

APPENDICES

APPENDIX A

PERTINENT TERMS AND DEFINITIONS

- **Advertising values:** The monetary equivalent of what ECU would pay for advertising to equal the public relations and news coverage the University receives via print and broadcast media at no cost.
- **Appropriate Technology:** For each classroom, appropriate technology will be determined based on the needs of the courses taught in that classroom and in consultation with the department chairs and faculty.
- **Collaborative projects** (with business, community/government): Working and cooperating jointly, particularly on intellectual and service endeavors, between ECU and an outside business, community, government, and/or organization.

- **“Condition and needs assessment” rating of remodeling – A and B**

Below are the code descriptions used in our building condition evaluation review:

1. *Satisfactory:* Suitable for continued use with normal maintenance. Normal maintenance signifies that less than \$40,000 is required for capital replacement, renovation, etc.
2. *Remodeling-A:* Requires restoration to present acceptable standards with minor room use changes alterations or modernizations. The approximate cost of “Remodeling-A” is not greater than 25% of the estimated replacement cost of the building.
3. *Remodeling-B:* Requires major updating and/or modernization of the building. The approximate cost of “Remodeling B” is greater than 25%, but not greater than 50% of the estimated replacement cost of the building.
4. *Remodeling-C:* Requires major remodeling of the building. The approximate cost of “Remodeling-C” is greater than 50% of the replacement cost of the building.
5. *Demolition:* Should be demolished or abandoned because the building is unsafe or structurally unsound, irrespective of the need for the space or the availability or funds for replacement. This category takes precedence over categories 1, 2, 3, and 4. If a building is scheduled for demolition, its condition is recorded as “demolition,” regardless of its condition.

6. *Termination*: Planned termination or relinquishment of occupancy of the building for reasons other than un-safeness or structural unsoundness, such as abandonment of temporary units or vacation of leased space. This category takes precedence over categories 1, 2, 3, and 4. If a building is scheduled for termination, its condition is recorded as “termination,” regardless of its condition.
- **CUPA**: College & University Professional Association for Human Resources: sponsors of three national salary surveys – faculty, administrative, and mid-level.
 - **Distance education**: Any for-credit instruction where more than 50 percent of the delivery of instruction may utilize any or all of the following: print material, e-mail, telephone, audio tape, videotape, television/VCR, satellite, or computer for access to CD ROM, interactive video, Internet, or the Web. The instructor must be physically separated from the students for the majority of the term. This criterion excludes sessions that may be scheduled individually, such as advising, labs, or testing. KTLN sections that originate from campus are considered distance learning courses."
 - **Diversity**: Eastern Kentucky University promotes a climate that respects and celebrates diversity within its community that includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity.
 - **Diversity Index**: A number representing the probability that any two people chosen at random will have different racial or ethnic backgrounds. The higher this probability, the more diverse our campus is. The lowest possible value for this diversity index is zero—for a population where everyone has the same background. Theoretically, the highest value is one—for a population where each member is racially or ethnically different from the others.
 - **Education Professional Standards Board (EPSB)**: The standards and accreditation agency for Kentucky teachers and administrators and for programs of education at Kentucky colleges and universities.
 - **Educational Learning Objectives**: Descriptions of what students should know, think, or be able to do when they have completed their degree program and general education curriculum.
 - **EKU's service region**: Twenty-two counties in southeastern Kentucky including, Bell, Boyle, Casey, Clay, Estill, Garrard, Harlan, Jackson, Knox, Laurel, Lee, Leslie, Lincoln, McCreary, Madison, Owsley, Perry, Powell, Pulaski, Rockcastle, Wayne, and Whitley.
 - **Exempt Professional Staff**: Employees paid on a salaried basis who are not eligible for overtime pay. Exempt employees are expected to work the hours required to accomplish their work.
 - **External Constituency**: An outside business, community, government, and/or organization involved with or served by ECU.

- **External research and public service expenditures:** funds expended during the fiscal year that were generated by external funding sources through the sponsored programs office. This would exclude student financial aid and any funds generated through the Development office.
- **FTE:** Full-Time Equivalent
- **KCTCS:** Kentucky Community & Technical College System
- **KY Plan:** The Kentucky Plan for Equal Opportunities in Postsecondary Education – A voluntary desegregation plan to address the past vestiges of the “de jure” higher education system in Kentucky.
- **Non-exempt staff:** Employees paid for hours worked and are eligible for overtime pay for all hours worked over 40 hours in any workweek.
- **NSSE:** National Survey of Student Engagement
- **Planning Groups:** University functional groups that report directly to the President or Provost (*e.g.*, Vice Presidents and Deans).
- **Quality Enhancement Plan (QEP):** A carefully designed and focused course of action that addresses a well-defined topic related to student learning. The QEP is a “forward-looking”, transformative process that can move the institution into a future characterized by creative, engaging, and meaningful learning experiences for students. (From SACS manual p. 21)
- **Quality Performance Index (QPI):** An indicator of the quality of Eastern Kentucky University’s teacher preparation program. It is an amalgam of three of the most used assessments: PRAXIS II annual pass rates (3 points), Overall mean of the new Teacher Survey (1 Point) and the 3-year average of KTIP pass rate (1 Point).
- **Reporting Units:** University functional units within a planning group (*e.g.*, academic departments, non-instructional offices, other units as determined by the head of the planning group).
- **Service Learning:** A method in which students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.
- **Targeted Student Populations:** International students, minority students, transfer students, and students with ACT scores above 21.

APPENDIX B

Eastern Kentucky University
2006-2010 Planning Process

INTRODUCTION

In August 2004, the University Strategic Planning committee (SPC) (see Appendix C) was charged with the task of creating a new iteration of the Strategic Plan for 2006 – 2010. The committee has worked for 15 months in fulfilling this task. The 2006-10 Strategic Plan is based on the current plan (2003 - 2006), what we have learned from implementing the current plan, how our environment has changed, and what our environment is going to look like in 2010.

THE PROCESS

To start the process, we created two research sub-committees (see Appendix D); the one called the “Environmental Scan” sub-committee, gathered and analyzed the internal and external data related to our planning. The other sub-committee called the “People” sub-committee organized focus groups and analyzed the data gathered from our internal and external constituency groups. Fifty-three (53) participants representing the EKU Foundation Board of Directions, EKU Alumni, extended campus representatives, local business/industry/political leaders, external educational constituents, faculty, staff, and students attended the focus group meeting. We also took into consideration what is happening at the CPE and where EKU fit into their Strategic Plan.

Once all the data was gathered and analyzed, the SPC members met for a two-day-facilitated retreat on February 24 and 25, 2005. They reviewed all the data and the analysis of them, discussed the elements of the current plan and drafted revised vision and mission statements plus 5 goals; which are essentially the same goals as the current plan with goals 1 & 6 combined. The slight wording changes in some of the goals and Strategic Directions are based on the idea of making the goals broad, but being more specific with the Strategic Directions and even more focused at the Key Performance Indicator (KPI) level. Following the retreat, the work was divided among 5 sub-committees (see Appendix E). Each sub-committee concentrated on a different part of the plan.

The first draft of the plan (not including KPIs) was ready by April 29, 2005 and it was reviewed by Faculty Senate (May 2, 2005), Staff Council (May 10, 2005), the Chairs Association (May 18, 2005), Provost Council, the Student Senate, President (May 31, 2005), and the Board of Regents (June 25, 2005). The SPC members in consultation with the President decided to continue the work on the Plan specifically the KPIs and finalize it by Dec. 2005.

During the summer months and large part of the Fall 2005 semester, the KPI sub-committee worked on defining, revising and fine tuning KPIs for each of the Strategic Directions in the plan. The sub-committee members met with campus community members most knowledgeable about each Strategic Direction and received input on specific KPIs for those Strategic Directions.

The plan consists of 89 KPIs, however not all KPIs will necessarily be measured each year. For strategic directions that have several KPIs, those KPIs will likely be staggered so that a portion of them are measured each year, covering all KPIs in a two- or three-year cycle.

On November 9, 2005, through an email message from the Provost (see Appendix H), the campus community was once more asked to review the plan and provide input to the Strategic Planning Committee. They were asked to send comments to their representative on the Strategic Planning Committee (Appendix G). The comments were summarized and presented to the committee and several changes were made to the plan as the result of those inputs. On Friday December 16, 2005 The SPC members voted on the final draft of the plan. The complete plan will be presented to the Board during their January Meeting. Once the plan is approved by the Board it will be available to all university community for creating their 2006-2010 Strategic Plan. All 2006-2010 plans will go into effect on July 1, 2006.

SPRING 2006

During the Spring 2006 semester, the SPC members will be working on creating an assessment cycle for evaluating the KPIs. They will also work on creating different formatted versions of the plan for publication and distribution among the constituencies.

THE QUALITY ENHANCEMENT PLAN

We should also add that during these 15 months (August 2004 – Dec. 2005), there has been an extensive communication and collaboration between the SPC and the Quality Enhancement Plan (QEP) sub-committee. The QEP sub-committee has been charged to develop ECU's Quality Enhancement Plan, a core requirement of the Southern Association of Colleges and Schools (SACS) for the reaffirmation process. The two committees shared all the data gathered and analyzed by their members. During the same time period that SPC was collecting data for the 2006-10 Strategic Plan, QEP sub-committee was gathering data for the QEP Theme and Focus Statements concentrating on student learning. As part of their research, QEP sub-committee conducted a very successful faculty survey on March 23, 2005. The survey was issued to all full-time, part-time (including those on retirement transition) and administrative faculty on campus and received a response rate of over 50%. The QEP sub-committee identified the Student Learning Content Areas and reported them to SPC for review and approval. And Finally on September 30, 2005 the SPC members approved the QEP Theme and Focus Statements (see Appendix L).

APPENDIX C

2004-2005 Strategic Planning Committee Membership

2004 - 05 Strategic Planning Committee

Chair	Jaleh Rezaie
Vice-Chair	Laura Koppes
SACS Consultant	Virginia Falkenberg
Institutional Effectiveness Consultant	Adrienne Bauer

Note: Ms. Bauer and Mr. Keeley will serve as consultant (Ex officio) and not as a member of the committee

Committee Membership

Area	Name	Term	Note
President	Joanne Glasser		The President
Interim Provost	James Chapman		Interim Provost and Vice President for Academic Affairs
Committee Chair (Faculty/Chair)	Jaleh Rezaie	04-05	Chair, Department of Computer Science (Full Professor)
Committee Vice-Chair	Laura Koppes		Associate VP for Institutional Effectiveness (Associate Professor)
Arts & Sciences - (3) Faculty	Steffen Wilson	04-05	Psychology/Honors Program (Associate Professor)
	Suzanne Byrd	04-05	Biology (Associate Professor)
	Mark Gebert	04-06	Resigned
	Kendra Stewart	04-06	Started on Feb. 1, replacing Mark Gebert (Assistant Professor)
Business & Technology - (2) Faculty	Mike Hesse	04-06	Communication (Full Professor)
	Gary Steinbach	04-06	Technology (Full Professor)
Education - (2) Faculty	Karen Dilka	04-05	Special Education (Full Professor)
	Margaret Davis	04-06	Curriculum & Instructions (Associate Professor)
Health Sciences - (2) Faculty	Mary Whitaker	04-05	Baccalaureate & Graduate Nursing (Assistant Professor)
	Sarah Sutton	04-06	Family and Consumer Sciences (Assistant Professor)
Justice and Safety - (2) Faculty	Kay Scarborough	04-05	Criminal Justice and Police Studies (Full Professor)
	Lisa Wallace	04-06	Correctional & Juvenile Justice Studies (Assistant Professor)
Library - (1) Faculty	Kari Martin	04-05	Library
Faculty Senate representative (Faculty)	Alice Jones	04-05	Senator from Department of Geography (Associate Professor)
Chairs representative (Faculty/Chair)	Malcolm Frisbie	04-05	Chair, Department of Earth Sciences (Full Professor)
Diversity representative	Sandra Moore	04-06	Special Assistant to the Provost for University Diversity

Area	Name	Term	Note
Student Affairs representative	James Conneely		VP, Student Affairs
Financial Affairs representative	Debbie Newsom		Acting VP, Financial Affairs
University Advancement representative	J. Bart Meyer		VP, University Advancement
SACS Consultant (Faculty)	Virginia Falkenberg		Psychology (Associate Professor)
ITDS representative	Mona Isaacs	04-05	Interim Director of ITDS
Intercollegiate Athletics representative	Dan McBride		Assistant Athletics Director for External Operations
Staff Council representative	Lisa Laird	04-06	Scholarship Coordinator, Financial Assistance Office
Continuing Education & outreach representative	Byron Bond		Dean, Continuing Education and Outreach, Bill St.Pierre has been attending in his place while he was on sick leave
Undergraduate student representative	Lance Melching	04-06	English-Teaching
Graduate Student representative	Matt Schumacher	04-05	MPA in Public Administration

APPENDIX D

2004-05 Strategic Planning Committee Subcommittee Structure Fall 2004

Subcommittee 1	
Members	Responsibilities
1. Lisa Laired Co-chair 2. Kay Scarborough Co-chair 3. Jim Conneely 4. Virginia Falkenberg 5. Dan McBride 6. Debbie Newsome 7. Sara Sutton 8. Lisa Wallace	1. Determine Planning Group structure (by Oct. 31) 2. Determine if there will be a feedback on progress reports to the planning groups. If yes, determine the process for feedback and prepare the feedback reports. 3. Review the Strategic Budget requests sent to SPC and prepare the list to go to the Budget Council. (by December) 4. Prepare the Annual University Strategic Plan Progress Report (between March 31 – May 1)
Subcommittee 2 (Environmental Scan)	
Members	Responsibilities
1. Steffen Wilson Co-Chair 2. Kari Martin Co-Chair 3. Jim Chapman 4. Alice Jones 5. Karen Dilka 6. Lance Melching 7. Bart Meyer 8. Gary Steinbach 9. Mary Whitaker 10. Kendra Stewart Resource Person: E.J. Keeley	1. Review the KPIs by Oct. 31 2. Work on the preparation of 2006-10 Strategic plan with group 3 (Nov. 1 – May 1) <ol style="list-style-type: none"> a. Review of KPIs for next year and next cycle by Retreat time (Feb. 24-25) b. Determine the university related internal and external data needed (by Dec. 10). c. Determine and contact the sources of data d. Analyze and draw interpretation of data by Retreat time (Feb. 24-25) e. Distribute the draft of the plan and collect feedback from the community by (March 28-April 8) f. The final draft of the plan to the President by May 15
Subcommittee 3 (People)	
Members	Responsibilities
1. Mona Isaacs – Chair 2. Byron Bond 3. Suzanne Byrd 4. Margaret Davis 5. Malcolm Frisbie 6. Mike Hesse 7. Sandra Moore 8. Matt Schumacher Resource Person: Adrienne Bauer	1. Prioritize the Strategic Directions by Oct. 8 2. Determine the process for the preparation of the 2006-10 strategic plan by Oct. 31 3. Work on the preparation of 2006-10 Strategic plan with group 2 (Nov. 1 – May 1) <ol style="list-style-type: none"> a. Determine the participants and the date(s) of focus group meetings (by Dec. 10) b. Design the questions for the focus group(s) or any needed surveys (by Dec. 10) c. Send invitations to the focus group(s) participants by Dec. 17. d. Conduct the focus group(s) meeting(s) and surveys during the month of January e. Analyze and draw interpretation of data gathered through the focus groups and the surveys by Retreat time (Feb. 24-25) f. Distribute the draft of the plan and collect feedback from the community by (March 28-April 8) g. The final draft of the plan to the President by May 15

APPENDIX E

2004-05 Strategic Planning Committee Subcommittee Structure *Spring 2005*

Sub-committee	Members	Responsibilities	Timeline
Vision/ Mission	<ol style="list-style-type: none"> 1. Karen Dilka, Chair 2. Malcolm Frisbie 3. Sandra Moore 4. Lance Melching 	Revise/Finalize University Mission and Vision Statements	March 14 – April 1
Goals	<ol style="list-style-type: none"> 1. Mary Whitaker, Chair 2. Lisa Wallace 3. Jim Conneely 4. Margaret Davis 5. Bill St. Pierre (Byron Bond) 	Revise/Finalize University Goals	March 14 – April 1
Strategic Directions	<ol style="list-style-type: none"> 1. Virginia Falkenberg, Chair 2. Suzanne Byrd 3. Mike Hesse 4. Bart Meyer 5. Gary Steinbach 	Revise/Finalize University Strategic Directions	March 14 – April 1
Unanswered Questions	<ol style="list-style-type: none"> 1. Jaleh Rezaie, Chair 2. Jim Chapman 3. Laura Koppes 4. Steffen Wilson 5. Aaron Thompson (Ex officio) 	Through searching the Data this subcommittee will find appropriate values and percentages for the Strategic Directions that were left blank at the retreat.	March 14 – April 1
Key Performance Indicators	<ol style="list-style-type: none"> 1. Dan McBride, Chair 2. Alice Jones 3. Matt Schumacher 4. Kendra Stewart 5. Adrienne Bauer (Ex officio) 	Work with the University Assessment Committee to Revise/Finalize University KPIs	April 1 – April 29

APPENDIX F

Strategic Planning Committee

2004-05

Goals/Tasks for 2004-05

1. 2004-05 strategic planning
 - a. Prioritize the Strategic Directions by Oct. 8
 - b. Determine the process for the preparation of the 2006-10 strategic plan by Oct. 31
 - c. Review the KPIs by Oct. 31
 - d. Determine planning Group structure by Oct. 31
 - e. Determine if there will be a feedback on progress reports to the planning groups. If yes, determine the process for feedback and prepare the feedback reports.
 - f. Review the Strategic Budget requests sent to SPC and prepare the list to go to the Budget Council. (between Jan. 5 – 15)
 - g. Prepare the Annual University Strategic Plan Progress Report (between March 31 – May 1)

2. 2006-10 Strategic Plan, the next Cycle (Nov. 1 – May 1)
 - a. Review list of Stakeholders
 - b. Review the mission and Vision Statements
 - c. Review the Goals/Strategic Directions
 - d. Determine EKU's special focus (QEP, this work need to be done in conjunction with the SACS committee)
 - e. Environmental Scan
 - f. Focus groups
 - g. SWOT analysis
 - h. Retreat (the whole committee)
 - i. Integration of the Plans (including the Planning Groups plan in the university plan)
 - j. Prepare and distribute the first draft to the community (March 1)
 - k. Review, analyze, and incorporate the feedback from the community
 - l. Prepare the final draft (May 1)

APPENDIX G

2005-06 Strategic Planning Committee Membership

2005 – 06 Strategic Planning Committee

Chair: Jaleh Rezaie
Vice-Chair: EJ Keeley
SACS Consultant: Virginia Falkenberg

Committee Membership

Area	Name	Term	Note
President	Joanne Glasser		President
Interim Provost	James Chapman		Interim Provost and Vice President for Academic Affairs
Committee Chair (Faculty/Chair)	Jaleh Rezaie	04-06	Chair, Department of Computer Science (Full Professor)
Committee Vice-Chair	EJ Keeley		Executive Director of Institutional Effectiveness and Research
Arts & Sciences - (3) Faculty	John Curra	05-07	Anthropology/Sociology/Social Work (Full Professor)
	Susan Godbey	05-07	Chemistry (Associate Professor)
	Kendra Stewart	04-06	Government (Assistant Professor)
Business & Technology - (2) Faculty	Mike Hesse	04-06	Communication (Full Professor)
	Gary Steinbach	04-06	Technology (Full Professor)
Education - (2) Faculty	Paul Erickson	05-07	Dir. of Educ. Research & Assess. Dept. of Counseling & Ed. Leadership
	Margaret Davis	04-06	Curriculum & Instructions (Associate Professor)
Health Sciences - (2) Faculty	Mary Whitaker	04-06	Baccalaureate & Graduate Nursing (Assistant Professor)
	Sarah Sutton	04-06	Family and Consumer Sciences (Assistant Professor)
Justice and Safety - (2) Faculty/Dean	Kay Scarborough	04-06	Criminal Justice and Police Studies (Full Professor)
	Allen Ault	05-06	Dean, College of justice and Safety
Library - (1) Faculty	Kari Martin	04-06	Library
Faculty Senate representative (Faculty)	Alice Jones	04-06	Senator from Department of Geography (Associate Professor)
Chairs representative (Chair of the Chairs' Assoc.)	Robert Brubaker	04-06	Chair, Department of Psychology (Full Professor)
Diversity representative	Sandra Moore		Special Assistant to the Provost for University Diversity

Area	Name	Term	Note
Student Affairs representative	James Conneely		VP, Student Affairs
Financial Affairs representative	Debbie Newsom		VP, Financial Affairs
University Advancement representative	Joseph Foster		Interim VP, University Advancement
SACS Consultant (Faculty)	Virginia Falkenberg		Psychology (Associate Professor)
ITDS representative	Mona Isaacs		Interim Director of ITDS
Intercollegiate Athletics representative	Corey Bray		Assistant Athletics Director for Administration
Staff Council representative (Vice – Chair)	Crystal Barger	05-06	HR Specialist, Training Resource Center
Continuing Education & outreach representative	Byron Bond		Dean, Continuing Education and Outreach
Undergraduate student representative	Kyle Moon	05-06	Student Body President
Graduate Student representative	J.C. Young	05-06	Graduate student

APPENDIX H

INPUT FROM CAMPUS COMMUNITY

From: Academic Affairs Campus Mailing
Sent: Wednesday, November 09, 2005 12:38 PM

Dear Members of the ECU Academic Community,

The elements of the 2006-10 Strategic Plan, Goals, Strategic Directions, and Key Performance Indicators (KPI), have been posted on the University Strategic Plan's web site <http://www.oie.ecu.edu/spc/> for your review, and the link can be found in the bottom left hand of Welcome message. Input from members of the ECU community has been an essential element in the creation of our Strategic Plan, and we need your input once more to complete the plan. Please take a few minutes to review the plan and send your comments to your representative on the Strategic Planning Committee by **Thursday November 17, 2005**. You can find your representative's name on the list of Strategic Planning Committee members at <http://www.oie.ecu.edu/spc/members2005.php>.

The 2006-10 Strategic Plan is based on the current plan as well as on what we have learned from implementing the current plan, how our environment has changed, and what our environment will look like in 2010.

The members of the Strategic Planning Committee have gathered and analyzed the internal and external data related to our planning. They have conducted focus groups and analyzed the data gathered from our internal and external constituency groups. They have also taken into consideration trends at the Council on Postsecondary Education (CPE) and where ECU fits into their strategic plan. There also has been extensive communication and collaboration between the Strategic Planning Committee and the Quality Enhancement Plan committee of the SACS reaffirmation team.

The Strategic Planning Committee drafted revised vision and mission statements in addition to five goals, which are essentially the same goals as the current plan, with goals 1 and 6 combined. The slight wording changes in some of the goals and strategic directions are based on the idea of making the goals broader. The strategic directions are more specific, and even more focused are the Key Performance Indicators (KPI's). The goals are not listed in priority order and are numbered for reference purposes only.

The committee worked on designing KPIs which are precise, focused, and measurable. For each KPI, the committee has worked with those with expertise in that specific area. Not all Key Performance Indicators will necessarily be measured each year. For strategic directions that have several KPIs, those KPIs will likely be staggered so that a portion of them are measured each year, covering all KPIs in a two- or three-year cycle.

For questions and clarifications, please contact your representative on the committee or Dr. Jaleh Rezaie (jaleh.rezaie@ecu.edu).

I very much appreciate your time and effort in helping us create a plan for a better future for ECU.

Jim Chapman
Interim Provost and Vice President for Academic Affairs

APPENDIX I

ACKNOWLEDGMENTS

**Thanks to those community and campus constituents participating
in the Strategic Planning Focus groups
January 2005**

Doug Oliver
Carol Gabbard
Cynthia Bohn
Judy Halstead
Boots Adams
Robert Blythe
George Ridings
Alvin Farris
Connie Lawson
Gail Vaughn
Joyce Phillips
Katherine Hardman
Terry Skinner
Bonnie Gray
Kathryn Polmanteer
Doris Pierce
John Burkholder
Tanmoy Bhattacharya
Steven Savage
Felecia Szorad
Mary Slater
Jenny Giles
Jon Wade
Carol Patrick
Glen Klein
Harold R. Clark

Kenna P. Middleton
Phillip Gump
Crystal Barger
Rhonda Wheeler
Beverly Burrus
CE Huffman
Ashley Simmons
Omiera Williams
Jeff Herron
Efia Taylor
Nick Sutherland
John Walton
Ben Jager
Jason Fish
Rena Burden
Colin Resuch
Kyle Moon
Tyler Morgan
Tia Hill
Jill Stinson
Ryan Wilson
Andrea Burton
Suzie Schafter
Olivia Black
Reid Connelly
Christopher Hurt

APPENDIX J

Strategic Planning Structure
(as posted in: Planning Group Strategic Plans & TracDat)
November 2005

The assignment of a unit to either a planning group or reporting unit was determined by EKU's organizational structure. Each vice president is responsible for the unit planning among those areas that report to him or her (*Planning Group*). The persons heading those areas (associate vice presidents, deans, chairs, directors) are in turn responsible for the planning process in the units that report to them (*Reporting Unit*). The following table lists the designated planning groups, secondary planning groups, and reporting units.

<u>Planning Group</u>	<u>Secondary Planning Group</u>	<u>Reporting Unit</u>
Intercollegiate Athletics		<ol style="list-style-type: none"> 1. Administrative Reporting Unit 2. External Operations 3. Office of Athletic Compliance 4. Athletics Business Operations 5. Athletics Facilities & Operations
University Advancement		<ol style="list-style-type: none"> 1. Public Relations & Marketing 2. Development 3. Alumni Relations
Student Affairs		<ol style="list-style-type: none"> 1. Campus Recreation 2. Career Services 3. Counseling Center 4. First Year Programs 5. Health Services 6. University Police 7. Student Life 8. University Housing 9. Volunteerism 10. Greek Life 11. Multicultural Student Affairs
Facilities Services		
Financial Affairs		<ol style="list-style-type: none"> 1. Office of Vice President & AVP 2. Accounting & Financial Services 3. Billings & Collections 4. Purchases & Stores
Government Relations		
Internal Audit		
University Counsel		<ol style="list-style-type: none"> 1. Risk Management & Insurance 2. Judicial Affairs & Services for Individuals with Disabilities

<u>Planning Group</u>	<u>Secondary Planning Group</u>	<u>Reporting Unit</u>
	1) Policy, Compliance & Governance	<ol style="list-style-type: none"> 1. Human Resources & Payroll 2. Equal Opportunity
Academic Affairs & Research	1) Office of Diversity	
	2) Honors Program	
	3) Graduate Education & Research	<ol style="list-style-type: none"> 1. McNair Project 2. Natural Areas 3. Sponsored Programs
	4) Office of Institutional Effectiveness (OIE)	<ol style="list-style-type: none"> 1. Institutional Research (OIR)
	5) Enrollment Management	<ol style="list-style-type: none"> 1. Academic Advising & Retention 2. Admissions 3. Educational Talent Search 4. Education Pays 5. Registrar 6. Student Athlete Academic Success Center 7. Student Financial Assistance 8. Student Support Services (NOVA) 9. Transition & University Services 10. Upward Bound
	9) University Programs	<ol style="list-style-type: none"> 1. Center for Appalachian Studies 2. Cooperative Education 3. EELI 4. General Education 5. International Education 6. Teaching & Learning Center 7. Women's Studies
	10) Libraries	<ol style="list-style-type: none"> 1. Administrative Services 2. Research & Instructional Services 3. Retrieval Services 4. Systems & Technical Processing
	11) Continuing Education & Outreach	<ol style="list-style-type: none"> 1. Conference & Events 2. Hummel Planetarium 3. Media Resources 4. Student/Client Support Services 5. Workforce Education 6. Corbin Center 7. Danville Center 8. Ft. Knox Center 9. Hazard Office 10. Manchester Center 11. Somerset Office 12. Distance Education
	12) ITDS	<ol style="list-style-type: none"> 1. Computer Resources 2. Computer Store

<u>Planning Group</u>	<u>Secondary Planning Group</u>	<u>Reporting Unit</u>
		<ol style="list-style-type: none"> 3. Help Desk 4. Information Systems Support 5. Information Technologies Consulting 6. Mail Services 7. Networking 8. Online Learning 9. Printing Services 10. ResNet 11. Security & Operations 12. Student Technology Laboratories 13. Technical Support 14. Telecommunications
	13) College of Arts & Sciences	<ol style="list-style-type: none"> 1. Office of the Dean 2. Department of Anthropology, Sociology, & Social Work 3. Department of Art & Design 4. Department of Biological Sciences 5. Department of Chemistry 6. Department of Computer Science 7. Department of Earth Sciences 8. Department of Economics 9. Department of English & Theatre 10. Department of Foreign Languages & Humanities 11. Department of Geography 12. Department of Government 13. Department of History 14. Department of Mathematics & Statistics 15. Department of Music 16. Department of Philosophy & Religion 17. Department of Physics & Astronomy 18. Department of Psychology
	14) College of Education	<ol style="list-style-type: none"> 1. Center for Middle School Academic Achievement (CMSAA) 2. Department of Curriculum & Instruction 3. Department of Counseling & Educational Leadership 4. Department of Special Education 5. KECSAC 6. Model Laboratory School (MLS) 7. Office of Educational Research & Assessment 8. Office of Field Services and Professional Development-SE/SC Cooperative 9. Office of Professional Laboratory Services 10. Office of Student Services-Teacher

<u>Planning Group</u>	<u>Secondary Planning Group</u>	<u>Reporting Unit</u>
		Admissions & Certification
	15) College of Business & Technology	<ol style="list-style-type: none"> 1. Agriculture 2. ECU Farms 3. Communication 4. Technology 5. Department of Accounting, Finance, & Computer Information Systems 6. Department of Management, Marketing, & Administrative Communication 7. Master of Business Administration Program 8. Military Science and Leadership 9. CEDET 10. SBDC
	16) College of Justice & Safety	<ol style="list-style-type: none"> 1. Department of Correctional & Juvenile Justice Studies 2. Department of Criminal Justice & Police Studies 3. Office of the Dean & The Program of Distinction 4. Justice & Safety Center 5. Department of Loss Prevention & Safety 6. Training Resource Center
	17) College of Health Sciences	<ol style="list-style-type: none"> 1. Department of Associate Degree Nursing 2. Department of Baccalaureate and Graduate Nursing 3. Division of Continuing Education 4. Clinical Laboratory & Environmental Health Sciences 5. Department of Exercise & Sport Science 6. Department of Family & Consumer Sciences 7. Department of Health Promotion & Administration 8. Health Sciences Learning Resource Center 9. Department of Recreation & Park Administration 10. Department of Occupational Therapy

APPENDIX K

Annual Institutional Effectiveness Progress Report Instructions

What is the Annual Institutional Effectiveness Progress Report?

This report provides the structure for the documentation of an annual review of progress in accomplishing goals and objectives, modifications for the current year, and goals for next year, including strategic budget requests for next year.

Report Outline

The following components should be included in the **Annual Institutional Effectiveness Progress Report**. Specific instructions for each component are in the next section of these instructions.

- I. Title Page
- II. Executive Summary
- III. Status of outcomes/results with regard to 2004-2005 academic year strategic directions / goals / objectives
- IV. Explanation of outcomes/results for 2004-2005
- V. Adjustments made to the unit's action plan for 2005-2006 academic year
- VI. Priorities and strategic budget requests for next year, 2006-2007

Report Content & Instructions

This section provides instructions for each section of the **Annual Institutional Effectiveness Progress Report**.

I. Title Page

EXAMPLE:

Annual Institutional Effectiveness Progress Report
Name of your Reporting Unit (for reporting units only)
Name of your Planning Group
Date of Submission

II. Executive Summary (no more than 1 page in length): a brief synopsis of the entire report.

III. Status of outcomes/results with regard to 2004-2005 strategic directions / goals / objectives

- a. Insert Assessment Impact Report from TracDat (see *Appendix A* for TracDat Directions for Accessing & Saving Assessment Impact Report)
- b. Provide responses to the following 4 items about assessing educational objectives (no more than a total of 1 page in length, approximately ¼ page for each item):
 - 1) Describe how faculty and/or staff members were involved in assessing educational objectives, including developing objectives, analyzing results and making improvements based on those results.
 - 2) What were the most significant improvements made to your academic program(s) or department because of assessing your educational objectives?
 - 3) How will you determine whether the improvements you made will enhance student learning in future iterations of your assessment? In other words, how will you know specifically whether the changes you made worked?
 - 4) How will the actions taken based on assessing educational objectives be reflected in department planning and budgeting processes? In other words, how will what you found affect your department plan and budget?

IV. Explanation of outcomes/results for 2004-2005 strategic directions / goals / objectives

- a. If any goals/strategic directions/objectives were not achieved, explain why. (narrative summary no longer than a total of ½ page in length)
- b. Modifications: What will be done so strategic directions/goals/ objectives will be achieved? (narrative summary no longer than a total of ½ page in length) (NOTE: do not include here any changes to the action plan; see Section V)
- c. Five major accomplishments for the past year (2004-2005) (no more than a total of 1 page in length)
 - 1) List the accomplishment
 - 2) Specify the ECU goal(s) to which each accomplishment relates.

V. Adjustments made to the unit's action plan for 2005-2006 academic year

- a. Briefly summarize changes made to the unit's action plan (no more than a total of 1-2 paragraphs). (Possible Changes: mission, goals, strategic directions/objectives, and/or key performance indicators)

VI. Priorities for next year (2006-2007)

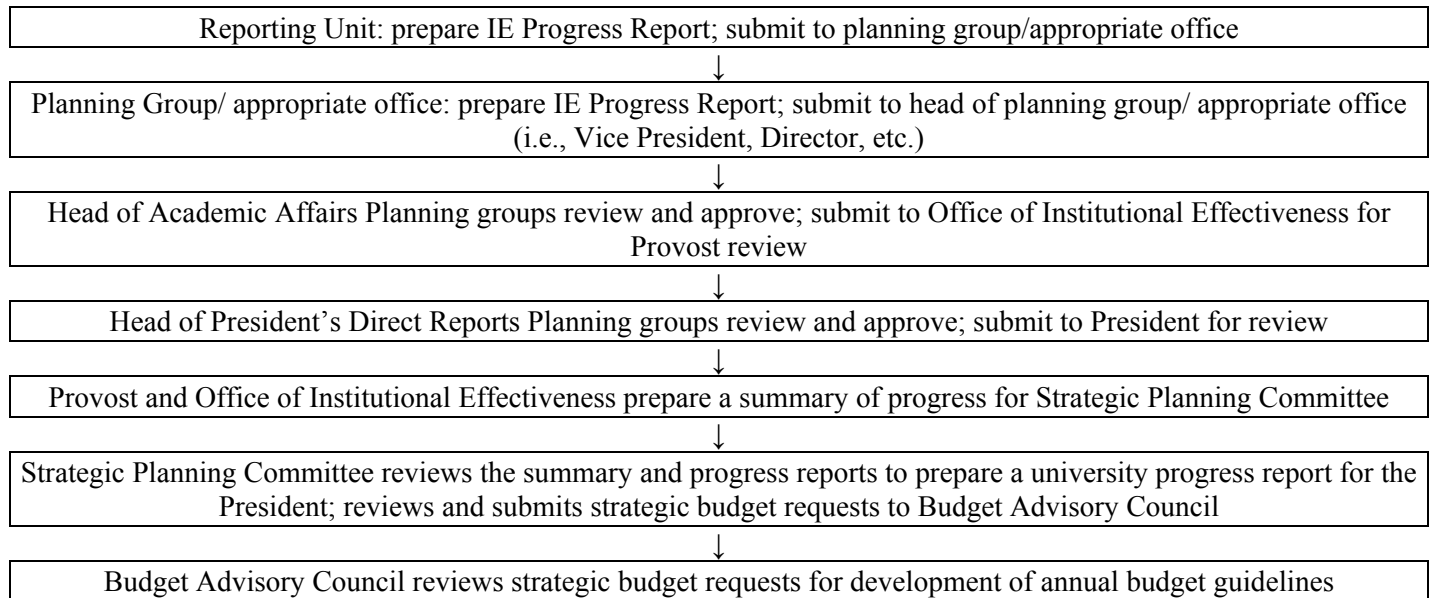
- a. List goals/strategic directions/objectives of priority for 2006-2007 that require new funding.
- b. Attach: Annual Strategic Budget Request Form for each 2006-2007 priority requiring funding. (See *Appendix B* for description of strategic budget requests.)
 - 1) Guidelines for Annual Strategic Budget Request Form
 - o Obtain Planning Group and/or Reporting Unit Strategic Budget Request form at: <http://www.oie.eku.edu/SPMaterials0506.php>
 - o *I(one) request per form* (each with a priority ranking): Multiple requests submitted on a single form will be ranked at the lowest priority for any individual item.
 - o *Prioritized budget requests*
 - o Reporting Units should submit annual strategic budget requests in priority order and show a clear link to their goals/objectives.
 - o Planning Groups should submit annual strategic budget requests in priority order and show a clear link to the university strategic directions. The prioritized list should be a synthesis of all the strategic budget requests that were submitted by the reporting units and by the planning group as well, and should represent the strategic priorities of the planning group. (*Planning Groups are responsible for removing any requests that seem routine in nature*)

Annual Institutional Effectiveness Progress Report Submission:

Each reporting unit is asked to submit the **Annual Institutional Effectiveness (IE) Progress Report**, including annual strategic budget requests, to the planning group/appropriate office (e.g., college dean, student affairs, financial affairs, etc.). Each planning group/appropriate office is asked then to prepare an **Annual Institutional Effectiveness Progress Report, which is to represent a summary and integration of the reporting unit progress reports**. Additionally, each planning group/office is asked to submit strategic budget requests for all units within the group. These requests should be synthesized and prioritized in such a way as to best represent the strategic priorities of the planning group.

The Academic Affairs Planning Groups submit their planning group progress report (including the strategic budget requests) to the Office of Institutional Effectiveness for review by the Provost. The President's Direct Reports submit their planning group progress report (including the strategic budget requests) to the President's Office for review.

Following review, the Provost, with the assistance of the Office of Institutional Effectiveness, will prepare a summary progress report of all submitted reports, which is to be submitted to the Strategic Planning Committee. The Strategic Planning Committee will review the summary and progress reports to prepare a university progress report for the President, and will review and submit strategic budget requests to the Budget Advisory Council.



- *Reporting Unit Instructions:*
 - Submit **Annual Institutional Effectiveness Progress Report** (including annual strategic budget requests) to planning group/appropriate office (For example, College Dean's Office, Office of Student Affairs, Director of Facilities office, etc.)
 - When: No later than October 10, 2005

- *Academic Affairs Planning Groups Instructions:*
 - Submit an electronic copy of **Annual Institutional Effectiveness Progress Report** to Peggy.Williams@eku.edu. This report should represent an integration of all reporting unit progress reports in the planning group, and should include a synthesized, prioritized list of strategic budget requests from all reporting units (NOTE: it is not necessary to submit all reporting unit reports).
 - When: October 28, 2005

- *President's Direct Report Planning Groups Instructions:*
 - Submit an electronic copy of **Annual Institutional Effectiveness Progress Report** to Virginia.Underwood@eku.edu. This report should represent an integration of all reporting unit progress reports in the planning group, and should include a synthesized, prioritized list of strategic budget requests from all reporting units.
 - When: November 11, 2005

TracDat Directions for Accessing & Saving Assessment Impact Report:

Accessing the Assessment Impact Report:

- Log on to Tracdat
- On side menu, click on “Query & Report”
- Click on “Standard Reports”
- Click on the arrow next to the box “Select a Report”
- Click on “Assessment Impact”
- Click on the blue button on the bottom of the screen “View Report”

Saving the Assessment Impact Report:

- Go to: File, Save As
- There are 2 options for saving this report:
 - Leave document as an **html** document
 - Why use this format? It will keep the TracDat “formatting”; however, it doesn’t allow you to make changes once the document has been saved.
 - Name document: Planning Group’s/Reporting Unit’s Name Assessment Impact Report
 - SAVE
 - Change to a **word** document
 - Why? This will allow you to make changes, add text, etc; however, it does not keep the TracDat “formatting”
 - Name document: “Planning Group’s/Reporting Unit’s Name Assessment Impact Report.doc”
 - Note: you must include the quotation marks
 - Note: you must type in the .doc
 - Example: “College of Arts & Sciences Assessment Impact Report.doc”
 - SAVE

Strategic versus Routine Budget Requests

Budget requests fall into two main categories: strategic and routine. Last year both strategic and routine budget requests were submitted together as an attachment to the strategic plan. This year these two types of requests will be handled by separate processes.

- *Strategic Budget Requests* should be related to the Eastern Kentucky University strategic plan and should be directly related to your unit's strategic plan.
 - Receiving of requested funds should result in quality improvement, growth of the unit, or a gain towards the EKU strategic directions.
 - Strategic budget requests may be considered "seed money"; it serves to start the growth of additional funding of a new initiative.
 - Examples of Strategic Requests:
 - Items to pursue a *new initiative*
 - New directions for the university
 - Innovative/strategic nature to move the university forward
- *Routine Budget Requests* are reviewed from a general pool of money and are not strategic in nature. Routine Budget Requests will be handled in a completely separate process.
Information regarding routine budget requests will be forthcoming from the Office of Financial Affairs.
 - Examples of Routine Requests:
 - Instructional/non-instructional equipment, furniture, or other fixed asset requests, and departmental maintenance and operating funds.
 - Continuation of current budgets (example: to fill a vacant position) or the allocation of current base budgets that have an administrative allocation process already in place (example: reaccreditation expenses or membership dues).
- The Strategic Planning Committee (SPC) is concerned only with those requests that are strategic. The SPC will not make a judgment regarding the priority of the requests, instead they will prioritize the university strategic directions, which will in-turn inform the Budget Advisory Council.

APPENDIX L

Quality Enhancement Plan Theme and Focus Statements



The THEME

Eastern Kentucky University will develop informed, critical, and creative thinkers who communicate effectively.

FOCUS STATEMENTS

1. Students will be able to identify, discover, and use relevant information in order to gain knowledge and solve problems.
2. Students will be able to analyze information and ideas using appropriate methods.
3. Students will generate their own ideas and express them effectively.
4. Students will be able to clearly articulate a point of view and develop it with awareness of alternative perspectives.

APPENDIX M

Commonwealth of Kentucky Council on Postsecondary Education Eastern Kentucky University

MISSION STATEMENT

(Refined December 15, 1993)

The Kentucky Council on Higher Education has approved the following Mission Statement for Eastern Kentucky University:

"Eastern Kentucky University shall serve the citizens of the Commonwealth of Kentucky as a comprehensive, regional university, providing instruction, public service, and research.

Geographic Region. In the development and offering of its programs and services, the University shall place priority on meeting the needs of the citizens of central, eastern, and southeastern Kentucky.

Institutional Admission Standards. Eastern Kentucky University shall admit students to the institution under selective admission standards, which exceed the minimum guidelines established by the Council on Higher Education, with only limited exceptions. Institutional standards shall be consistent with the system-wide policy for admitting under prepared students, including the removal of academic deficiencies within a specified time frame. Through this approach, the University seeks to provide both broad access and high-quality programs.

Degree Levels. The University shall offer selected undergraduate programs, preprofessional curricula, and selected master's and education specialist programs determined to meet demonstrated student interest and/or societal needs. Special attention shall be paid to the educational needs of the University's service region. Certificate programs shall not be offered unless they are integral to associate or baccalaureate programs.

Strategic Directions/Program Priorities. Eastern Kentucky University shall: continue its tradition as an educator of classroom teachers and school administrators; support the needs of Kentucky's business community; respond to appropriate societal needs and public policy objectives; and respond to the region's technical education needs. These strategic directions translate into a core of liberal arts baccalaureate degree programs, in addition to degree program priorities at the certificate (C), associate (A), baccalaureate (B), master's (M), and education specialist (S) levels that may include the following -- (relevant categories from the Classification of Instructional Programs by level are included in brackets): agricultural business (A, B - 01); conservation and renewable natural resources (B - 03); marketing (B - 08); communications (B - 09); computer and information sciences (B - 11); education (A, B, M, S - 13); engineering technologies (A, B, M - 15); home economics (B, M - 19); vocational home economics (A - 20); legal studies (A, B - 22); English and literature (M - 23); liberal arts (B - 24); biological sciences (B, M - 26); mathematics (B, M - 27); parks, recreation and leisure (B, M - 31); physical sciences (M - 40); psychology (M, S - 42); protective services (C, A, B, M - 43); public administration and services (B, M - 44); social sciences (M - 45); precision and production trades (A -

48); transportation (B - 49); fine arts (B, M - 50); health professions (C, A, B, M - 51); and business management (A, B, M - 52).

Enhancement of Instruction. The primary mission of the University shall be to provide its students instruction of the highest possible quality. The University shall utilize information obtained through its assessment processes to enhance the quality of its instructional programs.

Public Service and Research Functions. The public-service efforts of Eastern Kentucky University shall be designed to meet the needs of its service region and be related to its academic programs and capabilities. The continuing education requirements of the region's public school personnel and assistance in economic development should receive special emphasis. Research shall support the primary function of instruction, supplement the University's public service efforts, and advance knowledge in the subject matter areas with which the University is concerned. The University shall develop cooperative applied research and teaching programs using such resources as Maywoods, Lilley Cornett Woods, and Pilot Knob Sanctuary.

Collaborative Ventures. As a member of the Commonwealth's higher education system, it is incumbent on the University to cooperate with other institutions, the Council on Higher Education, and other state and federal agencies in fulfilling the strategic mission of higher education in Kentucky. This shall include the appropriate and efficient use of telecommunications technology. Further, to the extent possible, the University should foster articulation between its programs and those of other institutions, both public and private, which emphasizes the transfer of credits from other institutions toward degree completion.

Efficiency and Effectiveness. Eastern Kentucky University shall insure that its resources are expended in a manner consistent with its mission. This shall include the promotion of cost effectiveness in academic programming and institutional management. Strategic planning shall include both the identification of programs, which are no longer responsive to a societal need or are unnecessarily duplicative of those of another institution and the development of carefully selected new programs compatible with this mission. Measures of quality and performance shall be integral to the University's assessment and accountability systems which promote continuous improvement of programs and services."

APPENDIX N

Eastern Kentucky University Environmental Scan

Conducted December 2004 - February 2005

For planning cycle 2006-2010 By the University Strategic Planning Committee

Economic Trends

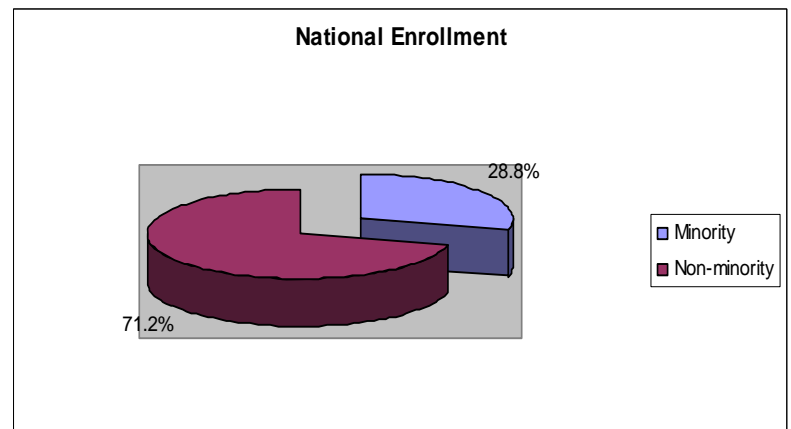
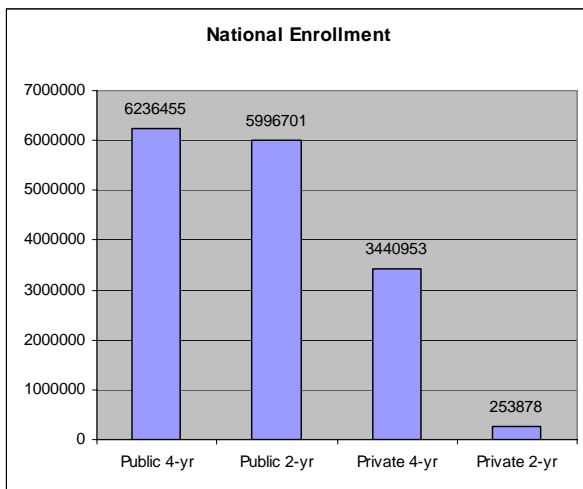
External Data

Areas of Future Economic Growth in Kentucky

- *New Economy Businesses (esp. High Paying Technology businesses)*
- *Artisan Economy*
- *Cultural Heritage Tourism*
- *Entrepreneurship*
- *Safety and Security Related Businesses*

Educational Environment

External Data



“What is the ‘picture’ of the educational environment today on a national scale?”

- *Today’s college enrollment consists of 20% typical students; 18-21 years old, full-time, on-campus. Online courses represent 5% of all courses.*
- *Over half the 2 and 4 year institutions offer some courses online.*
- *Fifty percent of all freshmen attend a community college and 44% transfer. One third of the colleges are commuter campuses.*
- *More students are leaving their home states for college.*
- *Women have dominated college enrollment while enrollment of men is falling off.*
- *Thirty-nine percent of the female college graduates are married to non-college graduates.*

“What effect does the demand for ‘accountability’ have on the educational environment?”

- There has been an increased emphasis in accountability, but many of the administrators of these programs are untrained in test design and validation.*
- Although the entire community is accountable, the spotlight falls only on the teachers and students.*
- The No Child Left Behind legislation has not yet proven to be successful*

“How is online learning affecting the learning environment?”

- There has been tremendous increase in “online” learning because of many benefits.*
- Initial online courses can be more expensive than a traditional course. However, subsequent offerings can be cheaper.*
- Online courses are more popular with younger faculty because they grew up with computer skills.*
- Online courses can be threatening to senior faculty because students may have more computer literacy than they have.*

“What is the reputation of EKU among our service/recruitment regions?”

- More students are choosing EKU as a first choice.*
- Location and major are still the primary reasons to attend EKU.*
- The school’s reputation has been a small consideration.*

Trends in Education

- The benefit of a college degree for economic reward has subsided.*
- High school graduates have improved their skills and can now compete for many of the jobs that were previously filled by college graduates.*
- Computer skills necessary for job success can be learned outside the college environment. .*

- Kentucky has made great gains on the number of people who now have high school diplomas.*
- In 2002-2003, the state financial investment in K-12 education actually declined.*
- Budgets are slow to pass each year and often don’t address important education issues.*
- Politicians give education lip service but often vote against needed funding.*

- Under a corporate model, students are treated as customers with the premise that “the customer is always right”*
- Under this model, academic integrity has been compromised in trying to meet the “bottom line” demands.*
- A better model might be based on the world of medicine. Under it, students are like patients, and professors are like doctors.*
- Tuition is like a co-payment, because the state taxpayers really subsidize most of the education.*
- The medicine model means that students have to act on their own behalf to be healthy; take the advice of the doctor.*
- Professors need to work in stimulating environments much like medical doctors.*

Higher Education: Education Environment

Item 1: A Brighter Picture for Colleges

- States have taken measures to cover their shortfalls by raising tuition and fees.*
- The biggest budget killers were Medicaid and the rising costs of health-insurance premiums for employees.*
- Average pay at Public Universities was \$90K=Profs, \$63K=Assoc Profs, \$53K=Assist Profs, and \$69K=All.*
- Average tuition and fees for public institutions were: \$4059=4 yr and \$1479=2 yr. Average test scores were: 20.9=ACT and 1026=SAT.*
- 81% of freshmen attended schools in their home state.*

Item 2: Strengths and Weaknesses

- Kentucky still lags behind the top-performing states.*
- The state is weak in providing students and families with an affordable higher education.*
- Preparation (KY grade = C-)*
- Strengths: Performance on national assessment, community colleges are growing*
- Weaknesses: Math and science scores, AP exam score*
- Participation (KY grade = B-)*
- Strengths: More students are enrolling in college, number of out-of-state students*
- Weaknesses: Low high school graduate rate*
- Affordability (KY grade = D-)*
- Strengths: 37% of students attend 2-year schools; 46% attend 4-year public colleges*

- *Weaknesses: Cost to attend 2-year school is same as cost to attend 4-year school*
- *Learning (+)*
- *Kentucky has made investments in education but literacy scores are still low.*
- *A large investment was made in the community and technical college system.*

American Freshman: National Norms Fall 2004, Cooperative Institutional Research Program (CIRP), Higher Education Research Institute (HERI), University of California, Los Angeles, 39th Annual Report

Based on weighted responses of 289,452 students at 440 institutions –

Today's Freshmen are:

- *More computer literate:*
 - Gender differences in computer literacy are almost completely gone
 - Digital divide still racially (~90% white and Asians, compared to 80% Black and Hispanics)
- *More politically polarized than past 30 years:*
 - but 46% still characterize themselves as “middle of the road” (down from 50% in 2003)
- *More racially segregated*
 - Only 22.7% Freshmen believe that racism is no longer a problem in America (up from 12.5% in 1993)
 - 12.6% of African Americans agree with this view
 - 67.8% state they “frequently” socialize with someone of different racial/ethnic background (down from 70% in 2001)

Today's College Women are:

- *Better time managers than their male peers,*
 - but more frequently report being overwhelmed
- *More likely to spend time working, doing homework or chores*
 - Men more likely to socialize, watch TV, party
- *More likely to enter into medical careers*
 - Half of all med school applicants
 - Majority of other health professions (pharmacy, dentistry 7.1 to 5.6)

High School Graduates are:

- *Getting better grades*
 - “A” averages up to 47.5%
 - 46.4% in 2003 & all-time low of 17.6% in 1968
- *But more often report being “Frequently bored in class” 42.8% (all time high)*
- *Volunteering*
 - 82.1% report participating in volunteer work last year of high school
 - Females more likely (85.9%) than Males (77.5%)
 - 53% performed community service as part of a high school course
 - about 1/3 attend school where required

Political Trends

External Data

- A growing conservative, Republican stance by national and Kentucky elected officials. Traditionally, Republican leaders have cut higher education funding, as has been the case over the past four years.

- Increasingly partisan and combative decision making at federal and state levels, yielding less predictable funding for EKU, particularly due to a repeated lack of a state budget. However, court action may prohibit Kentucky's legislature to operate without a budget in the future, which could invoke *more* certainty from year to year of state monies received;
- A decline in public awareness of the importance and benefits of higher education due to other pressing issues such as war and health care dominating the public agenda;
- Demographics showing increasing poverty and declining income within EKU's primary service region.
- The data provided on political trends demonstrates one significant area of funding that may continue being depleted in years ahead. Thus, these key points, and EKU's strategic ability to overcome them, outline an area needing consideration in strategic planning.

Sociological/Demographic Trends

External Data

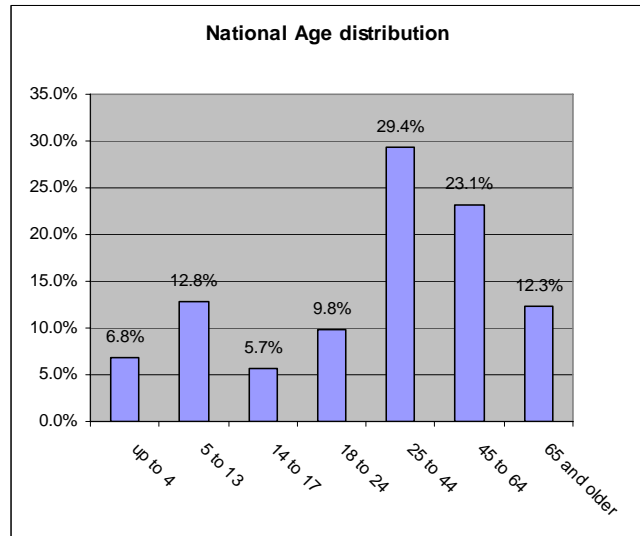
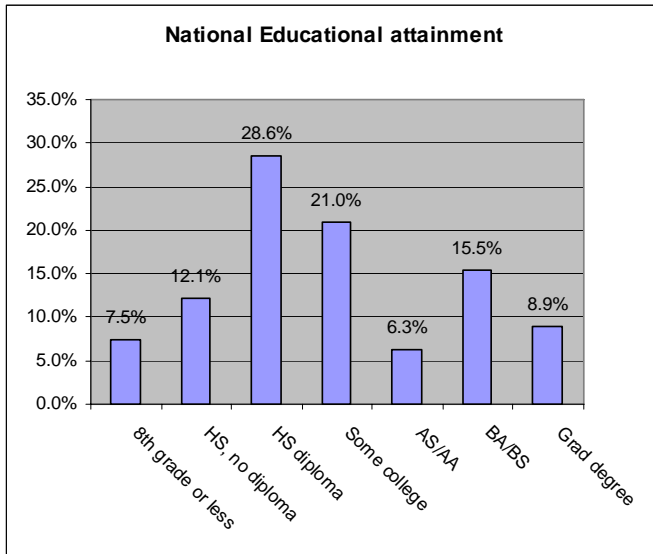
Socioeconomic Profile of the EKU Service Region and EKU Sending Region-- SUMMARY

EKU or Interstate-U?

- *In-state and out-of state enrollment largely defined by I-75 & I-64 corridors*
- *Southern Ohio largest out-of state contribution*
 - Possible Targeted Tuition effect in southern Ohio?
- *Data issue: EKU recognizes out-of state "targeted tuition counties" but does not track out of state enrollment by county*

Socio-demographic Summary

- *Sending Region counties closely resemble national averages in the following areas:*
 - Age profile
 - Population growth rates
 - Racial makeup
 - Economic indicators (poverty, median income, and unemployment)
 - Education levels (ACT scores, high school graduation rates)
- *Service Region counties are*
 - Older (greater % of population aged 35 or greater)
 - Losing population, particularly in the 5-17 age group
 - Whiter (2% black compared to 13% nationally)
 - Much Much poorer
 - Substantially behind in education levels



Poverty in EKV Service Region

- *Not just poor, Very Poor*
 - 14 of 22 service region counties qualify as Appalachian Regional Commission “Distressed Counties”
 - Poverty and unemployment rates at least 150% greater than national averages
 - Per capita income no more than 2/3 national average

Educational Levels

- *Poor education levels in Service Region in all measures*
 - Low adult literacy
 - Low reading scores at Middle and High School Grades
 - Higher High School Drop Out Rates
 - Low ACT Scores
- *Gender Differences in Educational Attainment*
 - Women are achieving higher levels of education in Service Region, Eastern Kentucky
 - Men are achieving higher levels of education in “Sending Region and rest of state”

EKV-Trained Teachers in Kentucky

- *Opportunity or responsibility?*
 - 10- 15% of service region elementary teachers trained at EKV
 - Relative proportion declines somewhat at Middle and High School
 - More dispersion through populated areas of Golden Triangle

Enrollment, Retention, & Diversity

Internal Data

Campus Climate/Diversity Study

Promising Findings: *Further research is needed before conclusions can be formed from the following information.*

- *In general, a positive assessment of EKV’s climate*
- *Students, staff and/or faculty witnessed and/or experienced:*
 - Tolerance, respect, and courtesy in the EKV community
 - Support/encouragement each from various constituencies
 - Diverse social interactions and freedom of expression
 - Feeling effective and valued in their jobs
 - Feeling safe during the day/evening/weekends from harassment, physical and sexual assault

- *Students, faculty and staff perceive diversity as important:*
 - They actively disagree with negative comments made by others regarding lesbians, gays, bisexuals, people with disabilities, other genders, racial minorities, and other nationalities.
- *Faculty report more participation in activities that further awareness of diversity and in EKU groups/committees/organizations*
- *Students, staff and faculty indicate they would recommend EKU as an educational institution*

Areas of Further Investigation: *Further research is needed before conclusions can be formed from the following information.*

- *Students report receiving little support from campus groups. Support with personal and social issues was rated lower than academic areas.*
- *Differences were found among responses concerning whether staff and students have witnessed and/or experienced tolerance, respect and courtesy from their peers.*
- *Staff report more positive relationships and communication with departmental colleagues/supervisors than with administrators.*
- *Staff respondents report experiencing a lack of diverse social interactions*
- *Faculty report feeling less effective and report receiving little encouragement and support in the area of research*
- *Many faculty do not feel that the merit review process fosters improvement in professional activities.*
- *Due to the suggestive nature of the existing survey results, another campus climate/diversity survey is needed to further solidify the findings and areas of investigation.*

Student Ethnic/Racial Diversity

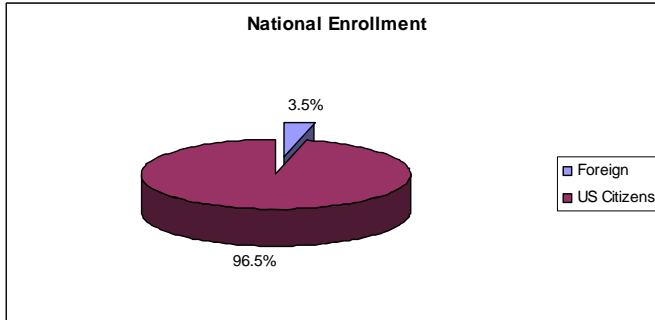
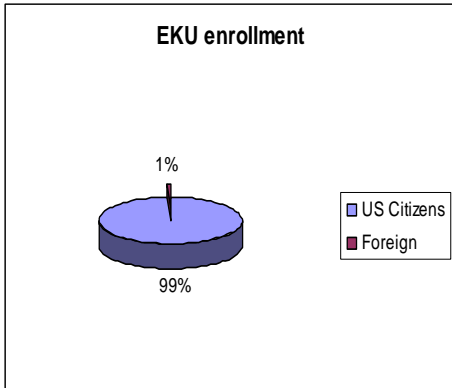
- *IR developed a diversity index that measures the chance that any two random students will have different racial or ethnic backgrounds. The state of Kentucky's diversity index is 0.18.*
- *During the past five years...*
 - The undergraduate diversity index has risen from 0.114 to 0.131.
 - The graduate diversity index has risen from 0.078 to 0.094.
 - While these indexes have fluctuated, they currently rest at a 5 year high.

Faculty Staff Ethnic/Racial Diversity

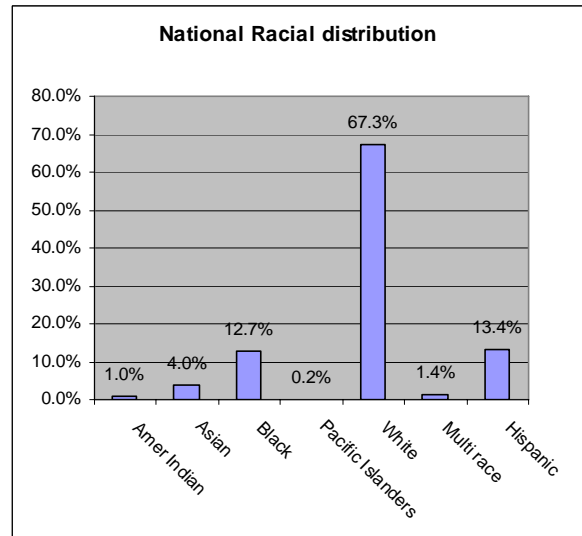
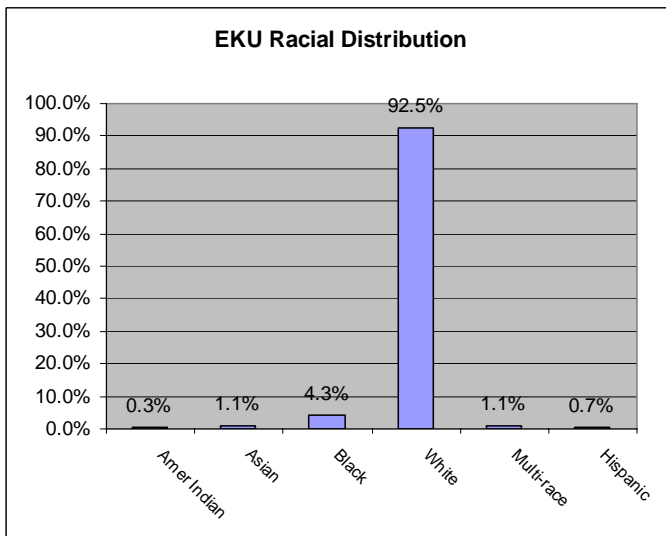
- *During the past five years...*
 - The faculty diversity index has risen from a 0.090 to a 0.146.
 - The staff index is provided in six categories:
 - The professional-non faculty staff diversity index and the executive/administrative/managerial diversity index has risen.
 - The skilled craft category diversity index has remained consistent in the past year.
 - The diversity index of secretarial/clerical, technical/paraprofessional, and service maintenance have decreased from last year.

EKU statistics Fact Book

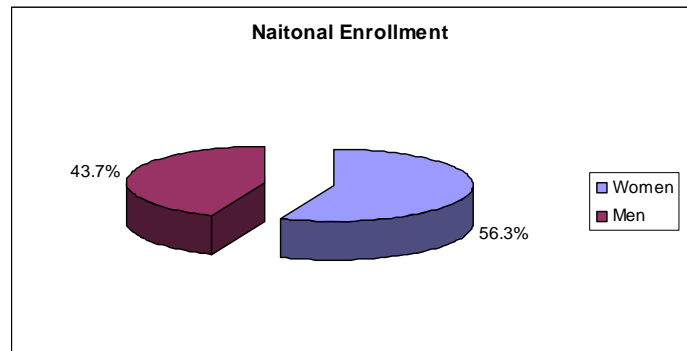
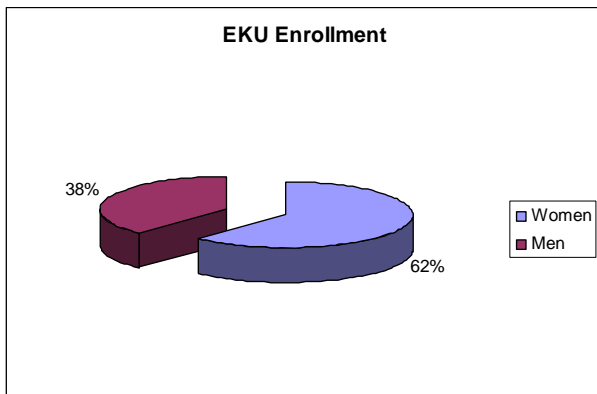
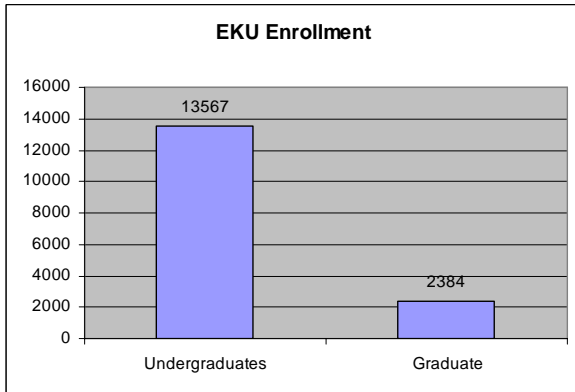
Trends in Enrollment



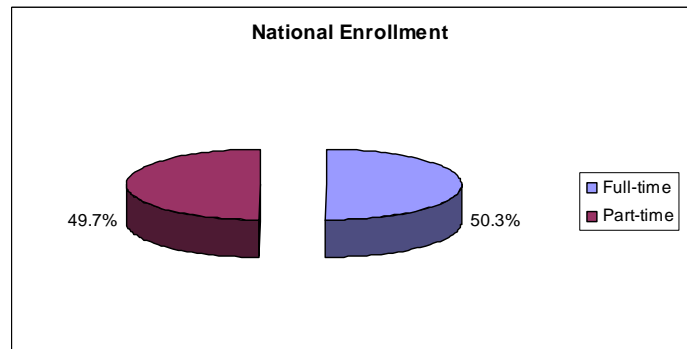
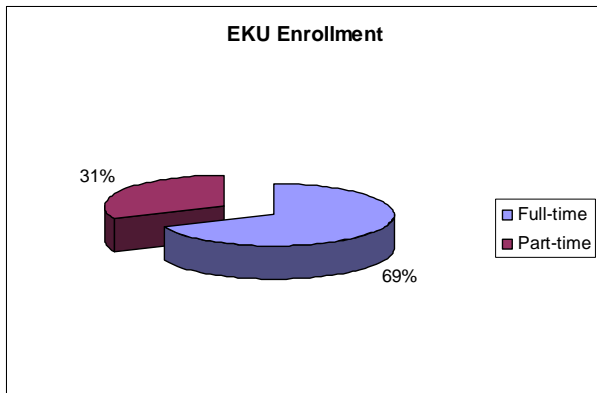
Trends in Racial Distribution



Enrollment Trends



Full vs Part-Time Enrollment



Student Data

- *Undergraduate enrollment*
2002 13,053 2003 13,567 2004 13,837
- *Graduate enrollment*
2002 2195 2003 2384 2004 2346
- *6-year graduation rate of bachelor's degree*
2002 36.64% 2003 33.46%
- *Degrees conferred*
2001/02 1945 2002/03 2126
- *One year retention rates of first-time freshman*

2002 72.7% 2003 72.8%

- *One year retention rates of first-time baccalaureate degree seeking freshman*
2002 65.73% 2003 69.57%
- *Six year graduation rate of new masters degree students*
1997 81.5% Full-time 51.2% Part-time Total 65.2%
1998 76.5% Full-time 44.1% Part-time Total 61.7%

Fall 2004 to Spring 2005 Retention

- *Retention for first-time freshmen was 84%*
- *Women represented 61% (1,552) of the freshman class*
- *Black enrollment was down from 2003 – but retention was at 89% compared to 78%*
- *Retention of standard admission students was 90%*
- *Retention of students admitted under other categories was 79%*

Institutional Research Retention Information 2004 Statistics

- *20% of all transfer students were from KCTCS*
- *Enrollments are up by over 1500 students (10%) over the past 5 years to 16,183*
- *Non-white students have increased by 21% to 1,188 over the past 5 years*
- *Student/faculty ratio was 16.2*
- *Average ACT score for first-time freshmen was 20.5*

Faculty/Staff Issues

Internal Data

Faculty Recruitment Chairs' Survey

- *Of 14 survey respondents, 12 ranked the difficulty of EKU's recruitment processes as average to extremely difficult.*
- *All respondents noted barriers in the recruitment processes. Those most frequently mentioned were:*
 - Non-competitive salaries and (fringe) benefits
 - Administrative delays/paperwork/HR and EEOC
 - Delays in advertising positions
 - Lack of diversity (campus and community)
- *3 chairs noted their department had a new faculty member resign within his/her first five years due to issues related to EKU (as opposed to personal or performance issues) such as:*
 - Better pay
 - Better health benefits
 - Lighter teaching load
 - More institutional support for research and scholarship;
 - Internal support for scholarly activity appropriate to institution's research expectations
- *5 chairs noted their department had a candidate express concerns or decline an offer due to issues related to EKU (as opposed to personal issues) such as:*
 - Lack of money
 - Late notification and/or start of recruiting processes
 - Lack of competitive salaries
 - Inability to be innovative
 - Minority recruiting policy
 - 4-4 load with little possibility of reassignments
 - Lack of support
 - Lack of incentives
 - Lack of diversity
 - Health insurance costs for family

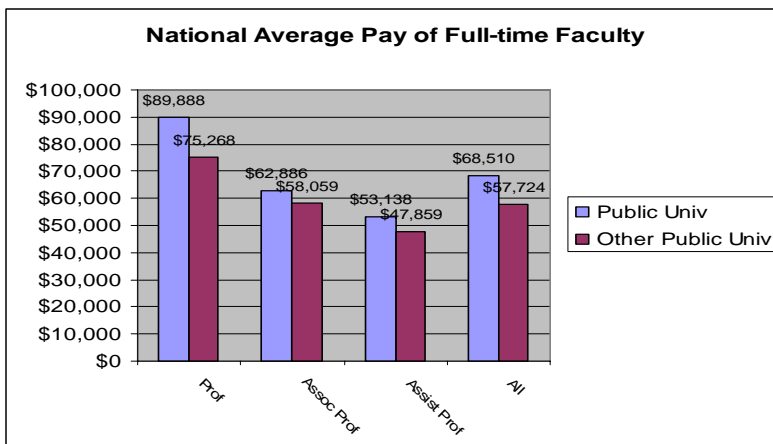
Faculty and Staff Inequities

KPI: EKU faculty and staff salaries compared to benchmark institutions or other appropriate comparisons

- *Several surveys were used as benchmarks:*
 - *CUPA surveys*
 - *Compdata surveys*
 - *HEITS survey*
 - *Benchmarks selections were unclear and inconsistent.*
- *Formula used to determine F & S equity is:*
 - *Benchmark data x 90% of market x (Aging Factor x Service Factor)*
- *The following amounts have been allocated to address faculty/staff salary inequities:*
 - *02: Faculty (\$50,000) & Staff (\$100,000)*
 - *03: Faculty (\$100,000) & Staff (\$100,000)*
 - *04: Faculty (\$200,000) & Staff (\$100,000)*

Faculty Salary Inequity

- *Target salary is 90% of CUPA market for rank and discipline.*
- *90% used due to cost of living index in Richmond, KY*
 - *Developed in conjunction with Faculty Welfare Committee*
- *Estimate that \$840,000 is required to fully meet target salaries.*

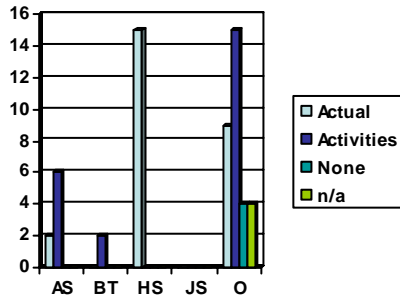


Staff Salary Inequity

- *Staff salary needs reviewed on 3-yr rotating cycle by position.*
- *Establishment of process to address Staff Salary Inequity in progress.*
 - *Pay Philosophy: EKU would like to pay salaries that are competitive at 90% of market.*
 - *Each staff position is being thoroughly analyzed and described.*
 - *Job Evaluation to determine worth of position both internally and externally.*

Professional Development Plans (by college)

- *Plans Low with exception of HS*
- *Activities Moderate*



Financial Issues

Internal Data

Financial Affairs

	<u>2003-04</u>	<u>2004-05</u>
Unallocated, Unrestricted Budget Reserve	\$1.3 million	?
Contingency Fund	\$0	\$2.6 million

Contingency Fund resulted in \$0 at the end of the 03-04 fiscal year due to utilizing it for state budgetary cut relief.

The data sets do not provide insight on how internal nor external economic factors will impact decisions made with contingency fund dollars. Rather only a snapshot of the current budgetary year is offered with no information on funding trends or threats.

Sponsored Programs

	<u>2003-04</u>	<u>2004-05</u>
Contract and Grant Revenue	\$58,577,872	\$52,222,103**
Overhead recovery	\$2,218,439	\$2,100,000**

**Totals only through 12/31/04.

Utilizing this data set to draw conclusions for the environmental scan is inconclusive as there is no full fiscal year total to compare to 2003-04. While totals look promising for 2004-05, a year-to-date comparison between 2003-04 and 2004-05 is necessary. Accurate data will be attainable after June 30, 2005. Results must also be analyzed through an economic forecast lens to attain a complete picture of the promise for Grants and Contracts to experience substantial future growth.

University Advancement

- *Total Voluntary Support + State Matching*
 - 02-03: \$4,491,203.21
 - 03-04: \$3,514,917.90
 - 04-05: \$1,394,275.17*
- *Between 5,000 – 8,000 Individual Donors Annually*

*State matching funds have not been transferred.

Facilities Conditions

- *EKU Facilities are generally in good condition.*

- *Buildings in reasonably good condition:*
 - 73% of Academic Buildings
 - Nearly 100% of Service Buildings
 - 100% of Residence Halls
- *21% of academic buildings require major updating and or modernization.*
- *6% of academic buildings require major remodeling.*

Graduation/Alumni

Internal Data

Graduation Rates

- *The Education Trust provided graduation rate statistics that lists EKU with 25 comparable institutions.*
- *The list contains 17 “Masters I” Carnegie classified institutions as well as regional competitors Morehead State, Marshall, Western Kentucky, and East Tennessee State.*
- *Despite an 8.8% increase in graduation rates since 1997, EKU, with a six-year graduation rate of 37.1%, ranks 18th when compared to the 25 similar institutions.*
- *With an under-represented minority graduation rate of 25.6%, EKU ranks 13th when compared to 15 similar institutions*

Graduating Sr. Survey (03-05)

Strengths

- *Quality of Instruction*
- *Quality of Instruction in Major*
- *Aesthetics of Campus*
- *EKU Direct Access*
- *Academic Advisor*
- *CARES Report*
- *Quality of Library Services*
- *Quality of Computing Resources*

Grad Sr. Survey (03-05) - Weaknesses

- *Disability Services*
- *Campus Parking*

Career Services

- *EKU Career Services Graduate Destination Survey Summary Report- 01-04 Grads*
- *80.5% report current position as a professional position within career field*
- *87.1% are at least satisfied with position*
- *82.13% report being employed in Kentucky*
- *Average salary: \$31,588*
- *60.3% employed within 6 months of beginning search*
- *39.5% have immediate plans to attend graduate school*
- *Preferred graduate schools:*
 - 44.6% EKU & 14.5% UK (59.2% of those indicating grad plans)

Alumni Satisfaction

Appalachian Region Alumni Outcomes Survey (1975, 1985, 1995)

- *For all three cohorts, the majority were satisfied overall with education received.*
- *Compared to friends and for all three cohorts, the majority viewed the quality of their education as “above average”*
- *For all three cohorts, majority felt adequately prepared for their job.*

CPE 2001 Alumni Survey

- *Overall Satisfaction with Education*
 - The majority of ECU Alumni are satisfied with their education.
 - Compared to other KY colleges, ECU Alumni are equally satisfied with their overall education.
- *Likelihood of recommending school*
 - Majority of ECU Alumni would definitely recommend ECU
 - ECU Alumni are more likely to recommend their college compared to alumni from most KY colleges.

Mental/Physical Health

Internal Data

Student Health Related Behaviors

- *From 2004 ECU Health Behavior Report-Dr. Derek Holcomb, Dept. of Health Promotion and Administration*
- *Sample:*
 - 728 ECU student respondents-52% response rate
 - 17.2% Freshman; 21.9% Sophomores; 36.2% Juniors; 34.6% Seniors
 - 10.2% affiliated with Greek Organizations
 - 53.1% live off-campus; 14.3% live with relatives; 32.6% live in dorm/univ housing
- *Smoking/Tobacco Use:*
 - 32.5% smoked at least 1 cigarette a day for last 30 days
 - 12.8% males regularly use smokeless tobacco
- *Alcohol Use*
 - 79.6% had a drink in last 5 days
 - 20.4% had not had a drink in 6 or more days
- *Problems with Other's Alcohol Use*
 - Many students reported problems that resulted from other's alcohol use.
 - Others include: Friends, ECU Students, Both Immediate and Non-Immediate Family Members, Others
- *Physical Activity/Weight Control*
 - Males reported to have exercised more than females.
 - Males BMI higher than females, but females more likely to report being overweight or trying to lose weight
- *Sexual Behaviors*
 - 84.7% reported at least one sexual partner in lifetime.
 - 12.4% reported more than 10 sexual partners
 - 6.9% reported more than 2+ sexual partners in last 3 months.
 - 49.1% reported never using a condom during past 30 days.
 - 8.5% indicated that they or their partner currently had an STD.
- *Drug Use*
 - 45.2% reported some lifetime marijuana use (54.8% no LT use)
 - 9% reported marijuana use during last 30 days
 - Low reported additional drug use
 - Less than 6% had used: LSD, Oxy-contin, Ecstasy
 - Less than 1% had used PCP or heroin
- *Intimate Partner Violence*
 - 47.1 reported at least one experience with abuse

- Both single and married females reported significantly more verbal, emotional, physical and sexual abuse than single or married males.
- Males more likely to have been threatened/abused with a weapon

Counseling/Mental Health at EKU

- *EKU Counseling Center (CC) has seen an increase in suicidal clients, severity of problems, crisis-oriented clients, and the volume of clients.*
- *Last year, the Counseling Center Staff reported that 25% of clients reported suicidal ideation.*
- *In 2003, EKU's CC was forced to create a waiting list for services and a triage system in order to ensure the most critical cases were addressed.*
- *In fall 2004, requests for services again exceeded the ability to provide counseling and a waiting list of 45 students was established.*
- *In 2003-04 the Counseling Center provided 9,062 Counseling Sessions*

Counseling Center's Needs Assessment Results 2004

The following issues were most highly ranked by students as both concerning them (much, very much, or all the time) and affecting their grades.

- Study habits or time management
- Procrastination/Getting motivated
- Academic Pressures
- Stress
- Test Anxiety
- Decision Making
- Job market information for various majors
- Problems concentrating
- Worrying too much
- Anxiety or tension

Student Health Services

- *Facilities Inadequate*
 - Cold (patients must disrobe in cold conditions)
 - Structure in disrepair
- *Obstacles in Way of Creating Resources for Student Patients*
 - Office of Legal Counsel slow to process agreements that would provide services to students (e.g., Folic Acid Contract with Madison County Health Department)
 - Accounting Office incorrectly charges against SHS budget regularly
 - Budgeting Office slow to respond to requests for transfers of funds to alternate pools of revenue for services to students
- *Large increase in number of students requiring Psychiatric Services and medication*
 - Psychiatrist available 4.5 hours per week
 - Wait lists can be up to 6 weeks long
- *Lack of Health Insurance in non-traditional aged students with more chronic health problems*

Planning, SACS, & Accreditation

Internal Data

Use of TracDat in Strategic Planning

- *82% of degree granting programs have listed measures for each student learning objective.*
- *57% of degree granting programs have recorded "use of results" or follow-up assessments.*

CPE Key Indicators of Progress

- *EKU met its performance goals for:*

- undergraduate enrollment
- graduate enrollment
- 6-year graduation rate of undergraduates
- NSSE Benchmarks
 - Active/Collaborative Learning, Student Interactions w/faculty, Enriching Educational Experiences, & Supportive Campus Environment
- # of KCTCS transfers
- *EKU did not meet its performance goals:*
 - Retention rate of first-time freshman
 - Level of academic challenge (NSSE)
- *EKU has identified action plans to work on areas of weakness*
 - Can be found in full report
- *NSSE also revealed:*
 - 28% Freshman/ 48% Seniors participated in community-based project in a course
 - 32% Freshman/ 40% Seniors participated in volunteer work outside of class (decline)
 - 35% Freshman/Seniors reported college experience aided personal development
 - 23% Freshman/17% Seniors reported that their experiences at ECU contributed to the development of their voting behavior

SACS Reaffirmation

- *EKU's review to reaffirm accreditation – Fall 2007*
 - *EKU Compliance Certification – Due December 2005*
 - Compliance Certification consists of 12 Core Requirements (Basic qualifications an institution must meet to be accredited with the Commission on Colleges), as well as comprehensive standards and federal requirements.
 - Core Requirement 2.12 is an “acceptable” Quality Enhancement Plan (QEP) that is part of an ongoing planning and evaluation process.
 - A QEP is a carefully designed course of action addressing a well-defined topic/issue related the enhancement of student learning.
- The QEP must:
- Have a clear student learning focus
 - Provide evidence of campus support and participation in the selection process
 - Provide a definition of the focus
 - Provide a description of the entire QEP
 - Define specific and measurable goals
 - Provide a plan for implementation
 - Provide a plan for evaluation
 - Be part of the ongoing planning and assessment processes of the University

Program Accreditation

- *46 Accredited Programs in all 5 Colleges*
- *2 Accreditations in progress*
- *6 of the 46 Accreditations new in the last 5 years*
- *16 will go through re-accreditation in next 5 years*
- *20 programs approved by agencies in field*

Student Learning & Resources

Internal Data

Adequacy of Libraries

- *Of benchmark institutions, EKU has the lowest library expenditures as % of Total Education and General.*
 - Eastern Kentucky University - 2.16% of Total Education and General
 - Appalachian State University - 4.21% of Total Education and General
- *EKU Libraries is significantly below the state and national average in total expenditure per person enrolled (FTE).*
 - EKU - \$239.58
 - EKU's peer group (excluding EKU) is \$401.45
 - State average is \$484.76
 - National average is \$536.78.
- *EKU Libraries is below the state and national average in paper volumes per person enrolled (FTE).*
 - EKU - 69.21 paper volumes per person enrolled (FTE)
 - Peer group - 84.29
 - State average - 118.81
 - National average - 104.92
- *Cost of materials continues to rise approximately 10% a year forcing cancellations of journals/databases and minimal monograph purchases.*
- *Current materials budget shortfalls, along with rising costs, indicate a forthcoming limited and less than adequate library collection for future EKU students.*

Instructional Technology

How is online learning affecting the educational environment?

- *Faculty and students are using Blackboard and becoming more adept with it.*
- *The student use of Blackboard far surpasses the faculty use.*
- *There was no measurement of administrative/staff use.*
- *The proficiency levels of faculty use was not measured.*
- *Many Blackboard courses are offered as "Blackboard enhanced" rather than totally online.*
- *The Blackboard system saves EKU copying expenses and instructor time.*

How will expansion of the communications infrastructure change the way EKU could or should do business?

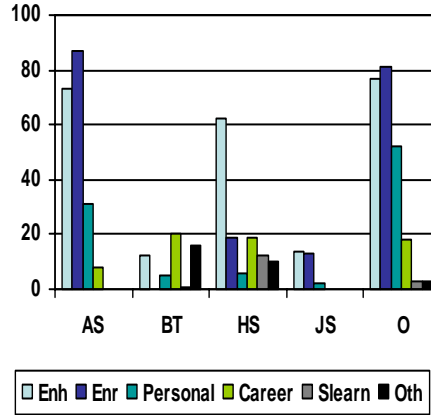
- *No real systematic planning or budgeting for future expansion has been addressed for the Blackboard system.*
- *The future challenge is "to go wireless."*
- *Combining the various elements (Blackboard, Banner, wireless, email, portals, etc.) into a collaborative system could be a goal of great value to EKU.*

Is EKU prepared for the changes alluded to in the previous question?

- *Some faculty and staff are gaining the expertise to expand the system, but adequate resources/planning are not in place to move forward.*

Out-of-Class Activities

- *Enrichment/Enhancement High*
- *Personal/Career Development Low*
 - Most occurring in Student Affairs
- *Service Learning Low*
 - Most occurring in Health Sciences



Enhancement, Enrichment, Personal Development, Career Development, Service Learning, Other

Out-of-Class Activities - Scholarly/Creative

- *Publications Low*
- *Presentations High*
- *Creative High*
- *Moderate Amount of "Other"*

Cooperative Agreements

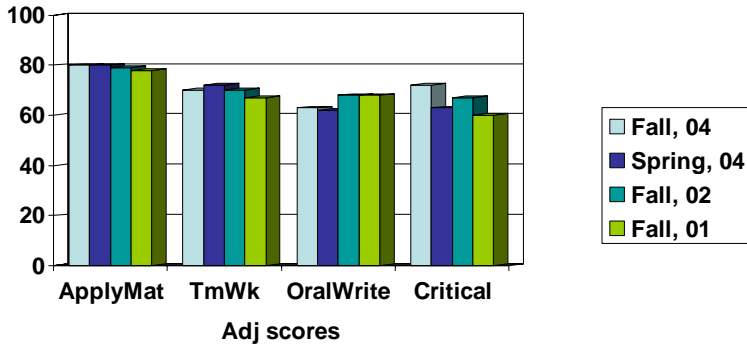
- *Health Sciences greatest number of Cooperative Agreements*
- *All others equal*

University IDEA Evaluations

Percent Scoring at least Average



Percent Scoring at least 3.75/5 pts



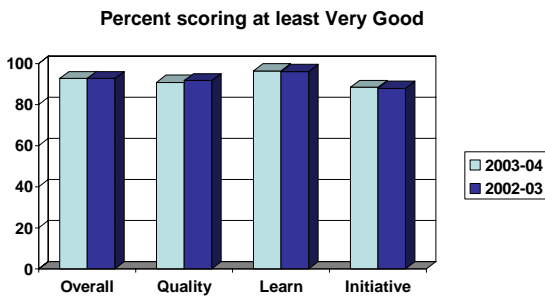
Apply Material; Team Work; Oral Presentation & Writing Skills; Critical Thinking & Application Skills

General Education - CAAP Results

- *Test date: 2/2004*
 - Seniors Enrolled as Freshman (SEF) and Seniors Not Enrolled as Freshmen (SNEF)
 - SEF N = 166 & SNEF N = 126
- *SEF and SNEF both scored in the middle ranges of the CAAP Test.*
- *All subsets of test scores equal (Writing, Mathematics, Reading, Critical Thinking, and Science).*
- *GPA of both SEF and SNEF did not affect scores on CAAP.*
- *Most students “Tried my Best” or “Gave Moderate Effort” on all subtests.*

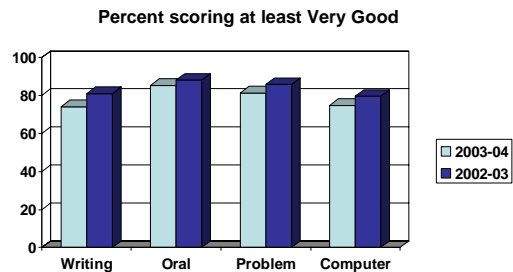
Co-Op Employer Evaluations

Co-Op Employer Evaluations



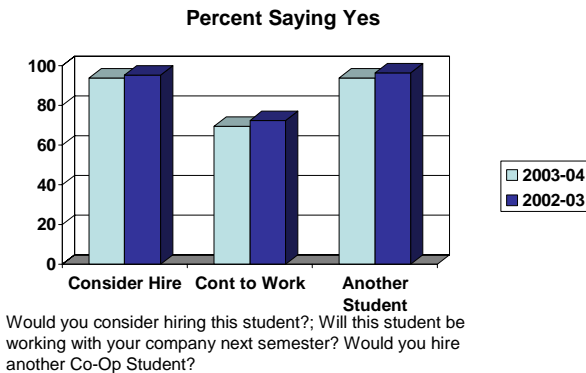
Overall Performance; Quality of Work; Ability to Learn; Initiative

Co-Op Employer Evaluations



Written and Oral Communication Skills; Problem Solving Skills; Computer Skills

Co-Op Employer Evaluations



NSSE (Student Engagement)

SUMMARY/FINDINGS:

- The NSSE measured student educational outcomes from their college experiences. It was administered in 2000 and 2003 to ECU freshmen and seniors.

Topics

- Satisfaction: Both groups were satisfied with ECU; freshmen more than seniors. The level of satisfaction declined over the years.*
- Technology: Email and computer use is an integral part of the ECU college experience.*
- Collaboration: Seniors reported more collaborative experiences than freshmen*
- Faculty and Staff Interaction: Faculty and staff respond promptly, particularly with email. Although generally positive, advising and staff relationships have been mixed over the years from freshmen to senior status. Much of the collaboration involves grading, course assignments or non-academic activities rather than major research-type projects.*
- Integration/Synthesis: Intellectual development progressed to higher levels over years, but ideas from different courses didn't have as much integration. The impact of general education declined over time. Culminating senior experiences declined. Overall, most ECU experiences were viewed as positive.*
- Academic Preparedness and Effort: ECU students write and read at a lesser proficiency level than peers. ECU freshmen come to class less prepared than peers. They write less, read less, and prepare less for class.*
- Civic Engagement: ECU students do not participate in as many civic or community projects as do peers. There was very little evidence that the ECU experience enhanced civic responsibilities, personal values and ethics of the students, as compared to peers.*
- Cultural Involvement: Although improving, ECU students do not have varied diverse perspectives. They have very little desire to travel or to study foreign languages.*
- Time Usage: ECU students spend more time commuting and parenting than preparing for class.*

- *Level of academic challenge*

Freshman 2001 49.9 2003 49.8

Seniors 2001 55.2 2003 54.4

Active and collaborative learning

Freshman 2001 36 2003 39.5

Seniors 2001 49.3 2003 50.9

Student Interaction with faculty members

Freshman 2001 33.5 2003 36.8

Seniors 2001 46.4 2003 43.8

Enriching educational experiences

Freshman 2001 49.4 2003 50.4

Seniors	2001	47.2	2003	45.9
<i>Supportive campus environment</i>				
Freshman	2001	57	2003	59
Seniors	2001	57.4	2003	55.9

QEP Focus Groups - Method

The QEP research and focus sub-committee has conducted 5 focus groups, asking 4 questions regarding student learning. The following slides provide partial results for question #4, which states:

What obstacles or barriers exist that limit our effectiveness in achieving student learning of the identified KSBV content areas?

KSBV = Knowledge, Skill, Behavior, and Values

A full report will be provided to SPC in April.

QEP Focus Group - Potential Barriers (Partial List)

Faculty

- Lack of familiarity with different learning styles and alternative teaching approaches
- Apathy and resistance to change
- Lack of faculty development and instructional support
- Little incentive for use of technology
- Workload (e.g., excessive service obligations)

Administration

- Too bureaucratic; limits effective innovation and change
- Lack of continuity within the administration
- Attitude of some administrators (e.g., overbearing)
- “Students come first” has damaged faculty morale and has empowered some students to make unrealistic demands

University

- Poor physical condition of many facilities
- Not enough capital funding
- Lack of effective, campus-wide communication
- Insufficient diversity within the university community

Students

- Under prepared or unprepared for college-level work
- Outside commitments & pressures (e.g., suitcase college)
- Don’t recognize the value others place on the KSBVs
- Family and community of some students provide few role models and little support of a commitment to learning
- Limited awareness of other cultures
- Substance abuse