East Stroudsburg University College of Arts and Sciences

A Strategic Plan for 2010-2015

DRAFT

May 1, 2009

I. VISION STATEMENT

The College of Arts and Sciences supports the University's Vision Statement.

East Stroudsburg University of Pennsylvania will be the first choice for students seeking a comprehensive university with a small college climate distinguished by innovation and tradition where they will learn to serve, lead and succeed in a global society.

II. MISSION STATEMENT

East Stroudsburg University's College of Arts and Sciences is a dynamic learning community. The College provides fundamental support to the university's mission by preparing students for life-long intellectual, personal, and ethical growth, by offering undergraduate and graduate degree programs, and by hosting the general education program.

The College of Arts and Sciences offers rigorous courses that promote critical, analytical, and creative thinking; effective communication; responsible citizenship; aesthetic and cultural literacy; quantitative proficiency; scientific reasoning; and the effective use of technology.

The College of Arts and Sciences recognizes excellence in teaching as central to our mission. The College is committed to providing a rich educational environment by supporting pedagogical effectiveness and by providing opportunities for faculty to pursue, as well as mentor students in, undergraduate and graduate research, scholarship, and creative endeavors.

III. VALUES STATEMENT

East Stroudsburg University's College of Arts & Science is committed to the pursuit and advancement of knowledge by fostering the following values:
- *communication and analytical skills*
- *logical, creative, and critical thinking*
- *civic engagement and environmental stewardship*
- *personal growth, integrity, and excellence*
- *civility, respect, honesty, and appreciation of diversity.*

IV. STRATEGIC THEMES, V. SYNERGISTIC OUTCOMES, & VI. ACTION PLAN:

INTRODUCTION

The CAS was given the task of formulating our first strategic plan. In doing so, we collected a great deal of data from faculty and some data from students with regard to themes and outcomes. However, the critical component of the strategic plan is not merely identifying the direction of the College for the next five years, but articulating a set of actions to determine what will be implemented, who will be responsible, when the actions will be implemented, and how will we know when we have achieved our outcomes. We have two options as to how to specify the actions of this strategic plan. A small group of faculty and the CAS administration can identify the action, or we can provide a mechanism upon which the CAS strategic plan will be implemented, one that would provide opportunity for faculty and student input along the way and enable the CAS strategic plan to be implemented in a dynamic fashion. We, as the committee, have selected the second option, which will enable the implementation of the CAS strategic plan. Although some specific actions have been identified for each theme, the process of action development is still in preliminary stages. As such, the following two overarching actions will apply to all themes to aid in the implementation of the Strategic Plan:

Action 1:
Form the CAS Strategic Plan Implementation Team who will provide specific recommendations for the implementation of the CAS Strategic Plan. This committee will do so through the continual assessment of faculty, students (current and alumni), staff, and community members (e.g., internship supervisors, employers, etc.) to assure the implementation of the CAS Strategic Plan.

Action 2:
The CAS Assessment Committee will be responsible for evaluating the implementation of the CAS Strategic Plan. As assessment should be independent of implementation, it is important that, apart from administration representation, no one person should serve on the CAS assessment committee and the CAS Strategic Planning Committee at the same time. Nor can a person serve on the Assessment Committee during a rotation following his/her service on the CAS Strategic Plan Implementation Team.

Strategic Theme #1
CURRICULUM: Support department efforts in evaluating, developing, and revising program curricula in an effort to maintain and improve the quality of undergraduate and graduate programs offered through the CAS.

Rationale: To ensure the high quality of programs offered through the CAS, we must respond effectively to changes within the disciplines, the needs of the students, and faculty expertise. This can be accomplished by supporting ongoing department efforts to review program offerings and institute necessary changes.

Synergistic Outcomes:
° Provide support/resources for departments to carry out assessment of current programs.

° Establish a mechanism for departments to communicate curriculum goals to the Office of the Dean.

° Provide support/resources for departmental implementation of proposed program revisions/additions.

° Provide clarification of curriculum processes and forms for individuals and departments who are developing course and program proposals.

° Encourage alignment of curriculum with the CAS Values and Missions Statements to foster responsible citizenship.

Action:
In collaboration with the UWCC, create a CAS website that assists faculty in the development of course and program proposals and investigate/support other initiatives to make the process more accessible and user-friendly.

Strategic Theme #2
STUDENT SUCCESS: Improve student success by effectively coordinating admissions standards with the resources needed to support our students.

Rationale: The University has a steadily growing and increasingly diverse student population. It is therefore imperative that we review our admission policies and coordinate with the CAS to ensure that programming, services, and faculty properly address changing student needs. Faculty hiring in particular has not reflected student growth, making it more difficult to maintain small, student-centered classes.

Synergistic Outcomes:

° Provide enhanced/additional support for development of student writing skills through implementation of a University requirement for two semesters of English Composition and/or a Writing Intensive Program, in addition to a Writing Across the Curriculum initiative.

° Establish a continual planning process to assist in identifying, communicating, and addressing needs for student seats, appropriate classroom space, and remedial courses, in recognition of ongoing campus deficiencies and in coordination with the admissions process.

° Improve student retention while maintaining high academic standards.

° In coordination with the Office of Admissions, establish marketing/admissions strategies that target students who can best be served by current CAS resources (i.e. increase yield of students in under-utilized programs with growth potential).

° In departments where course sequence is critical, institute effective communication with primary feeder community college advisors to determine appropriate course selection to ensure a smoother transition for students transferring to ESU.

Action:
Review and, where appropriate, implement remaining items on the 20 point plan on the 2002 University Retention Report that remain unaccomplished.

Investigate new ways to increase student retention while maintaining high academic standards.

Call a CAS meeting to discuss admission policies.

Based on that discussion, evaluate the place of remedial programs and other services (tutoring, Writing Studio, etc.) in meeting the needs of our students.

Request yearly Institutional Research reports containing University-wide and CAS-specific data that can be used as baseline data to evaluate the effectiveness of CAS implemented programs and policies (e.g., demographics, SAT scores, etc.).

Strategic Theme #3
GENERAL EDUCATION PROGRAM: Commit to the ongoing strengthening of the math, writing, and creative and critical thinking components of the General Education program.

Rationale: CAS is proud of its role in the general education program, which provides students with knowledge of and experience in the humanities, the social sciences, and the physical sciences. However, to ensure the continued quality of the program, the CAS and

the University must determine whether the current program continues to address the math, writing, and critical thinking skills of students in the 21st century.

Synergistic Outcomes:
° Provide support for the revision of the General Education program to specifically address the development of math, writing, and critical thinking skills in all students.

° In keeping with the spirit of the CAS Mission Statement, support the retention of an emphasis on breadth within the General Education program to promote "critical, analytical and creative thinking; effective communication; responsible citizenship; aesthetic and cultural literacy; quantitative proficiency; scientific reasoning; and the effective use of technology."

Action:
Contribute to recently initiated review and revision of the General Education program.

Institute periodic evaluation and revision of the General Education program by a CAS committee.

Call CAS meetings to discuss any weakness in the program and propose revision.

> **Strategic Theme #4**
> **FACULTY SUPPORT: Improve mechanisms for recruitment, retention, and support of a highly qualified, dedicated, diverse, and student-centered faculty.**

Rationale: The CAS faculty is the most significant resource of the College. To ensure the continued quality of faculty, we must commit ourselves to well-designed and well-implemented faculty recruitment and appropriate support for broad-based faculty development (including pedagogical practices, scholarly activities, and service to the university).

Synergistic Outcomes:
° Continue to focus on the recruitment and hiring of quality faculty.

° Establish a formalized mechanism to identify and communicate the specific needs of new faculty with respect to facilities, equipment, training, etc.

° Expand the resources/programs provided through the Center for Teaching and Learning in support of pedagogical development.

° Improve mechanisms for obtaining constructive feedback from students and peers in the area of teaching.

° Increase the availability of pedagogical training and technological support for the thoughtful development of distance education courses and programs.

° Provide additional support for comprehensive growth and development of faculty through assessment of funding opportunities, support for grant writing support, and commitment to purchasing lab equipment.

° Improve faculty travel funding practices, including additional funding opportunities and assurance of parity across departments within the CAS.

° Increase funding for faculty-student research collaboration and conference participation.

° Improve mechanisms for recognizing and evaluating faculty effectiveness in all areas (teaching, advising, scholarship, service).

° Improve the integration of tenure and promotion policies with the University and College Missions.

° Improve the integration of tenure and promotion procedures.

Action:
Collect baseline and benchmark data regarding faculty travel funding practices, within the CAS, within the University, and externally, and provide recommendations to the Dean with regard to better funding of faculty travel.

Strategic Theme #5
FACILITIES AND EQUIPMENT: Improve the mechanisms by which facilities and equipment needs are identified and addressed.

Rationale: The University has a steadily growing student population, and a concurrent need to increase the technology skills of our students who will enter an increasingly technology-oriented workplace. Mechanisms to provide, assign, and maintain teaching and research spaces and equipment, including lab equipment and instructional technology, are no longer sufficient given the size of the student body and the changing needs of departments.

Synergistic Outcomes:

° Establish an ongoing mechanism to clearly identify and communicate departmental needs for space and equipment.

° Established an ongoing process to optimize the use of facilities to meet the needs of all departments.

° Provide a mechanism and resources to ensure the maintenance and routine replacement of lab equipment.

Action:
Collaborate with Academic Computing to specify a mechanism and resources to provide for maintenance and routine replacement of instructional technology including updating software, assuring internet access, evaluating presentation hardware and software, verifying the updating of virus software, and regularly optimizing the capability of campus computers.

APPENDIX I: STRATEGIC PLANNING PROCESS

The Dean of the College of Arts and Sciences, Peter Hawkes, obtained a list of faculty volunteers to develop a set of college wide values and a mission statement. An election was held, with all tenured and tenured track faculty members having a voice. The Dean of the CAS decided that the College would maintain the Vision of the University as the Vision of the College. Faculty members from each committee concurred.

The Mission Committee reviewed the current mission statement, then sent out an open ended survey to assess what part of the previous mission statement still captured the College's current mission and what part no longer was serving its purpose. Faculty were asked to identify missing components of the mission statement. Using the information from the surveys, the mission committee created a draft of a mission statement, which was presented at each of the three faculty division meetings (Science, Social Science, and Arts and Letters). Direct feedback was obtained which was used to make revisions to the mission statement. The mission statement was then sent out to all tenured and tenure-track faculty for a vote. More than 90% of the faculty who voiced an opinion supported the changes to the Mission Statement.

The Values Committee met several times and drafted a list of Values they felt captured the college. They sent out their proposed Values Statement for a vote from all CAS tenured and Tenured-track faculty. A majority of faculty members who voiced their opinion supported the Values Statement.

The Values Committee collected data through an environmental scan (Appendix 4). The Values Committee reviewed an institutional scan produced by the Business Office and, with permission, incorporated this research. The Values Committee researched key CAS topics at the national and regional levels, drawing comparisons with ESU. The committee researched national graduation trends of majors in the humanities, social sciences, and natural sciences; examined funding support for faculty conference participation and research; compared ESU retention data with national data while studying causes for attrition; reviewed data about students' preparedness in academic literacy and writing; and presented an overview of options for improving university writing.

The Mission Committee invited all CAS faculty to four focus group sessions. Faculty members who could not attend the focus group sessions were asked to complete a survey on their perceived strengths, weaknesses, opportunities, and threats for the CAS. The Dean also conducted a focus group with students representing each of the departments within the CAS. The obtained information was integrated and Themes, Synergistic Outcomes, and Actions were identified from this data.

Additional meetings were held, along with email discussions to work on crafting language to best characterize the Strategic Plan. The CAS Strategic Plan will be provided to all faculty within the CAS on May 1, 2009. There will be a College Wide meeting of faculty held during the first couple of weeks of the Fall 2009 semester where additional feedback will be obtained. The expectation is that information from the all college faculty meeting will be used for making minor revisions to the CAS Strategic Plan. At this point, a vote will be held to ratify the CAS Strategic Plan.

APPENDIX 2

The College of Arts & Sciences learned many things about itself and about its internal and external communities through an environmental scan.

The CAS Environmental Scan first considered the larger ESU institutional picture, as developed in the Business Office report. The CAS scan then looked at national, regional, and ESU-specific data across key topics, such as trends related to CAS majors, faculty funding, retention and student performance, and solutions to address students' writing and critical literacy deficits.

The Business Office provided valuable information concerning the current economic picture, state budgetary funding for PASSHE schools, general institutional conditions, enrollment projections, and affordability issues. Currently, statewide funding for PASSHE has not been cut, and ESU appears positioned to handle the economic downturn. Projects and initiatives within CAS, however, depend on the condition of the national and statewide economic outlook, which remains unpredictable.

Nationally, CAS majors in the humanities have decreased since their peak in 1971 when 138,646 degrees awarded. In 2004, the number of humanities-based degrees had declined to 112,048. The trend for social sciences across the nation shows increasing numbers of degrees awarded. In 2005–06, 161,000 social science undergraduate degrees were awarded. Graduate enrollment in social sciences, meanwhile, has increased 2.5% from 89,123 in 1994 to 97,527 in 2004. Between FY 2000 and FY 2005, earned bachelor's degrees in nearly all areas of the natural sciences increased. In 2005, 169,000 natural science degrees were awarded.

At ESU, faculty face limitations when it comes to conference attendance; many faculty members must pay some or all of their own travel expenses and conference fees due to funding shortfalls. Funding through the FDR grant may not cover the full-expenses of a single conference. FDR funding limits are $500 for regional and state conference travel, and $1000 for national and international conference travel. Typical regional and state travel expenses (including conference fees, transportation, lodging, and meals) are $800-$1000, and typical national and international travel expenses are roughly $1500-$3000. Since FY 2005, there has been a decrease in federal funding for research and development, including equipment maintenance, which means that federal dollars are unlikely to make up the difference between available funding and conference costs.

Conference participation aids faculty members in developing research, forging collaborations across institutions, and enhancing the educational experiences of our students in and outside of the classroom. Many of the presentations that ESU faculty-members make at conferences involve contributions of student researchers; faculty funding shortfalls affect the professional opportunities of undergraduate and graduate students.

According to ESU data from 2002, 18.6% of ESU students graduate within four years. The 2008 national graduation rate at comparable public institutions was 23.4%; the national data for both four and five year graduation rates shows declines in recent years. ESU trends higher than the national average in retaining first-year students into their second year of study. Afterwards, however, based on 2002 data, ESU loses this advantage.

Many factors impact retention and lead to attrition, including students' lack of overall college-readiness and need to take remedial classes, college affordability and the necessity for students to work, students' attitudes about their own education, and students' sense of connection to the institution. Due to high college costs, undergraduate students have been described as the most indebted young people in the nation's history; many students incur substantial college-debt without completing degree-programs. In 2002, ESU developed a 20-point plan to address retention; not all of the points have been acted upon.

In terms of students' lack of college-readiness, the costs of students not arriving at the college or university level with college-level skills in English and math are significant. Nationally, approximately 40% of students who enroll in four-year schools take some remedial coursework. Students must learn high school level skills while paying tuition (in 2006, over $400 million dollars in tuition). According to a 2006 estimate, the state governments spend $1 billion annually on remediation for college-level students, and the U.S. business community spends an additional $2.3 billion annually on training.

In 2008 high school graduates in PA scored slightly below the national SAT average on critical reading and writing sections; the ACT "college benchmark" scores for Reading and English/Writing in PA were higher than the national average, but this reflects a much- smaller sampling pool. In 2008, the minimum SAT critical reading and writing scores—420 and 420 out of 800 points—for eligibility for ESU's required college-level writing course represents the 25th score percentile of PA SAT takers. In 2008, approximately 27 - 30% of first-year students merited developmental placement in English (English 090), scoring below threshold scores and/or not passing a departmentally offered placement test.

ESU and Kutztown are the only 2 schools in the 14 school PASSHE system that only require one English course for B.A. and B.S. degrees; 12 of the 14 schools require two writing courses. Options exist to address writing deficiencies, including the development of a two-course English composition sequence, which could be formulated in a variety of ways.

A more detailed report of the Environmental Scan has been attached in Supplementary Appendix 4.

APPENDIX 3

Values Statement and Strategic Plan Committee Members:

Jeffrey Hotz, Chair
Sandra Eckard
Irina Khusid
James Hunt
Johan Eliasson
Mohamed Dosi

Mission Statement and Strategic Plan Committee Members:

Bonnie Green, Co-Chair
Kathleen Brunkard, Co-Chair
Kim McKay
Joni Oye-Benintende
Denise Thompson
Ray Muller

Office of the College of Arts & Sciences
Peter Hawkes, Dean
Thomas Tauer, Associate Dean

APPENDIX 4

Environmental Scan

Some of The following information is indebted to the Business Office

Introduction

- *Environmental Scan for A&S will contribute to the strategic planning discussions for the entire university, which will be overseen by the Strategic Planning Core Workgroup.*

**The following information is indebted to the Business Office.*

Overview

- The financial picture is uncertain.
- National recession has been compared to the Great Depression of the 1930's.
- Commonwealth of Pennsylvania has been affected by the recession, resulting in the constricting of the state's budget.
- ESU's growth will be dependent on our ability to garner supporting resources and our ability to weather the impact of the economic crisis.

National Outlook

- Nation has been in recession since December 2007.

- The economic slowdown was sparked by the nationwide crash in housing market and tightening of credit.

FIGURE 1:
46 States Face Budget Shortfalls

Note: Includes states with shortfalls in fiscal 2009 or projected shortfalls for fiscal 2010.
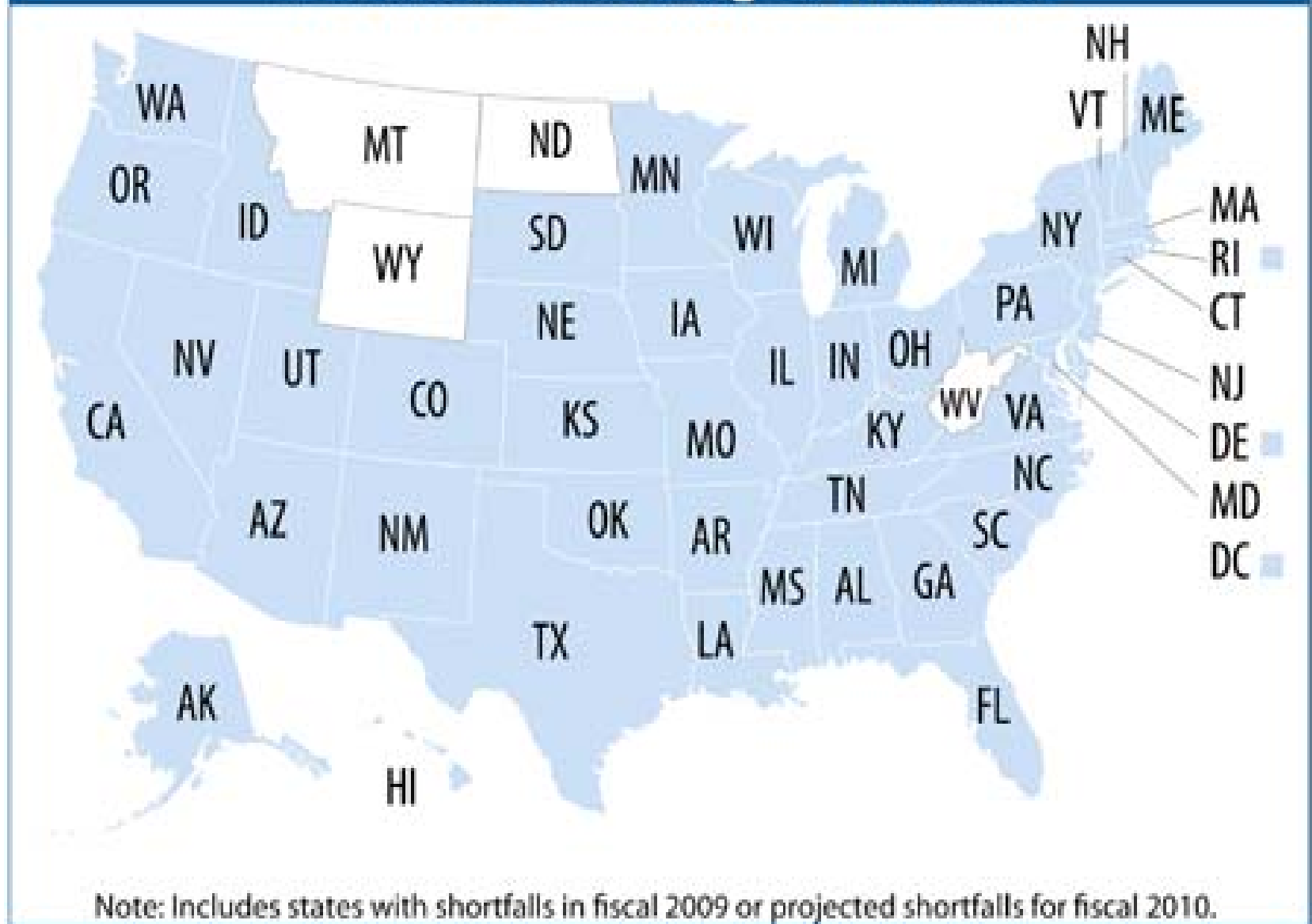
Source: "State Budget Troubles Worsen", Center on Budget & Policy Priorities, February 10, 2009.

43 States project deficits in 2010.
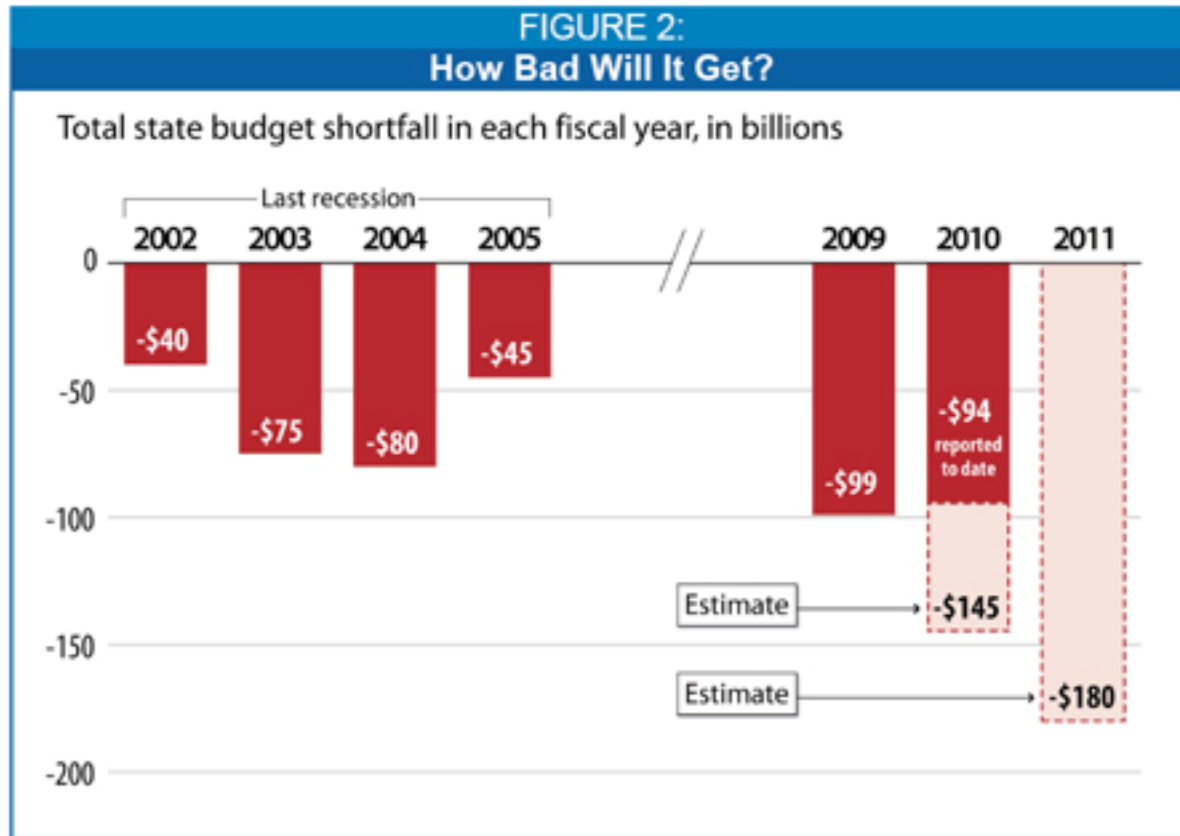
Source: "State Budget Troubles Worsen", Center on Budget & Policy Priorities, February 10, 2009.

$789B Economic Stimulus Bill

- Increases the maximum Pell Grant by $500, for a maximum of $5,350 in 2009 and $5,550 in 2010

- Adds $200M to the College Work Study Program

- Helps more than 4 million additional students attend college with a new, partially refundable $2,500 tax credit for families

Pennsylvania's Outlook

- PA has been withstanding the national recession better than other states.

- PA unemployment rate has been at or below the national level for 70 of the past 72 months.

2009-10 PA General Fund Expenditures
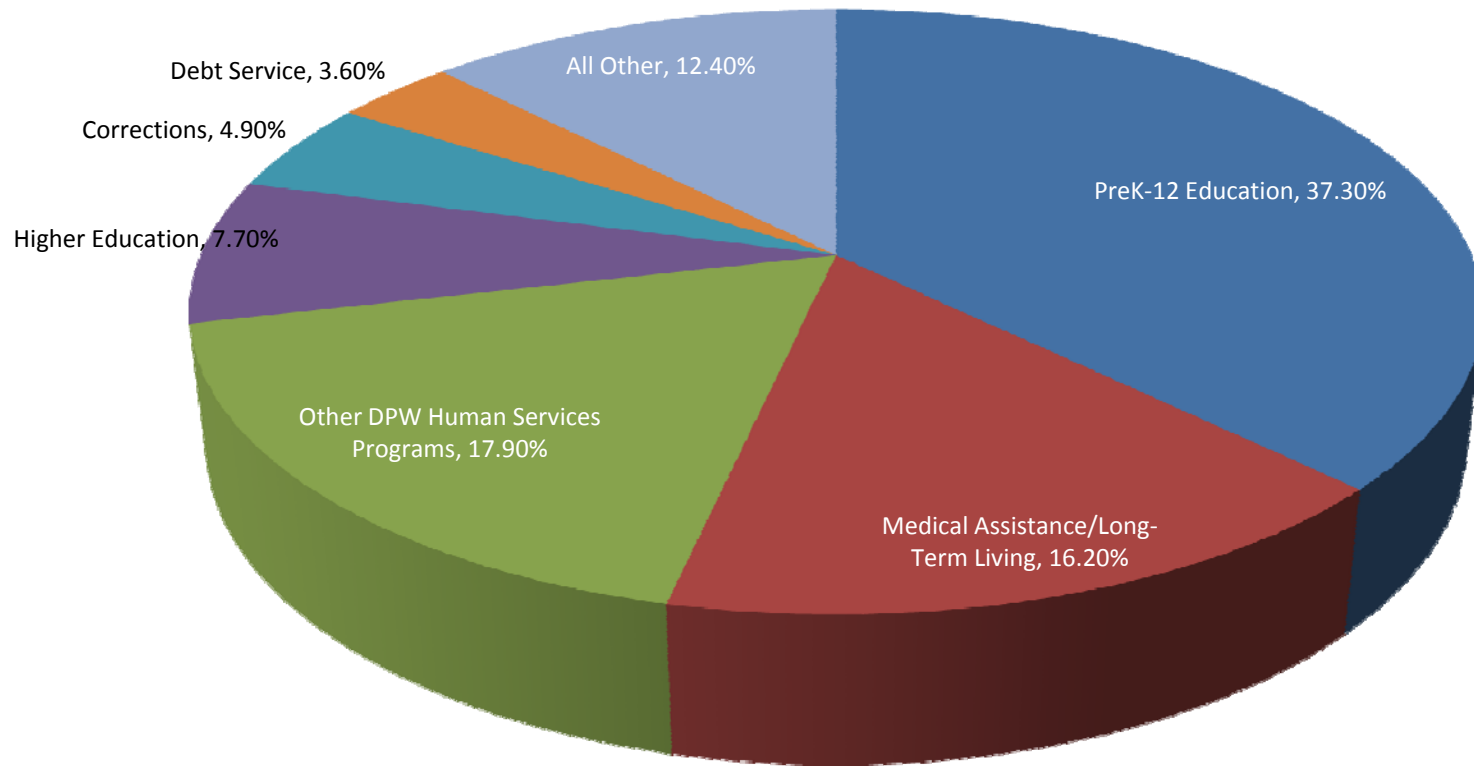
Source: "Commonwealth of Pennsylvania's 2009-10 Budget in Brief."

2009-10 PA Higher Education Appropriation Summary

Institution	2009-10 Appropriation
PASSHE	Held constant with prior year
Pennsylvania State University University of Pittsburgh Temple University Lincoln University	Decrease 6%
State Related Universities: Drexel University of Pennsylvania	Average decline 26.9%
Department of Education	Average decline 48.4%
Community Colleges	Increase 1.8%

Impact on PASSHE & ESU

	Appropriation	Tuition Increase Required To Balance PASSHE Budget
Requested by PASSHE	6.40%	4.00%
Governor's Budget	0.00%	7.90%

Other PA Budget Proposals

- Pennsylvania Tuition Relief Fund

- Doubling of PASSHE Capital Appropriation from $65M to $130M

Monroe County
Outlook & Demographics

- Pennsylvania's population is projected to grow by just 2% over the next 10 years while the nation's population will grow by nearly 9%.

- NEPA , Monroe County in particular, has steady population growth. This trend is likely to continue.

- The following industry sectors (for which ESU offers programs) are expected to grow through 2014:
    - Education & Health Services
    - Professional & Business Services
    - Leisure & Hospitality

- Heavily tourist-based Monroe County continues to encourage economic development by attracting new industries.

- Monroe County is not immune to the economic crisis.

Government

- East Stroudsburg University is a member of the Pennsylvania State System of Higher Education, a "state-owned" institution.

- 1/3 of the University's operating budget is derived from state appropriation, now approx. $27M

- Appropriations have not kept pace with inflation.

- The burden of addressing these costs has shifted to the students through increased tuition.

- The National Center for Public Policy and Higher Education's "Measuring Up 2008 Report" gives 49 of 50 states, including PA, a grade of F in higher education affordability.

Affordability
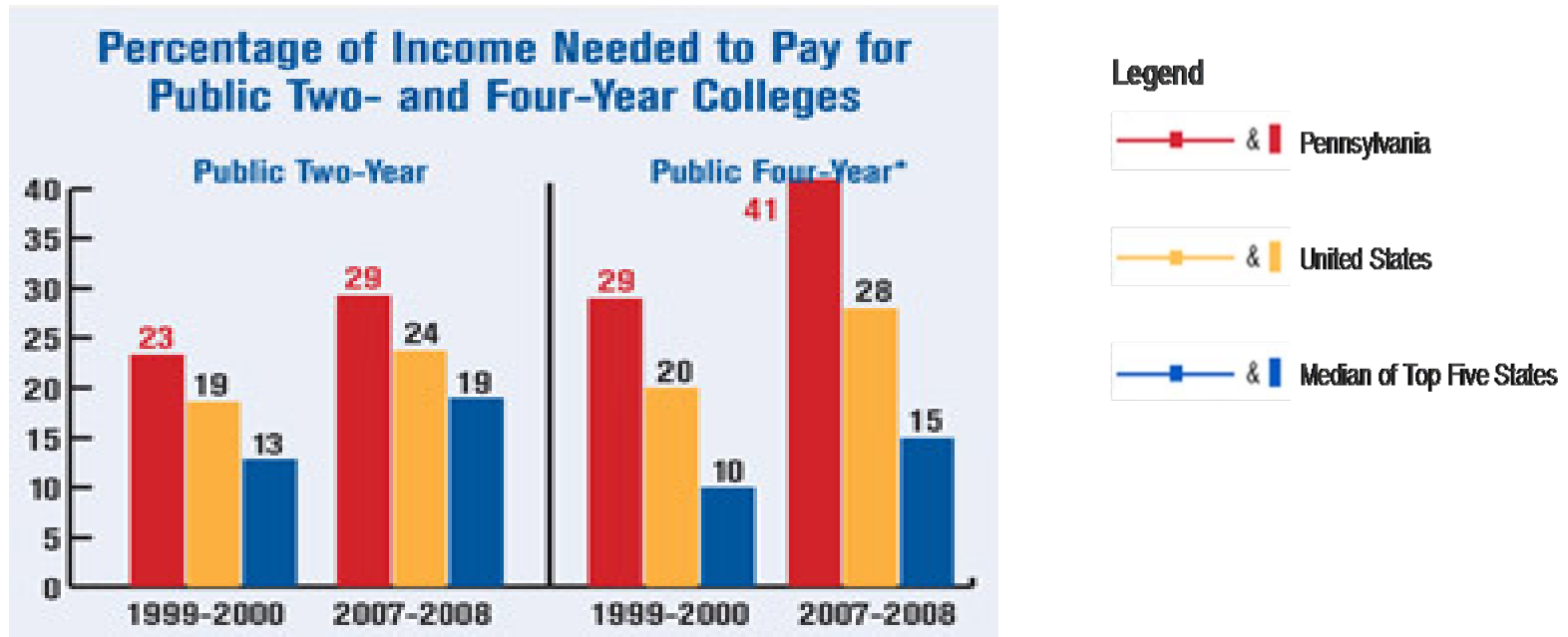
# Increased Concern with Accountability

Expectations for postsecondary institutions in the Commonwealth:

- Full Access
- Reasonable Choice
- Fair Return on Public Funds Invested in Higher Education

Performance Funding

- Program began 2000
- Board of Governors has steadily increased amount
- $40M will be awarded this year
- Amount is expected to remain stable or grow slowly during the next 5 to 10 years

ESU's Performance Funding - Non-Specific
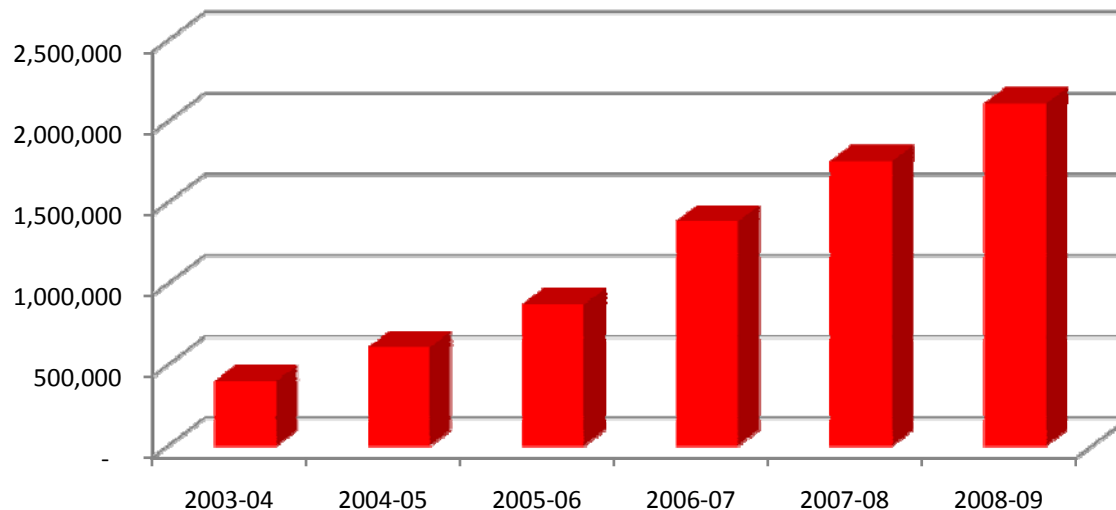
Economic Development

East Stroudsburg University is an economic engine for Monroe County

- Provides 750 jobs directly while creating a total employment impact of 1,206 jobs

- Generates more than $273.5M annually in direct & indirect business stimulus in PA, $109.9M annually in Monroe County, and $18.3M in E. Stroudsburg & Stroudsburg

- Actively engaged in the Pocono Mountains Keystone Innovation Zone

- ESU Business Accelerator Program

- New Research & Economic Development Division

- New ESU Research & Business Park

Economic Development, Contd.

Commitment to Research & Economic Development:

- Construction of a 51,000 sq. ft., $11.25M Technology & Innovation Center

- Projected impact is 595 jobs and $57M into the Monroe County economy

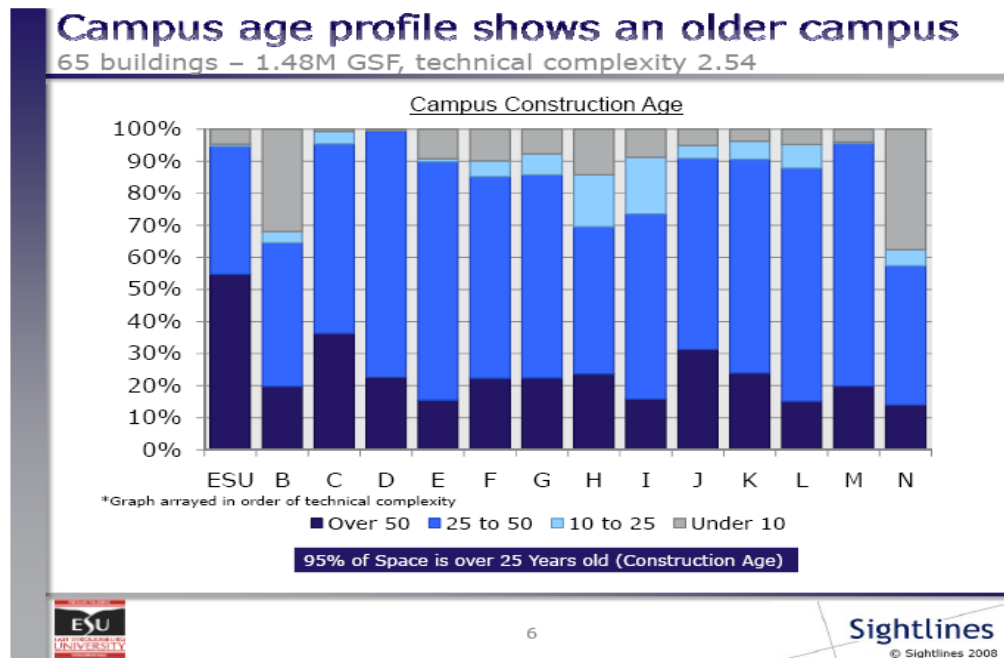# Economic Development, Contd.

Funding Received includes:

- $3.7M in FY 07-08 and FY 08-09 to support economic development initiatives across the Commonwealth

- $5.09M for sponsored projects and research

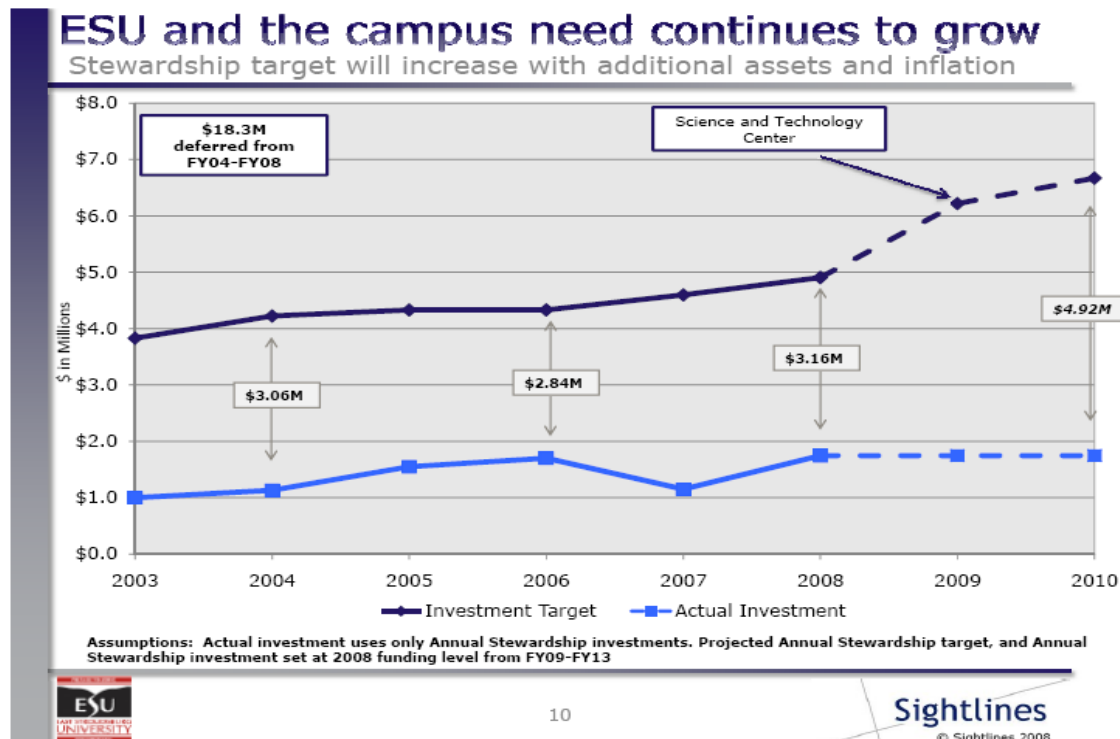- $622K in employee training grants involving 42 businesses and training over 3,600 employees

Facilities

- According to Sightlines report:
  - More than 50% of ESU facilities are > 50 yrs old
  - 95% of our facilities are > 25 yrs old

Campus age profile shows an older campus
65 buildings – 1.48M GSF, technical complexity 2.54

Deferred Maintenance

- $18.3M deferred maintenance from Fiscal Year 2004 through Fiscal Year 2008

- Annual additions of $3-5M per year are expected each year thereafter

ESU and the campus need continues to grow
Stewardship target will increase with additional assets and inflation

Facilities, Contd.

The bad news is

- ESU is space-constrained for future growth
- Adequacy of ESU residence halls and support facilities needs to be addressed
- ESU is in dire need of additional parking
- Electrical rates expected to escalate in 2010

Facilities, Contd.

The good news is

- New campus master plan is under development and proposes new facilities
- Science & Technology building is now on line
- Renovation of Monroe Hall is scheduled for summer of 2009
- UPI has a development agreement with Allen & O'Hara to construct new residence halls & modernize old ones
- Support facilities are being considered.

Financial Resources

- ESU is fiscally sound.

- Unqualified opinion on ESU's audited financial statements.

- Increase in Unrestricted Net Assets over the past 3 fiscal years:

Increase in Unrestricted Net Assets

	2005-06	2006-07	2007-08
2,500,000			
2,000,000			
1,500,000			
1,000,000			
500,000			
-			
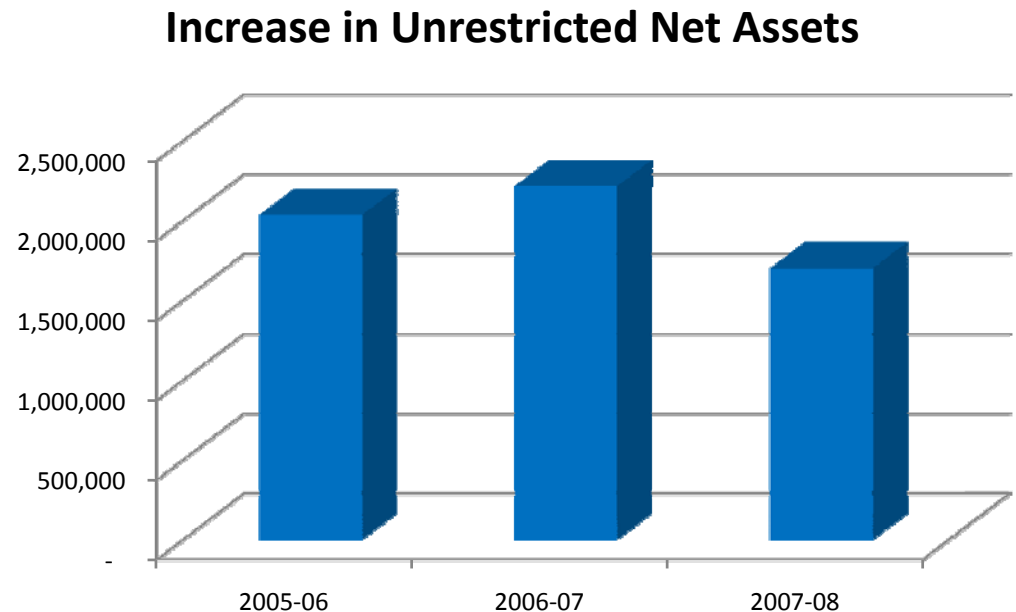
4 Core Higher-Level Ratios

Four Core Higher-Level Ratios on the Overall Financial Health of the Institution		
Name of Ratio	**ESU's Ratio Value**	**What Does it Mean?**
Primary Reserve Ratio	.293x	Can the institution retain expendable resources at the same rate of growth as its commitments? **The implication for ESU is that we could cover 3 1/2 months (29% of 12 months) expenses from reserves.**
Net Operating Revenues Ratio	4.16%	Explains how any surplus from operating activities affect the behavior of the other 3 core ratios. **For ESU, the positive percentage indicates we had a surplus for this past fiscal year equal to 4.16% of our total Operating Revenues. A target of 2-4% is usually good.**
Return on Net Assets Ratio	5.25%	Determines if an institution is financially better off than in previous years by measuring total economic return. **A return of 3-4% is usually good.**
Viability Ratio	1.12	Used to determine the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. **A ratio of 1:1 generally means sufficient expendable net assets are available to satisfy debt obligations.**

Enrollment Trends & Predictions

Undergraduates:

- UG enrollment increased an average of 3.6% per year over the past 5 years

- UG headcount enrollment increased 19% over this 5 year period

- UG full-time equivalent (FTE) enrollment increased 21.3%

Enrollment Trends, Contd.

Graduate Students:

- Graduate enrollment increased an average of 1.9% per year over the past 5 years

- Graduate headcount enrollment increased 9% over this 5 year period

- Graduate full-time equivalent (FTE) enrollment increased 11.2%

Enrollment Trends, Contd.

- Using the same growth rates and factoring them over time, we see:

- A University in 2013 with 7,279 undergraduate students and 1,247 graduate students

- A University in 2018 with 8,687 undergraduate students and 1,370 graduate students

Enrollment Trends, Contd.

Concerns:

- Neither undergraduate nor graduate enrollment patterns matched predictions such that both resources & budgets could be planned accordingly
- Decline in the number of high school graduates from high schools throughout our region
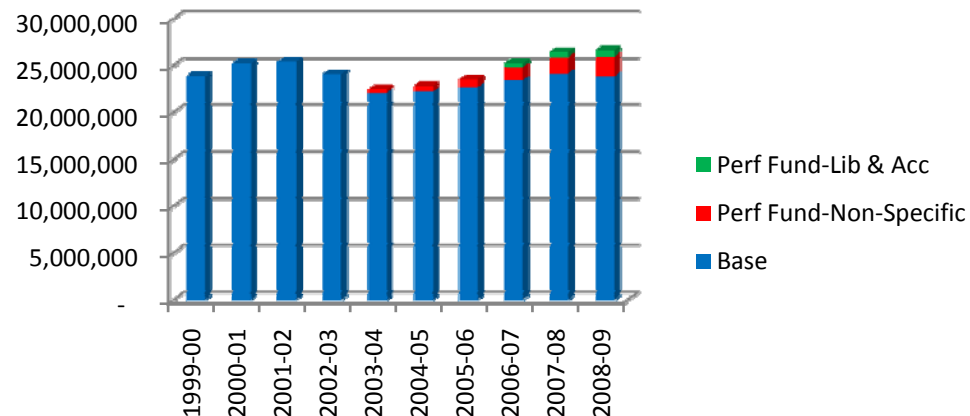
Assumptions:

- For strategic planning purposes, we will assume enrollment growth to be 2% per year

Appropriation Trends & Predictions

- PASSHE's E&G Appropriation per full-time equivalent student has declined 21% in inflation adjusted dollars since 1997-1998

- PASSHE's tuition has increased 16% in inflation adjusted dollars during the same time period while comparable state-related universities tuition increased much more.

Budget Assumptions

- 0% increase in FY 2009-10.

Tuition Trends & Predictions

- Predicting tuition revenue is a difficult and complex task.

Budget Assumptions

- At the recommendation of the PASSHE Budget Office, 3% will be used for planning purposes.

Other Revenues

- Other sources of revenue include interest earned on invested funds, rental income, as well as other small items.

- Difficult to predict, especially during our current economic crisis

- Will be budgeted level with no increases

Expenditures

- Personnel compensation will be projected using information known in the collective bargaining agreements as well as the best known benefit rates at this time (as per the PASSHE Budget Office).

- Moderate increases are assumed in utilities

- Other commodities are projected using a flat 4% inflationary factor

National Data: General Trends in Bachelor's Degrees Conferred by Degree-Granting Institutions in Selected Fields of Study: 1995-96, 2000-01, and 2005-06
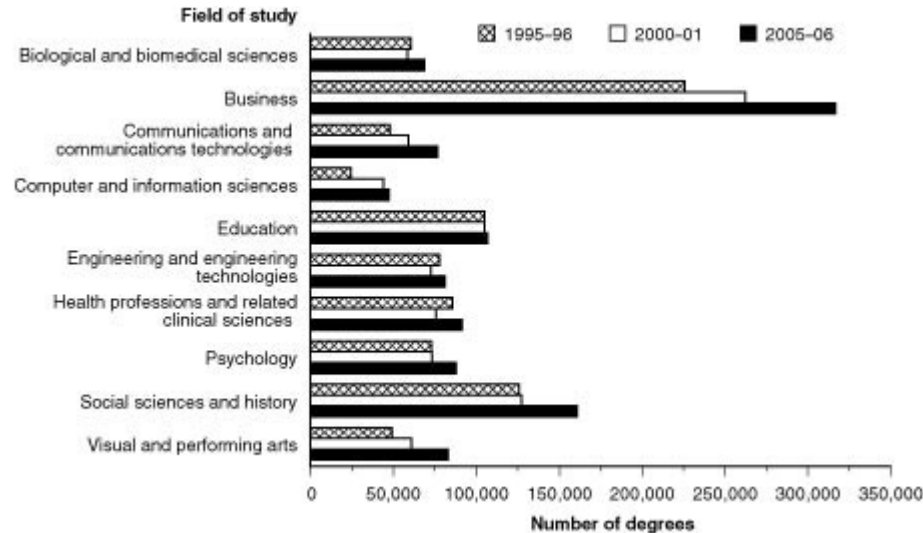
Source: US department of Education

National Trends: Humanities

- Degrees in the humanities have steadily decreased across the nation.

- According to the Department of Education, the number of humanities degrees peaked in 1971 with 138, 646.

- In 2004, the number of humanities-based degrees dropped to 112,048 (www.ed.gov).

National Trends: Humanities

Currently it is possible to earn a bachelor's degree from:

• 37% of nation's colleges and universities without taking a course in history.

•45% of nation's colleges and universities without taking a course in American or English literature.

•62% of nation's colleges and universities without taking a course in philosophy

•77% without taking a course in foreign language (Cheney, L. (1991). *Humanities in America.* Washington D.C.)

National Data--Humanities Majors

Percent of Students Seeking Humanities
   Degrees, 1999-2000

English/Literature   5%

Fine/Performing Arts   3.7%

Liberal Arts   2.2%

History   2.1%

Total 13%
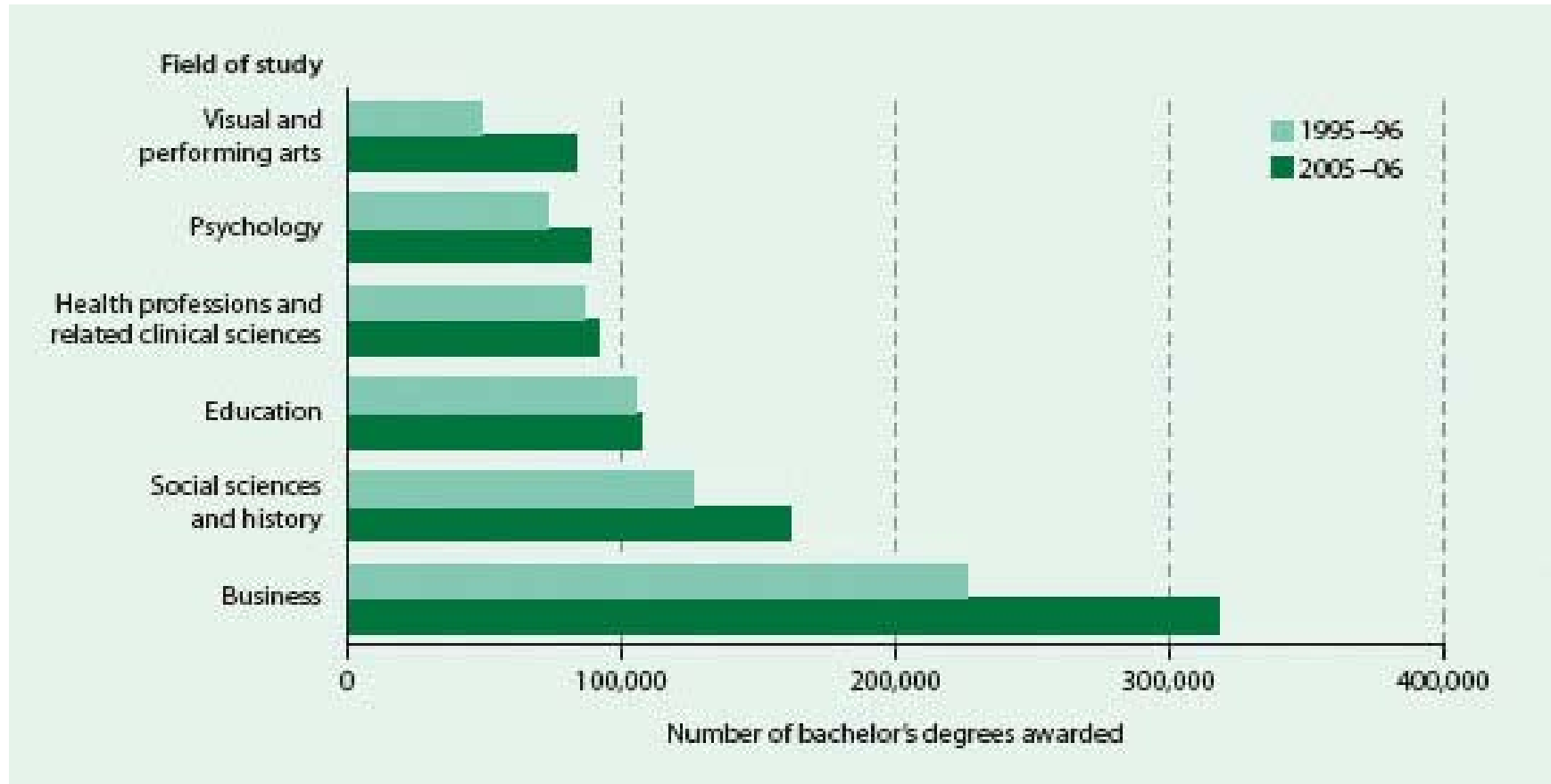
(National Center for Education Statistics, Feb, 2004)

National Data—Humanities Majors

Discipline division	2000–01	2001–02	2002–03\1\	2003–04	2004–05	2005–06
Total # of Bachelor's Degrees	1,244,171	1,291,900	1,348,811	1,399,542	1,439,264	1,485,242
Communication, journalism, and related programs	58,013	62,791	67,895	70,968	72,715	73,955
% total	4.66	4.86	5.03	5.07	5.05	4.98
Liberal arts and sciences, general studies, and humanities	37,962	39,333	40,480	42,106	43,751	44,898
% total	3.05	3.04	3.00	3.01	3.04	3.02
Visual and performing arts	61,148	66,773	71,482	77,181	80,955	83,297
% total	4.91	5.17	5.30	5.51	5.62	5.61
Philosophy and religious studies	8,717	9,473	10,344	11,152	11,584	11,985
% total	0.70	0.73	0.77	0.80	0.80	0.81
Foreign languages, literatures, and linguistics	16,128	16,258	16,912	17,754	18,386	19,410
% total	1.30	1.26	1.25	1.27	1.28	1.31
English language and literature/letters	50,569	52,375	53,699	53,984	54,379	55,096
% total	4.06	4.05	3.98	3.86	3.78	3.71

National Trends in Social Sciences

- (as revealed by Fig 1 on next slide) The recent trend for Social Sciences across the nation shows increasing numbers of the degrees awarded in the Social Sciences

- In 2005–06, 161,000 Social Science undergraduate degrees were awarded in social sciences

- One major worry is that the social sciences are not keeping up with other disciplines in exploiting new technologies (Wayne Kondro. "Social Sciences: Making Social Science Data More Useful" *Science.* 29 October 1999: 880)

Fig 1: Degrees Awarded between in 1995-96 and 2005-6: Social Sciences and History are the Second Most Popular Category of Majors across the Nation, After Business Degrees.

Social Sciences Enrollment: Graduate and Undergraduate Levels

- Graduate enrollment in Social Sciences have changed from 89,123 in 1994 to 97,527 in 2004, which give a percentage increase of 2.5 during the period
- Social Sciences, therefore, represent a high growth area in both undergraduate and graduate studies

National Trends in the Natural Sciences

- Between FY 2000 and FY 2005, there was an increase in earned bachelor's degrees in nearly all areas of the natural sciences

  (See Table 2, next slide)

- The student body at ESU is growing; it is likely that ESU will have an increase in natural science majors for the next several years

Table 2. Earned bachelor's degrees in 2000 and 2005 with percent change

Field	2000	2005	Chng %
All fields	1,253,121	1,437,200	14.69
S&E	398,622	466,003	16.90
Engineering	59,536	66,133	11.08
Science	339,086	399,870	17.93
Natural sciences	150,898	169,486	12.32
Biological sciences	64,904	67,982	4.74
Earth, atmospheric, and ocean sciences	4,047	3,959	-2.17
Atmospheric sciences	490	677	38.16
Earth sciences	3,359	3,146	-6.34
Oceanography	198	136	-31.31
Mathematics/computer sciences	49,123	65,404	33.14
Computer sciences	37,388	50,564	35.24
Mathematics/statistics	11,735	14,840	26.46
Physical sciences	14,580	15,030	3.09
Chemistry	10,390	9,937	-4.36
Physics	3,362	4,210	25.22
Social/behavioral sciences	188,188	230,384	22.42
Psychology	74,654	85,936	15.11

SOURCES: National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey; and National Science Foundation, Division of Science Resources Statistics, Integrated Science and Engineering Resources Data System

Science and Engineering Indicators 2008 (NSB 08-01; NSB 08-01A)

Funding and Faculty Research

- One of the limitations that ESU faculty members face when it comes to conference attendance, is that many are required to pay for some or all of this travel with their own money.
- The limited availability for funding through the FDR grant does not even cover the expense of a single conference for most faculty members
- FDR funding limits: $500 regional and state conference travel; $1000 national and international conference travel
- Typical regional and state travel expenses (including conference fees, transportation, lodging, and meals) $800-$1000
- Typical national and international travel expenses (including conference fees, transportation, lodging, and meals) $1500-$3000

Funding and Faculty Research (Continued)

- Conferences help keep faculty up-to-date with pedagogical and research practices
- The professional relationships faculty forge during the attendance not only aids them with building collaborative research endeavors but also aids students as they go in search of the right jobs and graduate schools
- Conference are as much of a teaching opportunity for the faculty as it is a research opportunity
- Many of the presentations that ESU faculty members make at conferences involve contributions of student researchers
- Student presenters often travel to conferences with the faculty as well
- Conferences also enable ESU students to get prepared and to be competitive for graduate school
- Most conferences have workshops, seminars, and symposiums designed specifically for undergraduate students
- The information that is covered during these events includes entering job market, preparing for the graduate schools, and acquiring research and practical experiences

State Funds Committed to High-Tech and University Research Initiatives (Figure 1)

$0.75b

$38m

$250m

$0.2b

$10m

$2.75b

$1b

$50m

$10m

$5.2b

$4.6b

$0.58b

$2.1b $0.5b

$1.1b

$913m

$31m

$0.9b

$1.4b

$21m

$137m

$40m

$4.5b

$525m

$1.3b $55m

$510m

Sources: Original CPPA research, *National Competition for Emerging Technology Edge.* Brian Cummings, University of Texas-Austin. May 2005, and *Economic Development and the High Technology Industry in Utah*, Appendix 2. Janice Houston,

Travel Funds, University Budgets (Comparisons)

School	Regional	National/International	Total Limit
East Stroudsburg University	$500	$1000	$1000
Slippery Rock		$1000	
CALU	All covered	All covered	
Florida State	$450	$600	
University of Texas in Austin			$1200
Grand Valley State University	$500	$750	
CA State University, Fullerton	$500		Several
Louisiana (All schools from state)	$1000	$1000	
CA State University (CSU)			$1000
Radford University		$3000	

Travel Funds, University Budgets (Comparisons)

School	Regional	National/ International	Total Limit
Appalachian College Association	$500	$1000	
West Virginia University	$600	$900	
Perdue University			Up to $1500
La Crosse University of Wisconsin			$800
WSU	$750	$1200	
Portland University			$1500/ year
University of Florida		$1000	
University of Wyoming		$2000	
Duke University			$1000
Shippensburg University Cfest	$1000		$1500/ year

Declining Funding for Research and Development

- Since FY 2005, there has been a decrease in federal funding for research and development, which includes equipment maintenance

  (See Table 1, next slide)

- Science equipment is relatively expensive and often in need of regular calibration or maintenance to remain useful

TABLE 1. Federal obligations for research and development and R&D plants,
FY 2000 - 2008, with change from 2000 as a percentage and decline from
2005 as a percentage.

Fiscal Year	Amount*	Percent Change	Percent decline**
2000	77,356	0.00	
2001	82,066	6.09	
2002	86,424	11.72	
2003	92,012	18.95	
2004	96,493	24.74	
2005	100,261	29.61	0.00
2006	96,428	24.65	-3.82
2007 preliminary	97,616	26.19	-2.64
2008 projected	92,904	20.10	-7.34

* in millions $US adjusted from FY2000
** since FY 2005
SOURCE: National Science Foundation/Division of Science Resources
Statistics, Survey of Federal Funds for Research and Development: FY
2006–08.

College-Level Writing and Literacy: High School Preparedness

- Students' high school preparation in English typically comprises four unconnected courses in literature: skills are not always integrated in the high school curriculum or developed consistently into a set of core skills (1)

- High school English courses remain uneven across municipalities and states (1)

- The amount of writing varies from class to class even within the same high school (1)

- According to a 1999 NAEP study, 25% percentage of 12th-grade students reached the proficient level in writing: 25%, is identical to the proportion of 8th-grade students who had reached the proficient-level leaving middle school (qtd. in Conley's report) (2)

(1) Conley, David C. "College Knowledge is Only Half the Battle: Ensuring a Rigorous Education." *College of Education at the University of Oregon in Eugene.* September 2005. <http://www.s4s.org/upload/Principal%20Leadership%20article%209-05.pdf>

(2) Donahue, P. L., Voelkl, K. E., Campbell, J. R., & Mazzeo, J. *1998 NAEP Reading Report Card for The Nation and the States.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

English Readiness of College-Students in Pennsylvania, based on ACT-tests (1)

- In 2008, among the 19,439 high school students who took the ACT-test in Pennsylvania—a snapshot of students intending to attend college—**76%** met college bench marks for English/Writing [the national average was 68%]

- In 2008, the percentage who met the college bench mark for Reading was **61%** [the national average was 53%]

- The ACT defines a benchmark score as "the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses"

- By ACT standards, roughly 24% of PA 2008 high school class that intended to go to college failed to meet the English benchmark, and 39% failed to meet the reading benchmark score.

(1) "ACT High School Profile Report, The Graduating Class of 2008, Pennsylvania." *ACT New.* <http://www.act.org/news/data.html >

ESU, English Placement

Current ESU placement cut-off scores on the SAT for English, for placement into English 103, college-credit bearing course

Critical Reading, 420 (out of possible 800)

Writing, 420 (out of possible 800)

Essay, score of 6 on 12 point scale

*Students who score below these totals can take a department issued placement test to prove eligibility for English 103

ESU English Course Placements 2008:

- Approximately 30% of first-year students merited developmental placement in English (English 090), and approximately 70% of first-year students received college-level composition placement (English 103)

- English Department has an approximate target goal of a 20 % (developmental) – 80 % (college-level): beyond these totals, staffing problems emerge, given current faculty-size

Comparison: Pennsylvania Statewide SAT Averages in Reading and Writing (2008) Versus National SAT Averages

Statewide Average SAT scores in PA, for 2008 in Critical Reading and Writing (1):

1. **Critical Reading: 490** out of possible 800

   [**50th** Percentile in PA]

2. **Writing: 480** out of a possible 800

   [**50th** Percentile in PA]

National Average SAT Scores for 2008 in Critical Reading and Writing (1):

1. **Critical Reading: 502** out of possible 800

   [50th Percentile Nationally]

2. **Writing: 494** out of possible 800

   [50th Percentile Nationally]

Key Finding: In 2008, PA students scored below the national average in Critical Reading and Writing on the SAT exam

(1) 2008 Data, SAT College Board Data, "State Report and National Data":
   <http://www.collegeboard.com/press/releases/197846.html>

ESU, English Placement SAT Criteria Versus Pennsylvania Average SAT in Reading and Writing (2008)

For **placement in English 103** (credit-bearing ESU university requirement), students must meet the following cut-off scores (1):

1. Critical Reading: **420** out of possible 800

[**25th** percentile in PA]

2. **Writing: 420** out of possible 800

[**25th** percentile in PA]

3. **Essay Score**: **6**

Statewide Average SAT scores in PA, for 2008 in Critical Reading and Writing (2):

1. **Critical Reading: 490** out of possible 800

[**50th** Percentile in PA]

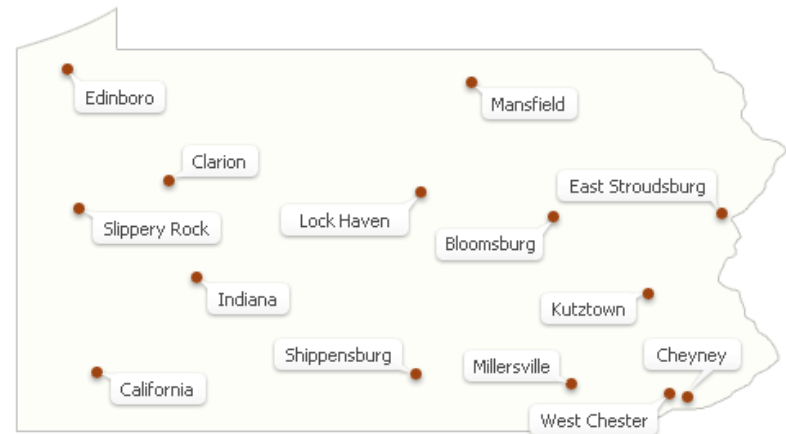2. **Writing: 480** out of a possible 800

[**50th** Percentile in PA]

Comparisons in Composition and Writing Programs, PASSHE Schools

- Of the fourteen PASSHE schools, only Kutztown and ESU require one composition course.

- **12 of the 14 PASSHE schools** require a minimum of 2 writing courses.

Retention Issues: The Expectations Gap for Incoming Students

- In 1992, 72% of high school graduates enrolled in college; 53% had not taken a college preparatory curriculum [1].

- In a 2001 survey: only 12% of high school students knew the high school courses they needed to take for college [2].

- In 2005, only 17% of high school seniors were proficient in math; only 36% were proficient in reading. [3]

- Based on the 2006 ACT tests, only 20% of students met or exceeded college readiness scores on all 4 ACT exams. [4]

- 25% of high school students do not graduate with a diploma. [5]

(1) Venezia, Andrea, et. al. *Betraying the College Dream: How Disconnected K-12 and Post- Secondary Education Systems Undermine Student Aspirations.* Final Policy Report, Stanford University's Bridge Project. March 4, 2003. 22 Sept. 2006.
(2) Kirst, Michael. "The High School/College Disconnect." *Educational Leadership* 62.3 (Nov. 2004): 51 – 55.
(3) U.S. Department of Education. *A Test of Leadership: Charting the Future of U.S. Higher Education.* Sept. 2006. 22 Sept. 2006
(4) "2006 ACT National Score Report News Release." *ACT Institutional Data File, 2006.* 22 Sept. 2006 <www.act.org>
(5) U.S. Department of Education. *A Test of Leadership: Charting the Future of U.S. Higher Education.* Sept. 2006. 22 Sept. 2006

National Retention Data: Public 4-Year Institutions

2006 Data:

1. 70% of students continue to 2nd year of study

2. 40.4% graduate within 5 years with bachelor's

3. Retention higher for associate's transfers than proprietary students

2008 Data:

1. 67.1% of students continue to 2nd year of study

2. 23.4 graduate within four years

3. 39.5 graduate within five years

4. 44.9 graduate within six years

(1) "ACT National Collegiate Retention and Persistence to Degree Rates." *ACT Institutional Data File, 2006 and 2008*. <www.act.org>

ESU Retention Data, from 2002

2002 Data [1]:

1. 74.8% of students continue to 2nd year of study

2. 58.6% of students continue from 2nd to 3rd year of study

3. 18.6% of students graduate in 4 years

Goals to Address this Issue:

The university developed a 20 point plan to address retention issues including a range of suggestions from developing a retention office, creating a sophomore year retention plan, improving scheduling, and improving communication with students by ensuring all students had an ESU e-mail account.

*If there is no change in this data from 2002, ESU has higher retentions between freshman and sophomore year than comparable national schools but a lower 4-year graduation rate.

(1) "ESU Campus-wide Retention Memo," 9/2002

Retention Analysis: Costs and Impacts of Remediation and Lack of Preparedness for College-Study

- 40% of students who enroll in four-year schools take some remedial coursework (1)

- Students must learn high school level skills and pay tuition (over $400 million dollars in tuition) (2)

- U.S. government spends $1 billion annually on remediation for college-level students (high school graduates) (2)

- U.S. business community spends an additional $2.3 billion annually on training (3)

(1) Venezia, Andrea, et. al. *Betraying the College Dream: How Disconnected K-12 and Post-Secondary Education Systems Undermine*
   Student Aspirations. Final Policy Report, Stanford University's Bridge Project. March 4, 2003. 22 Sept. 2006.
        <http:// www.stanford.edu/group/bridgeproject/betrayingthecollegedream.pdf>
(2) U.S. Department of Education. *A Test of Leadership: Charting the Future of U.S. Higher*
   Education. Sept. 2006. 22 Sept. 2006 <http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html>.
(3) "Two Year Colleges Bear the Brunt of Remediation." *American Association of Community*
   Colleges. 2006. 22 Sept. 2006 <http://www.aacc.nche.edu>

Retention and National Data on Rising Tuition Costs

- From 1995 – 2005, adjusted for inflation; public 4-year institutions tuition increased by 51% (1)

- The Advisory Committee on Student Financial Assistance projects that among college-qualified high school graduates in 2004 (the nation's best prepared students), only 43% of students from low-income families will earn a bachelor's degree by 2012 (2)

- In comparison, 65% and 80% of similarly qualified students from middle-income and high-income families will earn a baccalaureate degree by 2012 (2)

- The National Center for Public Policy's *Measuring Up 2006: The National Report Card on Higher Education* notes, "current college graduates—and many students who do not graduate—are the most heavily indebted young Americans in our history" (19).

- Net college costs, when calculated as a percentage of family income, have increased most for the lowest 20% income families (*Measuring Up 2006* 20).

(1) U.S. Department of Education. *A Test of Leadership: Charting the Future of U.S. Higher Education*. Sept. 2006. 22 Sept. 2006

(2) U.S. Department of Education. Advisory Committee on Student Financial Assistance. *Mortgaging Our Future: How Financial Barriers to College Undercut America's Global Competitiveness*. Sept. 2006. 22 Sept. 2006 <http://www.ed.gov/about/bdscomm/list/acsfa/mof.pdf

Factors To Explain Drop-Out Rates and Low Retention Rates

- Non-traditional students have higher drop-out rates than traditional students (*Short-term Enrollment in Postsecondary Education* 12).

- Both traditional and non-traditional students who did not begin a post-secondary program immediately after high school dropped out at higher rates than those who began post-secondary studies immediately: 55% versus 33% respectively (*Short-term Enrollment in Postsecondary Education* 16).

- Working full-time is another important factor. 59% of students who were working full-time during their first year of school at a college left without any certification (*Short-term Enrollment in Postsecondary Education* 16).

(1) U.S. Department of Education. National Center for Education Statistics. *Short-Term Enrollment in Postsecondary Education: Student Background and Institutional Differences in Reasons for Early Departure, 1996 -1998.* November 2002. 22 Sept. 2006 <http:// nces.ed.gov/pubs2003/2003153.pdf

Additional Factors to Explain Drop-Out Rates and Low Retention Rates

- Taking remedial courses in the first year is correlated with higher drop-out rates as well. 48.2% who had taken one or more remedial courses during their first year enrolled dropped out before beginning the second year (*Short-term Enrollment in Postsecondary Education* 24).

- Students' educational goals affect graduation rates. Over 60% percent of the students who dropped out without a credential over the three-year period reported that the degree-level they sought was "less than bachelor's"; those who reported a desire to gain an advanced, post-bachelor's degree had the lowest drop out rate (*Short-term Enrollment in Postsecondary Education* 24).

- Not feeling part of the college community is yet another factor. Students who reported a low level a social integration had a 48.6% drop out rate as compared to 29.9% of students who a reported a high level of social integration (*Short-term Enrollment in Postsecondary Education* 32).

(1) U.S. Department of Education. National Center for Education Statistics. *Short-Term Enrollment in Postsecondary Education: Student Background and Institutional Differences in Reasons for Early Departure, 1996 -1998*. November 2002. 22 Sept. 2006 <http:// nces.ed.gov/pubs2003/2003153.pdf
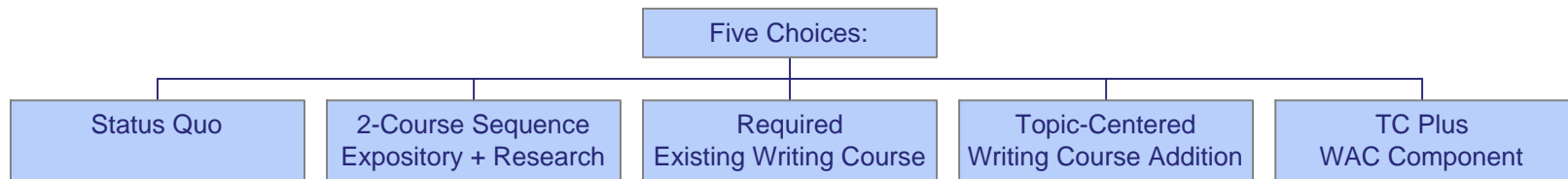
Some Specific Recommendations

- Plan to Address Decreasing Federal Funding in Research and Development

- Recommendations to Address Writing and Literacy Strategic Theme

Suggested University Response to Federal Funding Decline for Research and Development

- In response to declining federal support for research and development along with increasing student enrollment in the natural sciences, ESU must endeavor to do the following:

    A. Foster collaborations among ESU faculty, colleagues at other institutions, and the private sector

    B. Encourage and support training on new equipment and with new technologies to remain current in the classroom and in research

Overview of Options To Address Writing and Literacy: Creation of Second Composition Course

Five Choices:

| Status Quo | 2-Course Sequence Expository + Research | Required Existing Writing Course | Topic-Centered Writing Course Addition | TC Plus WAC Component |

(A) Status Quo Option

- Option Details: current 103 course blending research and expository writing in one semester
- Advantages: no curriculum change needed
- Disadvantages:
  - does not address concerns about students' writing preparation;
  - does not address concerns that one semester is insufficient to teach all necessary skills
  - Is not in line with majority (86%) of other PASSHE schools' writing requirements

(B) Two Course Sequence: Expository + Research

- Option Details: English 103's goals stay the same, minus research project; a new course focusing on research/argumentation is developed

- Advantages:
  - "traditional" model;
  - offers additional practice in major skill areas;
  - subsequent English courses--and university-- would have better prepared writers

- Disadvantages:
  - strain on resources (faculty, classrooms)
  - may not address faculty interests/diverse topics/thematic approaches

(C) Required Existing Writing Course

- Option Details: 103 stays the same; students would be required to take an additional writing course that we already offer (such as Advanced Comp, Tech Writing, Workplace Writing)

- Advantages:
  - these courses already exist
  - fewer curricular changes?

- Disadvantages:
  - staffing for many of the writing courses is already limited/stretched
  - some majors require courses for their major, like Advanced Comp; we would need to redistribute course requirements as needed
  - schedules would need to accommodate course offerings in these writing areas

(D) Topic-Centered Writing Course Addition

- Option Details: 103 stays the same; craft a new 100-level, research writing course, with different sections spanning various topics, themes, or issues

- Advantages:
  - students would be able choose section based on interest
  - faculty would be able to create section based on pedagogical and scholarly interests
  - would align with the two-course system, allowing increased practice in writing
  - would encourage academic freedom

- Disadvantages:
  - resource concerns (faculty, classrooms) still remain

(E) Topic Centered Course Addition, Plus Writing Across the Curriculum (WAC)

- Option Details: Same as Topic-Centered, only more writing in the disciplines
- Advantages:
  - in line with new ESU task force supporting a WAC (writing across the curriculum) initiative
  - would help students transfer skills to major courses
  - would increase writing throughout the university
- Disadvantages:
  - again, resources would need to be addressed
  - faculty training in disciplines

Writing Across the Curriculum

- One way that the Humanities are increasing offerings is through a Writing Intensive Course sequence or a WAC curriculum.

- Students, as part of graduation requirements, take courses via General Education Program in humanities and other areas that include increased writing and communication criteria

- ESU could improve the quality of writing with a formal WI or WAC Program.

(E) Topic Centered Course Addition, Plus Writing Across the Curriculum (WAC)

- Option Details: Same as Topic-Centered, only more writing in the disciplines
- Advantages:
  - in line with new ESU task force supporting a WAC (writing across the curriculum) initiative
  - would help students transfer skills to major courses
  - would increase writing throughout the university
- Disadvantages:
  - again, resources would need to be addressed
  - faculty training in disciplines

Suggested Response: Topic Centered Composition Course, with WAC

- First Choice: New 2nd Topic Centered Course Plus WAC
  - This program would be the ***most encompassing*** for student writing growth
  - This option would create a ***well-developed writing experience*** for students throughout their academic careers
- Second Choice: New 2nd Topic Centered Course
  - This option would speak to ***English Department strengths*** and interests in both writing and literature
  - Additionally, this option has the potential to create a ***rich writing culture*** for students interested in topics that faculty are excited to teach