

EMPORIA STATE UNIVERSITY  
**University Responses to Legislators' Questions for Higher Education Bus Tour**

**1. PLEASE PROVIDE A GENERAL OVERVIEW OF YOUR BUDGET, BOTH REVENUE AND EXPENDITURES.**

**Budget Overview FY 2014  
Emporia State University**

<b>Sources of Financing</b>	<b>FY 2014 Revised Estimate</b>	<b>Percent of Total</b>
State General Fund (Appropriation)	\$ 29,642,247	32.5%
General Fees (Tuition)	26,066,857	28.6%
Restricted Fee Funds (1)	12,863,279	14.1%
Federal Grants	8,187,027	9.0%
Housing System Operation	7,631,094	8.4%
Student Health Fees	725,074	0.8%
Parking Fees	235,000	0.3%
Other Revenue:		
State Educational Building Fund	3,334,578	3.7%
Faculty of Distinction	1,977	0.0%
Research and Institutional Overhead Fund	137,893	0.2%
Student Union	2,451,062	2.7%
Deferred Maintenance Support Fund	15,920	0.0%
Total Sources of Financing	<u>\$ 91,292,008</u>	<u>100.0%</u>

(1) - Includes various fee funds.

**Source:** FY 2015 Budget Request - DA 402's

<b>Expenditures by Program</b>	<b>FY 2014 Revised Estimate</b>	<b>Percent of Total</b>
Instruction	\$ 30,627,983	33.6%
Academic Support	10,708,413	11.7%
Student Services	8,682,153	9.5%
Institutional Support	7,319,448	8.0%
Physical Plant/Central Services	8,686,898	9.5%
Research	319,093	0.4%
Public Service	2,153,201	2.4%
Scholarships and Fellowships	8,164,000	8.9%
Auxiliary Services	4,986,522	5.5%
Debt Service- Interest	850,715	0.9%
Capital Improvements	7,643,582	8.4%
Debt Service - Principal	1,150,000	1.3%
Total Expenditures	<u>\$ 91,292,008</u>	<u>100.0%</u>

**Source:** FY 2015 Budget Request - DA 402's

<b>Expenditures by Major Object</b>	<b>FY 2014 Revised Estimate</b>	<b>Percent of Total</b>
Salaries and Wages	\$ 58,391,533	64.0%
Other Operating Expenditures	14,680,759	16.1%
Other Assistance	8,575,419	9.4%
Debt Service - Principal	1,150,000	1.3%
Debt Service - Interest	850,715	0.9%
Capital Improvements	7,643,582	8.4%
Total Expenditures	<u>\$ 91,292,008</u>	<u>100.0%</u>

**Source:** FY 2015 Budget Request - DA 406/410's

## 2. DESCRIBE THE FUNDING SOURCES AND ALLOWABLE EXPENDITURES FROM:

- **State General Fund** – Appropriated by the legislature each year and used for general operating expenditures that support the mission of the university.
- **General Fees Fund (Tuition)** – KSA 76-719 provides that the Kansas Board of Regents has the authority to set tuition rates at each state university. Funds collected from tuition paid by students are deposited into this fund. This fund along with the state general fund is classified as general use and is used primarily for general operating expenditures that support the educational mission of the university.
- **Restricted Fees Fund** – KSA 76-719 allows for funds received for any student-activity fee or for any other fees or charges to be deposited into the restricted fees fund. Non-federal grants are additionally accounted for in the restricted fees fund. A listing of the authorized fees is included in the appropriation for each university. Slight variances occur between universities, based upon the varying missions of each institution. The funds statutorily approved must be used in a manner consistent with conditions attached to the receipt of the funds.
- **Federal Grants** – Funds awarded from federal agencies for sponsored research activity. Funds are restricted to the purposes approved by the awarding agency.
- **Housing System Operation** – KSA 76-762 allows for payments received from students for rents, boarding fees and other charges in connection with the operating of the housing system to be deposited into this fund. The funds are used to pay the expenses of operation of the housing system and for the repairs, maintenance and improvements of the buildings. This auxiliary enterprise must be self-sufficient and general use funds are not used to support housing operations.
- **Student Health Fees** – Student health fees are deposited into this fund along with other revenue collected for services provided. The funds are used to cover the operating and maintenance of the health center.
- **Parking Fees** – KSA 74-3213 provides that the Kansas Board of Regents may provide for the charging and collection of fees for the use of parking facilities and for campus transportation systems at the state university. The parking permit fees and fees for misuse of parking areas are deposited in this fund.
- **Debt Service** – The Kansas Development Finance Authority manages the university's revenue bond investments and establishes the required funds for each bond issuance. Revenue committed from the various funds is transferred to the debt service fund to pay the principal and interest expenses.
- **Other – Sponsored Research Overhead (SRO)** – KSA 76-753 allows revenues to be deposited into these funds based on the Facilities and Administrative Cost (F&A rate) agreement that is negotiated with the federal government. While this rate approaches 50% at most institutions, the actual amount received is typically negotiated by the granting agency and is now 0% on many grants. Negotiated rates are applied to the federal and non-federal sponsored program grants and then deposited in the SRO fund.

### **3. WHO DETERMINES THE PRIORITIES ON HOW THE MONEY IS DISTRIBUTED AND HOW ARE THESE PRIORITIES ESTABLISHED?**

Once money is appropriated to Emporia State University, the first priority on distribution is assuring funds are spent consistent with legislative intent. If the funds were a separate line-item appropriation, accounts are established so that all expenditures related to the item occur from the line of appropriation. If there was not a separate line item, expressions of legislative intent from provisos and/or appropriations reports are utilized to determine intent and the funds administered accordingly.

The second priority is assurance that funds are spent consistent with the Board of Regents permission to request the funds. The Universities may request of the Governor and Legislature only upon approval of the Regents. When the budget includes funding for items approved by the Regents, Emporia State University assures expenditures consistent with the original request.

Among funds appropriated to the University base budget with no particular directive from the legislature, governor or the regents, the following priorities are typically observed:

- a. Non-discretionary budgetary mandates (i.e. employee fringe benefit rate increases or utility rate increases).
- b. Regents Foresight 2020 Plan or The University Strategic Plan.
- c. Priorities Established by the University President and Senior University Leadership.
- d. Priorities Forwarded to the President from its Budget Committee.

Annually the President establishes a series of budget meetings with key financial personnel. Based upon estimates of available funds members of the senior university leadership and budget committee are consulted regarding major priorities for the upcoming year. From this effort the President annually reports budget priorities to the Regents in June and July, with their input establishing the preliminary budget for the year.

### **4. WHAT IS THE PROCESS USED TO ALLOCATE INDIRECT COSTS TO THE DIFFERENT COST CENTERS?**

Emporia State University does not allocate indirect operating costs, such as buildings, administration, or utilities to the various cost centers across campus, as those costs are centrally funded. Since Emporia State has a robust sponsored research and public service program for an institution of its size and type, it does receive indirect cost recovery funds from some of its grants. During FY 2013, the University's indirect cost recovery from sponsored activity totaled approximately \$128,000. Most of the funds recovered are utilized to stimulate additional research or finance a portion of the costs of the research. Generally, indirect cost recovery funds are allocated: 50% to the Research and Grants Office, to finance a portion of the research reporting and grants writing activity; 23% to a fund utilized as matching on sponsored activity; 20% to the Department which generated the grant; 5% to the Provost's Office; and 2% to the Fiscal Affairs Section to finance a portion of the costs of research accounting. It is noteworthy that relatively few granting entities currently allow indirect cost recovery in their grants to the University.

### **5. IDENTIFY THE MAJOR CATEGORIES AND EXPENDITURES FOR INSTITUTIONAL COSTS AND ARE THESE FUNCTIONS CENTRALIZED OR DISTRIBUTED TO THE MAJOR SCHOOLS OF STUDY.**

Emporia State University budgets around the activities: Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support, Physical Plant/Central Services, Student Aid, Auxiliary Enterprises, Debt Service, and Capital Improvements. Those major activities are established by reporting authorities for higher education and are generally followed throughout the United States. Within those activities, the major objects of

expenditure are: (1) unclassified salaries; (2) classified salaries; (3) employee fringe benefits; and (4) non-salary expenditures, sometimes called Other Operating Expenditures (or OOE). The process for administering each varies slightly at ESU:

Unclassified Salaries. The budget for the unclassified salaries of each department is allocated to the department, with the overwhelming majority being expended for the ongoing salaries of employees in the department. Historically, as positions have become vacated, the department must make a request to administration for authority to fill; however, the funding has remained with the department where it is deployed to hire temporary instructors to cover duties of the vacancy. Unexpended portions of unclassified salary funds at years end are returned to central reserves. Departments must make requests of administration for new positions.

Classified Salaries. Although the budget for classified salaries is shown in the department where the employee works, the classified budget is administered centrally. As positions become vacant the funds remain with the university's budget for classified employees. Departments must make requests of administration for new positions.

Employee Fringe Benefits. The budget for employee fringe benefits is administered centrally, although the expenditures are shown in the departmental budgets. Employee benefits are based upon eligibility rules over which departments have little control. Accordingly, administering the funds centrally is more efficient.

Non-Salary- Other Operating Expenditures. The budget for OOE is administered at the department level. Administration monitors expenditures and annually administrators are given the option to review and reallocate departmental OOE budgets. Nonetheless, once allocated to the department, it is administered by them.

## **6. WHAT IS THE PROCESS FOR DECIDING THE USE OF FOUNDATION OR ENDOWMENT FUNDS? EXPLAIN HOW THESE FUNDS ARE COORDINATED WITH THE INSTITUTIONS BUDGET?**

Nearly all foundation funds are governed by the donor's agreements with the Emporia State University Foundation and are restricted by the donor regarding their use. Further, the majority of the Foundation's distributions to the university are for scholarships. Therefore, in many/most cases there is no particular decision to be made regarding use of Foundation funds. There are decisions to be made regarding priorities for the requests being made of donors and the priorities of Foundation fundraising campaigns. These decisions are reached in discussions between the University President, the Foundation President, and the Foundation Board of Trustees. As eligible expenses or scholarships occur, funds are transferred from the Foundation to the relevant university accounts.

## **7. IDENTIFY BOTH REVENUE SOURCES AND EXPENDITURES ASSOCIATED WITH OBTAINING FEDERAL OR OTHER TYPE GRANTS AND THE RETURN ON THIS INVESTMENT TO THE UNIVERSITY.**

The Research and Grants Office at Emporia State University is supported from indirect recovery funds, supplemented by departmental restricted funds, and some general use funds. The proposals submitted and amounts awarded reflect a positive quantitative return, as illustrated below. Additionally, there are several qualitative returns including: (1) the opportunity for staff/faculty to engage in cooperative projects with other regents institutions; (2) providing research opportunities which can be utilized by Kansas businesses; (3) providing a strong foundation and job preparation for both undergraduate and graduate students, which correlates to job skills; (4) connections for undergraduate and graduate students with staff/faculty at larger research institutions, facilitating their move into graduate programs at the larger universities. Reductions and sequestration of federal funding have impacted availability of federal grants during several recent years. The decline in awards during FY 2013 results from a \$1.2 million reduction in a TRIO student services grant.

*Research and Grant Center*

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Total Revenue</b>	<b>261,512</b>	<b>188,787</b>	<b>172,370</b>	<b>182,392</b>	<b>229,594</b>	<b>200,172</b>	<b>227,979</b>	<b>276,246</b>	<b>232,386</b>	<b>165,261</b>
<b>Total Expenditures</b>	<b>171,676</b>	<b>243,685</b>	<b>219,486</b>	<b>186,847</b>	<b>184,168</b>	<b>167,554</b>	<b>268,090</b>	<b>272,354</b>	<b>256,751</b>	<b>226,221</b>
Proposals Submitted	34	29	25	26	18	28	22	27	16	23
Amounts Requested	8,956,666	4,397,482	7,630,053	3,240,811	799,395	5,453,021	4,936,645	9,615,753	2,657,832	4,840,758
New Grants/Contracts	42	35	41	29	30	39	35	32	29	21
Amounts Awarded	3,911,476	2,872,897	3,421,092	4,077,038	3,343,326	3,249,729	3,202,861	3,128,662	2,406,360	1,504,938

**8. EXPLAIN THE DECISION MAKING PROCESS IN REGARDS TO THE UNIVERSITY'S MISSION FOR GROWING THE INSTITUTION AND HOW GROWTH IS FACTORED INTO THE BUDGET PROCESS.**

Enrollment growth is a central consideration in Emporia State University's strategic planning process, and a key expectation in its budget process. Shortfalls in enrollment in recent years, in combination with reductions in the state's support for the University, have created challenges that cannot be addressed through efficiencies alone. Analysis of University funding, enrollment trends, and projections for the future all dictate the need for University growth. With measured and targeted growth, ESU will be better able to serve the workforce needs of the state, to support economic development in the Emporia community, and to stabilize funding, thus ensuring the financial health of the University.

Emporia State University seeks to increase on-campus enrollment to at least the level it experienced in the early 2000's while simultaneously increasing the off-campus enrollment. To these ends, ESU has focused and strengthened its efforts in the areas of student recruitment, student retention/success, online and off-campus delivery of instruction, and development of new programs in response to opportunity and demand. Fall 2013 enrollment increases offer evidence that these initiatives are bearing fruit.

As a technical matter, Emporia State University typically does not budget enrollment growth in its revenue projections in the annual Legislative budget. This allows the tuition revenue from enrollment growth to be deployed to serve the additional students. An exception was made with the filing of the FY 2015 budget, allowing the revenue from additional students to partially defray the impact of legislative budget reductions.

**9. EXPLAIN YOUR PURPOSE STRATEGY FOR DEVELOPING THE DIFFERENT SCHOOLS OF STUDY, AND WHY. WHAT SPECIALIZED SCHOOLS/PROGRAMS DOES THIS INSTITUTION PROVIDE?**

Emporia State University is served by a college/school structure designed to facilitate the delivery of its curriculum and to reinforce its identity and mission. The College of Liberal Arts and Sciences comprises the university's core, providing degree programs and general education offerings in the arts, the humanities, the sciences, and the social sciences—the essential curriculum of a comprehensive university. The Teacher's College, renowned for the number and quality of its graduates in education and human services, is ESU's historical flagship and remains central to its identity today. The School of Library and Information Management is a unique, graduate-only unit offering

distinctive programs on campus and in locations throughout the country. The AACSB-accredited School of Business is expanding its reach through a new online Master of Business Administration, available Spring 2014.

**10. IDENTIFY BOTH REVENUE SOURCES AND EXPENDITURES ASSOCIATED WITH UNIVERSITY RESEARCH AND THE RETURN ON THIS INVESTMENT TO THE UNIVERSITY.**

Virtually all of the sponsored activity at Emporia State University is from federal funds. See response to Question 7.

**11. WHAT IS THE ECONOMIC IMPACT OF ANY PATENTS CREATED BY THE UNIVERSITIES AND HOW IS THE MONEY REINVESTED?**

As a comprehensive university, Emporia State University's focus is on teaching; as such, it has not created any patents.

**12. UNDERSTANDING THAT THERE ARE RELATIONSHIPS BETWEEN TECHNICAL COLLEGES AND UNIVERSITIES, WHAT IS THIS INSTITUTION DOING TO FORM RELATIONSHIPS WITH NEIGHBORING COMMUNITY COLLEGES?**

Emporia State University values its collaborations with community and technical colleges across the state. The President and other campus leaders maintain these relationships through constant dialogue and regular on-site visits. ESU took a leadership role in the early stages of the state universities' work on transfer and articulation, developed transfer guides to assist community and technical college students in their transition to the university, and established the practice of providing community and technical colleges with a regular "report card" on the academic success of their former students at ESU.

Emporia State University maintains a continuous dialogue with Flint Hills Technical College, our neighboring institution in Emporia. As such, the Vice President of Student Affairs represents ESU as an appointment to the FHTC Board of Trustees. Both institutions seek to support each other by coordinating and differentiating their programming and community outreach. Emporia State University and Flint Hills Technical College are in serious discussions on ways by which their collaboration can be most beneficial to their students. The presidents of both institutions meet regularly and, together with the Superintendent of USD 253 (Emporia), are finalizing an annual education report. In addition, the ESU School of Business and FHTC are working together on an agricultural business program.

Examples of Emporia State University's collaboration with community colleges include reverse transfer agreements with Butler CC, Johnson County CC, and Neosho County CC; and delivery of ESU's Elementary Education program on the campuses of Butler CC, Johnson County CC, and Kansas City Kansas CC. ESU received a best practices award from the American Association of Technical Colleges for Teacher Education for these collaborative programs. Within the past year, ESU has developed an agreement through which Neosho County CC provides developmental mathematics instruction for ESU students.

**13. DOES YOUR UNIVERSITY HAVE A UNIQUE, DISTINCTIVE ROLE IN SERVING THE STATE? IF SO, WHAT IS THAT UNIQUE, DISTINCTIVE ROLE?**

Emporia State University offers its undergraduate students a traditional residential experience designed to develop the skills required for productive lives and careers in the twenty-first century. The University utilizes its moderate size and the close coordination of academics and student life to foster student engagement and academic success.

The Emporia State undergraduate experience is essentially comparable to a private college education in an affordable public university setting.

Emporia State University serves graduate students throughout Kansas and beyond with programs that re-educate students and update their professional skills to meet workforce needs. Some graduate programs are traditional campus-based programs, but most are offered off-site and online.

While the Emporia State University of today is broadly comprehensive in its academic offerings, its traditional emphasis on teacher education remains central to its mission. One of four Kansas teachers today is an Emporia State University graduate.

#### 14. WHAT ARE THE PERFORMANCE INDICATORS FOR THE UNIVERSITY? (PLEASE INCLUDE A 10 YEAR HISTORY FOR REFERENCE)

##### A. Enrollment (Headcount)

*Total 12-month enrollment, unduplicated*

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Total Enrollment	8,468	8,358	8,351	8,568	8,310	8,193	8,062	7,771	7,439	7,351

**Source:** 2004, Integrated Post-Secondary Education Data System (IPEDS) Report

**Source:** 2005-2013, Kansas Higher Education Data System (KHEDS)

The KHEDS system began collecting data in 2005.

##### A-1. Undergraduate students

*Fall 20<sup>th</sup> Day Enrollments*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	4,178	4,061	3,994	3,923	3,777	3,648	3,522	3,386	3,172	3,139
Non-Resident	172	220	237	272	289	307	317	307	304	293
Foreign National	84	89	120	263	255	333	369	373	370	341
Total Enrollment	4,434	4,370	4,351	4,458	4,321	4,288	4,208	4,066	3,846	3,773

**Source:** Institution Fall Census

##### A-2. Graduate students

*Fall 20<sup>th</sup> Day Enrollments*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	1,413	1,304	1,399	1,490	1,507	1,496	1,516	1,527	1,465	1,438
Non-Resident	354	443	482	449	416	468	440	499	514	504
Foreign National	77	77	56	76	110	152	150	170	151	152
Total Enrollment	1,844	1,824	1,937	2,015	2,033	2,116	2,106	2,196	2,130	2,094

**Source:** Institution Fall Census

##### A-3. FTE & head count enrollment of online classes

*Students taking Only Off-Campus Classes*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Headcount	1,355	1,357	1,522	1,605	1,556	1,618	1,717	1,654	1,780	1,746
Student credit hr	6,930	8,174	8,841	9,840	9,982	10,710	11,580	12,123	11,149	11,597

*Students taking at least One Online Course*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Headcount	*1,753	*2,025	*2,167	*2,372	1,623	1,793	1,845	2,046	2,068	2,122
Student credit hr	4,414	5,286	5,788	6,245	6,647	7,295	7,924	8,835	9,919	10,117

\*2003-2006 headcount duplicated

**A-4. Number of students living on campus vs. students living off-campus**

*Percentage of Total Enrolment Living in University Owned Housing\**

<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
18.6%	17.0%	20.9%	16.9%	17.1%	14.9%	14.3%	13.3%	13.8%	18.0%

\*University owned housing is defined as residence halls, student apartments, and co-op housing, and does not include fraternity or sorority housing that may be located on a university campus.

Source: KBOR State University Data Book, derived from Table A

**A-5. For those living off-campus; the number with a zip code further than 30 miles**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
1,860	2,072	2,200	2,259	2,952	3,124	2,823	2,940	2,908	2,984

Source: University Student Records Database

**A-6. How many undergraduate students transfer in from another post-secondary in Kansas?**

*Number of Transfers from Another Kansas Post-Secondary Institution\**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
369	418	360	380	344	309	357	350	305	359

Source: KBOR KHEER Collection

**A-7. Of those students, what percent receive a bachelor degree?**

Percentage of transfer students who began in Fall 2006 and graduated from that Emporia State University:

- Four Years – 54.2%
- Six Years – 59.8%

Source: "College Portraits" data for transfer students that began in the fall of 2006, available at <https://www.collegeportraits.org/>

**B. Income and Expense (Fiscal Year)**

**B-1. What is the total state appropriation?**

Information in the table below shows the final State General Fund approved appropriation for each fiscal year as reported by the Kansas Legislative Research Department at the end of the legislative session preceding the start of the fiscal year. In the subsequent legislative session, the appropriation may be amended.



*SGF Appropriations (Approved)*

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
\$30,128,913	\$ 31,006,452	\$31,906,246	\$33,153,200	\$ 34,386,866
<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$32,064,496	\$31,451,100	\$30,911,399	\$31,090,151	\$29,642,247

**Source:** Kansas Legislative Research Department (Appropriation Reports 2003-2013)

**B-2. What is the total revenue?**

Information in the table below shows the final All Funds approved appropriation for each fiscal year as reported by the Kansas Legislative Research Department at the end of the legislative session preceding the start of the fiscal year. In the subsequent legislative session, the appropriation may be amended.

*All Funds (Approved)*

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
\$62,357,358	\$66,477,525	\$66,991,985	\$72,820,484	\$77,389,813
<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$78,767,019	\$77,522,973	\$82,283,339	\$88,993,070	\$84,623,915

**Source:** Kansas Legislative Research Department (Appropriation Reports 2003-2013)

**B-3. What is the tuition per student?**

*Undergraduate Tuition and Required Fees Per Semester*

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$1,518	\$1,653	\$1,793	\$1,963	\$2,068	\$2,187	\$2,318	\$2,476	\$2,636	\$2,807

Includes fees, for a student taking 15 hours

**Source:** KBOR State University Data Books, derived from Table 2.1a

**B-4. What are the total expenditures per undergrad student and per graduate student?**

The table below describes average General Use expenditures for the Educational Program (Instruction, Academic Support, Student Services, and Institutional Support) per Fall FTE Student. For purposes of this question to estimate expenditures per undergraduate and graduate student, a calculation was made to assign expenditures to undergraduate and graduate students based on the weighted percentage of each type of student. The data in this table is not weighted by academic discipline.

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Undergraduate	\$5,683	\$5,585	\$6,440	\$6,463	\$6,465	\$6,960	\$6,782	\$6,530	\$6,775	\$7,247
Graduate	\$11,366	\$11,170	\$12,881	\$12,927	\$12,930	\$13,920	\$13,565	\$13,060	\$13,549	\$14,494

**Source:** Derived from the KBOR State University Data Book Table 1.40—Gross General Use (state general fund + tuition) Educational Expenditures per Fall FTE Student

**B-5. What is the average total cost for an undergraduate to attend the university for one year?**

Annually colleges and universities compute a total cost of attendance. A total cost of attendance computation is used to determine eligibility for financial aid, the total amounts of which a student may qualify, and the expected family contribution of a student or family. The amounts per individual vary widely. The calculated total cost of attendance for a resident undergraduate is outlined in the table below.

*Total Cost for an Undergraduate*

Academic Year	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tuition	2,200	2,410	2,638	2,862	3,140	3,294	3,426	3,614	3,864	4,102
Campus Activity Fee	576	626	668	724	786	842	948	1,022	1,088	1,170
Room & Board	4,222	4,474	4,787	5,170	5,581	5,858	6,146	6,230	6,380	6,629
Books & Supplies	750	750	900	900	900	900	900	900	900	900
Transportation	668	688	926	1,046	1,046	1,106	1,106	1,100	1,400	1,200
Other Living Expenses	2,532	2,618	2,710	2,700	2,700	2,650	2,846	2,850	2,500	2,260
Student Total Cost of Attendance	\$10,948	\$11,566	\$12,629	\$13,402	\$14,153	\$14,650	\$15,372	\$15,716	\$16,132	\$16,261

**PLUS**

State General Fund Per Student	\$5,874	\$5,882	\$6,144	\$6,404	\$6,388	\$6,673	\$6,270	\$5,999	\$6,077	\$6,298
TOTAL STUDENT + STATE COST	\$16,822	\$17,448	\$18,773	\$19,806	\$20,541	\$21,323	\$21,642	\$21,715	\$22,209	\$22,559

**Source:** Figures above are the typical tuition, required fees, room and board, books and supplies, transportation, and miscellaneous expenses taken from the CDS G1 - G5

**B-6. Considering the above listed total cost, how much is borne by the student (or parents) and how much is borne by the state?**

Based on the above listed total cost of attendance, which does not take into account student financial aid, and the State General Fund financing, the table below displays the percentage borne by students/parents and the State.

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Student/Parents	65.1%	66.3%	67.3%	67.7%	68.9%	68.7%	71.0%	72.4%	72.7%	72.1%
State	34.9%	33.7%	32.7%	32.3%	31.1%	31.3%	29.0%	27.6%	27.4%	27.9%

**B-7. What are the instruction expenditures, academic support expenditures, and student support expenditures on a per student basis?**

*Per FTE Student Expenditures for Instruction*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$4,852	\$4,989	\$5,165	\$5,368	\$5,383	\$5,686	\$5,565	\$5,532	\$5,540	\$6,217
General Use**	\$4,110	\$4,150	\$4,478	\$4,660	\$4,681	\$4,946	\$4,858	\$4,724	\$4,902	\$5,356

*Per FTE Student Expenditure for Academic Support*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$1,282	\$1,324	\$2,025	\$1,879	\$1,897	\$2,019	\$1,861	\$1,790	\$1,857	\$1,994
General Use**	\$1,193	\$1,145	\$1,845	\$1,598	\$1,610	\$1,818	\$1,694	\$1,513	\$1,725	\$1,701

*Per FTE Student Expenditures for Student Support*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$1,082	\$1,083	\$1,155	\$1,218	\$1,574	\$1,707	\$1,774	\$1,959	\$1,846	\$1,995
General Use**	\$770	\$757	\$795	\$882	\$845	\$986	\$1,006	\$1,106	\$1,092	\$1,197

*Per FTE Student Expenditures for Institutional Support*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$774	\$902	\$969	\$956	\$1,021	\$1,089	\$1,135	\$1,077	\$1,128	\$1,364
General Use**	\$624	\$637	\$667	\$703	\$762	\$828	\$880	\$839	\$874	\$946

All higher education institutions use common functional expense categories to classify expenditures. The institutional support category consists of activities carried out to provide for both the day-to-day functioning and long-term viability of the institution as an operating organization; such activities include executive management; fiscal operations; administrative information technology; general administrative services such as personnel, space management, purchasing, campus-wide communication and transportation services, and activities concerned with community and alumni relations.

**\*Source:** Data obtained by dividing the costs for instruction indicated for each institution on Table C in their Institutional Profile in the State University Data Books by the total FTE enrollment indicated on Table A for each institution in the Data Book.

**\*\*Source:** Data obtained by dividing the costs for instruction indicated for each institution on Table D in their Institutional Profile in the State University Data Books by the total FTE enrollment indicated on Table A for each institution in the Data Book.

**B-8. What is the incremental cost of a new student (or hundred students)?**

Adding one new student at Emporia State University will not significantly impact marginal costs. Adding 100 students would, however, have an impact depending upon the program or courses taken. The first 100 additional students will return the university to pre-recession enrollment levels. Beyond 100 additional students, the following marginal cost estimates would be relevant. The Gross General Use (a combination of State General Fund and Tuition) Educational Expenditure per Student Credit Hour was \$334 at ESU during FY 2012. Accordingly, the marginal cost of a student enrolled in 15 credit hours would be \$5,010 per semester. We do not estimate additional marginal costs for the facility, since the facility costs are largely fixed costs.

**B-9. What is the difference in cost of providing online vs. brick and mortar class instruction?**

Emporia State University currently charges off-campus students \$60 for each on-line course in addition to their regular tuition/fees. This fee generated approximately \$616,000 during FY 2013, which is used to defray IT and Distance Education costs of off-campus instruction. Nonetheless, over time we believe there will be less and less difference in cost between on-line and face-to-face instruction, since technology is used in nearly all instructional settings and since the same software is used in both settings.

**B-10. What is the general use operating spending on institutional support per FTE?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$774	\$902	\$969	\$956	\$1,021	\$1,089	\$1,135	\$1,077	\$1,128	\$1,364
General Use**	\$624	\$637	\$667	\$703	\$762	\$828	\$880	\$839	\$874	\$946

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**\*Source:** Data obtained by dividing the costs for institutional support indicated for each institution on Table C in their Institutional Profile in the State University Data Book by the total FTE enrollment indicated on Table A for each institution in the Data Book.

**\*\*Source:** Data obtained by dividing the costs for institutional support indicated for each institution on Table D in their Institutional Profile in the State University Data Book by the total FTE enrollment indicated on Table A for each institution in the Data Book.

**B-11. How many bachelor's and advanced degrees are granted each year?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bachelor's	758	854	741	759	740	687	791	781	723	710
Advanced*	394	439	414	501	514	526	633	610	661	663
Total	1,152	1,293	1,155	1,260	1,254	1,213	1,424	1,391	1,384	1,373

\*Advance degrees include Master's and Doctoral Degrees

**Source:** Data obtained from Table A of each institution's Institutional Profile in the State University Data Book, derived from the IPEDS Completions Survey

**C. Tuition and Fees (Fiscal Year)****C-1. What is the average aid a student receives during four years of matriculation?**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
\$4,937	\$5,430	\$5,730	\$5,955	\$6,131	\$8,975	\$7,117	\$4,968	\$8,609	\$5,714

**Source:** Common Data Set, H2, line j.

**C-2. What is the average debt acquired during that same 4 year period?**

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
\$13,217	\$16,197	\$16,005	\$16,005	\$17,680	\$21,158	\$23,498	\$23,215

**Source:** Data obtained from The Institute for College Access & Success, College InSight, <http://www.college-insight.org>. Most college-level data are taken directly from U.S. Department of Education sources and the Common Data Set (CDS).

*(Note: Applies only to those students with debt. In 2011, approximately 30% of students have no debt.)*

**C-3. What is the default rate?**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
3.10%	3.20%	3%	3.60%	5.90%	4.30%	6%	4.40%	6.30%	N/A

**Source:** University Financial Aid Records

**C-4. What percentage of students with student loan debt actually graduate and what is the average debt of non-graduates?**

Information not available at this time.

**C-5. What percent of students receive Pell grants? And what is the average amount received?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Percent	35.84%	35.74%	34.06%	33.04%	32.54%	33.21%	39.04%	43.51%	45.42%	44.69%
Average amount	2,532	2,563	2,601	2,582	2,699	3,097	3,900	4,054	3,764	3,834

**Source:** University Financial Aid Records

**C-6. Is tuition ever discounted, if so, how much and for what criteria?**

Tuition is only “waived” or “discounted” if separately authorized by statute or by the Kansas Board of Regents. ESU does not have the autonomous authority to do so. Additionally, many forms of financial aid and scholarships may cause students to feel as though their tuition was waived or discounted. However, neither are the actual discounting of tuition, rather they are granted based upon merit or financial need.

**D. Academic Performance (Academic Year)**

**D-1. What is the average ACT score of incoming freshmen (resident and non-resident)?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	21.8	22	21.7	21.8	21.8	21.3	22.1	21.6	21.8	22.4
Non-resident	21.4	20.8	21.6	21.7	19.4	20.6	20.7	21.2	21	21.2

**Source:** ACT Class Profile Report

**D-2. What is the average HS GPA of incoming freshmen (resident and non-resident)?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	3.27	3.24	3.23	3.28	3.3	3.31	3.26	3.29	3.25	3.36
Non-resident	3.12	3.03	3.15	3.13	3.13	2.94	3.04	3.09	3.16	3.11

**Source:** ACT Class Profile Report

**D-3. What is the 4 yr. graduation percentage (of the cohort entering as freshmen) (resident and non-resident)?***Four Year Graduation Rates of First-time, Full-time Freshmen By Cohort*

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
	19.7%	21.7%	23.4%	22.2%	21.0%	22.1%	19.8%	22.7%	23.0%	21.7%

**Source:** Table 3.7 of the KBOR State University Data Books, derived from the KBOR Graduation and Retention Rates Report submitted by each university.

*Four Year Graduation Rates of First-time, Full-time Freshmen By Cohort  
(Resident/Nonresident)*

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Resident	-	25.2%	23.0%	22.4%	22.5%	21.9%	22.9%	22.6%	21.3%	22.6%
Non-resident	-	10.7%	18.8%	10.3%	15.8%	8.0%	21.3%	26.4%	10.1%	15.2%

**Source:** University

**D-4. What is the 6 yr. graduation percentage (of the cohort entering as freshmen) (resident and non-resident)?***Six Year Graduation Rates of First-time, Full-time Freshmen By Cohort*

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
	45.2%	42.7%	44.4%	44.4%	45.2%	44.1%	41.0%	40.0%	42.7%	Not available for these cohorts yet	

**Source:** Table 3.7 of the KBOR State University Data Books, derived from the KBOR Graduation and Retention Rates Report submitted by each university.

*Six Year Graduation Rates of First-time, Full-time Freshmen By Cohort  
(Resident/Nonresident)*

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Resident	-	45.7%	47.1%	45.7%	41.8%	41.1%	42.6%	42.3%	Not available for these cohorts yet	
Non-resident	-	17.9%	18.8%	28.2%	29.8%	30.7%	44.3%	34.7%		

**Source:** University

**D-5. What is average ACT score of those students who receive a bachelor's degree?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
	21.6	21.7	21.7	22.1	21.9	22	22.1	22.2	21.5	21.9

**Source:** University Student Records Database

**D-6. What are the bachelor degree programs that require more than a 4 year course of study?**

Degree	Credit Hours
Elementary Education	136

Source: KBOR Program Inventory Data

**D-7. How is student achievement measured, i.e. College Learning Assessment or something else?**

The traditional metrics of first to second year retention rates and 4-6 year graduation rates for incoming first-time full-time students are used to measure achievement. In addition, an institution-wide assessment plan uses multiple data sources to measure student achievements across both curricular and co-curricular learning experiences.

Emporia State University incorporates four types of achievement measurements including direct and indirect measures using both internal and external instruments. External direct assessments include the Collegiate Assessment of Academic Proficiency (CAAP), the Educational Testing Services – PRAXIS Series, and the Consortium for Student Retention Data Exchange (CSRDE). External indirect instruments include the National Survey of Student Engagement/Faculty Survey of Student Engagement (NSSE/FSSE) and the Noel-Levitz Student Satisfaction Inventory/Institutional Priorities Survey (SSI/IPS). The Performance Assessment of Student Learning (PASL) serves as the primary internal direct assessment mechanism informing academic departments and programs. The internal indirect instruments include the Senior Survey and the Career Services Destination Survey.

Course evaluations, course grades, percentage of courses completed, and various department and program specific instruments are also essential to informed decision-making. Overall, the goal is to insure that Emporia State University is fulfilling its mission and meeting stakeholder expectations for student achievement.

**D-8. What is the percentage of graduates employed within six months of graduation?**

Academic Year	Graduating class	Response Rate	Percent employed or enrolled in grad school	Average Salary
2002-2003	Aug	52	99	\$31,122.00
	Dec	56	92	\$28,973.00
	May	63	93	\$30,017.00
	<i>Average</i>	<b>57.0</b>	<b>94.7</b>	<b>\$30,037.33</b>
2003-2004	Aug	58.1	93.9	\$27,201.00
	Dec	60.9	78.7	\$29,050.00
	May	48.5	92.2	\$30,128.08
	<i>Average</i>	<b>55.8</b>	<b>88.3</b>	<b>\$28,793.03</b>
2004-2005	Aug	38.6	86.8	\$30,741.80
	Dec	53.5	87.4	\$29,017.00
	May	54.5	94.4	\$19,835.00
	<i>Average</i>	<b>48.9</b>	<b>89.5</b>	<b>\$26,531.27</b>

2005-2006	Aug	41.7	100	\$31,245.24
	Dec	46.9	92.2	\$27,934.27
	May	46.2	95.2	\$32,670.66
	<b>Average</b>	<b>44.9</b>	<b>95.8</b>	<b>\$30,616.72</b>
2006-2007	Aug	20.7	100	\$37,660.00
	Dec	30.5	95.3	\$34,104.78
	May	21	93.3	\$34,451.00
	<b>Average</b>	<b>24.1</b>	<b>96.2</b>	<b>\$35,405.26</b>
2007-2008	Aug	25.3	86.4	\$25,514.31
	Dec	24.1	86.4	\$33,731.41
	May	24.7	85.6	\$33,015.00
	<b>Average</b>	<b>24.7</b>	<b>86.1</b>	<b>\$30,753.57</b>
2008-2009	Aug	22.1	95.2	\$32,580.00
	Dec	17.9	75.6	\$35,007.00
	May			
	<b>Average</b>	<b>20</b>	<b>85.4</b>	<b>\$33,793.50</b>
2009-2010		<b>40.1</b>	<b>82.7</b>	<b>\$30,526</b>
2010-2011		<b>55.3</b>	<b>79.1</b>	<b>\$31,734</b>

**Source:** University Career Services Student Survey of Undergraduates

**D-9. What is percent of graduates who are employed within their field at graduation (or shortly thereafter) (by college within each university)?**

Overall (n = 1338)	
<b>Percentage of Graduates Employed in State of Kansas</b>	<b>88%</b>
<b>Percentage Employed by College (Ranked)</b>	<b>% Employed in State</b>
The Teachers College	95%
Liberal Arts & Sciences	82%
School of Business	81%
All Graduates Reporting Current Employment	
<b>Percentage of Overall Employed by Major (Ranked)</b>	<b>% Employed in State</b>
Elementary Education	97%
Nursing	84%
Business Administration	83%
Sociology	82%
Accounting	83%



English	88%
Social Sciences	87%
Management	91%
Biology	87%
Psychology	84%
Mathematics	92%
Physical Education	100%
Communication	80%
Health Promotion	78%
BID/BIS - Interdisciplinary	64%
Art	82%
Marketing	76%
Recreation	83%
Business Education	100%
Information Systems	54%
Crime and Delinquency Studies	100%
Rehabilitation Services Education	92%
Modern Language	100%
Economics	60%
History	80%
Music	89%
Speech & Theatre	78%
Theatre	78%
Computer Science	67%
Earth Science	80%
Information Resource Studies	100%
Music Education	83%
Athletic Training	75%
Chemistry	100%
Finance	25%
On-Line Integrated Studies	75%
Biochemistry & Molecular Bio	100%
Physical Science	100%
Political Science	100%
Foreign Language	100%
Health Education	100%
Physics	100%

**Source:** Career Services Destination Survey

Survey Sample: All ESU Graduates are provided 3 opportunities to complete the survey within the First Year After Graduation - This Data Represents Survey Participants who Responded as Currently Employed Graduates receive survey prompts at the following intervals: Graduation month, 3 months, and 6 months. Once a Graduate completes the survey, they are no longer prompted.

**D-10. What is the average salary of graduate by major?**

See response to Question D-8 above.

**D-11. Is there a process for eliminating majors that have very few students?**

All Emporia State University academic programs are reviewed on the eight-year cycle maintained by KBOR, with reviews focusing on a variety of indicators, including enrollment. Programs which fail to meet minimum review criteria and cannot demonstrate exceptional quality and/or a crucial role within the university are subject to possible elimination.

The decision on elimination of an academic program is made by the President, upon recommendation by the Provost. Prior to the President's decision, the affected unit has an opportunity to submit a position paper, and Faculty Senate holds hearings and submits its own recommendation.

**D-12. Over the last 10 years, what is the history of eliminating degree programs?**

The following programs have been discontinued over the last 10 years:

- Master of Science in Legal Information Management
- Certificate in Legal Information Management
- Bachelor of Science in Education, General Science (Grades 5-8)
- Bachelor of Science in Business, Finance

Several small programs are currently undergoing additional review, with decisions expected by December 2013.

**D-13. Is grade inflation an issue... has a study of grade inflation been completed?**

No recent studies of grade inflation have been undertaken.

**D-14. How much money is spent on remedial classes; can the cost be split between resident and non-resident students?**

No state general funds are expended on remedial courses delivered by the state universities, except as authorized in K.S.A. 76-7,151(a)(2) for students who are in military service, students who are 21 years of age or older, and international students who are enrolled in ESL courses.

The amount of money (all sources) spent on a given remedial class will depend on a number of factors: the number of students in the class; who is teaching it; whether it is a one, two or three hour course; etc. The average cost of delivering remedial courses is generally the same as the average cost of delivering freshman/sophomore level liberal arts courses, which was approximately \$334 per credit hour, as of Fiscal Year 2012.

The tuition rates for a remedial course credit hour are the same as the tuition rates for any other basic liberal arts and sciences course credit hour. Nonresidents would pay the nonresident credit hour rate and residents would pay the resident credit hour rate.

In Spring 2013, Emporia State University offered one developmental writing section. Through an ongoing contractual arrangement, Neosho County Community College provided developmental mathematics instruction for all ESU students who needed it.

**Source:** KBOR State University Data Book, Table 1.40

**Note:** Expenditures per credit hour consist of Instruction, Academic Support, Student Services and Institutional Support. This comparison allows analysis of change in those expenditures on a per student basis. It is noteworthy that change in expenditure per student may result from either budgetary adjustments or enrollment change. This comparison makes no distinction on variance by educational level or academic discipline.

#### **D-15. What percent of students taking a remedial course end up receiving a bachelor degree?**

The table below displays the portion of students graduating each year who reported taking remedial courses only at Emporia State University.

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
20.4%	24.4%	20.8%	22.7%	26.2%	23.6%	21.3%	22.0%	24.5%	26.4%

**Source:** University Student Records Database

#### **D-16. What are the criteria for a class qualifying as a low-enrollment class?**

The Emporia State University Policy Manual specifies minimum course enrollment expectations as follows:

- 15 for lower level undergraduate courses
- 10 for upper level undergraduate courses
- 5 for graduate courses

### E. Faculty and Staff

#### **E-1. What is the number of faculty and rank in each college at the university (tenure, tenure-track, adjunct, etc.)?**

##### *School of Business*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	17	18	19	20	20	18	18	18	17	22
Earning Tenure	11	10	8	8	6	8	11	9	7	4
Not Tenure Eligible	2	1	1	2	2	3	1	3	3	1

##### *The Teacher's College*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	33	31	34	37	36	35	34	18	17	22
Earning Tenure	25	26	27	24	19	27	27	9	7	4
Not Tenure Eligible	13	15	15	14	21	20	20	3	3	1

*College of Liberal Arts and Sciences*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	82	83	83	79	83	80	81	84	82	88
Earning Tenure	37	36	29	38	35	37	34	25	25	24
Not Tenure Eligible	20	22	26	27	26	24	22	31	30	25

*School of Library and Information Management*

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	5	5	5	5	5	5	3	3	2	2
Earning Tenure	3	4	5	5	5	3	2	1	5	6
Not Tenure Eligible	0	0	0	0	0	0	0	1	1	1

**Source:** Table 4.3 of the State University Data Book and Common Data Set (2003 - 2012)

2013 will be available later this fall semester

**E-2. What is the number of faculty by position in each college at the university (administration, class room, research, etc.)?**

*Number of Faculty by College*

College	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
School of Business	30	29	28	30	28	29	30	30	27	27
The Teacher's College	71	72	76	75	76	82	81	81	82	87
College of Liberal Arts and Sciences	139	141	138	144	144	141	136	140	137	137
School of Library and Information Management	8	9	10	10	10	8	5	5	8	9
<b>Total</b>	248	251	252	259	258	260	252	256	254	260

**Source:** State University DBTF reports, Section 9

With regard to faculty responsibilities, see question E-4.

**E-3. What is the average salary by rank?**

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Professor	\$60,550	\$62,696	\$64,937	\$68,400	\$71,905	\$74,578	\$74,240	\$72,192	\$71,890	\$72,457
Associate	\$52,206	\$54,127	\$55,843	\$57,115	\$59,299	\$59,811	\$58,461	\$58,385	\$57,026	\$58,927
Assistant	\$45,408	\$46,673	\$46,592	\$46,995	\$47,570	\$49,764	\$51,696	\$52,913	\$52,431	\$52,095
Instructor	\$36,888	\$37,256	\$36,694	\$37,788	\$39,187	\$38,769	\$38,522	\$39,198	\$40,240	\$39,574

**Source:** Table 4.3 of the KBOR State University Data Books

**E-4. How does the university measure faculty productivity; is there a minimum requirement for each category?**

The basic teaching assignment for Emporia State University faculty members is 12 credit hours (typically four three-credit courses) each semester. Since graduate courses carry a slightly higher load credit, assignments for faculty members who teach both graduate and undergraduate courses can vary as follows:

- 1 graduate course and 3 undergraduate courses fall; 1 graduate course and 2 undergraduate courses spring (4-3 load)
- 1 grad, 3 UG fall; 2 grad, 1 UG spring (4-3 load)
- 2 grad, 2 UG fall; 2 grad, 1 UG spring (4-3 load)
- 3 grad fall; 2 grad, 1 UG spring (3-3 load)
- 3 grad fall; 3 grad spring (3-3 load)

Specific adjustments to load can be made for individualized teaching such as graduate theses, independent study, and supervision of practica, internships, and student teachers. Faculty members may also receive reassigned time for administrative duties, and for research or creative projects that are more intensive than normal.

In addition to teaching, all Emporia State University faculty are expected to make contributions in the categories of research and service. The amount and nature of these contributions will vary by discipline and by faculty member. Academic units develop and maintain written policies stating the criteria for these expectations. Annual evaluations reflect individual faculty assignments.

**E-5. What are the criteria and the process for the university (or the state) to receive a royalty or a licensing fee for the results of any completed research?**

Emporia State University is a teaching institution and receives no royalties resulting from research.

**E-6. How much money does the university (from state funds) spend on research?**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
All Funds*	\$457,718	\$500,553	\$505,575	\$484,042	\$365,283
General Use**	\$117,656	\$193,466	\$232,649	\$190,011	\$126,873

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$359,373	\$355,875	\$675,647	\$636,199	\$521,308
General Use**	\$123,950	\$123,765	\$128,244	\$181,153	\$175,113

**Note:** These funds do not include spending by any private research corporation belonging to the university.

**\*Source:** Data obtained for each institution on Table C in their Institutional Profile in the KBOR State University Data Books.

**\*\*Source:** Data obtained for each institution on Table D in their Institutional Profile in the KBOR State University Data Books.

**E-7. How much money per annum does the university (or the state) receive as royalty or licensing fees?**

Emporia State University does not receive money as royalty or from licensing fees.

**E-8. Do faculty receive a royalty or licensing fee for the results of completed research?**

Emporia State University faculty do not receive royalties or fees for completed research.

**E-9. What percent of class time is taught by graduate students?**

*Percent of Course Sections Taught by GTAs*

	Fall 2012
Number of Sections Taught by GTA (IOR)	83
Total Course Sections Taught	370
Percentage Taught by GTA's	22.43%

*Percent of Total Credit Hours Taught by GTAs*

	Fall 2012
Number of Credit Hours Taught by GTA (IOR)	3,731
Total Credit Hours Taught	20,361
Percentage Taught by GTA's	18.32%

**Source:** Obtained from the Enrollments in Courses with Course Level 000-199, End of Fall 2012 Term.

**Note:** Freshmen level courses 000 thru 199 may have any student class from freshmen to graduate standing enrolled. Instructor Type: Faculty = tenure and tenure-track; GTA = graduate teaching assistantship; Other = lecturer, instructor, unclassified professional. n/a letter grade is not assigned.

**GTA:** Graduate Teaching Assistant, Graduate Teaching Associate

**IOR:** Instructor of Record

**F. Community College Partnerships**

**F-1 What degrees/certificates/courses of study are the most popular in your strategic partnership(s) with community colleges (by enrollment and by graduation rates)?**

Emporia State University maintains partnerships with Butler Community College, Johnson County Community College, and Kansas City Kansas Community College through which ESU's Elementary Education program is delivered on the campuses of those institutions, with enrollments as follows:

*Elementary Education Program Enrollment*

Location	2007	2008	2009	2010	2011	2012
Butler County CC	38	44	63	57	46	33
Kansas City KS CC	104	81	64	65	42	17
Johnson County CC	-	-	-	-	8	47

**Source:** Institutional Research

**F-2. What percent of your graduates are community college transfers?**

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Data not available							33.2%	33.19%	31.34%

KBOR started collecting transfer student data in 2005. Therefore, to give these students time to graduate, the percentages are based on 2010, 2011, and 2012 graduates.

**Source:** KBOR KHEDS AY Completions and Transfers Files

**F-3. From which community colleges do the majority of the transfers originate?**

*Community College Transfer in Students*

	2007	2008	2009	2010	2011	2012
1	Johnson County	Johnson County	Johnson County	Johnson County	Johnson County	Johnson County
2	Butler County	Butler County	Butler County	Butler County	Butler County	Butler County
3	Allen County	Allen County	Allen County	Allen County	Allen County	Allen County
4	Cowley County	Kansas City KS	Hutchinson	Cowley County	Neosho County	Cowley County
5	Highland	Highland	Cowley County	Kansas City KS	Cowley County	Hutchinson

**F-4. How do the graduation rates of the community college transfer students compare to the graduation rates of the institution's graduate rates at large and to non-community college transfer students?**

We have not conducted a specific study that would answer this question for our university; however, studies including an August 2013 study by the National Student Clearinghouse Research Center have found that success rates are high among students who begin in two-year institutions and transfer to a four-year institution.

The report "Baccalaureate Attainment: A National View of the Postsecondary Outcomes of Students Who Transfer from Two-Year to Four-Year Institutions" can be found online at:  
[http://www.studentclearinghouse.info/signature/5/NSC\\_Signature\\_Report\\_5.pdf](http://www.studentclearinghouse.info/signature/5/NSC_Signature_Report_5.pdf)

**F-5. What strategies has the institution utilized in order to expand community college partnerships to achieve cost savings, efficiencies, and expanded customer service to students and communities?**

See response to Question 12 above.

**15. AN LPA STUDY WAS DONE IN 2007. HAVE THE RECOMMENDATIONS OF THE 2007 STUDY BEEN IMPLEMENTED? IF SO, HOW SUCCESSFUL HAVE THEY BEEN AT REDUCING COSTS? IF RECOMMENDATIONS HAVE NOT BEEN IMPLEMENTED, WERE THE RECOMMENDATIONS EXAMINED & WHAT WAS THE REASON FOR NOT IMPLEMENTING THE RECOMMENDATIONS?**

**Recommendation No. 1: Eliminating or combining low enrollment course sections.**

In the spring of 2009, the Emporia State University Faculty Senate passed FSB 08009 Low Enrollment Policy, specifying minimum enrollment expectations as follows:

- 15 for lower level undergraduate courses
- 10 for upper level undergraduate courses
- 5 for graduate courses

The President endorsed the bill and signed it into policy in May 2009. While this policy does not automatically eliminate courses, it assigns to deans the responsibility for monitoring low-enrollment courses and cancelling them when appropriate. Since this legislation became university policy, fewer small course sections have been run, and some courses are offered only once a year or once every two years.

**Recommendation No. 2: Eliminating or combining academic departments or degree programs.**

The LPA summary did not indicate that this category was a particular concern for Emporia State University. In fact, Emporia State University had the smallest number of academic departments of any Regent university. However, the departments of Modern Languages and English were combined into a single department in 2009.

A number of degree programs have been eliminated in recent years (see 14 D-12 above), and several small programs are currently undergoing additional review.

**Recommendation No. 3: Collaborating with other universities to share course content, teachers and instructional programs.**

See Questions 12 and 14 F-1 above regarding Emporia State University's partnerships with community colleges.

Emporia State University participated in Access Us, a program focusing on providing greater access to face-to-face course offerings in Western Kansas.

In addition to its longstanding pre-professional collaborations with KU, KSU, and Washburn University, Emporia State University has established a partnership with KSU to offer dual-degree engineering programs and to facilitate additional collaborations in the STEM program areas. Emporia State University and WSU will formally sign a new dual-degree engineering partnership on October 15, 2013.

**Recommendation No. 4: Increasing the number of courses and programs offered online or through distance learning.**

Emporia State University was the first institution in the state to offer online courses and degree programs, and has steadily increased the amount of instruction it offers off-campus and online. In Fall 2012, 30% of Emporia State University students were off-campus, and 36% took some or all of their courses online. Using fall 2009 as a baseline year, fall credit hours in online courses has increased 28%.

**Recommendation No. 5: Increasing faculty workload.**

Emporia State University Faculty Senate passed FSB 08013 Policy on Faculty Load for Teaching and Other Primary Duties during the Spring 2009 semester; the bill became university policy upon President Lane's approval in May 2009. This measure established 12 undergraduate credit hours per semester, or the equivalent, as the expected teaching load at ESU. Each undergraduate credit hour taught carries a teaching load value of .083, and each graduate credit hour taught carries a teaching load value of .111. Over one academic year, a faculty member's teaching load will average 1.0. While most academic units had been using this equivalency for some time, the policy formalized the expectation for teaching load.

Also in Spring 2009, the Provost charged a university-wide task force with the task of reviewing current reassigned-time practices for consistency and efficiency, and developing recommendations to ensure consistency and efficiency. As a result, limits have been placed on the circumstances under which a faculty member can receive a partial reassignment from teaching in order to undertake an administrative role or other special assignment.

**Recommendation No. 6: Modifying the delivery of remedial courses.**

Subsequent to the LPA recommendation, Emporia State University has almost entirely discontinued its delivery of remedial courses. Under a contractual arrangement that went into effect Spring 2013, Neosho County Community College now provides developmental mathematics instruction for all ESU students who need it. This arrangement



eliminates the need for ESU faculty to be involved in these courses and utilizes the expertise of a community college, which is generally better positioned to address the needs of students requiring remedial mathematics.

At present, Emporia State University's involvement in remedial instruction is limited to a few sections of developmental writing (between one and four sections/semester).

**Recommendation No. 7: Maximizing the use of existing classroom and laboratory space.**

Emporia State University is currently working with consultants Paulien & Associates and Gould Evans to develop a comprehensive campus master plan. Achieving greater efficiency in classroom/laboratory utilization is one of the central goals of this process. A Utilization Study has been conducted, the formative findings of which confirm that while some classrooms are accommodating larger sections than they should, overall ESU has surplus capacity in existing classroom stock and has lower utilization than is typically found at comparable universities. Better classroom/lab utilization will be necessary in order for the University to accommodate anticipated continued growth in on-campus enrollment. These efficiencies will also make it possible to repurpose or reconfigure some existing classrooms to accommodate the collaborative learning, capstone experiences, and faculty-student research that have assumed a more central role in the ESU learning experience. The University will now consider next steps including (1) right-sizing the classrooms that currently are over-filled, (2) matching teaching spaces with the appropriate courses, (3) calculating the expectation for continued on-campus enrollment growth and its impact on space needs, and (4) determining which standard classrooms and labs might be repurposed as flexible teaching/learning spaces.

**Recommendation No. 8: Consolidating or changing administrative functions or processes.**

Subsequent to the LPA, Emporia State University has achieved greater efficiency by consolidating a number of administrative functions and structures, including the following:

- Printing Services has been eliminated as a separate unit, with its functions absorbed by the University Copy Center.
- Responsibility for graduate programs and distance instruction has been consolidated under a single Dean of the Graduate School and Distance Education.
- The position of Director of Financial Aid & Scholarships has been eliminated; the roles of Registrar and Director of Financial Aid & Scholarships are now combined in a single position.
- The Office of Marketing & Media Relations was formerly staffed by a Director and an Associate Director; the Associate Director's position has been eliminated.
- The position of Special Assistant to the President has been eliminated, with its former occupant assuming the role of Internal Auditor upon the previous Internal Auditor's retirement.
- The position of Director of Assessment has been eliminated; a single assistant provost now has responsibility for both Assessment and Institutional Research.
- The departments of Modern Languages and English have been consolidated into one department.
- The School of Business has replaced its two-department structure with a single unified department, resulting in the elimination of a department chair position and an administrative assistant position.
- Consolidation of 2 positions into 1 in the Payroll section.

**Recommendation No. 9: Outsourcing Non-Academic Functions.**

Emporia State University had previously reported outsourcing its vending, dining, and university bookstore services. Subsequently, some of the original contracts for outsourced services expired and were replaced with 10 year contracts for those services in an effort to gain further efficiencies from the outsourced operation by guaranteeing the contractor a longer term engagement. Additionally, ESU has extended the efficiency of its facilities operation by outsourcing certain remodeling/renovation projects through use of on-call contractors. This has allowed timely

completion of projects, while accommodating budget related staffing reductions and the impact of the voluntary retirement incentive program (VRIP).

**Recommendation No. 10: Reducing energy costs, improving recycling efforts.**

Emporia State University previously reported several energy saving initiatives and that effort has continued. During FY 2011 ESU received a U.S. Department of Energy grant, which allowed update to the University boiler controls and economizers. The grant also allowed installation of new LED exterior lighting on 9 academic buildings, improving safety and reducing energy consumption. Using FY 2009 as a baseline year, natural gas consumption at ESU was 7.8 percent less (6,453 MCF's) in FY 2013. Electric consumption was 8.8 percent less (1,667,014 KWH) in FY 2013, using FY 2009 as a baseline year.

Emporia State University has also initiated a program to improve recycling in two of its highest traffic buildings. Installation of large recycling bins for office paper, bottles, and cans, promote users depositing recyclables in those bins. It allows custodial staff to focus upon keeping the recycle bins empty, due to the reduced load in regular trash receptacles. This program is being considered for expansion to other areas on campus.

**16. PLEASE EXPLAIN THE BREAKDOWN OF YOUR INSTITUTION'S FUNDING STREAMS (STATE FUNDS, FEDERAL FUNDS/GRANTS, STUDENT TUITION & FEES, FOUNDATIONS, GIFTS, ETC) IN PERCENTAGES AND DOLLAR AMOUNTS AS WELL AS THE PRIMARY EXPENDITURES EARMARKED FOR EACH FUNDING SOURCE.**

Sources of Financing	FY 2014 Estimate	Percent of Total	Primary Expenditures
State General Fund	\$29,642,247	32.4%	For general operating expenditures
General Fees (Tuition)	26,066,857	28.6%	For general operating expenditures
Restricted Fee Funds	12,863,279	14.1%	For restricted expenditures consistent with conditions attached to the receipt of the restricted use funds
Federal Grants	8,187,027	9.0%	For restricted expenditures consistent with the purposes approved by the awarding federal agency
Housing System Operation	7,631,094	8.4%	For restricted expenditures related to the operation of the housing system and for the repairs, maintenance and improvements of the housing system buildings.
Student Health Fees	725,074	0.8%	For restricted expenditures related to the operation and maintenance of the health center.
Parking Fees	235,000	0.3%	For restricted expenditures related to operation and maintenance of parking facilities and for campus transportation systems.
All Other	5,941,430	6.4%	
Total Sources	<u>\$91,292,008</u>	<u>100.0%</u>	

**17. WHAT ARE THE INSTITUTIONS PLANS TO REDUCE TUITION COSTS TO MAKE KANSAS VERY COMPETITIVE (ATTRACT THE BRIGHTEST WITH DISCOUNT TUITION, GRANTS)?**

During 2011, the Emporia State University Foundation launched a new initiative to increase scholarships by \$1.7 million on an annual basis, with the thrust of the initiative being attracting the best and brightest to Emporia State University. Additionally, the Foundation's Now and Forever fundraising campaign includes a \$7.5 million goal for

increased scholarships also directed toward attracting high performing students to ESU. Emporia State University also works closely with students to leverage need-based support from all available sources.

The extent to which these initiatives can be utilized to moderate tuition costs depends upon multiple factors including university personnel costs, employee fringe benefits costs, and the state's support for the University. Accordingly, the University has approached tuition on an annual basis, taking into account the latest information on such factors. The University has included students in its recommendations and has one of the lower cost of attendance rates in a four state area.

#### **18. WHAT ARE THE INSTITUTIONS PLANS TO REDUCE FIXED COSTS AND STAFF COSTS IN LIGHT OF DECLINING ENROLLMENT?**

Emporia State University is not planning for enrollment decline. Rather, it is working toward enrollment increases during the next several years. Nonetheless, the University is continuously examining opportunities to reduce expenditures and achieve further efficiency. The necessity of this effort has been reinforced by recent rescissions and enrollment reductions. Past expenditure reduction efforts utilized by the University have included: deleting the funding from 28 positions FY 2010; permanently eliminating 49 positions at the beginning of FY 2014, including those de-funded in FY 2010; constant monitoring of administrative costs, resulting in only 8.5 percent of the ESU budget allocated to administration; increased instructional efficiency, achieved by streamlining curricula and eliminating low-enrolled course sections; and a 13.7 percent reduction in natural gas consumption during FY 2013.

#### **19. WHAT IS THE STATUS OF KIDS COMING TO COLLEGE WHO ARE NOT EMOTIONALLY AND ACADEMICALLY READY? DOES THE INSTITUTION CURRENTLY HAVE ANY ASSESSMENT PROGRAMS IN PLACE?**

All new students enrolling for the first time participate in a number of programs designed to enhance and support the associated issues related with the transition from secondary education. As a starting point, all students participate in a day-long program designed to orientate students to offices, resources, and the processes associated with their enrollment in Emporia State University. The students work directly with advisors and enroll in classes best suited to the skills and abilities identified at the time of enrollment.

Students with less than 30 hours, undecided students, and/or those who have somewhat concerning GPAs are assigned to the Student Advising Center (SAC) for advising. Students advised in SAC are required to meet with their advisor within the first full month of classes for their advising session. During this appointment, they will discuss their Student Strengths Inventory (SSI) results. Then they will meet with an advisor at least one more time to pre-enroll in classes for the next semester. SAC is staffed with full-time advisors who communicate regularly with their students and monitor SCAFs (student concern action forms – early alert program) from faculty and mid-term grades.

All incoming freshmen take the Student Strengths Inventory (SSI) through Beacon. The SSI measures six non-cognitive factors: Academic Engagement, Academic Self-Efficacy, Educational Commitment, Resiliency, Campus Engagement, and Social Comfort. The SSI also provides the academic advisor with indicators: retention risk and academic success risk. Students can access their SSI results at any point after taking the inventory; however, all first-year students will discuss the results during the advising appointment in the Student Advising Center. During these discussions, students are then referred to appropriate campus resources based on where they may experience an area of concern.

Per Kansas State Legislation, students who come to ESU through the 10% window (regardless of number of hours) are required to work with an advisor to develop and implement an Individual Academic Success Plan. These students meet with their advisor regularly to create and modify the plan throughout the first semester/year. These students also

have a PAL (Peer Academic Leader) who periodically checks in. Finally, in addition to their advisor, these students have their own major-specific academic advisor who also monitors progress.

Faculty and staff across campus are encouraged to submit Student Concern Action Forms (SCAF) for students who are not successfully progressing in a class. These SCAFs are processed in the Student Advising Center by the Assistant Director. If a student is not advised in SAC, the student's advisor is notified about the SCAF and encouraged to meet with the student. Some academic departments like HPER have definite processes in place for addressing SCAFs at the upper-division level.

Students who are advised in SAC receive a "hold" on their record. They are then called in to meet with the Director or Assistant Director. Once the student has his/her meeting, then the SCAF hold will be removed; however, future follow-up advising meetings may be scheduled. If the student does not come in after the initial request, several follow-up communications are sent to the student regarding the seriousness of the situation. The student cannot pre-enroll until the SCAF meeting occurs.

The Student Advising Center monitors the academic progress of students in other ways too. All SAC advisors have a specific caseload of students, typically based on the student's major. When mid-term grades are released, students with a D or F are called by the advisor. Students who have all very poor mid-term grades are required to come in and talk with an advisor too. Academic challenges are not always due to poor academic preparedness. Attendance in college does not occur in a vacuum and non-academic issues frequently affect grades too.

At the end of the semester, advisors again review student grades. Similar to mid-term, advisors follow-up with students, frequently making recommendations on changes to the next semester schedule.