. Have you used the school's guidance services? Yes \_\_\_ No \_\_\_

17. On a scale of one to five, one being the least, do you feel comfortable with your high school's guidance services?

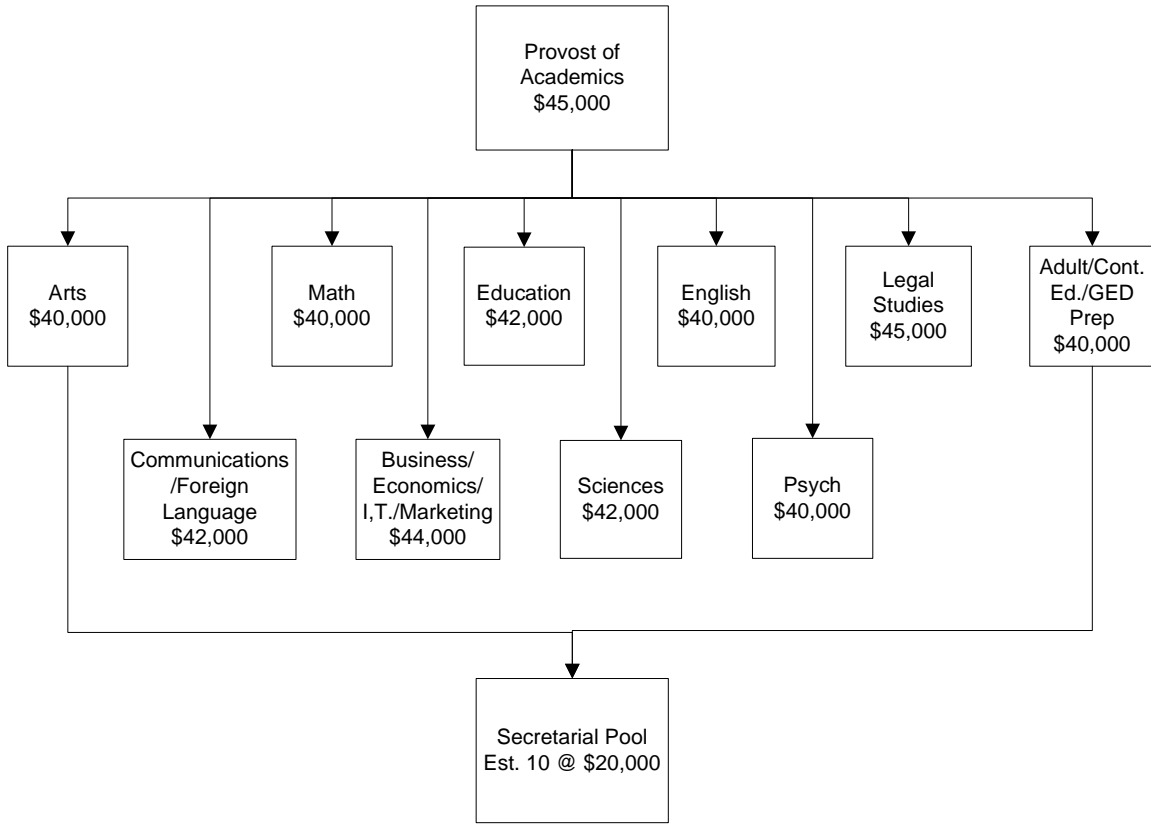
1            2            3            4            5

**Appendix F : Essential Start-up Salaries**



Appendix F shows an organizational chart of initial personnel for the community college. Salaries are noted for each position, and the sum of those salaries is presented as non-academic administrative salaries in Table 1 and Table 3.

**Appendix G : Opening Academic Salaries**



Appendix G is closely related to Appendix F. It shows opening academic personnel during the start-up period. These personnel will be hired by the administrative personnel. They will hire additional faculty as needed, and will teach and serve as department heads when the college opens its doors to students. Annual salaries are shown. However, we assume that these academic personnel will be in place only six months before classes begin so the summed salaries are divided by two before being entered into Table 1.

This appendix also supports the full year salaries of the 300 FTE operating budget.

## **Appendix H : Accreditation Costs**

Accreditation costs are difficult to estimate because they are dependent on several variables which cannot be known in advance. These include the number of visits before accreditation is achieved, the number of members on the visitation team, and the cost of local accommodations and food. This appendix provides basic information about accreditation costs, which we considered in providing budgetary estimates in Table 1 for the cost of initial accreditation and in Table 3 for the annual expenses related to maintaining that accreditation.

### **Initial accreditation**

The initial review fee is \$500. The fee for each visit is \$1000. At least one consulting visit and one assessment takes place, but often more are necessary. Food and lodging in our area will cost about \$250 per person per day. The size of the visitation team is between three and five members. Each team member is paid a stipend of \$350.

### **Maintenance of accreditation**

Most schools arrange a consulting visit annually. The fee for this visit is \$800. The consultant must be provided with accommodations and food. Status review visits occur at least every two years and require a fee of \$800, stipends of \$350 for each team member, and accommodations and lodging. If necessary, a deferment visit also requires the same amounts in fees and stipends.

## Appendix I: Office Set-up Costs

	Price per Office	300 FTEs	600 FTEs	900 FTEs
<b>Office Expenses:</b>				
Desk	\$279.00			
Desk Chair	129.00			
Computer (Dell Inspiron)	800.00			
Printer (HP all-in-one)	100.00			
Telephone	90.00			
Fax Machine (included in Printer)	--			
Extra Chairs	88.00			
File Cabinet (4 drawers)	219.00			
Shelves (3 levels)	149.00			
Desk Lamp	50.00			
Pens (12 in pack)	1.19			
Pencils (12 in pack)	1.00			
Stapler	7.00			
Staples (25,000)	5.00			
Tape (4 pack)	4.50			
Highlighters (6 pack)	4.00			
Tape Dispenser	3.00			
Paper Clips (1000 per pack)	3.00			
Computer Paper (5000 pieces)	40.00			
Loose Leaf Paper (150 pieces)	2.00			
Post-it Notes (12 stacks)	9.00			
Rubberbands (1/4 lb. bag)	1.50			
Log Books	2.00			
Desk Calendar	10.00			
Boards (dry erase, bulletin)(48"*31")	100.00			
Garbage Can	5.00			
Scissors	2.00			
Permanent Markers (all colors)	15.00			
Envelopes (500 per box)	8.00			
Hole Puncher(1)	13.00			
Paper Cutter (1)	35.00			
Folders (100 per box)	10.00			
<b>Total per office</b>	<b>\$2,185.19</b>			
Number initial offices	31			
<b>Initial office costs</b>	<b>\$67,740.89</b>			
First year additional offices		0	10	20
First year office setup costs		\$0.00	\$21,851.90	\$43,703.80
<b>Other expenses:</b>				
Copy machines (twenty @ \$750)	\$15,000.00			
Color printers (three @ \$900)	\$2,700.00			
<b>Total start-up costs (Table 1)</b>	<b>\$85,440.89</b>			
<b>Additional first year costs (Table 3)</b>		<b>\$0.00</b>	<b>\$21,851.90</b>	<b>\$43,703.80</b>

Appendix I details the costs of setting up offices with computers, fixtures, and an initial set of supplies. The cost of offices during the start-up phase (Table 1) is shown in the first column to the left. An amount for additional offices for personnel added during the first year of operations (Table 3) is shown in the three columns to the right.



**Appendix K: Academic Salary Estimates – Enrollment of 600 FTEs**

<b>Area</b>	<b>Salary</b>	<b>Credits</b>	<b>% all credits</b>	<b>Extension</b>
<b>Department heads</b>				
Arts	\$40,000			
Communication	\$42,000	6	10.00%	\$4,200
Mathematics	\$40,000	2.25	3.75%	\$1,500
Business	\$44,000			
Education	\$42,000			
Science	\$42,000	2.25	3.75%	\$1,575
English	\$40,000			
Psychology	\$40,000	1.5	2.50%	\$1,000
Legal Studies	\$45,000	1.5	2.50%	\$1,125
Continuing Education	\$40,000			
MAJOR	\$41,500	15	25.00%	\$10,375
ELECTIVE	\$41,200	1.5	2.50%	\$1,030
<b>Subtotal</b>		<b>30</b>	<b>50%</b>	<b>\$20,805</b>
<b>Professors</b>				
Arts	\$36,000			
Communication	\$38,000	6	10.00%	\$3,800
Mathematics	\$36,000	2.25	3.75%	\$1,350
Business	\$40,000			
Education	\$38,000			
Science	\$38,000	2.25	3.75%	\$1,425
English	\$36,000			
Psychology	\$36,000	1.5	2.50%	\$900
Legal Studies	\$41,000	1.5	2.50%	\$1,025
Continuing Education	\$36,000			
MAJOR	\$37,500	15	25.00%	\$9,375
ELECTIVE	\$37,200	1.5	2.50%	\$930
<b>Subtotal</b>		<b>30</b>	<b>50%</b>	<b>\$18,805</b>
<b>Total average salary</b>		<b>60</b>	<b>100%</b>	<b>\$39,610</b>
Salary for 20 professors				\$792,200
Secretarial pool				\$200,000
<b>Total academic salaries</b>				<b>\$992,200</b>

**Notes:**

1. Based on typical requirements for an associate degree
2. Salary for major courses is an average of salaries for all professors
3. Elective salary is an average of all salaries above
4. If 600 FTEs each department will need one department head and one additional professor at marginally lower salary

Appendix K provides an estimate of academic salaries for professors and a secretarial pool during the first year of classes assuming that the opening enrollment level is 600 FTEs. In this case, the department heads will be joined by additional faculty who earn marginally lower salaries. Respective salaries are multiplied by the percentage of all credit hours in a typical sixty credit associate degree program and summed to find an average cost per professor. The average is multiplied by twenty, and \$200,000 is added for secretarial staff salaries.

**Appendix L: Academic Salary Estimates – Enrollment of 900 FTEs**

<b>Area</b>	<b>Salary</b>	<b>Credits</b>	<b>% all credits</b>	<b>Extension</b>
<b>Department heads</b>				
Arts	\$40,000			
Communication	\$42,000	4	6.67%	\$2,800
Mathematics	\$40,000	1.5	2.50%	\$1,000
Business	\$44,000			
Education	\$42,000			
Science	\$42,000	1.5	2.50%	\$1,050
English	\$40,000			
Psychology	\$40,000	1	1.67%	\$667
Legal Studies	\$45,000	1	1.67%	\$750
Continuing Education	\$40,000			
MAJOR	\$41,500	10	16.67%	\$6,917
ELECTIVE	\$41,200	1	1.67%	\$687
<b>Subtotal</b>		<b>20</b>	<b>33.33%</b>	<b>\$13,870</b>
<b>Professors</b>				
Arts	\$36,000			
Communication	\$38,000	8	13.33%	\$5,067
Mathematics	\$36,000	3	5.00%	\$1,800
Business	\$40,000			
Education	\$38,000			
Science	\$38,000	3	5.00%	\$1,900
English	\$36,000			
Psychology	\$36,000	2	3.33%	\$1,200
Legal Studies	\$41,000	2	3.33%	\$1,367
Continuing Education	\$36,000			
MAJOR	\$37,500	20	33.33%	\$12,500
ELECTIVE	\$37,200	2	3.33%	\$1,240
<b>Subtotal</b>		<b>40</b>	<b>66.67%</b>	<b>\$25,073</b>
<b>Total average salary</b>		<b>60</b>	<b>100%</b>	<b>\$38,943</b>
Salary for 30 professors				\$1,168,290
Secretarial pool				\$200,000
<b>Total academic salaries</b>				<b>\$1,368,290</b>

**Notes:**

1. Based on typical requirements for an associate degree
2. Salary for major courses is an average of salaries for all professors
3. Elective salary is an average of all salaries above
4. If 900 FTEs each department will need one department head and two additional professors at marginally lower salary

Appendix L provides support for the full time academic salaries at the 900 FTE level in Table 3. Its logic is much like that of Appendix K. The portion of classes taught by department heads falls to 33% (ten of thirty full time teachers) as enrollment increases from 600 FTEs to 900 FTEs.