

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

Executive Summary

Fiscal Year 2005

Fiscal Year 2005 brought national recognition for Eastern Connecticut State University. One of the most notable events was the naming of Dr. Rhona Campbell Free as National Professor of the Year for Master Level Universities and Colleges. The University's acceptance into the Council of Public Liberal Arts Colleges (COPLAC) is significant demonstration of Eastern's commitment to the principles of a liberal arts education. COPLAC's commitment to supporting the delivery of accessible, superior quality liberal arts education fits with Eastern's mission as Connecticut's Public Liberal Arts University. The challenge faced by Eastern during 2005 has been how to move forward in meeting retention and graduation goals while having to absorb collective bargaining and fringe benefit increases not covered by state support. The Revenue and spending trends are discussed in more details in the section following the Executive Summary.

On the facilities side, construction of the South Residential Village (SRV) is in full swing with the first 250 beds successfully opened for the Fall 2004 Semester. As a result of the joint cooperation of the Department of Public Works, the CSU System Office, Eastern Facilities operations and the contractors, SRV1 was able to open with a permanent certificate of occupancy from the state building inspector. The remaining 500 beds of the 750 bed complex will be completed for full operations in August. Construction of the Child and Family Development Center is proceeding and will open this Summer. The complex combines a faculty office and classroom wing with a spectacular child development and resource center. The University completed the construction of a 400-meter track. The University successfully relocated operations formally housed within the Student Center. The moves were necessary to prepare the building of the upcoming renovation and expansion project. The University in cooperation with our food service vendor, Sodexo, opened a snack bar and coffee shop in the extended hours room of the library. The Library Café

Key FY 2005 Highlights

- ✓ **National Professor of the Year Award to Dr. Rhona Free**
- ✓ **Dr. Fred Loxsom fills first endowed professorship**
- ✓ **Receipt over \$1.1 million in external grants for early-childhood education programs**
- ✓ **Maintained academic selectivity while increasing the size of freshman class by 20%**

affords students and faculty and staff food items in a comfortable setting. The Café has been very successfully received by the community and will soon add patio seating. The Science Building project is currently out to bid. Eastern is hoping for a Summer 2005 construction start.

The fiscal restraint facing the University have made the delivery of administrative and support services a significant challenge. The University continues to hold more than seventy positions vacant. All positions, evenly newly vacated spots, must undergo a thorough review with final approval coming from the President. The University has made many process improvements and continues to expand the automated processes in BANNER. Yet the University is still feeling the impact of the statewide layoffs of December 2002 and the ERIP

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

program of 2003. Employees hired to fill vacant positions at Eastern are often eligible for higher ranked positions at other state agencies. Some positions have turnover as much as four times in less than two years as employees have taken advantage of layoff rights. The disruption caused by this turnover has definitely impacted organization effectiveness and efficiency and has shifted work onto existing staff.

Eastern realizes that state support must continue to be supplemented by other sources of revenue. Eastern, with the assistance of the System Office, is increasing its efforts to secure federal research and program support. The University is continuing to pursue private sources of support to build its endowment and is making every effort to leverage previous gifts to produce additional annual revenue. Private giving tends to lag economic recovery but the University has been able to leverage two of its high profile programs, Early Childhood Education and Sustainable Energy, to secure significant gifts and grants. The University's fiscal constraints coupled with the hiring problems caused by state re-employment rights have made the success of the Institutional Advancement Office more remarkable.

The organizational changes made during Fiscal Year 2004 to the Institute for Sustainable Energy have improved the unit's effectiveness and raised its overall reputation. The Institute has forged strong bonds with the Federal agencies, state policy makers, municipalities and the full spectrum of private players in the energy field. During the Summer of 2005, Dr. Fred Loxsom filled the University's first endowed chair, Sustainable Energy Studies.

As was noted earlier, another sign of remarkable change at Eastern Connecticut State University is the composition of our student body. Eastern is becoming a school of choice and the reputation of being the Connecticut's Public Liberal Arts University is catching on. In five years, our average SAT score for incoming students has risen from 948 for Fall 1999 to 1026 for Fall 2004. Class rank has also improved, where today 25% rank in the top quarter of their class in contrast to Fall 1999 when only 14% accomplished that feat. Eastern now draws students from 164 of the 169 Connecticut towns. The average SAT scores for students entering the University's Honors Program was 1233 for Fall 2004 with a class ranked in the 9th percentile.

The University is not only expecting more of from students, it is also expecting more from the faculty and staff. Attracting a quality student population depends on such factors as the quality of academic programs, the attractiveness of the campus and facilities, appropriate housing options, the liveliness of campus life and the service of faculty and staff to the student population and all of the other constituencies of the University. Eastern continues to make and sustain significant commitments in each of these areas, which will be described in the coming pages.

COPLAC Institutions

College of Charleston
The Evergreen State College
Fort Lewis College
Georgia State College & Univ.
Henderson State Univ.
Keene State College
Mary Washington College
Mass. College of Liberal Arts
New College of Florida
Ramapo College
St. Mary's College of MD.
Sonoma State University
Southern Oregon Univ.
SUNY at Geneseo
Truman State Univ.
UMaine at Farmington
UMinn. at Morris
Univ. of Montevallo
UNC Asheville
Univ. Wisconsin -- Superior

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

Fiscal Year 2006

The University's Operating Budget is expected to have a shortfall of over \$2.8 million. The University has been forced to absorb current service pay increases and fringe hikes with only minimal increases in state support. System-wide limits on tuition and fee increases over the past several years have made it impossible for Eastern to re-align its revenue stream to deal with a receding state commitment. In the report that follows, detailed expenditure and revenue trends are examined from Fiscal Year 2000 through the proposed Fiscal Year 2006 plan. It should be noted that for employees on the state retirement program, fringe benefits are expected to cost 63.3% of salaries for Fiscal Year 2006. In Fiscal Year 2000, the fringe benefit recovery rate was 40.26%. The state covered 88.1% of educational and general fringe costs in Fiscal Year 2000, leaving \$976,947 for the University to absorb. For Fiscal Year 2006, the state is only expected to cover 69.6% of fringe costs, leaving \$4,495,949 to be covered by University fees. This gap represents a cost of \$1,206 per full-time student or nearly 39.8% of the in-state tuition charge. The reason for the shortfall is clearly linked to the limited change in state support and the spectacular growth in fringe benefit costs. Both factors are completely beyond Eastern's control.

Despite the expected difficult fiscal times, Eastern is committed to the continued enhancement of the student's academic and student life experience. The Summer Orientation Program, unveiled in 2004, will have further linkages to the First Year Program. The University will also eliminate all tripled rooms in Burr and Mead Halls. Actual occupancy in the residence halls will be at design capacity, thus improving the environment for student success. The University plans to meet or exceed last year's 88% occupancy rate for incoming freshman. Having our students living on campus is a critical part of our undergraduate focused mission. The University plans to expand the First Year Program with the hire of a Program Director and a Coordinator of Student Services. Statistics gathered over the past several years, shows that participants in the First-Year Program have a much higher retention rates than non-participants.

**Key FY 2006 Budget
Highlights**

- ✓ **Significant Operating Shortfall**
- ✓ **Full assumption of Residential Hall debt service**
- ✓ **South Residential Village II & III open**
- ✓ **Expanded First Year Program**
- ✓ **Reduce Over-crowding of Residence Halls**
- ✓ **Staffing for New Facilities**

The freshman class entering in Fall of 2005 is expected to be the largest and most academically competitive in school history. The part-time student population is not expected to increase. Competition for the part-time and non-traditional students continues to increase while at the same time this population cohort continues to decline. Once again maintaining the part-time student population will be challenging considering cost, competition and demographic factors.

See pages (3A, 3B, 3C) which highlight Eastern's responsive use of resources at the end of this document.

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

Specific Areas of Interest

1. Strategic Plan

The effort during 2004-2005 has focused on four areas:

- Acceptance of revised General Education Requirements (GER);
- National review of 1st Year Programs with development of expanded program;
- Expanded University Advance with the focus on the development of the total student;
- Research phase for the new Master Planning effort.

The responsibility for the formulation and maintenance of the Strategic Plan is assigned to the University's Planning and Priorities Council (PPC) comprised of representatives from throughout the University. The activities of PPC during 2004-2005 have been limited as the group awaits the report on 1st Year Programs and an approved GER program.

Priorities of the Strategic Plan

1. Promoting Academic Excellence	2. Financial Stability
3. Faculty, Staff and Student Diversity	4. Continuous Quality Improvement
5. Integration of Technology	6. BANNER Installation
7. Showcase & Market Eastern's Academic Excellence	8. Facilities Program

The eight priorities are divided into objectives listed in priority order, measures of success, source of objectives, expected completion dates and the individual or individuals responsible for achieving the outcome. The plan provides for "the what, how, when and who" of achieving a successful implementation of the priority.

Within the priorities are a number of items that are directly tied to Eastern's movement into Tier II of the US News and World Report (USNWR) annual ranking. Critical components include improved:

- ❑ selectivity in admissions;
- ❑ retention and graduation rates;
- ❑ student/faculty ratios;
- ❑ alumni support as measured by percentage making annual gifts;
- ❑ external reputation.

All of these items are featured as measures in the Strategic Plan. The University has targeted each of these areas and has seen significant improvement in selectivity (increased SAT scores

Eastern Connecticut State University Fiscal Year 2006 Spending Plan Narrative

and class rank of incoming students), retention, and graduation over the past few years. The University continues to redirect resources into areas viewed as critical to improving retention and graduation. The overall limit on available resources is making it difficult for the University to make even more substantial gains in these areas. Through the Office of Institutional Advancement, the University is targeting alumni through improved publications, increased programming for Alumni events and efforts to connect with the graduating seniors. Improvement in external reputation is the focus of Priority 7. The University has implemented a program of communicating noteworthy accomplishments and information about Eastern to comparable institutions in the Northeast.

In August of 2004, Dr. Fred Loxsom was hired to fill the endowed chair in Sustainable Energy Studies. Dr. Loxsom is spearheading the effort to create a multidisciplinary minor program in Sustainable Energy. He and the Institute for Sustainable Energy are combining to offer an extraordinary educational opportunity for students of all majors.



2004-2005 Highlights

- Awarded Federal Department of Energy's Energy Star Award for excellence in energy education and promotion of conservation
- New England Environmental Merit Award from the Federal EPA for energy efficiency benchmarking for state and municipal facilities
- Green Circle Award from the State DEP for positive contributions in promoting conservation
- Assisted eight CT towns in performing energy audits & the creation of conservation action plans
- Provided technical support for the launching of the Green Campus Initiative in Connecticut
- Coordinated education programs for the UN's Children's Conference on the Environment

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

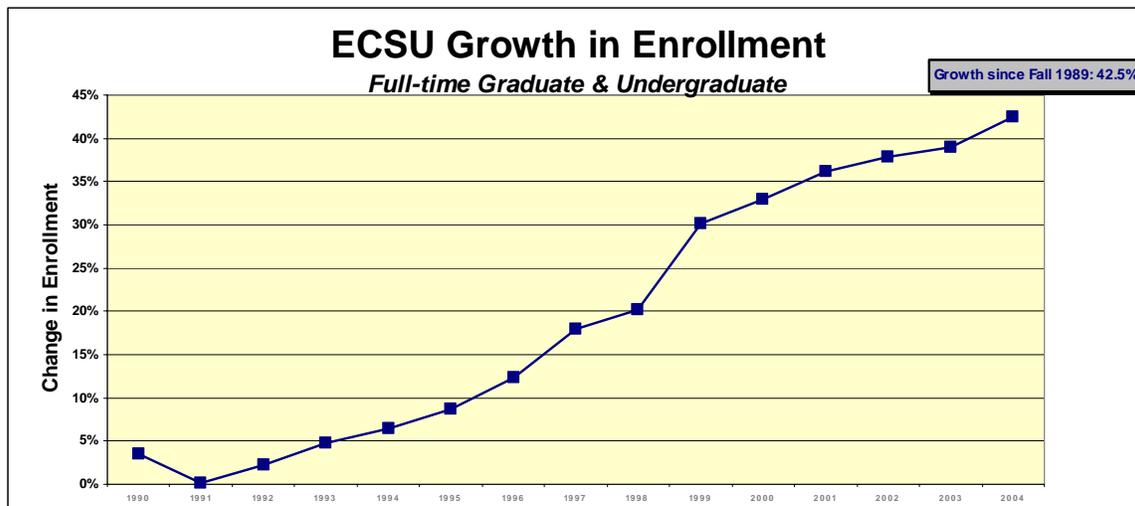
Narrative

Some other significant accomplishment since the previous spending plan report:

- Creation of summer, overnight, new student orientation program with tie in to fall semester activities;
- Eastern's ConnCAP Program, funded by grants from the Department of Higher Education, received the 2004 Coming Up Taller Award from the President's Committee on Arts and Humanities. First Lady, Mrs. Laura Bush presented the awarded which is granted to an organization that creatively utilizes arts and humanities studies in student education;
- Election to COPLAC which will assist the University in program improvement and help to increase national awareness of Eastern's academic quality;
- Fully executed transfer compacts with five community colleges which provide dual admission with Eastern;
- Recognition of the quality of Eastern's faculty when Dr. Rhona Campbell Free was named 2004 U.S. Professor of the Year for Master's Universities and Colleges.

2. Enrollment

Eastern Connecticut State University experienced another year of enrollment growth in full-time students but saw a decline in part-time students. The following chart shows Eastern's dramatic growth in full-time enrollment over the past sixteen years.



The FY 2006 Spending Plan provides for a modest increase (2%) in full-time students. Undergraduate and Graduate part-time enrollment is expected to decline by 2%. The success of its articulation agreements with the Community Colleges and the popularity of on-line programs are drawing students away from part-time, on-ground enrollment. While this can be viewed as success in terms of State and Board of Trustee policies it does put financial pressure on the University. The University is embarked on a number of new

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

initiatives to strengthen extension course activity. The University initiated a Summer 2004 program which offered a seven week Saturday program targeted at students with promise, but who have not been able to meet entrance requirements. The program continued into the Fall where students matriculated as part-time students. Successful completion of the Summer and Fall Program enable 28 of the original 33 students to gain full-time status for the Spring 2005 Semester. The University expects to expand this program to at least 50 students for the Summer 2005.

Eastern operates in a very competitive marketplace with two other public institutions within eight miles from the Willimantic campus. The University of Connecticut reduces its summer extension fee rates and has become very aggressive in marketing courses in the region. The approved Summer 2005 rates put the cost for an Eastern course above rates planned by the University of Connecticut. The Office of Continuing Education in conjunction with the Office of Institutional Research has conducted research on summer course preferences. From the research it was clear that cost, course availability and flexibility of schedule were key factors in determining enrollment in Summer courses. The Office of Continuing Education has worked closely with academic departments to design a schedule that meet outstanding student needs. Flexible times and locations are also being employed.

Table I: Official Third Week Fall Enrollment Summary

Undergraduate	Fall											Percent Change	
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	1994-2004	2003-2004
Full-time	2,827	2,880	2,979	3,116	3,172	3,428	3,479	3,574	3,631	3,619	3,700	30.9%	2.2%
Part-time	1,395	1,432	1,282	1,219	1,234	1,245	1,342	1,444	1,238	1,097	1,020	-26.9%	-7.0%
Total	4,222	4,312	4,261	4,335	4,406	4,673	4,821	5,018	4,869	4,716	4,720	11.8%	0.1%
Graduate													
Full-time	1	4	4	14	20	27	43	43	30	72	84	8300.0%	16.7%
Part-time	300	274	262	283	298	287	281	276	316	307	352	17.3%	14.7%
Total	301	278	266	297	318	314	324	319	346	379	436	44.9%	15.0%
All Students													
Full-time	2,828	2,884	2,983	3,130	3,192	3,455	3,522	3,617	3,661	3,691	3,784	33.8%	2.5%
Part-time	1,695	1,706	1,544	1,502	1,532	1,532	1,623	1,720	1,554	1,404	1,372	-19.1%	-2.3%
Total	4,523	4,590	4,527	4,632	4,724	4,987	5,145	5,337	5,215	5,095	5,156	14.0%	1.2%

Eastern exceeded projected (included in FY 2005 Spending Plan) enrollment for Fall 2004.

Projected Fall 2004	Full-time	Part-time	Total
Undergraduate	3,619	1,042	4,661
Graduate	72	307	379
University Total:	3,691	1,349	5,040
Actual Fall 2004	Full-time	Part-time	Total
Undergraduate	3,700	1,020	4,720
Graduate	84	352	436
University Total:	3,784	1,372	5,156

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

Selected Characteristics of the Fall 2003 Admissions Process:

- 13% growth in first-time students with 26% in the top 25% of high school class compared with 25% in 2003, 24% in 2002 and 19% in 2000
- Average SAT scores are 78 points higher than those of the incoming Fall 1997 class
- Incoming students of color comprised 13% of University total
- US News and World Report categorizes Eastern as selective in admission and ranked as a Tier III institution -- Eastern's goal is Tier II by the Fall 2005 rankings

The University is aggressively increasing admission selectivity even as it is expanding its freshman class. Greater selectivity is critical in establishing the school as Connecticut's Public Liberal Arts University and is consistent with the Board's desire to improve academic excellence system-wide. Our effort to improve selectivity comes without any financial incentive. In fact, resource allocation is driven strictly by full-time enrollment with no consideration for outcome measures or improved selectivity. Choosing selectivity in the environment of state fund distribution based on enrollment and a lack of undergraduate tuition differential actually impairs the University's fiscal picture. Yet it is Eastern's belief that this choice will produce significant long-term benefits for the University, the System and the State of Connecticut.

In Fall of 2004 88% of incoming full-time freshman resided on campus. This rate was an increase over the Fall 2003 rate of 85%. In addition, 58% of the undergraduate student population resided on-campus as compared to 54% in the Fall of 2003. The goal for Fall 2005 is to have 65% to 70% of undergraduates residing on-campus. Campus residency is highly correlated to higher retention and graduation rates.

Eastern has seen a dramatic improvement in both the class rank and SAT scores since 2000. The following admission selectivity table highlights the change for first-time, full-time students.

Table II		Admissions Selectivity			
Measure	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
SAT Scores	983	1008	1017	1029	1026
Top 25% of Class Rank	19%	23%	24%	25%	26%

Eastern utilizes an additional rating methodology to gauge the quality of incoming students. Kimberly Crone, Eastern's Director of Admissions and Enrollment Management, devised the system in 1997. On a scale 0 (lowest rating) through 10 (highest rating), applicants are assigned a rating based on an index derived from class standing (45%), standardized test scores (45%), and subjective factors (10%), including rigor of schedule, strength of school, extracurricular activities demonstrating leadership qualities, and, in some instances, a personal interview. For transfer students, the high school record is considered as outlined above and weighted along with the student's previous college grade point average based on a

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

4.0 scale. In addition to bring in the largest incoming class in school history, Admissions increased the number of students ranked a “10” to 107 students, up from 85 students for Fall 2003. The Excellent Category (7 to 10) increased to the highest level ever. Table III illustrates the growth in student quality. In Fall 2005, Eastern plans to maintain the quality of new students significantly while meeting enrollment targets and residential occupancy.

Table III Admissions Rating of New, Full-Time Students

	Fall Semester					
	1999	2000	2001	2002	2003	2004
Applicants rated "excellent"	304	337	373	391	432	444
	26%	31%	33%	34%	38%	36%
Applicants rated "good"	525	642	674	671	628	733
	45%	59%	60%	59%	55%	59%
Applicants rated "fair" *	349	106	93	83	76	59
	30%	10%	8%	7%	7%	5%
Total	1,178	1,085	1,140	1,145	1,136	1,236

* Applicants rated are enrolled in a STEP/CAP transition program.

The University intends to increase the total number of students categorized as excellent as well as maintain or slightly grow the students ranked as good. The STEP/CAP program enrollees will continue to represent 5% to 7% of incoming students.

3. Student Retention and Graduation

Worksheet 10 includes detailed data on retention and graduation.

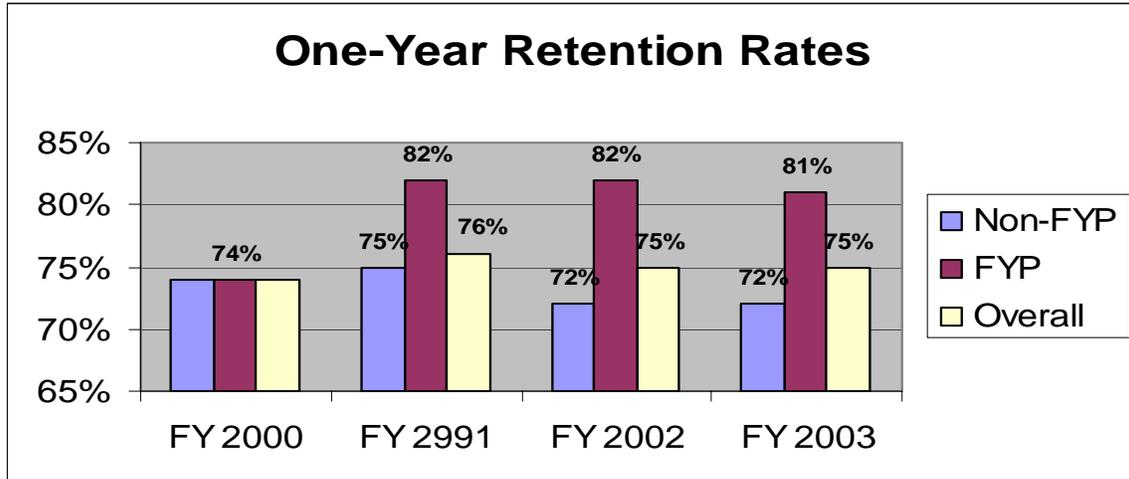
A key objective of the Strategic Plan’s first priority, Promoting Academic Excellence, is to improve student retention and graduation by strengthening academic advising and support programs and by refining the first year program. The Academic and Student Affairs divisions have joined together to target improved rates of retention and graduation. The team is examining national models, reviewing research and assessing our own programs in an attempt to design a more effective approach for student retention and degree completion.

Eastern’s improving the retention and graduation rates was an area of focus for the NEASC reaccreditation team. The group stressed that for Eastern truly to establish itself as a public liberal arts university; it must understand the dynamics driving the rates and then make the necessary policy and programmatic improvements. The University is making progress in improving retention and expects to translate it into improved graduation rates. The University’s ability to maintain course offerings despite constrained finances and limited state support will be a critical determinant in the graduate rate.

Eastern operates a first year program to help improve student retention. The University’s First Year Program (FYP) is aimed at easing the transition into University life. The Program divides its 150 enrollees into groups of 20 to 25 students in a learning community. Each member of the group is required to take two general education requirement courses as a

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

group. In addition, the group enrolls in a “3R” course, “Resources, Research, and Responsibilities,” that introduces the students to all the resources available to them at Eastern. The program was further enhanced by increasing the role of full-time faculty in serving the students. The graph below shows how students in the FYP are retained at a significantly higher rate than those not in the program. As resources permit, the University intends to expand this program.



In addition to the first year program, the University sponsors mentoring programs which pair first-time students with staff for advice and counsel. The program annually serves between 125 and 150 students. Of these students, more than 90% return for the spring semester.

Recap of Retention and Graduation Rates:

Retention

- The one-year retention rate for Fall 2003 enrollees is 75%, up ten percentage points from the rates for Fall 1993 (FY 1994) enrollees and five percentage points higher than Fall 1999 (FY 2000) enrollees.
- Eastern’s retention rate of 75% compares to a national average of 73.5% for comparable institutions.
- The two- year rate for Fall 2002 students is 59%, up six and a half percentage points from the rates for Fall 1993 enrollees and equal to Fall 1999 enrollees.

Graduation

- The six-year graduation rate for those entering in Fall 1998 was 40%, up more than four percentage points from those entering in Fall 1993.
- While graduation rates for public institutions throughout the country have dropped than 20% since the early 1980s, Eastern’s graduation has improved.
- The four-year graduation rate for Fall 2000 enrollees is 23%, on par with Fall 1999 enrollees.

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

For Summer 2005, Eastern will once again be offering a mandatory, over-night orientation program. The program will be tied closely into Fall 2005 engagement programs. The program also includes a parental program. Orientation sessions now deal with academic expectations, advisement, and success; student responsibilities; campus health and safety; financial obligations and opportunities; student support services and activities; residential life and food service; commuter student services; transfer student issues, and familiarity with the campus as a whole. Faculty are available at all seven sessions to meet and advise the incoming students.

4. Affirmative Action/Diversity

Faculty, Staff and Student Diversity is a key component of the University's Strategic Plan. The Affirmative Action/Diversity priority has three objectives:

- Develop a common language for understanding diversity and for promoting ongoing dialogue within the campus community;
- Develop institutional accountability for diversity;
- Infuse curricular and co-curricular offerings and programs that represent diversity of thought, culture and experiences.

The following table underscores Eastern's commitment to a diverse student community. The University has experienced a diversification of its student population over the past 12 years.

**Table IV: Full-Time Undergraduate Enrollment
by Ethnicity**

Ethnicity	Fall												Change '93 to '04
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	
African American	218 8%	240 8%	249 9%	264 9%	261 8%	288 9%	298 9%	287 8%	279 8%	270 7%	245 7%	264 7%	46 21%
Asian	78 3%	87 3%	113 4%	99 3%	92 3%	80 3%	102 3%	63 2%	59 2%	46 1%	42 1%	52 1%	-26 -33%
Native American	10 0%	15 1%	25 1%	27 1%	33 1%	61 2%	38 1%	32 1%	32 1%	27 1%	25 1%	24 1%	14 12%
Puerto Rican/ Hispanic	133 5%	139 5%	137 5%	139 5%	149 5%	146 5%	136 4%	134 4%	116 3%	124 3%	140 4%	149 4%	16 12%
White	2,324 84%	2,325 82%	2,332 81%	2,425 81%	2,542 82%	2,566 81%	2,793 81%	2,833 81%	2,950 83%	3,041 84%	3,049 84%	3,101 84%	777 33%
Other/Unknown	15 1%	21 1%	24 1%	25 1%	39 1%	59 2%	61 2%	130 4%	138 4%	123 3%	118 3%	110 3%	95 633%
Total	2,778	2,827	2,880	2,979	3,116	3,172	3,428	3,479	3,574	3,631	3,619	3,700	922
										Total Increase:			33%

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

Diversity in faculty and staff is critical to creating an environment that encourages people of all color and backgrounds to understand cultural differences and therefore better understand our world. The University promotes equal opportunity throughout the employee recruitment and hiring process. The Office of Equity and Diversity reviews and approves all searches to ensure a fair and open process. Ensuring a diverse workforce will be especially critical during the expected period of significant refills due to vacancies created by the state's ERIP. While some refills will come from state-wide layoff lists which offer little opportunity for proactive efforts to diversify the workforce, the University will make every effort to broaden its employee base during the coming year.

The following chart breaks down the ethnic distribution of the University staff.

Table V: ECSU Full-Time Workforce by Ethnicity

Year	Total Employees					
	White	Black	Hispanic	Asian	Native	Total
2005	421	50	46	22	2	541
	77.8%	9.2%	8.5%	4.1%	0.4%	100%
2004	413	49	44	25	2	533
	77.5%	9.2%	8.3%	4.7%	0.4%	100%
2003	426	48	46	26	2	548
	77.7%	8.8%	8.4%	4.7%	0.4%	100%
2002	411	44	48	31	2	536
	76.7%	8.2%	9.0%	5.8%	0.4%	100%
2001	403	46	47	27	2	525
	76.8%	8.8%	9.0%	5.1%	0.4%	100%
2000	384	41	50	30	2	507
	75.7%	8.1%	9.9%	5.9%	0.4%	100%
1999	360	32	47	26	2	467
	77.1%	6.9%	10.1%	5.6%	0.4%	100%

5. Development

Recap of Endowment Development:

- The ECSU Foundation received \$2,004,227 in gifts and other donations for FY2003-04. The Fun*Ding Concert, the Foundation's largest single fundraising event, raised \$180,000 in 2004 a sharp increase from the 2003 total of \$123,000.
- The Foundation's net assets increased to \$6.5 million at the close of Fiscal Year 2004, an 11.2% increase over the 2003 level of \$5.8 million.
- The Foundation provided \$331,896 to the University for scholarship and academic awards. The Foundation provided \$1,134,030 to the University for institutional

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

support. The Institute for Sustainable Energy was the largest recipient of private support.

- A stepped up naming opportunity effort has been initiated in conjunction with the new buildings and facilities which will provide new endowment opportunities. To facilitate this fundraising effort, a new in-house database for all existing and new naming opportunities on campus has been developed.
- The Athletic Signage Program continues to be a successful method of raising funds for endowment and employs multi-year pledges and sliding sponsorship scales.

Recap of Alumni Giving:

- Effective January 1, 2004, the ECSU Alumni Association Membership program was changed from dues based program to an Annual Fund contribution based program. This is part of the University's plan to solicit alumni for increased unrestricted and endowment gifts on an annual basis. Letters were sent to former dues paying alumni explaining this change and requesting their increased participation in the Annual Fund. The initial response has been very positive with most alumni increasing their level of giving.
- Total net assets of the Alumni Association increased to \$37,800 at the close of 2004 as compared to \$10,604 in assets at the end of 2003.
- Alumni giving have increased to 14% of the population in 2004 up from 12% in 2003 and 6% in 2002.
- The newly implemented Eastern Employee Annual Fund campaign was designed to establish a challenge fund to provide alumni the opportunity to have their Annual Fund gifts matched dollar for dollar. A 5,000-piece targeted alumni mailing was sent, and a student staffed phonathon is scheduled for mid-April to follow-up with the solicitation mailing.
- Alumni Association Chapter activities – At this time, there are two chapters in place, the Northern Connecticut Chapter (Manchester & surrounding towns) and the Greater University Chapter (Willimantic & surrounding towns). Chapter programs pertinent to the needs of alumni are being developed to sustain current alumni relationships and to develop new alumni relationships.
- A Student Alumni Association was implemented by the ECSU Alumni Association and the Office of Student Affairs in order to bridge the communication gap between students and alumni. One part of the Student Alumni Association's mission is to provide knowledge about the Alumni Association to current students and to create more visibility and understanding of the Alumni Association. These students play an active role in asking Eastern alumni to give of their time as well as give financially, and they observe the importance of the Alumni Association first hand.
- The parents of new students will receive a letter, during the late Spring, introducing the Parents Association and requesting donations to the Parents Fund, a part of Eastern's Annual Fund.

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

6. Continuous Quality Improvement

The Continuous Quality Improvement process is priority # 4 in the ECSU Strategic Plan. The objectives under the priority include:

- ❑ Develop and implement an approach to respond to the NEASC Accreditation Team Report;
- ❑ Continue to Provide Customer Service Training;
- ❑ Continue Quality Improvement efforts in administrative and support areas, with measured impact;
- ❑ Improve customer satisfaction, as measured by administrative satisfaction survey;
- ❑ Implement a plan to increase the satisfaction of students.

The University's Quality Improvement Team along with the vice presidents has the primary responsibility for monitoring and acting on the recommendations of the Continuous Quality Improvement project. The Office of Institutional Research and the Planning and Priorities Council (PPC) support the overall effort. The following table is a summary of a recently completed detailed status report on the Quality Improvement Team recommendations.

Table VII: Final Implementation Status

Project Status	Number of Recommendations	Percent
Completed: Implementation of the recommendation has been completed.	30	68%
Partially Completed: Part of the implementation of this recommendation has been completed.	6	14%
Ongoing: Implementation of this recommendation is in progress or of an on-going nature.	3	7%
Incomplete: This recommendation has not been implemented.	4	9%
No Longer Relevant: A recommendation is made that this item is no longer relevant.	1	2%
Total:	44	100%

During the 2003-2004 year, the Planning and Priorities Council endorsed the final report of the Quality Improvement Team. In that report, the QI Team recommended that Table VII be the final determination of the recommendations of the 1996 task force. This was subsequently approved by President Carter during the same. Individual mission statements for offices and departments were proposed by the Quality Improvement Team, endorsed by the Planning and Priorities Council, and approved by the President. These individual statements compliment the University's mission statement.

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

The University is in the process of quantifying the various actions taken under the CQI process. A number of cost-savings have occurred, such as printing fee charges in the Library, greater emphasis on “in-house” training, and consolidation of student services in one building.

Implementing Systemwide IT Strategic Plan

The Information Technology Services (ITS) Department is constantly involved in the meticulous planning in the areas of integration of technology across the campus for academic and administrative purposes. The plans included:

1. Participation in the CSU system-wide plan approved by the Board of Trustees in July 2003; Eastern’s Chief Information Officer (CIO) participated in its development;
2. The ITS Strategic Plan, prepared by IT in conjunction with Eastern’s Information Technology Advisory Committee (ITAC), which focuses on
 - Access to innovative technology resources and state of the art facilities
 - Organizational preparedness
 - Partnership
 - Cost effectiveness and marketing
 - Service
 - Integrated infrastructure plan (voice/data/video)
3. The May 2003 ITS Focus Area: Security Strategy

Addressing Audit Findings

The President has designated the Associate Vice President for Finance and Administration as the main point of contact for auditors for the University. The centralization of this interaction is designed to improve communication between the auditors and the University while making the University more responsive to the findings.

Limited staffing due to fiscal constraints and statewide programs has made full compliance a challenge. The University has undertaken a clear plan to address audit findings by identifying key personnel to champion procedural improvements. Key positions such as the Controller, the Accounts Payable Supervisor, Payroll Supervisor and the Assistant Bursar for Student Accounts are being filled and are expected to make an immediate contribution.

7. Administrative Costs

Eastern Connecticut State University realizes that in order to become Connecticut’s Public Liberal Arts University, it must reallocate resources. Cost savings are an important way to expedite the reallocation process. The University has undertaken a number of projects in the past year that will reduce operating costs. One project is a campus wide energy conservation and recycling program. The Institute for Sustainable Energy and the Facilities Department are working closely to improve student and staff awareness of conservation matters and bring about a real reduction in energy consumption.

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

Eastern is also reducing expenses by holding a disproportionate share of positions vacant. It is difficult to deliver top quality services with the shortage in personnel. The University is spread very thin. Staff illnesses or retirement create enormous challenges to ongoing operations. The continual bumping due to statewide re-employment lists also presents hardship because it promotes staff turnover. Some positions have been filled four times since 2003 due to movement created by state hiring practices. This turnover negatively impacts productivity and customer service while increasing training costs.

The University has implemented a document imaging system which uses the latest imaging technology to link with BANNER Student. The Financial Aid Office was converted to electronic images for all documents during February of 2003. The using of electronic imaging reduces the administrative costs associated with the filing, storage and retrieval of financial aid case workers. The project has been presented nationally. The University is expanding the program to Admissions and Health Services.

Cost savings and the subsequent reallocation of resources is a critical part of Priority #2 of the Strategic Plan.

Recycling @ Eastern

- Electronic re-used by non-profit to provide computers to homeless shelters & non-profits;
- Almost 1 ton of fluorescent bulbs annually;
- Paper from 40 tons in 2000 to 61 tons in 2003;
- Metal/plastics/glass from 8.4 tons in 2000 to 15.7 tons in 2003;
- Scrap metal from 6 tons in 2000 to almost 10 tons in 2003;
- Almost ten tons of cooking grease annually;
- Toner cartridges from 441 in 2003 to 984 in 2004;
- Aerosol can puncturing kit allows safe disposal;
- Fixer waste filtering system for photography fluid.

8. Student Satisfaction/Learning

The University continues the effort to enhance student satisfaction by improving programming for students (e.g., weekend residence-hall programming); by the continuation of the popular lecture series, which brings notable speakers and performers on campus and in the classroom; and by continuing to enhance student research conferences and expositions.

In 2004, seven new Student Orientation, Advising, and Registration Sessions were incorporated into the first-year experience. Orientation sessions now deal with academic expectations, advisement, and success; student responsibilities; campus health and safety; financial obligations and opportunities; student support services and activities; residential life and food service; commuter student services; transfer student issues, and familiarity with the campus as a whole.

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

In 2003, the University hired a full-time judicial officer, and a full-time substance abuse prevention coordinator bringing about significant improvements relative to substance abuse. In 2004, the Board of Trustees approved the revised student code of conduct (“Student Rights and Responsibilities”), and the Office of Judicial Affairs embarked on a program to raise awareness of academic misconduct. Additionally, town-gown relations have improved dramatically in recent years.

The University provides a well-rounded, broad-based athletics and recreational program, including club sports, recreational activities, and intramural, and intercollegiate competition. In 2003-2004, 93 students received awards for obtaining cumulative GPAs of 3.0 or higher as part of the National Student Athlete Days Program. Nine students received outstanding scholar-athlete accolades and 16 received scholar-athlete acclaim. The men’s soccer team received the Faculty Athletic Representative Academic Award for the first time.

There are more than 55 clubs and organizations at Eastern in which students play key roles. Leadership resources are provided in print copy and electronically on the Student Center and Student Activities Web page. The Student Government Association has expended its services and programs in the past five years and now administers a budget in excess of \$520,000. Likewise, the Campus Activity Board, which is responsible for campus-wide activities, administers a budget upward of \$210,000.

The Financial Aid Office administers scholarships; student employment; state, federal, and institutional financial assistance programs; and veterans’ services, which provides support to 300 veterans. Its staff has grown from 9 to 11 full-timers since 2000. Office renovations have brought use of space. Total aid received by Eastern students for 2003-2004 exceeded \$24,000,000, 59% of which was need-based; the remaining 41% consisted of assorted loans, external scholarships, and merit awards. The Student Employment Office manages the Federal Work-Study program, state work-study, and all other student employment programs. Approximately 750 student employees earned more than \$2,000,000 in 2003-2004. The Financial Aid Office offers support for recruitment and retention efforts and provided \$400,000-plus in academic merit awards to incoming and current students in 2003-2004.

The University continues to enhance the developmental educational support program administered through the Learning Center. Currently, the Summer Transition at Eastern Program (STEP) and the Contract Admissions Program (CAP) include a required intensive, six-week summer in residence experience and requisite counseling, peer mentoring, tutorial assistance, and developmental course work. Within the past five years, the University has enhanced its programs and services in the area of multicultural and women centered activities through the incorporation of themed centers (Women’s Center and Unity Center), a full-time coordinator of multicultural student activities, and a part-time coordinator of Women’s Center activities.

Future goals that span several areas of student services include the development of creative and effective retention strategies and expanded efforts related to diversity. For example, the Office of Career Services when fully staffed will be in a better position to involve more students in career development programs. The office will also be able to enhance and

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

increase co-op, internship, and full-time opportunities for students and alumni. Additionally, Health Services and Counseling Services will move to a more comprehensive wellness model.

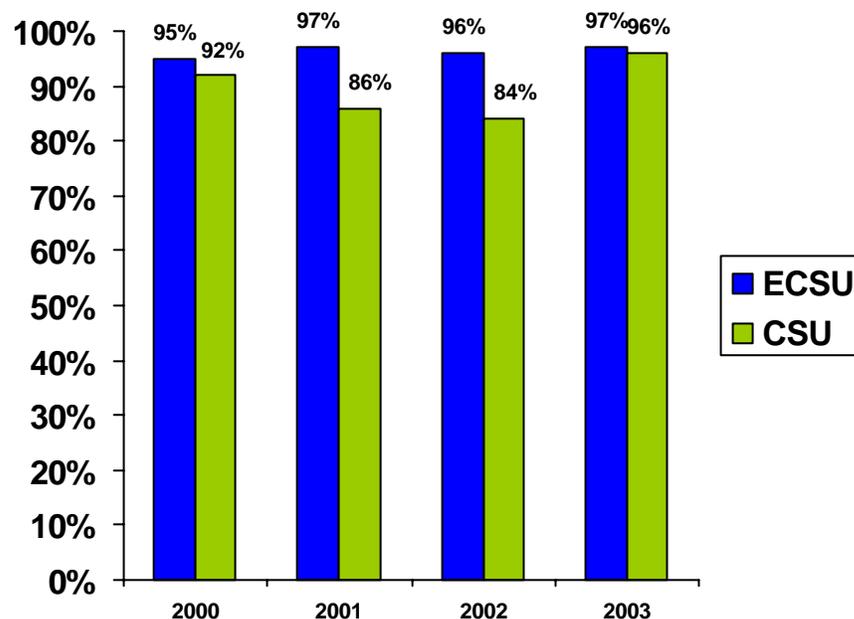
In order to assess student satisfaction, Eastern participates in the Graduation Rate Outcomes Study. The Graduation Rate Outcomes Study is a national partnership of the American Association of State Colleges and Universities, The Education Trust, and the National Association of System Heads. It is staffed by professionals from the partner bodies and is overseen by a commission of sitting system heads and campus presidents.

The Graduation Rate Outcomes Study seeks to understand the elements of institutional intentionality, integration of efforts, and proactive intervention with students, leadership, and the extent to which driven processes contribute to success. The study's focus is twelve public-sector campuses that have much higher than average reported graduation rates or much higher than average reported improvements in graduation rates. Eastern's participation will yield additional insight into graduation rate factors conducive to success.

Eastern took part in the CSU Survey of Graduates. The survey of Spring 2003 graduates showed that they are satisfied with their Eastern experience and their preparation for work and graduate school.

A great majority of Eastern graduates, as well as graduates from the other campuses, were either satisfied or very satisfied with their college experience. Of the total, 45% responded that they were "very" satisfied with their experience at Eastern.

Satisfaction with Education Experience



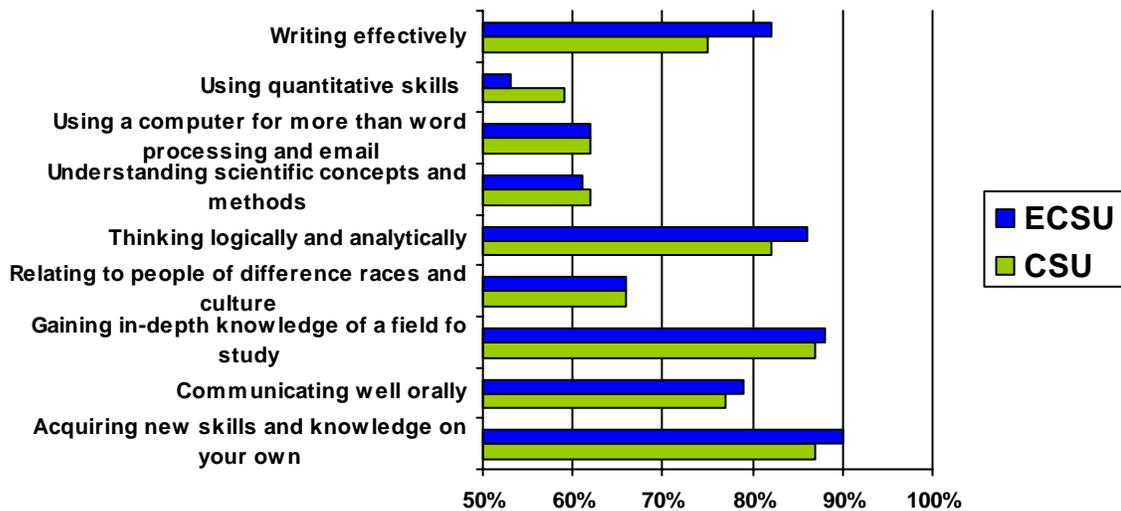
Eastern Connecticut State University Fiscal Year 2006 Spending Plan Narrative

Some other key findings from the survey of graduates:

- Nine of ten graduates were employed six months after commencement;
- 22% of Eastern graduates are attending graduate school full-time;
- 85% of graduates are employed in Connecticut;
- 96% of graduates were satisfied with how an Eastern education prepared them for their job;
- 98% of graduates continuing their education are satisfied with their preparation at Eastern.

The survey also identified areas that may need additional focus. In an examination of core areas, using quantitative skills, understanding scientific methods and enhanced use of computing technology lagged other areas for skill enhancement.

Core Skills “Moderately or Greatly Enhanced” by College Experience



The survey, which had a response rate of 40% for Eastern, also examined financing issues. For our graduates, 64% accumulated debt while at Eastern. Of those borrowing money, 83% owed less than \$20,000 upon graduation. Of our graduates, 61% reported they owed less than \$10,000 upon graduation. By far the three largest sources of college financing for students were personal earnings/savings, parental support and student loans.

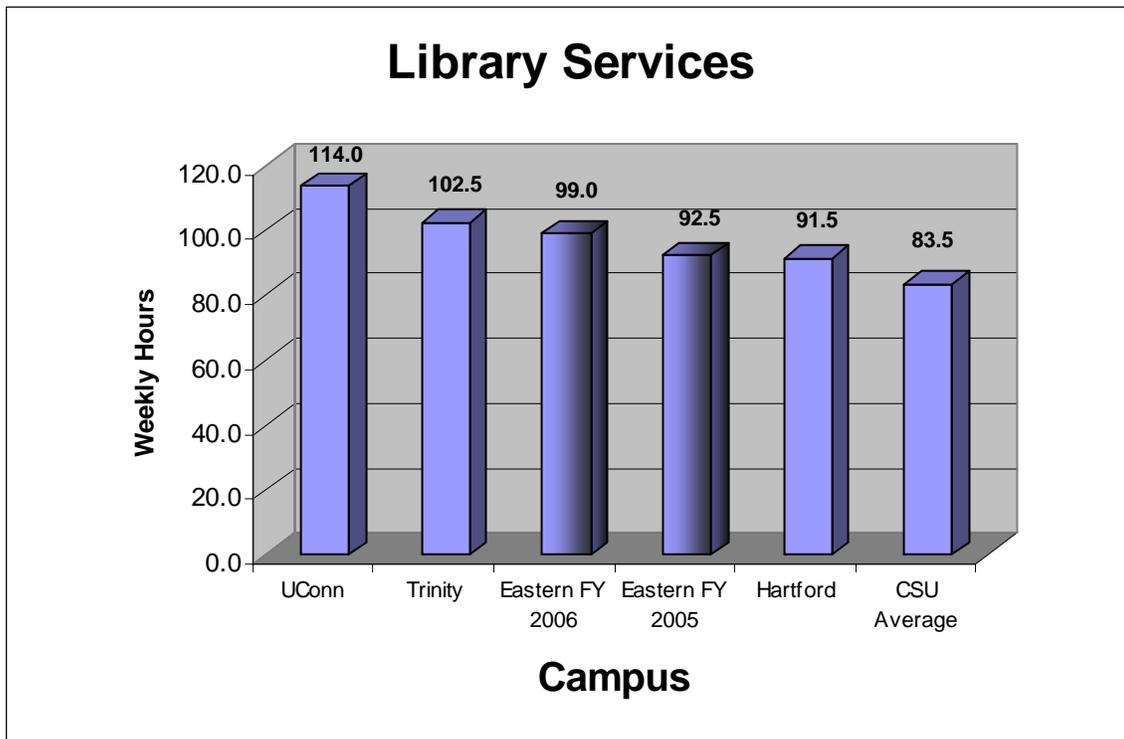
In Fall 2002, Eastern created the eight-member Student Success and Persistence Committee (SSPC) to identify opportunities to improve retention and graduation rates. SSPC identified factors that influence retention and graduation rates, and designed a data analysis/research approach to study the factors. In 2003, a Retention Database (RDB) was developed as an aid to greater understanding of the factors influencing retention, and to identify first-year students at risk of not returning for their second year. Many of factors impacting retention and graduation are directly related to student satisfaction. Items such as *ethnicity* and *students recommended for remediation*, reported in higher education research literature as common predictors of retention, did not emerge in Eastern’s analysis as predictors. Predictive factors

Eastern Connecticut State University Fiscal Year 2006 Spending Plan Narrative

were campus residency (which correlates well with retention) and failure to maintain full-time status in the second semester (which correlates poorly). Full time, first time (FTFT) students who switch to part-time in the second semester are attrition risks, and should be flagged for special attention.

Eastern regards the development, revision, and assessment of “New Student” and “Current Student” surveys as instrumental in identifying the areas that students find most important and least satisfying. The Office of Institutional Research (OIR) analyzes data from these surveys and prepares a community-wide report. Increasing student satisfaction is an objective under the Strategic Plan’s continuous quality improvement priority item. The new-student data indicates that level of importance for specific items.

Since 2000, Eastern has improved services to the growing number of residential students on campus consistent with its mission of becoming the state public liberal arts university. In 2004, the number of full time librarians was 11; counselors, 4; and coaches, 9, out of a total of 207 full-time faculty members: a 30 % increase in support faculty since 2000, when the University was served by 10 librarians, 3 counselors, and 7 coaches out of total of 193 full-time faculty members. The University plans to increase library hours by 6.5 hours to bring weekly hours to 99.



The student faculty ratio was 16.5:1 in 1998; and for 2004, it was 16:1. The average class size, twenty-five, has varied little in either direction in the past five years.

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

Faculty retention has improved at Eastern since 1999. In 2004 only 16 faculty members left their positions; 31 did so in 2000. Another indicator that the composition of faculty has stabilized is the decrease in emergency appointments, from 16.6% to 8.7% since 1999.

Corresponding to the recent growth of the student population and the diversity of majors and minors at Eastern, in 2004 the number of teaching faculty rose to 183 — 12% more than the same indicator for 1999. In the 2004-2005 academic year, 87 % of full-time teaching faculty held terminal degrees in their disciplines (up from 81% in 1998-99.) The University Annual Report provides a mechanism for stimulus and evaluation of faculty scholarship, creative activities, service to ECSU and the CSU system, the profession and the community. Both full-time and part-time faculty are subject to a standardized procedure of student evaluations.

Since 2002, the Center for Instructional Technology (CIT), part of the Information Technology Division and the Media Center, has actively partnered with faculty in the use of the latest educational technology, featuring newly upgraded labs, and educational software such as WebCT and Tegrity. Each faculty member was provided with an electronic Passport to Technology in 2002. CIT organized extensive training for full and part-time faculty in the use of the WebCT course-management system, introduced in 2003. A post-implementation review confirmed our expectations that it would contribute to the improvement of student learning outcomes and faculty productivity.

Eastern's David Chase Free Enterprise Institute plays an important role in bringing outstanding scholars and business and political notables to campus as guest speakers. Both highly successful Arts and Lecture Series, and the weekly University Hour Program attract distinguished artists and performers to Eastern to share their works and outlooks with faculty and students. The Library hosts an annual event promoting Eastern's cadre of faculty book authors.

Grant support for faculty research has expanded since 1999. Faculty development grants were awarded an average of 20 full-time and 8 part-time faculty annually from 2001 to 2004. Faculty were supported by \$99,320 in CSU research grants in 2004 (the amount in 2000 was \$82500). Externally funded grants facilitated by Eastern's Grants Office increased from 9 in 2002 to 12 in 2004.

Faculty commitment to the mission of Eastern is extraordinary and finds expression in every area of the campus. Faculty scholarship and creative activities manifest themselves abundantly in both quality and quantity. The enthusiastic involvement in developing new curricula and raising academic standards bodes well for the University's future.

9. Consumer (Employer, Graduate School) Satisfaction

Priority #7 of University's Strategic Plan focuses on improving local, regional and national recognition for the fine programs at Eastern. The attainment of objectives within this priority involves the cooperation of such offices as University Relations, Institutional

Eastern Connecticut State University Fiscal Year 2006 Spending Plan Narrative

Advancement, Academic Affairs and Enrollment Management. Each group has a significant role in the improving the reputation of the University. The improvement in University publications is just one item that impacts the overall impression of our alumni, state leaders and the general public of the University.

Eastern has long been committed to assessment of student learning, but assessment assumed new priority in Fall 2001 with the receipt of a \$150,000 grant from the Davis Educational Foundation. The Davis funds were awarded specifically to support assessment of student learning outcomes in majors and professional fields. To that end, an assessment coordinator was hired, and resources were made available for consultants, instruments, workshops, equipment, travel, and other assessment-related needs.

Beginning in January 2001, the assessment coordinator contacted faculty in every program and shared the parameters for assessment. These included the four steps of the assessment loop, which every program was expected to follow: the range of methods that could be employed to gather direct evidence of student learning; examples of the kinds of questions about learning that could be asked; and possible responses to problems that might be identified.

This funding allowed Eastern to begin a new chapter in assessment informed by prior experience and guided by a clear philosophy.

- The primary purpose of assessment would be to understand and improve student learning. Academic program review, faculty and course surveys, and other forms of evaluation were seen as separate and distinct from assessment.
- Second, assessment would be a faculty, not an administration, responsibility, although administration would provide financial and technical support for the assessment process.
- Third, assessment would focus on direct methods. That is, faculty would be asked to examine student work and performance for indications of student knowledge and skill levels. Indirect methods, reflecting perceptions of what students know and can do, and such surrogate indicators as time to degree or completion rates would not be emphasized.

Program-level assessment proved a good place to begin. Faculty care deeply about their disciplines and the success of their majors, and several departments (e.g., biology and education) had experience in assessment that allowed them to take a leadership role in the assessment process. Other departments had already begun to define learning outcomes for graduating majors and were eager to learn more.

Consultants, suggested readings, and examples from other campuses were recommended. Attendance at regional and national conferences was funded; consultants were brought in; equipment and instruments were purchased; space was provided, and accomplishments were celebrated. That support continues to the present.

Eastern Connecticut State University

Fiscal Year 2006 Spending Plan

Narrative

Since 2001, a report on assessment efforts has been required as part of every program's annual report. This ensures attention to assessment on a regular basis. Assessment reports are reviewed by the assessment coordinator, who provides feedback to faculty. The feedback takes two forms: a brief, descriptive response for public distribution, and a list of strengths, weaknesses, omissions, and recommendations for the private use of the dean, department, or program. Feedback from the dean is provided with the assistance of the assessment coordinator.

Eastern showcased faculty work in spring 2003 at an "Assessment Summit." The event was attended by 65 members of the University community as well as several visitors. The following year, the Connecticut State University system office sponsored a four-campus conference on assessment at which Eastern was well represented. Eastern faculty were also successful in the 2004 competition for CSU-sponsored assessment grants.

The "institutionalization" of assessment at Eastern has been a function of time and continuity. Four years of a consistent message, continued administrative support, the same assessment coordinator, and consistent expectations have made outcomes assessment an integral part of Eastern's academic routine.

At present, Eastern has **three programs at stage one** of the assessment process; that is, learning outcomes have been identified for graduating majors. Seven **programs are at stage two**; that is, evidence is being gathered to support learning outcomes. **Five programs are at stage three**; they have gathered evidence and are interpreting it in order to strengthen their programs, curriculum, pedagogy, and other aspects of students' experience. **Four programs are at stage four**; they have interpreted their evidence and have implemented changes. This is an excellent record, in view of the fact that assessment efforts at Eastern are only four years old.

The Office of Institutional Research has designed an on-line administrative services survey. The survey permits the respondents to list frequency of use with an office as well as a satisfaction rating and comments. The responses will be used to develop a customer service ranking for the administrative offices, which will then be used by the appropriate manager to affect unit change.

10. Faculty and Staff Motivation

Faculty and staff motivation is a key part of the University transformation. The Strategic Plan's #1 priority is academic excellence. The further professional development of faculty and staff is critical to achieving academic excellence and an improved recognition.

The Center for Instructional Technology plays a key role in training faculty in the delivery of lectures and course materials in an electronic format. The University continues to provide faculty with the latest technical equipment with replacement of computers scheduled at a three to four year cycle.

Materials drawn from various University reports including NEASC Five-Year Report.

Eastern Connecticut State University
Fiscal Year 2006 Spending Plan
Narrative

Office of Equity and Diversity
ANALYSIS OF GOAL ACHIEVEMENT
As of 3/31/2005

Category	Hiring Goals		Achieved	Other Hires	Promo Goals	Achieved	Other Promo
	Short	Long					
I. Executive	3 WF 1 OM	3 WF					
II. Fac-Prof.				1 WM	9 WF, 1 BM, 1 BF, 2 HF 7 OM, 2 OF	3 WF 1 BM 1 OM	
II. Fac-Asso Prof.	1 BF 1 HM			1 WM	1 BF 2 HM	1 BF 2 HM	
II. Faculty - Asst Prof./Coach	5 WM 1 HF	5 WM	2 WM	3 WF 1 BM 1 AF			
III. Professional Nonfaculty	7 WM 1 HF		4 WM 1 HF	4 WF			1 WM 1 WF 1 BM
IV. Secretarial/ Clerical	1 WM 1 BF	2 WM 2 BF 1 BM 1 OF	1 BF	10 WF			3 WF
V. Tech/ Paraprofessional	1 BF 1 HF	1 BF 1 BM 1 OF	1 BF	2 WF 1 WM			
VI. Skilled Crafts	1 BM 1 HM 1 OM	1 BM		1 WM			
VII. Protective Services	2 WM 2 BM 1 BF 1 HM	1 WM 1 BM	2 WM 1 HM				2 WM
VIII. Maintenance	2 BM 1 BF 4 HM, 1 OM	2 BM	2 BM 1 BF 3 HM	1 WM 3 WF	1 HM	2 HM	1 WM
TOTAL	40	22	18	28	26	9	9

Eastern Connecticut State University

Revenue and Expenditure Trends FY 2000 through FY 2004

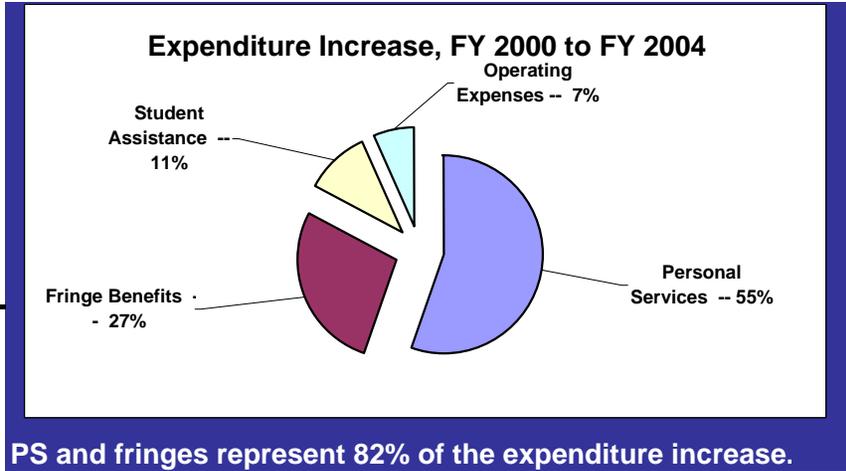
Educational & General Operations, Actuals

Expenditure increases have been primarily limited to new faculty needed to keep up with enrollment, collective bargaining raises, hikes in the cost of fringe benefits and higher levels of student assistance. The University has limited ability to curtail these items as well as library materials and utilities. Shrinking state support (fell from 64.1% of E&G expenditures in FY 2000 to 53.6% in FY 2004) has forced the tuition and fee increases in order to maintain services.

Total E&G Expenditures FY 2000 \$ 46,633,615

Changes in Spending FY 2000 to FY 2004

<u>Personal Services</u>	Four Year Increase	4 Yr. %	Annualized Increase	Comments
Full time Personal Services	\$ 5,422,044	23.2%	5.8%	University had an increase of 41 positions, 38 of which were full-time faculty.
Lecturers	\$ 580,730	29.9%	7.5%	
Fringe Benefit Costs	\$ 2,962,878	35.1%	8.8%	State negotiated rates, University has no control over expenses.
Student Assistance				
Financial Aid	\$ 576,687	33.3%	8.3%	
Work Study/Student Employment	\$ 586,128	54.8%	13.7%	
Other Expenses				
Utilities	\$ 286,313	30.2%	7.6%	
Library Materials	\$ 142,636	27.3%	6.8%	
Postage	\$ 32,481	24.0%	6.0%	
Shuttle Bus Services	\$ 50,532	139.0%	34.8%	
All Other	\$ 205,044	0.5%	0.1%	
Total Four-Year Change	\$ 10,845,473	23.3%	5.8%	



Total E&G Expenditures FY 2004 \$ 57,479,088

Expenditures

Sources of Revenue			
State Block Grant	\$ (178,891)	ECSU has seen a reduction in the State Block Grant	
State Fringe	\$ 1,089,974	State fringe benefit coverage has increased but at a rate far below actual fringe expenditures.	
Gap after State Support	\$ 9,934,390	Non-state revenue must cover 91.6% of increased expenditures.	

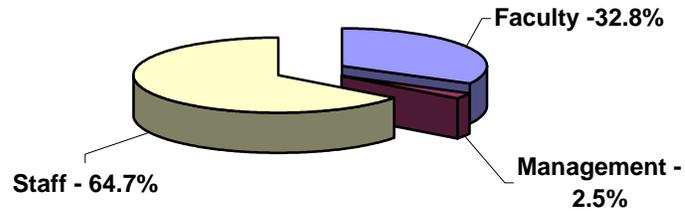
Gap per FT Student \$ 2,744
Actual Increase in Tuition/Fees \$ 1,382 **The actual increase in student tuition/fees is much less than gap between state support and increased expenditures.**

Comparison of Rate Changes FY 2000 to FY 2004

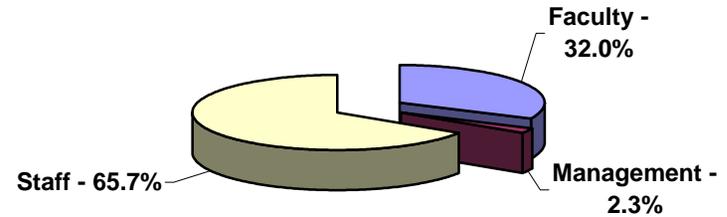
	4 Yr. %	Annualized Increase	
ECSU	23.3%	5.8%	
State Negotiated Union	20.2%	5.1%	State support has not kept pace with state negotiated labor contracts, increases in fringe benefit costs and increase in such items as utilities and postage. Students are assuming a large share of the cost of operations.
HEPI	16.6%	4.2%	
Faculty Salary Increases	13.6%	3.4%	
Professional Staff	13.3%	3.3%	
CPI	9.6%	2.4%	
Total State Support	3.0%	0.8%	

**Eastern Connecticut State University
Employment Trends, FY 1995 to FY 2003**

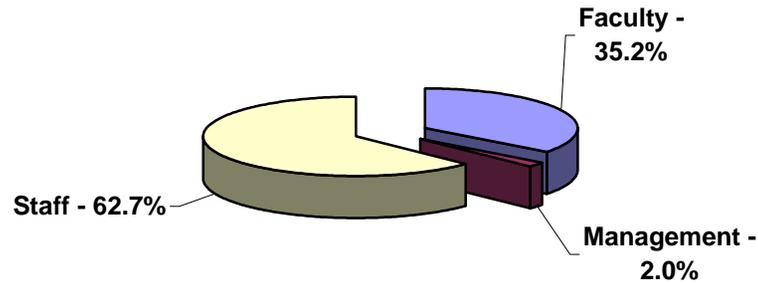
FY 1995 Full-time Employees



FY 2000 Full-time Employees

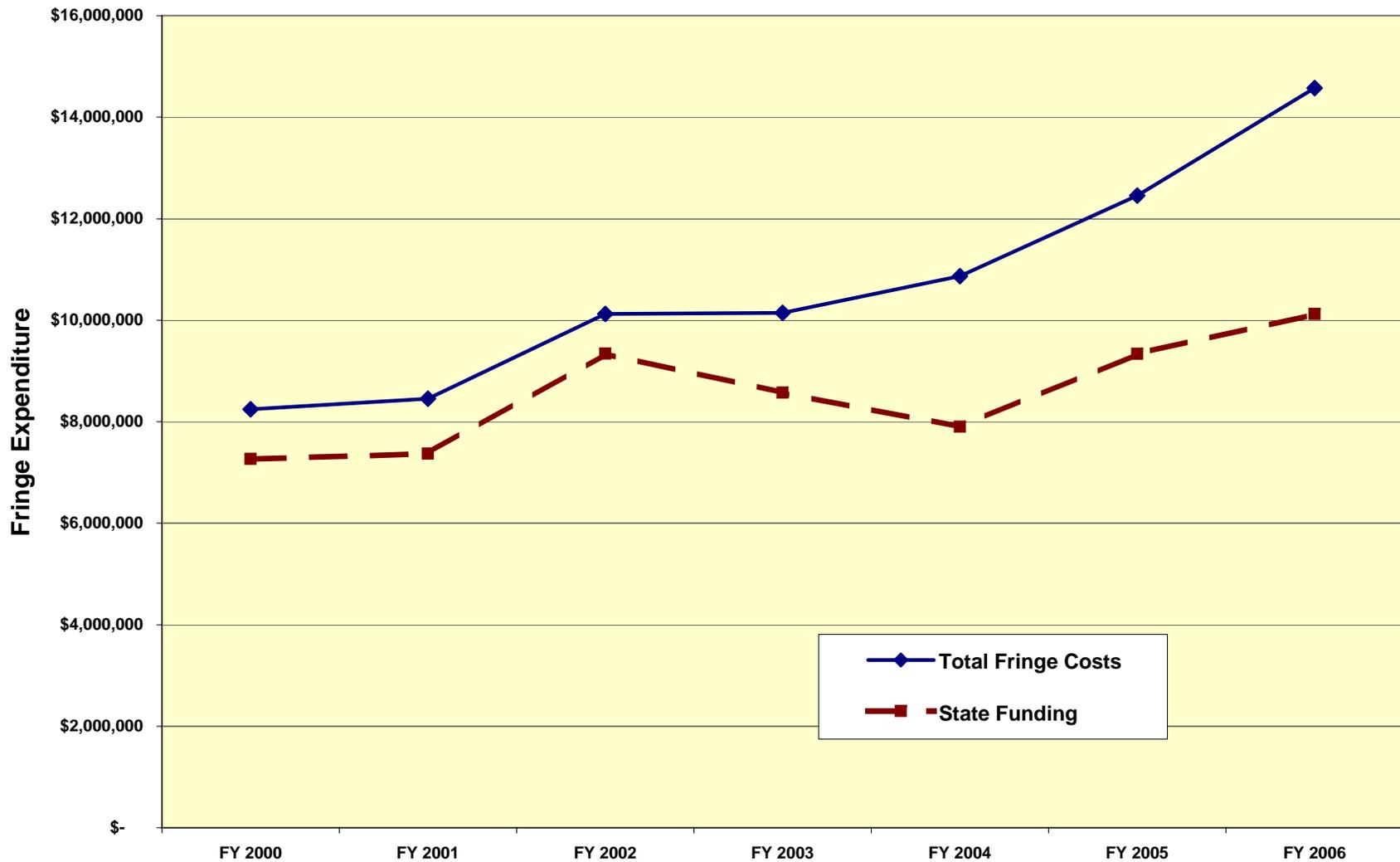


FY 2003 Full-time Employees



Since FY 1995, Faculty has grown as a percentage of the workforce. The manner of distributing state resources was changed after FY 2000 which permitted the University to significantly increase the number of faculty positions

Eastern's Expenditures for Fringes



	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005 [^]	FY 2006 [^]
Total Fringes	\$ 8,242,467	\$ 8,453,836	\$ 10,123,508	\$ 10,142,341	\$ 10,865,968	\$ 12,453,999	\$ 14,780,752
State Fringe Funding	\$ 7,265,520	\$ 7,370,792	\$ 9,341,289	\$ 8,571,265	\$ 7,899,449	\$ 9,338,054	\$ 10,284,803
Gap*	\$ 976,947	\$ 1,083,044	\$ 782,219	\$ 1,571,076	\$ 2,966,519	\$ 3,115,945	\$ 4,495,949

[^] Projected, FY 2005 based on 16 actual payrolls.

* Absorbed by University