2006-07

Facilities Performance Indicators Report

Facilities **Performance** Indicators

Published by APPA

APPA is the association of choice serving educational facilities professionals. APPA's mission is to support educational excellence with quality leadership and professional management through education, research, and recognition.

Contents

Preface

Welcome to the expanded Web-based *Facilities Performance Indicators Report.* (FPI). APPA's Information and Research Committee's goal for this year was to complete programming the report generation, and round out the report tools for accessing and interpreting the statistics.

2006-07 Report Innovations
The 2006-07 FPI encompasses two major programming achievements:

1. ***Dashboard Display of an Institution's Scores***
   Phase two of the ARCHIBUS-developed Dashboard tool is incorporated in the Report. This second phase makes the Dashboard a flexible tool for setting goals at various levels within an organization and organizing dashboards into Balanced Scorecard perspectives. It also simplifies copying dashboards into your desktop for use in reports and presentations.

2. ***Programmed Calculations***
   The database structure was adjusted so as to not limit future functionality, and the automated calculations and summary statistic generation were modified to the adjusted structure.

   Bar chart generation was automated and now is available in a pop-up window for <u>all</u> numeric report fields (Significant Supporting Data and Ratios and Measures data points.)   The charts are produced "on-the-fly" and the charts adjust to whatever institutions you select and whatever summary you specify in the Detailed FPI Reports.

3. ***Setting Preferences***
   a. Comparison Institution Preferences
      An institution that participated in the 2007 Survey will find the name of their campus automatically in the first institution slot. This can be overridden if desired.

      The list of participating institutions can be sorted by name, Carnegie Class, Funding, APPA Region, Enrollment Range, and Building Range. There is a primary and secondary sort preference that can be set.

      You set preferences by indicating which institutions are to occupy the No. 1, No. 2, and No. 3 Institutional slots in the Detailed FPI Reports. These are the default institutional settings for the Detailed FPI Reports. The institution selections can be temporarily changed within any Detailed FPI Report. A change is made permanent by returning to the Preferences part of the Report.

b. Summary Preferences
The default summary which you want to appear in the Detailed FPI Reports is selected from a pop-up window. The summary selection can be temporarily changed within any Detailed FPI report. A change is made permanent by returning to the Preferences part of the Report.

c. Chart Design Options
In 2007, the chart design options are limited to 2D and 3D bar and pie charts and the ability to show or hide the data tables. The design selections may be expanded in the 2008 FPI Report.

4. Survey Participation
The Survey Participation contains this text report, demographic data, and general data on the participating campuses. The demographic and general data tables are enhanced by pop-up charts.

5. Participant Summary Reports
31 key measurements have been placed into a special report for survey participants, providing a Balanced Scorecard view of the participant's 2007 performance on bar charts with data tables. The participant's scores are contrasted to the summary averages of the participant. As an example, the scores of a specialized medical university in the Eastern Region are contrasted in a bar chart against the following:
- Overall Average
- < 20 Years Building Age Range
- Level 3 Financial Self-Evaluation
- Level 4 Customer Satisfaction
- Special Medical Carnegie Class
- Public Funding
- Average Excluding Auxiliary Services
- ERAPPA Region
- 5,000-11,999 Enrollment Range

These charts are encased in supporting information, such as the high-level questions that the measurements address, the formula for computing the measure, and the measure's definition. These charts can be easily inserted into presentations and reports.

6. Trend Data
The bar charts display 2005 through 2007 institutional and group summary scores. This is the start of trend reporting that becomes more meaningful with each succeeding FPI Report.

7. Data Point Changes
- There are expanded Performance Indicators reports on staffing ratios and down time (data for analyzing the affects of leave on productivity potentials).

- Innovation and Learning is broadened to include mandatory and elective training hours and filling of open positions with existing staff.
- Customer Satisfaction has expanded to include reporting of satisfaction by facilities' function. The reporting on this set of new data points will not be complete until 2008, but it is information that is central to the evaluation of cost performance and staffing ratios.
- Union status was eliminated from the FTE and Salaries survey module, reducing entries by one-third.
- Public Safety was dropped as a separate function in Financial Operations.
- General Data entries were consolidated and reduced.

8. A New Look
The 2007 FPI Report has been adapted to fit into the stunning new APPA website design. The FPI tables and charts have an entirely new appearance which you will be proud to display to your campus.

APPA's Information and Research Committee has many positive goals for the FPI report that enhance its ability to meet your needs for solid information supporting facilities professionals in planning, reporting, and managing operations. The 2008 FPI report will address tiered survey and reporting so that institutions can choose different levels of participation.

Canadian Monetary Conversion
The 2006 Canadian Dollar conversion factor used was $1.00 CAD = $0.86 USD. The 2007 FPI Report has no Canadian Dollar conversion and will continue in this mode until circumstances warrant a different policy. This decision is based on the fact that Canadian campuses are relatively unaffected by changes in USD since they purchase very few goods and services from the United States. This policy change affects the 2006 Canadian scores by about 14 percent and has a much lesser affect on the group summary statistics in that Canadian institutions are about 20 percent of the total participation.

There are three institutions from outside the USA and Canada. These are from Ireland, Australia, and Egypt. The 2007 currency conversions are (Entry Dollar * Conversion factor = USD):
      Canada Pound = 1 USD
      Ireland Euro = 1.4494 USD
      Australia Pound = 0.8742 USD
      Egyptian Pound = 0.181232 USD
We intend to retain these currency conversion factors for 2008 unless there are compelling reasons to modify the factors. By freezing the conversion factors, the institutions are able to track their performance changes without the data being clouded by changes in the stability of the USD.

Background

The facilities professionals at colleges, universities, and K–12 schools and districts work to achieve excellence through the constant improvement of the services they contribute to support missions and goals of their institutions.

The goals of APPA's Information and Research Committee include providing facilities professionals with an integrated set of tools and information that they need to improve their organizations' financial performance and the effectiveness of their primary processes, facilities employees' readiness to embrace the future, and the facilities department's ability to satisfy its customers.

The Information and Research Committee is constructing an integrated research information database for educational facilities. The structure of the new Facilities Performance Indicators Survey was redesigned, and the survey's first tool for developing statistical files on educational facilities—the new Web-based modular Facilities Performance Indicator Survey—debuted in March 2005 and collected data from the fiscal year 2003-04. The survey was administered each Fall from 2005 through 2007. Depending on participation and prior report purchases, APPA provides Report users access to a three-year rolling set of Web-based FPI reports.

Programming the FPI report on the Web changed it from a static publication to a dynamic tool for user-driven comparisons. It is evolving into an instrument to depict statistics in three views: statistical reports, bar charts, and dashboard dials. Each year programming broadens the capabilities of these views. The 2005-06 report introduced the first phase of the view of data on Dashboards developed by ARCHIBUS, Inc. for APPA. The 2006-07 FPI Report contains expanded Dashboard capabilities. 2006-07 also introduces a new set of Participant Summary Charts that replace the former, limited Bonus Reports.

The Facilities Performance Indicators Survey (FPI) supersedes and builds upon the two major surveys APPA conducted in the past: the Comparative Costs and Staffing (CCAS) survey and the Strategic Assessment Model (SAM). The FPI covers all the materials collected in CCAS and SAM, along with some select new data points and improved survey tools. This new "combo" survey first introduced in 2005 includes the following features:

- a modular structure, which offers flexibility that allows an institution to decide which aspects of operations to measure and evaluate each year;
- one-time capture of general campus information in the first survey module, which alleviates the need to record the same statistics for each APPA survey taken;
- automated worksheets, which enable users to step through the calculation of current replacement value (CRV) and British thermal

units (BTUs)—exercises that have proved difficult for many survey respondents in the past; and

- Instant reports that are generated upon the completion of a number of the modules, thereby providing immediate calculations that allow users to evaluate the accuracy of their data points and receive immediate feedback on their operations.

This Web-based 2006-07 *Facilities Performance Indicators Report*—consists of the following sections:

- *Preferences*, a new Report capability whereby you set default institutions for comparisons, your preferred group summary, and chart design options.
- *Survey Participation,* a new Report section containing this text report, demographics, and general data on participant campuses.
- *Participant Summary Reports,* a new Report section (replacing the former, limited Bonus Reports) that showcases participant scores on a select set of measures against the participant's cohort groups in the Balanced Scorecard perspectives. This report is provided only to participating institutions.
- *Dashboard,* an updated set of ARCHIBUS dials are incorporated into an FPI window so that transportation among Report sections and dashboards is greatly simplified. The dashboards overlay an institution's measurement scores onto dials with visual comparisons to overall averages. Goals can be inserted to show the future desired performance positions.
- *Detailed FPI Reports:*
  - *General Data*, covering statistics reported in this first section of the FPI survey that provides a broad profile of the participating institutions. In past years General Data was reported in the PDF version of the FPI Report.
  - *Operating Costs Report*, which covers basic statistics on daily facilities operations;
  - *Strategic Financial Measures Report,* the indices first introduced in the Strategic Assessment Model Report.
  - *Building and Space Report*, a relatively new report that explores statistics on these topics. These ratios provide essential information on characteristics of educational facilities.
  - *Personnel Data and Costs Report*, which looks at trends in salary levels, staffing of full-time equivalent (FTE) positions by position and also introduces some new ratios and measures that can be used for staffing and analysis of personnel costs.
  - *Internal Processes Report*, which measures important, select facilities business processes.
  - *Evaluations Report,* that displays the institution's four performance self-evaluations in the survey and the results of their campus-based customer and employee satisfaction

surveys. Training and positions filled by internal candidates statistics are found in this section.

The range of information contained in the Web-based *Facilities Performance Indicators Reports* is much broader than what has been covered in any APPA survey summary before 2005. The organization and approach of the report have been redesigned as well. The Web-based *Report* contains all of the bar charts and statistical tables that APPA members have grown to expect and more. The *Report* also includes sections that introduce new methods for organizing data displays.

- The information is organized around the eight main facilities functions: administration, construction/architecture and engineering, custodial services, energy/utilities, landscaping/groundskeeping, maintenance/trades, public safety, and other functions.
- A string of ratios and measures for each function provides a variety of measurement perspectives.
- Significant supporting data show the base information used in most of the ratio calculations.

In 2005 APPA broke new ground in its reporting scope with the *Building and Space Report.* Outside of the FPI reports on this subject, the space data is being used for a study on energy consumption. APPA continues to explore ways to improve the energy/utilities function information. There are contraposing interests of keeping data entry simple for the non-engineer and of providing meaningful and normalized energy/utility statistics.

The 2006–07 *Facilities Performance Indicators* report reflects some APPA members' desire for confidentiality. The only institutional list of participants is contained in Appendix A of this text form of the Report. Identified institutional studies are available to participants who indicate a willingness to share their identity with other participants. These institutions have a gold mine of information at their fingertips. APPA encourages institutions that have not done so to join those who participated in the Facilities Performance Indicators Survey so that they also can profit from this data discovery process and receive the new Participant Summary Reports.

All others view the confidential report in which institution names are coded. Those using the confidential Report are advised to examine the institutional listing which shows the general statistics about the participants in the survey. This general campus information is provided so that users of this report can evaluate the institutions that have contributed statistics to the averages reflected in the summaries.

The *Facilities Performance Indicators Report* is designed for survey participants, interested professionals, and serious researchers interested in financial performance. The *Report* includes the following features, among others:

- a comparison of up to three institutions selected by the user;

- simultaneous display of significant data and ratios and measures for three selected institutions and overall and group averages;
- the capability to read and/or print out the whole range of 2006–07 reports contained in the *Facilities Performance Indicators Report,* including institution-by-institution tables;
- the capability to view all numeric report figures in chart form.
- the ability to export the calculated information and survey entries to Microsoft Excel or other software for additional studies.

The Web-based 2006-07 *Report* includes the survey instrument and data download files.

Participating institutions from outside the United States were given the option of entering their financial information in their national currency instead of U.S. dollars, size entries in gross square meters instead of gross square feet and hectares instead of acres. The entries for those who exercised this option have been converted to gross square feet and acres. Select foreign currencies are converted to U.S. Dollars.

APPA's Information and Research Committee provided leadership and direction in the development of the Facilities Performance Indicators Survey as well as the innovative new methods used for the data storage, retrieval, and analysis that was constructed under the committee's watch. The 2007-08, the Information and Research Committee consists of the following members:

Chair/Vice President for Information and Research:

Michael J. Sofield, *Smithsonian Institution*

Committee Members

CAPPA: Terry L. Major, *Southeast Missouri State University*
ERAPPA: Norman Young, *University of Hartford*
MAPPA: Jeri Ripley King, *University of Iowa*
PCAPPA: Richard Storlie, *University of Nevada, Las Vegas*
RMA: Greg Wiens, *Athabasca University*
SRAPPA: Dan Young, *Embry-Riddle Aeronautical University*
At-Large Member: Darryl K. Boyce, *Carleton University*
At-Large Member: Maggie Kinnaman, *University of Maryland, Baltimore*
Staff Liaison: Steve Glazner, *APPA Director of Knowledge Management*

APPA thanks the three companies involved in the annual FPI survey and FPI report:
- Heather Lukes of Digital Wise Inc. who supports the APPA website and survey instrument,
- Brad Peterson, Nick Stefanidakis, Joel Emery, and others at ARCHIBUS who develop the Dashboard, and

- Laura Long and Ann Palmer of LTL Collaborative, LLC, who program the FPI report and scrub the survey data

Finally, we thank the many institutions and APPA members who responded once again to our survey, and whose participation makes the report both valid and functional.

Interpreting This Report

The purpose of *Facilities Performance Indicators* is to provide a representative set of statistics about facilities in educational institutions. The third iteration of the Web-based Facilities Performance Indicators Survey was posted and available to facilities professionals at more than 3,000 institutions from August to December 2007. The website offered a PDF version of the survey for participants who preferred to use that medium for reporting data. Only a handful returned entries by fax or mail.

Data analysis and cleanup are performed in three phases of report processing:

- The instant reports provided at the completion of certain survey modules are tools for participants to audit their entries and make corrections.
- After the survey is closed and measures are calculated, out-of-range numbers are questioned. New tools were developed to select and sort survey entries and calculate report fields.
- Additional errors are discovered when the data are summarized into averages by group.

Participating institutions were contacted primarily by e-mail and asked to review any questionable entries. In the few cases where no institutional response could be obtained, the entry was deleted. All changes to original data entries are documented on the survey comments fields.

The report has rare instances in which an entry was correct but was so radical that it was not useful to other institutions. This year's survey contains about 40 such entries—they remain in the database but are excluded from Overall and grouping summaries.

The "per student" measures for medical centers were deleted from the 2006-07 report. The medical centers have very low student enrollments. Their costs are not driven by their size of their student body and their costs/student are outside of the norm for other classes of institutions.

Organization of the Tables
The statistics contained in this report are summarized according to the following categories:

1. Funding Source
    a. Private
    b. Public
2. Carnegie Classification
    a. Doctoral/Research Universities—Extensive
    b. Doctoral/Research Universities—Intensive
    c. Master's Colleges and Universities
    d. Baccalaureate Colleges
    e. Associate's Colleges
    f. Specialized Institutions
    g. K–12
3. Canadian (faux) Carnegie Classification
    a. Doctoral/Research
    b. Research Universities—High
    c. Research Universities—Very High
    d. Master's Colleges and Universities

e.   Baccalaureate Colleges
f.   Overall
4.   Region
    a.   CAPPA (Central)
    b.   ERAPPA (Eastern)
    c.   MAPPA (Midwest)
    d.   PCAPPA (Pacific Coast)
    e.   RMA (Rocky Mountain)
    f.   SRAPPA (Southeastern)
5.   Student Full-Time-Equivalent
    Enrollment Range
    a.   0 to 999
    b.   1,000 to 1,999
    c.   2,000 to 2,999
    d.   3,000 to 4,999
    e.   5,000 to 11,999
    f.   12,000 to 19,999
    g.   20,000+
6.   Auxiliary Services
    a.   Included in Entries
    b.   Excluded from Entries
7.   Percent Dollars Contracted
    a.   Less than 1%
    b.   1% to 19.9%
    c.   20% to 49.9%
    d.   50%+
8.   Building's Average Age (used
    selectively)
    a.   Less than 20 years old
    b.   20 to 29 years old
    c.   30 to 39 years old
    d.   40 to 49 years old
    e.   50+ years old
9.   Cogeneration (used with Energy and
    Utilities)
    a.   No
    b.   Yes
10.   District Utility System (used with
    Energy and Utilities)
    a.   No
    b.   Yes
11.   Custodial Service Level (used with
    Custodial Services)
    a.   Orderly Spotlessness
    b.   Ordinary Tidiness
    c.   Casual Inattention
    d.   Moderate Dinginess
    e.   Unkempt Neglect
12.   Grounds Service Level
    a.   State-of-the-Art Maintenance
    b.   High-Level Maintenance
    c.   Moderate-Level Maintenance
    d.   Moderately Low-Level
        Maintenance
    e.   Minimum-Level Maintenance

13.   Maintenance Level
    a.   Showpiece Facility
    b.   Comprehensive Stewardship
    c.   Managed Care
    d.   Reactive Management
    e.   Crisis Response
14.   Customer Overall Satisfaction
    a.   3 Satisfied
    b.   4 Very Satisfied
    c.   5 Extremely Satisfied
15.   Employee Overall Satisfaction
    a.   2 Very Dissatisfied
    b.   3 Satisfied
    c.   4 Very Satisfied
16.   Performance Self-Evaluation
    (Financial, Internal Processes,
    Customer Satisfaction, and Innovation
    & Learning)
    a.   1 Copper No Program
    b.   2. Bronze Beginning Program
    c.   3. Silver Mature Program
    d.   4. Gold Stretch Goal
    e.   5. Platinum Flawless Program

Funding, Carnegie classification, and student enrollment were audited against the *2007 Higher Education Directory*, published by Higher Education Publications, Inc., and an APPA region was assigned according to the state or province in the institution's address. Institutions designated K–12 are in an artificial "K–12" Carnegie classification. Non U.S. institutions participating in the survey had self-assigned Carnegie classifications based on the current classification definitions.

Comments on Three of the Detailed FPI Reports

General Data

General data is a new Report Section to give the user of the 2006–07 *Facilities Performance Indicators* report a perspective on the type of institutions that are included in the statistical pool.

Operating Costs Report

The Operating Costs Report consists of a series of reports on operational expenses (in-house labor, in-house nonlabor, and contract costs) normalized by gross square footage or acres and by student FTE. The measures include FTE from Personnel Data and Costs survey module compared to GSF (gross square feet). These costs, FTE, and GSF/acres are broken down into six functions performed by facilities operations: administration, construction/renovation/architecture and engineering, custodial services, energy/utilities, landscaping/groundskeeping, and maintenance/trades.

Some things to be aware of when looking at the Operating Costs Report are:

1. The information about contracted services was improved by new data captures in Operating Costs and in Personnel Data and Costs sections of the survey. GSF completely serviced by a contractor and contractor FTE performing work otherwise done by inhouse labor are the new data points in 2006. These new data points make the FTE/GSF and the FTE/Student FTE measure by function more accurate.

2. The GSF reported for Construction A&E function was limited to the footage under planning, bid, award and/or construction during the 2005-06 fiscal year. In 2006-07 participants were given two choices; footage under planning, bid, award, and construction or total campus GSF. The cost/GSF is reported both ways.

Strategic Financial Measures Report

The Strategic Financial Measures are highly dependent on the Current Replacement Value (CRV) estimates since CRV is the divisor in formulas for most of its measures. CRV estimates become more realistic with each survey. However, before you select a campus as a comparison cohort for strategic measures, check their gross CRV estimate value per GSF. The two components for this calculation are in the Significant Supporting Data line (Total campus GSF w/Aux and Current Replacement Value). CRV/GSF averages are to include infrastructure and reflect current construction costs. You probably would not want to compare your performance against a campus that has a CRV/GSF value that is significantly different than yours.

Report Characteristics
Several characteristics of the way the survey is computed should be kept in mind, because these techniques tend to bias the averages in the report.

- Blanks and zeros were not included in computations except in a few cases where there was no question that zero was a legitimate entry. The data collection system does not distinguish between no entry and no cost. (Respondents may enter only the information that was of interest to their campus.) Statistics do not include zero or null entries. This computing method affects almost every portion of the report.

- No summary averages are computed as averages of averages, because that is not valid. Summary averages are the sum of all entries divided by the count of all entries.

- The data generally do not conform to a standardized bell curve. Typically, data are clustered at the low end of a range rather than being symmetrical around the mean. As a result, the median figures are typically somewhat lower than the average figures that are reported.

- A summary that breaks groups down into many categories will produce some small counts and counts vary from measure to measure since respondents do not answer all survey questions. The average for a small count should be used with caution. Please activate the "Count" button on the Report displays before evaluating the grouping statistics. This Web-based *Facilities Performance Indicators* Report includes counts for all group averages.

- Look at historical bar charts to identify those group averages that appear to be stable statistics and those that have large fluctuations. A small sample size typically produces fluctuations from year-to-year.

Despite these disclaimers, the statistics are generally representative, and therefore valid, as substantiated by consistent data that are as illustrated in historical charts. Where the statistics are historically different, the validity of the data can be substantiated by identifying the sources of data differences, such as the influence of nontraditional specialized institutions in the participant pool. This is a general caution and should not be viewed as a shortcoming of APPA's current Facilities Performance Indicators Survey. Biases, reporting consistency, and other concerns are always present when evaluating statistical information, and it is always important to know how to make valid comparisons. Keeping this in mind is the best way to ensure that this report is used as effectively as possible.

**FY 2006-07 Respondents and Participation Trends**

There are 200 participants in the 2006-07 Report. There have been two spikes in past CCAS survey participation in the past: in 1994, 516 institutions responded; and in 2000, the first time the survey could be completed online on the APPA website, 248 institutions took part. In other years about 200 institutions—plus or minus 10 percent—participated in the survey. The 2006-07 survey participation was adversely affected by a new report cycle schedule. The 2006-07 survey had 200 institutions complete General Data and at least one other survey module. This was a return to the expected participation level.

In the past, about 30 percent of the participant pool consistently came from institutions that had private sources of funding and 70 percent came from those that had public sources. In 2004 the representation by the private sector increased to 40 percent by a larger participation of private K–12 institutions. In 2005, private institutions were 30 percent of the total. They dropped to 23 percent of the participants in 2006 and retained that ratio in 2007.


Count by Funding Source
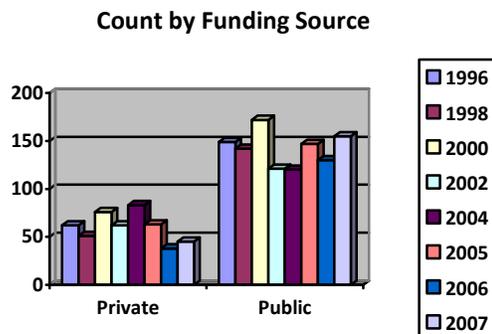
All regions are represented in the survey, with the largest number of respondents coming from the Eastern region (ERAPPA), the Midwest (MAPPA), and the

Southern region (SRAPPA). The international participants are from Australia, Ireland, and Egypt. Canadian institutions are included in the six APPA regions.

Count by Region
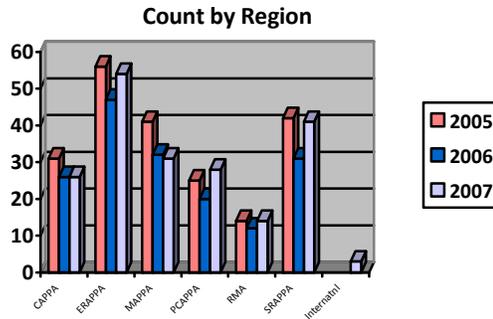
Participating institutions' enrollment ranges—which start at 0 and go up to 20,000-plus—has been rather consistent over the last six survey cycles, In 2004 there was a jump in institutions with enrollments between 0 and 999 that was reflective of an increase of K–12 institutions. The drop in participation in 2006 was concentrated in the lower enrollment range institutions. 2007 had increases in the 3,000 to 11,999 and the 20,000-plus ranges.

Count by Enrollment
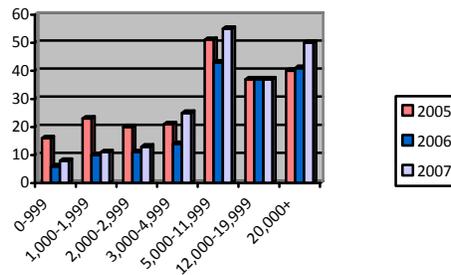
The representation of institutions as categorized by the Carnegie classifications has been generally consistent.   The change in Carnegie Classifications for the doctoral and research institutions has divided two categories into three in 2006. APPA decided to couple Doctoral/Research Intensive to Doctoral Research and Doctoral/Research Extensive to Research Very High. That left Research High as a lone new category.

Specialized institutions are shown as one category in the chart. The FPI shows this Carnegie Classification as Specialized (count 5) and Specialized Medical (count 6). While the counts are small when this division is made, the Medical

Centers have need to make comparisons to their own group and not a mixture of medical and other types of specialized institutions.

Count by Carnegie
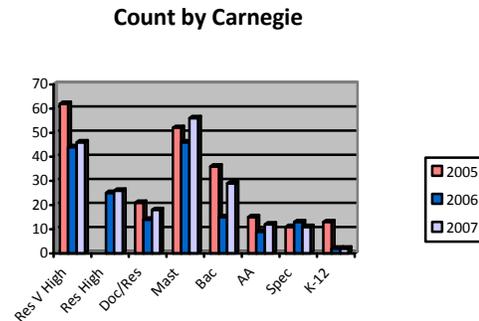
Carnegie Classifications

The following are descriptions of the primary institutional classifications as defined by the Carnegie Foundation for the Advancement of Teaching:

Doctorate-granting Universities (Three new categories replacing former Doctoral-Research Intensive and Extensive): Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.
> **Research Universities Very High Research Activity**
> **Research Universities High Research Activity**
> **Doctoral/Research Universities**

Master's Colleges and Universities: Includes institutions that award at least 50 master's degrees per year. Excludes Special Focus Institutions and Tribal colleges.

Baccalaureate Colleges: Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or fewer that 20 doctoral degrees per year. Excludes Special Focus Institutions and Tribal Colleges.

Associates Colleges: Includes institutions where all degrees are at the associates level or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. Excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions.

Special focus Institutions: Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees is in a single field or set of related fields. Excludes Tribal Colleges.
> **Specialized**
> **Specialized/Medical** Medical schools and medical centers

K–12: This includes schools and school districts focusing on primary and secondary education. It is not a Carnegie Classification, but one assigned for the purposes of the FPI report.

APPA Regions

APPA's six geographical regions function independently of APPA and offer their own educational programs, annual meetings, publications, and other benefits. Each region maintains its own set of officers, committees, and activities to serve member institutions within the region. Regions determine their own membership requirements, dues, structure, and services.

Regions work with APPA to ensure that international programs address concerns of interest to all members. To maintain strong links among all regions, each region is represented on the APPA Board of Directors and on APPA committees.

APPA chapters are general city-wide or state-wide organizations of members who meet periodically to share information and discuss issues of local or state interest.

Institutions from outside the United States of America and Canada are put into an "International" region for the purpose of this FPI Report. A concentration of institutions from any one foreign region will be recognized in the future FPI Reports.

Up-to-date information about the regions—including conference dates, contact information, and links to the regional websites—are available on APPA's website at **www.appa.org**.

General Data

Information in this section is provided to assist you in your evaluation of information contained in the *2006-07 Facilities Performance Indicators Report.*
- Count of institutions in each group pool used in report statistical summaries
- Characteristics of the institutions that make up each grouping's statistical pool.

The Response Tally tables under *Survey Participation* in the FPI Report shows whether the distribution within a grouping could be considered significant for your purposes.
- Funding source includes counts of 45 private and 155 public institutions. Both of these are ample samplings.
- The grouping according to Carnegie classification has low counts for Associate (12), Specialized (5), Specialized/Medical (6), K-12 (2), and Doctoral/Research (18).
- The breakdown by APPA region shows good counts except for RMA which had only 14 institutions in this study.
- All enrollment ranges below 3,000 have low counts.
- The grouping on auxiliary services has good counts.
- The <20 years building age range count is 16.
- The summaries for the various levels of service, customer satisfaction, employee satisfaction, and the performance self-evaluations will have low counts on the low and high extremes of the scales.

Tables in this *Report* show counts for all entries. Some participants completed only a few of the modules, some erroneous entries have been eliminated, and participants sometimes did not answer every question within a module. Consequently, the counts on most tables throughout this report can be expected to be <u>lower</u> than those shown in the Tally Table. Noting the counts on statistical tables can help the user decide whether or not the statistics are useful for a particular operation's purposes. This report has not produced cross-tab tables between two groupings, because many entries in such tables would have low counts. Below are counts of participants by survey module.

Grouping	200
General Data	198
Strategic Financial	186
CRV Worksheet	90
Financial Operations	188
MMBTU Worksheet	124
Internal Processes	160
FTE & Salaries	173

Innovation & Learning	127
Customer Satisfaction	130
Customer Satisfaction by Function Worksheet	69
Performance Self-Evaluation	129

APPENDIX A

2006-07 Facilities Performance Indicators Participants

Abilene Christian University
Acadia University
American University
American University in Cairo
Angelo State University
Appalachian State University
Arizona State University
Arkansas State University
Baylor University
Black Hills State University
Bowling Green State University
Brandeis University
Brigham Young University/Hawaii
Bryant University
Bucknell University
Butler University
California Polytechnic State University
California State University/Channel Islands
California State University/Dominguez Hills
California State University/East Bay
California State University/Fresno
California State University/Fullerton
California State University/Long Beach
California State University/Los Angeles
California State University/San Bernardino
Carleton College
Carleton University
Casper Community College
Central Methodist University
Chaminade University of Honolulu
Cincinnati State Technical & Community College
Clemson University
Colorado College

Cornell University
Cranbrook Educational Community
Dalhousie University
Delta College
East Carolina University
Eastern Illinois University
Eastern Mennonite University
Ecole De Technologie Superieure
Elizabeth City State University
Embry-Riddle Aeronautical University/Extended
Evergreen State College
Fanshawe College of Applied A & T
Fayetteville State University
Geneva College
Georgia Tech
Goshen College
Grand Rapids Community College
Guilford College
Harrisburg Area Community College
HEC Montréal
Indiana University/Bloomington
Iowa State University
John Carroll University
Kansas State University
Kennesaw State University
Lakehead University
Laval University
Luther College/LA
McMaster University
Medical College of Wisconsin
Medical University of South Carolina
Miami University
Michigan State University
Midlands Technical College
Minneapolis College of Art & Design
Montana State University
Moravian College
Mount Allison University
Nipissing University
North Carolina A&T State University
North Carolina Central University
North Carolina School of Science & Mathematics
North Carolina School of the Arts

North Carolina State University
North Dakota State University
Northwestern College
Ohio State University/Affiliate
Oklahoma City Community College
Pace University
Queen's University
Queensland University of Technology
Reed College
Rend Lake College/District 521
Roberts Wesleyan College
Rochester Institute of Technology
Rockhurst University
Ryerson University
Saginaw Valley State University
Saint Lawrence College
Saint Mary's University/Cn
Saint Xavier University
Salt Lake Community College
San Francisco State University
Seattle University
Seton Hall University
Shepherd College
Sheridan College
Simon Fraser University
Sinclair Community College
Smithsonian Institution
Soka University of America
Sonoma State University
South Dakota State University
Southern Utah University
St. Francis Xavier University
St. Jerome's University
St. John's College/New Mexico
SUNY College/Geneseo
SUNY College/New Paltz
Tarleton State University
Tennessee State University
Trinity University/Texas
Trinity Western University
University College Dublin
University College of Cape Breton
University of Akron

University of Alaska/Fairbanks
University of Alberta
University of Arkansas
University of British Columbia
University of Calgary
University of California/Berkeley
University of California/Santa Barbara
University of Central Oklahoma
University of Colorado/Boulder
University of Connecticut
University of Florida
University of Georgia
University of Guelph
University of Hawaii/Manoa
University of Illinois/Urbana-Champaign
University of Kentucky
University of Kentucky/Physical Plant
University of Lethbridge
University of Maine/Orono
University of Manitoba
University of Mary Washington
University of Maryland/Baltimore
University of Maryland/Baltimore County
University of Massachusetts/Medical School
University of Memphis
University of Michigan/Ann Arbor
University of Michigan/Dearborn
University of Missouri/Kansas City
University of Missouri/Rolla
University of Missouri/St Louis
University of Moncton
University of Montreal
University of Nebraska/Kearney
University of Nebraska/Lincoln
University of Nebraska/Omaha
University of Nevada/Las Vegas
University of New Brunswick
University of New Mexico
University of North Carolina/Asheville
University of North Carolina/Chapel Hill
University of North Carolina/Charlotte
University of North Carolina/Greensboro
University of North Carolina/Pembroke

University of North Carolina/Wilmington
University of Oklahoma
University of Ottawa
University of Pittsburgh
University of Prince Edward Island
University of Quebec/Outaouais
University of Quebec/Trois-Rivieres
University of Regina
University of Richmond
University of Saskatchewan
University of Sherbrooke
University of South Alabama
University of Southern Maine
University of Tennessee/Knoxville
University of Texas MD Anderson Cancer Center
University of Texas/Arlington
University of Texas/San Antonio
University of Toronto
University of Virginia
University of Waterloo
University of West Georgia
University of Western Ontario
University of Windsor
University of Wisconsin/Stout
University of Wisconsin/System
Valparaiso University
Villanova University
Virginia Tech
Washington & Lee University
Washington State University
West Virginia University
Western Carolina University
Western Michigan University
Wilfrid Laurier University
Winston-Salem State University
Worcester Polytechnic Institute
Xavier University
Yale University