



**Comprehensive Planning Narrative**  
**East Stroudsburg University of Pennsylvania**

**As submitted**  
**September 9, 2020**

**Reports should be no more than 15 pages.**

## Executive Summary

*Provide a brief (one page) narrative of the University's plan, based on the projected enrollment, revenue, and expenditure information provided in the completed templates. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.*

### Executive Summary:

In December of 2019, the University submitted its Goal Alignment Plan to the Pennsylvania State System of Higher Education. As implementation of the plan began, it became evident that COVID-19 was going to take the University in a different direction for Spring 2020. In planning for FY 2021, the University will follow the implementation plan developed in Spring 2020 for the four major goals (now collapsed into three major goals for the Comprehensive Planning Document) of recruitment, retention and graduation, diversity of faculty and staff, and diversity of students. ESU's institutional goals are commensurate with the Pennsylvania State System of Higher Education's (PASSHE) plan, which calls for PASSHE to achieve and sustain excellence through attracting and retaining highly qualified students, staff, and faculty.

The University is committed to a comprehensive enrollment management process that results in stable growth and the recruitment of qualified undergraduate and graduate students. Over the past five years, East Stroudsburg University (ESU) has experienced a period of enrollment decline. Overall, student FTE decreased by 11.3 percent, from 6,246 FTE in fall 2015 to 5,543 in fall 2019. In response to declining student enrollments, the University has embarked on an in-depth analysis of the enrollment declines faced by the institution and a re-examination of its marketing and recruiting strategies. The University has established strategic enrollment targets and has begun to design and implement a comprehensive enrollment plan.

The University is also developing and implementing a comprehensive student persistence plan that is focused on addressing the student retention issues facing the University. Built into this Comprehensive Plan (The Plan) are efforts to improve retention (and graduation) rates that benefit from greater coordination and cooperation, especially across divisional lines. The Plan guides the continued study of student attrition patterns so appropriate follow-up steps are taken and the recruitment efforts of the University are better informed.

In mid-summer 2020, ESU decided to move most of instruction to an online format for the Fall 2020 semester. All financial projections within this document assume that the university will return to a more traditional mode of delivery of instruction for the Spring 2021 semester (while incorporating more online instruction) and continue in a similar format thereafter.

Changes in revenues in both the E&G and Auxiliary funds are primarily driven by the enrollment assumptions of a 6.4% decrease in FY2020-21, a 0.1% increase in FY2021-22 and a 0.8% increase in FY2022-23. In addition to these changes in enrollment, the limited number of students living on campus in Fall 2020 further decreases the projected revenues for FY2020-21. With a plan to return to a more traditional format in Spring 2021, E&G and Auxiliary revenues will return to more normal levels. In addition, with the acquisition of two suite-style housing units from the University's affiliate in summer 2020, the Auxiliary budget will reflect an increase in housing revenues.

The largest changes in expenditures reflect contractual salary and benefit increases, offset by the elimination of almost 90 positions in FY2020-21, (which included equal distribution of furloughs, elimination of vacant positions, and reductions of adjunct faculty), expenditures related to the CARES Act appropriations, and a change in the university's method of recording and spending Technology Fee revenues (moving from E&G Plant Fund back to E&G) to conform with the new State System guidelines on the consistent recognition of Plant Funds.

Net assets will remain fairly stable from FY2019-20 through FY2022-23.

Through an internal review process, the University has identified seven (7) majors being considered for moratorium. Each of these programs has low enrollment and degree production data points. This Plan allows for academic departments to design, implement, and evaluate a major's relevancy as compared to the University's program array.

**Part 1: Strategy Narrative**

Complete one page for each of the University's top 2-3 strategies that are moving the University toward achieving its mission and strategic plan within the context of financial sustainability. Consider copying and pasting from January 2020 Goals submission, then update as appropriate. Copy this page, as needed, to complete for each of the top strategies.

**Identifying strategic goals within major strategy categories**

<b>Strategy Categories (Check all that apply):</b>	XXXXX	Student Success		Financial Sustainability
		Affordability		Academic Program Array
		Diversity/Inclusion		Other
<b>Strategic Goal 1:</b>	Recruitment: Align recruitment to changing demographics (Transfer, Returning Adult, and Graduate Students) to increase the annualized FTE to 5391 in FY 2023.			
<b>Strategic Goal(s) description and populations impacted:</b>				
<p>Beginning in the fall of 2020, ESU's division of Enrollment Management will be under the leadership of a new Vice President. The new Vice President for Enrollment Management plans to undertake an extensive review of the Institution's efforts to recruit qualified undergraduate and graduate students, to promote student persistence to graduation, and to brand the University in a post-COVID-19 environment. In response to the pandemic, Enrollment Management is adopting enrollment mitigation strategies including restructuring enrollment targets and aligning the admission pipeline, improving financial aid efforts, working with community colleges to increase recruitment of transfer students, increasing non-traditional and returning student populations, and marketing ESU summer school courses throughout Pennsylvania, New Jersey, and New York.</p> <p>Selected ongoing efforts to increase student enrollment at the University include the formation of university-level student marketing and retention committees (Student Success Network). The marketing and retention committees' actions include recommendations generated by students, faculty, and staff, focusing on gaining a greater understanding of the Institution's market position, determining institutional branding objectives, and developing and monitoring comprehensive retention efforts.</p> <p>Additionally, ESU's strategies encompass student-centered teaching featuring experiential opportunities that include enrichment through the visual and performing arts, service-learning internships, study abroad, e-Gaming, and green campus initiatives, thereby preparing future leaders to meet the challenges of a complex and changing global society. Through strategies detailed within this alignment, the University will continuously improve the recruitment, enrollment, and the academic experience of its undergraduate and graduate students. Major areas of undergraduate and graduate academic experience include education, business, STEM disciplines, health professions, the visual and performing arts, and selected degree programs in the humanities and social sciences such as social work, criminal justice, and psychology.</p> <ol style="list-style-type: none"> <li>1. Support and develop academic programs that address statewide and regional economic and workforce development needs.</li> <li>2. Create a pipeline for undergraduate transfer students by increasing the number of program-to-program articulation agreements with 2-year community colleges.</li> <li>3. Create a pipeline for graduate school students by increasing the number of partnerships with local and regional employers.</li> <li>4. Create a pathway for non-traditional and adult learners, those with some college credits, and other niche populations.</li> <li>5. Increase and promote the University's online course offerings and degree programs, including multimodal opportunities.</li> <li>6. Create and implement a financial literacy program through the use of upper-level peer mentors.</li> <li>7. Increase the number of graduates employed in key workforce areas such as business, health sciences, hospitality and recreation, and STEM.</li> <li>8. Increase and support programs, extracurricular activities, and student residential opportunities that reinforce University core values and classroom learning.</li> </ol>				

Anticipated student success or Financial Sustainability outcomes:

Current learning and market information shows that potential students prize student-centered teaching and learning that emphasizes experiential education. Additionally, persistence and completion information show students that apply and augment classroom learning through a wide range of experiential opportunities, including internships, volunteerism and leadership development activities, undergraduate research, and study abroad are more successful in receiving a meaningful credential. The revenue forecast process at East Stroudsburg University focuses on the mission, resources, established goals, and coordination of the administrative divisions of the University. The method of determining revenue is conducted by the Division of Administration and Finance and involves several decision-making stages. Because of the financial combination of tuition increases and appropriation decreases, East Stroudsburg University now relies on student tuition more than on any other source to raise revenue to sustain the budget. Faculty and staff are more aware of the impact of the decreasing number of high school graduates within the region. The Institution identifies a number of initiatives each year designed to support the revenue goal that matches the enrollment projections.

Strategy funding and resources:

Continued implementation and funding of the University's recruitment strategies will involve the use of the current funds. No new investment is expected for the reporting period. During these years of cost containment, discretion is used in determining funding for new initiatives or priorities. Hence, ESU expects to shift expenditures internally to increase faculty, staff, and administrators' flexibility with their respective budgets, allowing them to apply the funds where needed as long as the mandatory expenses are met appropriately. Efforts continue to focus on aligning current student enrollment with a sustainable faculty complement at 242.3 FTE.

Multi-campus and Systemwide implications, if applicable:

The University recognizes its role within System Redesign and will continue to emphasize student success. The University will work very closely with the business community, local and regional school districts, community college leaders, and other PASSHE institutions to form partnerships that will support the Institution's enrollment strategies. These efforts will intensify over the next five years, with the development and implementation of new enrollment initiatives that will include efforts to attract non-traditional and adult learners, stop out and readmit students, and other niche populations. For example, ESU has activity partnered with a least two sister institutions to share faculty and students.

**Identifying strategic goals within major strategy categories**

<b>Strategy Categories (Check all that apply):</b>	XXXXX	Student Success		Financial Sustainability
		Affordability		Academic Program Array
		Diversity/Inclusion		Other
<b>Strategic Goal 2:</b>	<p>Recruitment: Improve the University's retention and graduation rates.</p> <p>A. Increase the second-year retention rate of ESU's first-time, full-time degree-seeking undergraduates from 67% in 2019 to 72% in 2023.</p> <p>B. Increase a six-year graduation rate of ESU's undergraduates from 50% in 2019 to 51.6% in 2023.</p>			
<b>Strategic Goal(s) description and populations impacted:</b>				
<p>ESU enrolled 1,134 first-time, full-time, degree-seeking first-year students into its 2018-2019 cohort. Of these, 67% were retained into the 2019-2020 academic year. As such, ESU's retention ranks 13/14 among the State System universities. ESU's retention rates are particularly concerning when disaggregated by subgroup, for example, retention rates for African American females (60.6%), African American males (63.2%), Hispanic females (63.6%), and Hispanic males (56.1%). Viewing retention data through the lens of family-income, financial literacy, and financial-aid support represent areas of support and/or improvement. Persistence and four to six-year graduation rates are also areas of focus (2012 cohort: 35% in year four, 47% in year five, and 50% in year six). Accordingly, supporting initiatives below will extend beyond the freshman year through degree acquisition.</p> <ol style="list-style-type: none"> <li>1. Study and identify factors contributing to successful students and model services after their behavior.</li> <li>2. Develop and provide services to students designed to "meet students where they are" and when they need them. Possible interventions include:             <ol style="list-style-type: none"> <li>a. Identify positive ways for men and women of color to develop identification with the Institution and a sense of belonging through the Men of Color Alliance and Women of Color Initiative.</li> <li>b. Develop and implement programming for 1<sup>st</sup> generation students that includes early move-in program and programs focused on a successful transition to college.</li> <li>c. Develop strategies to encourage students and departments to utilize financial aid and student employment fully.</li> </ol> </li> <li>3. Continuously assess the efficacy of developmental courses in English and Mathematics (i.e., RAND Study &amp; implementation of ALEKS).</li> <li>4. Continuously assess the efficacy of ESU's First-Year Experience (FYE) course for new undergraduate students.</li> <li>5. Develop strategies to encourage students and departments to utilize financial aid and student employment fully. Increase the use of WARRIORfish (Starfish) across the University.</li> <li>6. Increase the number of holistic pathways that combine academic, co-curricular, and career guidance.</li> <li>7. Evaluate and amend services currently offered through the Department of Academic Enrichment and Learning (DAEL) and where appropriate adopt new practices to include holistic advising, increased tutoring support, financial literacy, and Health &amp; Wellness services.</li> <li>8. Develop and implement a systematic construct for students to identify their choice of major.</li> <li>9. Provide holistic advising services to assist undeclared students through the major selection process.</li> <li>10. Develop and implement a systematic construct to assess the First Day Book Access initiative.</li> </ol>				
<b>Anticipated student success or Financial Sustainability outcomes:</b>				
<p>The anticipated revenues are those consistent with the collection of tuition and fee based on enrollment and retention projections contained within ESU's 2020/21 budget submission. It is expected that these initiatives will enable ESU to meet its revenue projection submitted with the FY 2020/21 CPP. These initiatives will be funded through the University's existing budget structure by reallocation of existing funds.</p>				

Strategy funding and resources:

The University plans to reallocate existing resources by implementing a delicate balance of proactive and reactive internal funding constructs to support its persistence and completion agenda.

Multi-campus and Systemwide implications, if applicable:

At ESU, the recruitment, retention, and completion of all students are University-wide concerns as it is with the State System; the University will continue to explore ways to make positive contributions to improving its recruitment and retention efforts resulting in increased student FTE.

### Identifying strategic goals within major strategy categories

<b>Strategy Categories (Check all that apply):</b>	XXXXX	Student Success		Financial Sustainability
		Affordability		Academic Program Array
	XXXXX	Diversity/Inclusion		Other
<b>Strategic Goal 3:</b>	Continue efforts to create an environment that prepares students to live and work in a diverse society.			
	<p>A. Increase the percent of faculty of color<sup>1</sup> from 6.4% in 2019 to 8.4% in 2023. Increase the percent of staff of color<sup>2</sup> from 29.67% in 2019 to 32.15% in 2023.</p> <p>B. Through 2023, maintain the percentage of undergraduate Students of Color at a level equal to or greater than the 2019 level of 40.3%.</p>			
<b>Strategic Goal(s) description and populations impacted:</b>				
<p><b>A.</b> Increase the percent of faculty of color from 6.4% in 2019 to 8.4% in 2023. Increase the percent of staff of color from 29.67% in 2019 to 32.15% in 2023.</p> <p>With both a culturally and ethnically diverse student population, ESU provides programs, experiences, and a stimulating learning environment that mirrors the changing demographics within the region. Because of its significant role in the System and Commonwealth, ESU has a tri-fold mission of excellence in education, community service, and economic development. The University recognizes and is implementing new strategies to recruit, hire, and retain faculty and staff of color to support the Institution's diverse student population. The University continues to develop strategies designed to enhance the diversity of faculty and staff. To assist the University in the hiring of faculty and staff of color, each division will deploy new strategies at the level of the hiring unit for achieving a diverse workforce at the University. To assist the University in the hiring of faculty and staff of color, a review of the effectiveness of these strategies will be conducted annually. By including this as a major goal within the State System's Goal Alignment, the University expects to make a transparent commitment to increasing the diversity of faculty and staff as well as establishing authentic role models for its students.</p> <ol style="list-style-type: none"> <li>1. Ensure an environment in which faculty and staff feel valued and appreciated (e.g., through the celebration of teaching excellence, scholarly achievement, and services).</li> <li>2. Emphasize the need for diversity in all searches, emphasizing the recruitment of African American and LatinX faculty and staff.</li> <li>3. Continue efforts to recruit and maintain a diverse faculty and staff for both temporary and tenure track faculty.</li> <li>4. Develop and implement Implicit Bias training for faculty and staff search committees.</li> <li>5. Increase collaboration with professional and academic organizations to identify and recruit faculty and staff of color.             <ul style="list-style-type: none"> <li>• Strategically recruiting diverse faculty through professional organizations or networks (e.g., The Black Doctoral Network Conference, Southern Region Education Board).</li> <li>• Reinstating Frederick Douglass Scholar program to assist in recruiting and retaining underrepresented faculty.</li> </ul> </li> <li>6. Revise and implement hiring policies to establish standards for inclusive search processes.</li> <li>7. Maintain current levels of support for the Faculty Mentor Program.</li> <li>8. Develop and implement a committee on faculty recruitment and retention for a diverse faculty and staff.             <ul style="list-style-type: none"> <li>• Support the development of coordinated materials in a packet to be distributed to prospective faculty and staff.</li> <li>• Continue to distribute vacancy notices to Historically Black, Hispanic, and Native American colleges and universities that have doctoral programs.</li> <li>• Enter into formal agreements with Historically Black Institutions with doctoral programs to place doctoral candidates in Frederick Douglas Scholar or tenure track faculty positions at East Stroudsburg University.</li> <li>• Provide mentors for new faculty members, priority for faculty of color.</li> </ul> </li> <li>9. Encourage and reward faculty and professional staff who engage in activities such as culturally relevant teaching, scholarship, workshops, professional presentations, and artistic/creative activities that reflect positively on the University.</li> <li>10. Increase professional development opportunities for faculty and staff (i.e., training, workshops).</li> </ol>				

<sup>1</sup> Includes African American and LatinX permanent faculty

<sup>2</sup> Includes African American and LatinX permanent staff

#### Strategic Goal(s) description and populations impacted:

- B.** Through 2023, maintain the percentage of undergraduate Students of Color at a level equal to or greater than the 2019 level of 40.3%.

Although East Stroudsburg University has had success in recruiting and enrolling students of color, the University is committed to increasing the persistence and completion rates of these students. At an institution that prides itself on personal contact and support systems for students of color, ESU is not satisfied with overall persistence and completion rates that fluctuate near the average for comparable institutions. The University is concerned about the lower graduation and, especially, retention rates for males compared to females. The gap has been persistent and, in the case of retention, has been increasing. In addition to the Institution's concern about males being retained and graduating at rates lower than females, the University has a special concern about the persistence to graduation of African-American and Hispanic males, who graduate at rates consistently, lower than White males. The University is also aware that low-income students often have greater risk factors and are more likely to leave without earning a degree. Feeder schools in disadvantaged areas often have fewer resources, so at higher rates, these students enter underprepared. Also, in examining the percentage of low income (\$0 - 30,000) students entering the University, there has been a steady increase.

1. Support for the Men of Color Alliance (MOCA).
2. Support for the Diversity Dialogue.
3. Support for the Center for Multi-cultural Affairs and Inclusive Education
4. Establish and support the Women of Color Initiative.
5. Continue to support the Diversity & Inclusion Committee.
6. Develop specific programs and strategies to sustain our success in second-year retention into subsequent years.
  - a. Develop and implement sophomore programs that specifically address the needs of second-year students, based on consultation with peer institutions with a better second to third-year retention rates.
  - b. Continue the current assessment of the transition that students make into academic departments.

#### Strategy funding and resources:

The faculty initiatives will be funded through the University's existing budget structure and salary pool by the reallocation of existing funds. As noted earlier, enrollment initiatives will be funded through the University's existing budget structure and where appropriate, budget reallocations will be made to support these strategies.

#### Anticipated student success or Financial Sustainability outcomes:

The anticipated revenues are those consistent with the collection of tuition and fee based on enrollment and retention projections contained within ESU's 2020/21 budget submission. East Stroudsburg University acknowledges that a number of students leave for other than academic reasons. Often it is for financial purposes. Through talking groups with students and listening tours with faculty and staff in the Student Success Network, the University has gained further insight into some of the factors that may be impacting retention and completion. Although the information collected has been primarily anecdotal, it has been valuable in identifying some of the reasons that students are leaving the University. In order to make the Institution's efforts more systematic, ESU is recommending the initiatives above. This will enable the University to devise strategies that are more intentionally targeted to address the issues that students are identifying.

#### Multi-campus and Systemwide implications, if applicable:

The recruitment of diverse faculty and staff is a challenge facing the Institution and the State System. As such, the University continues to become much more thoughtful and systematic in its efforts to engage in the meaningful recruitment and retention of faculty and staff of color. At ESU, the success of students of color is a University-wide priority, as it is with the State System. The University is committed to the success of its students of color and will continue to explore ways to improving success.



## Part 2: Enrollment Projections Used for Revenue Assumptions

Provide a brief description of the University's realistic enrollment projections, including:

1. Rationale for the projections and what the University is doing to achieve those projections (new academic programs, fees, etc.). Include only approved academic programs.
2. Explanation of any specific new revenue associated with those projections (new programs, pricing or fees (both E&G and Auxiliary)).
3. Anticipated impact of the COVID-19 pandemic and the University's associated mitigation strategies on enrollment.

### Rationale for enrollment trends and projections:

In response to COVID-19 and declining student enrollments, the University is pursuing an in-depth analysis of the enrollment issues facing the Institution and a re-examination of its marketing activities. In addition, the University's Student Success Network will mediate its comprehensive student persistence plan, with assigned leadership responsibilities, that will be based on a fresh look at student retention issues facing the University. The University's new Vice President for Enrollment Management plans to aggressively take steps to identify the reasons for the decline and take whatever steps are necessary to reverse this trend.

As the University plans a post-pandemic future, it will look for a way to increase pathways for all learners, with additional focus on adult learners, non-traditional, and returning program enrollment. Continuing its efforts in marketing, particularly digital and social media marketing, will be an area of concentration.

Enrollment Management's marketing strategies and retention efforts must be improved. Efforts to improve retention (and graduation) rates would benefit from greater coordination and cooperation, especially across divisional lines. The University is committed to improving student retention and graduation rates. The University's current programs to improve student persistence and time to degree are described in this section of the report. The university has a goal of increasing the second-year retention rate of all first-time, full-time students at the University from 67 percent for the 2018 cohort to 72 percent for 2023. In concert with the Provost's Office, a Student Success Network has been established to identify and implement strategies to address the disparity in retention and graduation rates among various student groups.

To address the decline in enrollments, Enrollment Management is now attempting to increase student academic quality, by recruiting and enrolling more academically qualified students. As of Spring 2021, ESU will be more selective in its undergraduate admission decisions by admitting and enrolling students with better academic credentials. A range of marketing materials with the primary focus of increasing enrollment of well-qualified students at both the undergraduate and graduate levels is being implemented. Undergraduate admissions marketing strategies are being developed to target students that are more likely to graduate. It is expected that these students will make stronger contributions to the campus community and help to improve the University's retention and graduation rates. For the fall 2021 freshman class, the University has raised the bar for incoming applicants and will closely monitor the academic performance as well as the retention and graduation rates of these students.

### Explanation of any new specific revenue:

With the purchase of two affiliate-owned housing units in July 2020, housing revenues that previously went to the affiliate will be reflected as university revenues. These revenues will not be fully realized until FY2021-22 when instruction is assumed to return to a face-to-face format for the entire year and the number of students living on campus returns to more normal levels.

### FTE Enrollment

	FY 2018-19	FY 2019-20	% Change	FY 2020-21	% Change	FY 2021-22	% Change	FY 2022-23	% Change
<b>Fall FTE Enrollment</b>									
Clock Hour	0.00	0.00	n/a	0.00	n/a	0.00	n/a	0.00	n/a
Undergraduate	5,381.00	5,090.00	-5.4%	4,634.19	-9.0%	4,674.18	0.9%	4,719.75	1.0%
Graduate	440.00	453.00	3.0%	459.98	1.5%	455.27	-1.0%	458.68	0.7%
<b>Total Fall FTE Enrollment</b>	<b>5,821.00</b>	<b>5,543.00</b>	<b>-4.8%</b>	<b>5,094.17</b>	<b>-8.1%</b>	<b>5,129.45</b>	<b>0.7%</b>	<b>5,178.43</b>	<b>1.0%</b>
<b>Annualized FTE Enrollment</b>									
Undergraduate (includes clock hour)	5,488.00	5,080.45	-7.4%	4,722.25	-7.1%	4,739.26	0.4%	4,781.61	0.9%
Graduate	576.96	582.21	0.9%	579.07	-0.5%	568.35	-1.9%	569.30	0.2%
<b>Total Annualized FTE Enrollment</b>	<b>6,064.96</b>	<b>5,662.65</b>	<b>-6.6%</b>	<b>5,301.32</b>	<b>-6.4%</b>	<b>5,307.61</b>	<b>0.1%</b>	<b>5,350.91</b>	<b>0.8%</b>

### Part 3: Financial Overview – E&G

*Provide a brief description of the University's assumptions for the Educational and General (E&G) revenues and expenses. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.*

#### **E&G Revenues:**

**Tuition** – The reduction in FY2020-21 tuition revenue is primarily attributed to a 6.4% decline in enrollment. In addition, nonresident students were provided a 15% reduction in tuition for the Fall 2020 semester due to most instruction being provided online. An assumption of a 1% increase in the tuition rate is included in FY2020-21 and 2022-23.

**Fees** – FY2020-21 reflects the impact of the enrollment decline mentioned above and the impact of reductions in the transportation and parking fees for the Fall 2020 semester. It is assumed these fees will resume when students return to campus for Spring 2021. FY2021-22 and FY2022-23 include an assumption of a 1% rate increase for all fees.

**State Appropriation** – The state appropriation reflects a slight decline for FY 2020-21, due to change in allocation for Chincoteague Bay Field Station's debt service and essentially remains unchanged for FY2021-22 and FY2022-23.

**All Other Revenue** – In FY2020-21, the projected decline in revenues is primarily attributed to a reduction in the housing ground lease due to the acquisition of two housing units from ESU's affiliate, cancellation of camps & conferences Summer 2020 and lower interest earnings due to the change in how employer contributions to SERS are made. Revenues are projected to remain stable in FY2021-22 and FY2022-23.

## **E&G Expenses:**

**Salaries & Wages** – Each year reflects contractual obligations. In FY2020-21, these are partially offset by reductions in FTE from furloughs and the elimination of several vacant positions: APSCUF (46.99 vacant tenure-track and adjunct lines), AFSCME (9.53), Non-represented (3.95) and SCUPA (1.5). For FY2021-22 and FY2022-23, 5.94 FTE AFSCME positions and 7 FTE Non-represented were permanently eliminated.

**Benefits** – All years reflect the budget assumptions provided by the Office of the Chancellor.

**Student Financial Aid** – The continuation of in-state merit scholarships increases student aid \$90K for FY 2020-21 and FY2021-22. This increase is offset in FY2020-21 by a reduction of International Waivers.

**Utilities** – The projected decrease in utilities for FY2020-21 reflects a decrease in usage primarily due to online classes for fall 2020. Modest increases are budgeted for FY2021-22 and FY2022-23.

**Services and Supplies** – Services and supplies include inflationary increases. Additional budgets include tech fee expenses previously recorded in plant, expenses related to COVID-19, an increase to bad debt, loaned faculty and Presidential Search. Reductions for services such as campus shuttle and camps and conferences were budgeted due to online classes for Fall 2020.

**Capital Expenditures** – Capital expenditures for FY2019-20 included library books and equipment, Exercise Science equipment, equipment funded by Foundation gifts, and an Athletic scoreboard. Budget for FY2020-21 includes library books and expenses related to COVID-19. Anticipated expenditures in FY2021-22 and FY2022-23 are for library books.

**Transfers** – Transfers reflect a transition from transferring funds to plant for projects and reserves to retaining the funds in E&G. Transfers for FY2018-19 and FY2019-20 included transfers for Tech Fee, reserves (Athletics, Health Center, One Card, Parking/Transportation, Warrior Promise), deferred maintenance, and projects. Transfers for current, request and future years only include transfers for deferred maintenance, capital Infrastructure and Health Center (funding fit-out of Sycamore Suites); transfers for the other areas (Athletics, One Card, Parking/Transportation) will remain within E&G for current, request and future years.

**Balances** – As outlined in the Warrior Promise Tuition Guarantee Program, reserves set aside in the first two years of a student's guarantee will be used to offset tuition increases in the latter years of their four-year program. Beginning in FY2018-19, new students attending ESU paid an increased tuition rate but were guaranteed that rate for four years. The tuition collected over the BOG approved rate was to be set aside in reserves with the intent to use these funds as the State's tuition rate increased and exceeded the guaranteed rate of each respective cohort. As tuition rates have not increased for the past two years, there is no need to supplement tuition for the first two cohorts; therefore, a portion of these reserves are being released to support operations of the university.

### Part 3: Financial Overview – AUXILIARY

Provide a brief description of the University's assumptions for the Auxiliary revenues and expenses. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.

#### Auxiliary Revenues:

Prior to the announcement of remote learning for the fall 2020 semester, ESU purchased two housing facilities from our affiliate that would have generated approximately \$8 million in housing revenues for FY2020-21 and beyond. Remote learning in fall 2020 will limit the number of students living on campus, thereby decreasing the amount of food service, dining and other fee revenues to be collected this year by approximately \$10 million. The projected decreases will be partially offset by recognizing the remaining CARES Act appropriations that were not reflected in FY2019-20 and increases in All Other Revenues for the university police station subleasing space in one of the university's housing units. Revenues include a 3% increase in rates for traditional housing units, a 2.2% – 3% increase in meal plans and a 3.7% increase in the University Center Fee.

In FY2021-22, the projected increase in revenues is driven by three main things: 1) The assumption that all instruction will return to a face-to-face format for the entire year, increasing the number of students living on campus using dining and recreation center facilities. 2) In July 2020, ESU bought two of the privatized housing facilities on its campus; housing revenues that previously went to the affiliate will now come to ESU. 3) Fee revenue for Life cycle reserves for University Center and Recreation Center used to be recorded in Auxiliary Plant, based on the new guidelines for Plant, this will be reflected as Auxiliary revenue and transferred to plant, as needed. These increases will be partially offset by the elimination of appropriations from the CARES Act.

FY 2021-22 and 2022-23 both include an assumption of a 1% increase in all fee rates.

#### Auxiliary Expenses:

In FY2020-21, a reduction in personnel expenditures is related to the furlough of several employees paid from the Auxiliary fund; and reductions in student wages, overtime, chargebacks, food service costs, and costs for contracted maintenance and laundry fees, all of which are related to providing remote instruction in the fall 2020 semester.

In FY 2021-22, except for the furloughed employees, all reductions in expenditures mentioned above will return to normal levels. In addition, debt service related to the purchase of two housing units from our affiliate will begin this year.

Expenditures and Transfers will remain fairly stable in FY2022-23.

#### Unrestricted FTE Employees and Associated Metrics

	Target	FY 2018-19	FY 2019-20	% Change	FY 2020-21	% Change	FY 2021-22	% Change	FY 2022-23	% Change
<b>Fall FTE Faculty</b> , net of shared faculty	n/a	299.52	291.58	-2.7%	243.55	-16.5%	261.20	7.2%	264.50	1.3%
<b>Annualized Unrestricted FTE Faculty</b> , net of turnover	n/a	297.83	292.09	-1.9%	241.92	-17.2%	242.42	0.2%	242.42	0.0%
<b>Annualized Unrestricted FTE Nonfaculty</b> , net of turnover	n/a	362.77	364.52	0.5%	376.97	3.4%	384.86	2.1%	384.86	0.0%
<b>Fall FTE Student/Fall FTE Faculty Ratio</b>	18.9	19.4	19.0		20.9		19.6		19.6	
<b>Annualized FTE Student/Annualized FTE Nonfaculty Ratio</b>	n/a	16.7	15.5		14.1		13.8		13.9	

## Part 4: Overall Impact on Unrestricted Net Assets

*Provide a brief description of the University's planned use of unrestricted net assets, including any strategic initiatives and capital investments. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.*

### Overall Impact on Unrestricted Net Assets:

#### **E&G and Plant One-time Expenditures for Capital Investments:**

2018-19: Improvements to buildings- \$3,046,400; Improvements to other than buildings - \$2,789,757, Capital Equipment purchases - \$543,185; Capital Furniture & Furnishings - \$226,433; Technology Fee projects & expenditures - \$2,265,101

2019-20: Improvements to buildings - \$1,780,871; Improvements to other than buildings - \$1,806,428; Capital Equipment - \$1,466,160; Capital Furniture & Furnishings - \$481,409; Technology Fee projects & expenditures - \$2,493,707

2020-21: Replace stadium seating - \$1 million, Field Hockey turf - \$500K, Decentralization of steam plant \$2.0 million

2021-22: Decentralization of steam plant - \$3.5 million

#### **Auxiliary One-time Expenditures for Capital Investments:**

2018-19: Improvements to buildings - \$5,552,045; Capital equipment - \$126,684; Capital Furniture & Furnishings - \$999,084; Other auxiliary small dollar projects, equipment and furniture & furnishings - \$292,248

2019-20: Buildings & Improvements to buildings - \$43,336; Capital Equipment - \$256,656; Other auxiliary small dollar projects, equipment and furniture & furnishings purchases - \$213,313

2020-21: Shawnee Hall Renovation - \$7 million

**Financial Projections**  
**Unrestricted Activity (Educational & General and Auxiliary Enterprises)**

	FY 2018-19	FY 2019-20	% Change	FY 2020-21	% Change	FY 2021-22	% Change	FY 2022-23	% Change
<b>Total E&amp;G Budget</b>									
Total Revenues	\$106,619,446	\$105,167,683	-1.4%	\$98,998,228	-5.9%	\$100,034,689	1.0%	\$101,154,671	1.1%
Total Expenditures and Transfers to Plant Funds	106,003,998	100,637,407	-5.1%	98,036,042	-2.6%	100,255,653	2.3%	102,558,897	2.3%
<b>Revenues Less Expenditures/Transfers to Plant Funds</b>	<b>\$615,448</b>	<b>\$4,530,276</b>	<b>636.1%</b>	<b>\$962,186</b>	<b>-78.8%</b>	<b>(\$220,964)</b>	<b>-123.0%</b>	<b>(\$1,404,226)</b>	<b>n/a</b>
<b>Surplus/(Deficit)—Excludes Transfers to Plant Funds</b>	<b>\$9,427,020</b>	<b>\$9,271,151</b>	<b>-1.7%</b>	<b>(\$406,430)</b>	<b>-104.4%</b>	<b>\$999,356</b>	<b>n/a</b>	<b>(\$199,656)</b>	<b>-120.0%</b>
<b>Total Auxiliary Budget</b>									
Total Revenues	\$17,484,956	\$13,414,309	-23.3%	\$15,587,564	16.2%	\$25,172,912	61.5%	\$25,411,340	0.9%
Total Expenditures and Transfers to Plant Funds	17,504,185	13,963,340	-20.2%	15,587,564	11.6%	24,748,231	58.8%	24,986,659	1.0%
<b>Revenues Less Expenditures/Transfers to Plant Funds</b>	<b>(\$19,229)</b>	<b>(\$549,031)</b>	<b>n/a</b>	<b>\$0</b>	<b>n/a</b>	<b>\$424,681</b>	<b>n/a</b>	<b>\$424,681</b>	<b>0.0%</b>
<b>Surplus/(Deficit)—Excludes Transfers to Plant Funds</b>	<b>\$195,158</b>	<b>(\$1,021,515)</b>	<b>-623.4%</b>	<b>\$712,979</b>	<b>n/a</b>	<b>\$3,445,310</b>	<b>383.2%</b>	<b>\$3,922,196</b>	<b>13.8%</b>
<b>Total Unrestricted (E&amp;G and Auxiliary) Budget</b>									
Total Revenues	\$124,104,402	\$118,581,992	-4.4%	\$114,585,792	-3.4%	\$125,207,601	9.3%	\$126,566,011	1.1%
Total Expenditures and Transfers to Plant Funds	123,508,183	114,600,747	-7.2%	113,623,606	-0.9%	125,003,884	10.0%	127,545,556	2.0%
<b>Revenues Less Expenditures/Transfers to Plant Funds</b>	<b>\$596,219</b>	<b>\$3,981,245</b>	<b>567.7%</b>	<b>\$962,186</b>	<b>-75.8%</b>	<b>\$203,717</b>	<b>-78.8%</b>	<b>(\$979,545)</b>	<b>-580.8%</b>
<b>Surplus/(Deficit)—Excludes Transfers to Plant Funds</b>	<b>\$9,622,178</b>	<b>\$8,249,636</b>	<b>-14.3%</b>	<b>\$306,549</b>	<b>-96.3%</b>	<b>\$4,444,666</b>	<b>1349.9%</b>	<b>\$3,722,540</b>	<b>-16.2%</b>
<b>Total Estimated Unrestricted Net Assets</b>	<b>\$65,242,981</b>	<b>\$68,230,194</b>	<b>4.6%</b>	<b>\$58,036,743</b>	<b>-14.9%</b>	<b>\$58,981,409</b>	<b>1.6%</b>	<b>\$62,703,949</b>	<b>6.3%</b>
<b>Total Estimated End of Year Cash Balance</b>	<b>\$78,648,048</b>	<b>\$82,556,030</b>	<b>5.0%</b>	<b>\$72,362,579</b>	<b>-12.3%</b>	<b>\$73,307,245</b>	<b>1.3%</b>	<b>\$77,029,785</b>	<b>5.1%</b>

**Projected Ratios resulting from the Annual Projection Plan - Will NOT Match Final Metric Results**

	Target <sup>1</sup>	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
<b>Fall FTE Student/Fall FTE Faculty Ratio</b>	18.9	19.4	19.0	20.9	19.6	19.6
<i>Fall FTE student/Fall FTE faculty</i>						
<b>Estimated Student/Nonfaculty Ratio</b>	n/a	16.7	15.5	14.1	13.8	13.9
<i>Annualized FTE Student/Annualized FTE Nonfaculty</i>						
<b>Estimated Annual Operating Margin<sup>2</sup></b>	>2%	5.9%	6.2%	n/a	n/a	n/a
<i>End of Year Surplus/(Deficit)—excluding Transfers to Plant/Total Revenues</i>						
<b>Estimated Annual Primary Reserve Ratio<sup>2</sup></b>	>40%	55.4%	57.0%	n/a	n/a	n/a
<i>Estimated End of Year Balance in Net Assets/Total Expenses</i>						
<b>Estimated Minimum Reserves<sup>2</sup></b>	>180 days	267	290	n/a	n/a	n/a
<i>Unrestricted cash*365/total unrestricted expenses</i>						

<sup>1</sup> Target for student/faculty ratio is based on fall 2010 FTE student and fall 2010 FTE faculty. Other targets reflect the procedure/standard requirements for overall financial sustainability.

<sup>2</sup> Ratios are for one year only; ratios used in the sustainability scorecard are based on a three-year rolling average.

**Part 5: Academic Program Strategies**

Briefly describe anticipated changes to the academic program array, as applicable. Note: this is for academic planning and does not substitute for the new program proposal or notification process. It also does not preclude seizing upon unforeseen or innovative opportunities.

New credentials (degrees, credit-bearing certificates) to be added over the indicated planning period and a brief rationale for why *this* credential and why *this* University.

Next two years (add cells as needed):

6-Digit Program CIP Code	Credential level and type	Program Name	Brief Rationale
51.3802	Master of Science	Nursing/Care Coordination	Based on the latest data from EMSI and an EAB analysis there is a regional demand for nursing/care coordinators in healthcare and long-term care facilities.
54.0105	Sub-Baccalaureate Certificate	Public History	Meet the regional need in local and state governments and non-profits for training in this area. According to the National Council on public history, there are currently 52 jobs in our region that are having difficulty being filled due to lack of expertise.
52.0203	Post-Baccalaureate Certificate	Supply Chain	Business professionals are looking to obtain proficiency in understanding the linkages of production and distribution. The need is seen in the dramatic growth of distribution centers throughout the region and confirmed by EMSI estimates of job growth in the field.
43.0106	Post-Baccalaureate Certificate	DNA forensics	Providing a cross-discipline professional credential utilizing existing DNA lab facilities.
05.0201	Bachelor of Arts	Black Studies	The Black Studies major will focus on the history, language, literature, politics, philosophy, and art of African and African diasporic cultures. The major reflects growing student interest in these areas and will prepare students for work in diverse communities, leadership and advocacy, and media and communication.



Next three to five years (add cells as needed):

6-Digit Program CIP Code	Credential level and type	Program Name	Brief Rationale
51.9900	MBA/MPH Dual Degree	MBA/MPH Dual Degree	Addressing the business management side of the healthcare industry in the region of Pennsylvania, New Jersey, and New York.
31.0501	Sub-Baccalaureate Certificate	Gymnastics Coaching	Regionally, gymnastics and gymnastics camps are prominent. One difficulty is recruiting coaches with the proper training, and this will meet an identified gap in the field.

Credentialing programs being considered for curtailment over the indicated planning period--whether by moratorium or by consolidating with program(s) at one or more State System universities in order to share delivery and a brief rationale.

Next two years (add cells as needed):

6-Digit Program CIP Code	Credential level and type	Program Name	M	C	Brief Rationale
26.0101	Bachelor of Arts	Biology	M		As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low enrollment and degree production. Enrollment in the Bachelor of Arts in Biology declined by 50% over the reporting period from 30 students in fall 2015 to 15 students in fall 2019. Degree completers for the review period number 12 degrees awarded, falling 60% below the required 30 degrees. The cost per FTE exceeds the University by 968\$ per FTE.
40.0501	Bachelor of Arts	Chemistry	M		As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low enrollment, negative ROI, and low degree production. Enrollment in the Bachelor of Arts in Chemistry continues to be in single digits. For the reporting period, enrollment was 9 for Fall 2015, 8 for Fall 2016, 9 for Fall 2017, 4 for Fall 2018, and 6 for Fall 2019. Degree completers

				numbered 15 or 50% of the required degrees awarded according to System policy. In addition, the Bachelor of Arts in Chemistry has a negative ROI at -18, according to the System Functional Costs Tool.
40.0601	Bachelor of Arts	Earth and Space Science	M	As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low enrollment, negative ROI, and low degree production. Enrollment in the Bachelor of Arts in Earth and Space Science the reporting period enrollment was 12 for Fall 2015, 5 for Fall 2016, 9 for Fall 2017, 7 for Fall 2018, and 7 for Fall 2019. Clearly, Bachelor of Arts in Earth and Space Science is a low enrolled program. Degree completers follow the same low producing pattern. The program has 9 degrees awarded over the five-year period compared to the required 30 degrees according to System policy. The Bachelor of Arts in Earth and Space Science has a negative ROI at -11 and the cost per FTE exceeds the University's by 1,395\$ per FTE according to the System Functional Costs Tool.
26.1305	Bachelor of Arts	Environmental Studies	M	As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low enrollment and degree production. Enrollment in the Bachelor of Arts in Environmental Studies remains subpar. Enrollment for the reporting period enrollment was 8 for Fall 2015, 10 for Fall 2016, 4 for Fall 2017, 2 for Fall 2018, and 6 for Fall 2019. Degree completers follow the same low producing pattern. The program has 5 degrees awarded over the five-year period compared to the required 30 degrees according to System policy.
27.0101	Bachelor of Arts	Mathematics	M	As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low

				<p>enrollment and degree production. Enrollment in the Bachelor of Arts in Mathematics remains low compared to its companion Bachelor of Science program. Enrollment for the reporting period enrollment was 10 for Fall 2015, 9 for Fall 2016, 4 for Fall 2017, 3 for Fall 2018, and 7 for Fall 2019. The program has 5 degrees awarded over the five-year period compared to the required 30 degrees according to System policy. The cost per FTE exceeds the University by 302\$ per FTE.</p>
40.0801	Bachelor of Arts	Physics	M	<p>As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low enrollment and degree production. Enrollment in the Bachelor of Arts in Physics the reporting period enrollment was 24 for Fall 2015, 33 for Fall 2016, 37 for Fall 2017, 27 for Fall 2018, and 18 for Fall 2019. The Bachelor of Arts in Physics has declined by 33% over the reporting period. Degree completers follow the same low producing pattern. The program has 9 degrees awarded over the five-year period compared to the required 30 degrees according to System policy.</p>
16.0905	Bachelor of Science	Spanish	M	<p>As part of ESU's plan for internal consolidation, the University is considering moving this program into moratorium because of low enrollment, negative ROI, and low degree production. Enrollment in the Bachelor of Science in Spanish has been uneven. Enrollment was at a high of 12 in 2017 but has declined by 50% to 6 students in fall 2019. Degree completers for the review period number 3 degrees awarded. It is underperforming according to the PASSHE policy of 30 over the most recent five-year period. Also, the cost per FTE exceeds the University by 877\$ per FTE.</p>

*Note: All financial and workload projections are based on the current program array, including approved new programs, and are used to project changes in the student/faculty ratio. In completing this section, address any further changes to the student/faculty ratio based on the proposed changes to program array reflected above.*

East Stroudsburg University (ESU) is committed to maintaining its academic program array ratios. Prior to the COVID-19 pandemic, the University was well positioned in comparison to other PASSHE institutions. The University has been recognized as one of the top three PASSHE schools when reviewing and comparing the faculty complement and program array ratios. As you can see in Table 1 below, ESU complement of faculty and program array is financially sustainable. The ongoing impact of the COVID-19 pandemic on the University's budget is a central factor as to how ESU moves forward with its review of its current program array and corresponding student/faculty ratio (See Table 2).

**Table 1**  
**Comparison of PASSHE Institution by Faculty and Program Array**

	Too many faculty	Too many programs UG only FTE < 90	Issue(s)
Bloomsburg	X		Too many faculty
California	X	X	Both
Cheyney	X	X	Both
Clarion	X	X	Both
East Stroudsburg			Neither
Edinboro	X	X	Both
Indiana	X		Too many faculty
Kutztown	X		Too many faculty
Lock Haven	X	X	Both
Mansfield	X	X	Both
Millersville	X		Too many faculty
Shippensburg	X		Too many faculty
Slippery Rock			Neither
West Chester			Neither

Displayed below is ESU's fall enrollment and faculty FTE showing the Institution efficiencies over the ten-year period.

**Table 2**  
**Ten Year Snapshot of Fall Enrollment and faculty FTE**

Fall FTE Enrollment (Excluding Clock Hour); Fall FTE Student to Faculty Ratio; Faculty Needed for 2010/11 Ratio; Actual Faculty FTE vs. Need for 2010/11 Ratio; Fall Faculty FTE (Excluding Culinary FTE)

University	2010 - 2011 Fall FTE Enrollment (Excluding Clock Hour)	2010 - 2011 Fall Faculty FTE (Excluding Culinary FTE)	2010 - 2011 Student to Faculty Ratio	2019 - 2020 Fall FTE Enrollment (Excluding Clock Hour)	2019 - 2020 Fall Faculty FTE (Excluding Culinary FTE)	2019 - 2020 Student to Faculty Ratio	2019 - 2020 Faculty Needed for 2010/11 Ratio	2019 - 2020 Actual Faculty FTE vs. Need for 2010/11 Ratio	2019 - 2020 Fall FTE Compared to 2010-2011 Student to Faculty Ratio
Bloomsburg	9,235	465.6	19.8	7,915	441.3	17.9	398.99	42.35	(1.9)
California	8,228	324.3	25.4	5,413	315.9	17.1	213.33	102.54	(8.2)
Cheyney	1,468	95.4	15.4	588	44.4	13.2	38.18	6.25	(2.2)
Clarion	6,068	321.0	18.9	3,772	260.6	14.5	199.55	61.05	(4.4)
<b>East Stroudsburg</b>	<b>6,643</b>	<b>350.9</b>	<b>18.9</b>	<b>5,543</b>	<b>291.6</b>	<b>19.0</b>	<b>292.79</b>	<b>(1.21)</b>	<b>0.1</b>
Edinboro	7,130	393.5	18.1	3,858	291.5	13.2	212.94	78.53	(4.9)
Indiana	13,347	696.9	19.2	8,679	585.0	14.8	453.16	131.86	(4.3)
Kutztown	9,720	477.0	20.4	7,130	428.2	16.7	349.92	78.29	(3.7)
Lock Haven	5,083	264.1	19.2	2,955	212.1	13.9	153.53	58.53	(5.3)
Mansfield	3,065	188.9	16.2	1,554	119.9	13.0	95.80	24.11	(3.3)
Millersville	7,559	369.7	20.4	6,375	369.5	17.3	311.80	57.66	(3.2)
Shippensburg	7,357	386.5	19.0	5,294	352.3	15.0	278.11	74.18	(4.0)
Slippery Rock	8,381	405.6	20.7	8,211	439.6	18.7	397.38	42.26	(2.0)
West Chester	12,653	709.2	17.8	15,642	868.7	18.0	876.73	(8.07)	0.2
<b>Overall Result</b>	<b>105,935</b>	<b>5,448.5</b>	<b>19.4</b>	<b>82,929</b>	<b>5,020.5</b>	<b>16.5</b>	<b>4,265.20</b>	<b>755.33</b>	<b>(2.9)</b>

The plan to move the programs noted above into moratorium will not negatively affect the University's academic program array ratios. The Bachelor of Arts programs planned for moratorium each has a concurring Bachelor of Science program. The University expects departmental student credit hours generation to be minimally affected. While some students will change majors, the move moratorium is not expected to affect retention negatively.

Moreover, the departmental shift in workload and student credit hour generation is likely to increase some departmental ROIs.

The programs listed above are all characterized by low enrollments and degree production. Each of the responsible departments currently offset the low enrollments and degree production with service student credit hours to the University's General Education Program, thereby maintain the program array ratio. Also, in the post-COVID-19 enrollment pattern, it is unlikely these programs will recover enrollment much less grow into self-sustainable degree programs.

Finally, to sustain these programs, sufficient enrollment must be achieved to support the salaries of senior faculty. Given the COVID-19 induced budget stress, many departments and programs are facing pressing demands to meet the fundamental needs of majors in the program(s) of study. In this current environment, the University must be very judicious in the use of resources, which include making difficult program choices. This will undoubtedly be the case for the foreseeable future.

Taken together, it is unrealistic to continue to support the programs listed above as the University will seek to reinvest these resources in more pressing areas.