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STRATEGIC PLAN  
2006-2011

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SIENA COLLEGE

## SIENA COLLEGE MISSION

**Siena College is a learning community advancing the ideals of a liberal arts education, rooted in its identity as a Franciscan and Catholic institution.**

*As a learning community, Siena is committed to a student-centered education emphasizing dynamic faculty-student interaction. Through a blending of liberal arts and professional education, Siena College provides experiences and courses of study instilling the values and knowledge to lead a compassionate, reflective, and productive life of service and leadership.*

*As a liberal arts college, Siena fosters the rigorous intellectual development of its students through a healthy exchange of ideas both inside and outside the classroom. It provides opportunities to develop critical and creative thinking; to make reasoned and informed judgments; to appreciate cultural diversity; to deepen aesthetic sensibility and to enhance written and oral communication skills. It develops in each individual an appreciation for the richness of exploring knowledge from a variety of perspectives and disciplines.*

*As a Franciscan community, Siena strives to embody the vision and values of St. Francis of Assisi: faith in a personal and provident God, reverence for all creation, affirmation of the unique worth of each person, delight in diversity, appreciation for beauty, service with the poor and marginalized, a community where members work together in friendship and respect, and commitment to building a world that is more just, peaceable, and humane.*

*As a Catholic college, Siena seeks to advance not only the intellectual growth of its students, but their spiritual, religious and ethical formation as well. To this end, Siena is composed of and in dialogue with people from different religious and cultural traditions; fosters a critical appreciation of the Catholic intellectual heritage in conversation with contemporary experience; provides ample opportunities for worship and service; explores the moral dimensions of decision-making in business and the professions; and affirms the dignity of the individual while pursuing the common good.*

**May 19, 2006**

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The Siena College Strategic Plan and related appendices are provided for the internal use of the Siena community.

## PREAMBLE

Siena College has been energized by the past decade of growth and accomplishment. A new vitality infused by the Academic Excellence Plan<sup>1</sup>, an aggressive building campaign, a successful capital campaign, and a commitment to recruiting and retaining the best students and faculty have raised the caliber of the college today and its aspirations for tomorrow.

Siena has built a strong foundation based on a legacy of intellectual inquiry, service and giving epitomized by the founding friars. This foundation has been strengthened over the past sixty-eight years by the efforts of friars, faculty, students, staff, and administrators. The result of these efforts is a constantly changing and improving Siena. The campus sparkles with the newness of many recent additions such as the Morrell Science Center, the J. Spencer and Patricia Standish Library, the Gene and Mary Sarazen Student Union, and the Siena Hall renovations including the Hickey Financial Technology Center. The campus bustles with the spirit of energetic faculty and students engaged in the adventure of joint discovery. Most importantly the campus bursts with accomplishment as 98% of our graduates find work or pursue additional studies, as increasing numbers of our faculty find recognition for their scholarly activities, and as our professional programs continue to outpace expectations for placement of our graduates and success in obtaining professional certification.

Even as we yearn for greater levels of achievement we remain committed to our core purpose that has steadfastly provided value through the years. Siena is a residential community devoted to undergraduate education. This remains the prototype for the best baccalaureate education possible. Siena is an institution based on a liberal arts education that informs the development of competence in a profession. This is the model of education that best aligns with employers' highest priorities for college graduates. Siena is a Franciscan and Catholic community that provides the opportunity for a high quality postsecondary education where one might not be available. As the national debate shifts from simple numeric access to insuring access to a quality education, Siena is positioned to provide leadership. Siena is an institution with historically high graduation rates beyond what would be predicted solely on the basis of entering students' academic profile. As students and parents become more attuned to affordability and obtaining a return on their investment, Siena has a history of demonstrated value.

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<sup>1</sup> The Academic Excellence Plan was adopted by the Siena College Board of Trustees on October 6, 2000 to build on the existing hallmarks of the Siena education of high quality teaching and personal interaction between faculty and students and to insure Siena students receive an extraordinary education.

Higher education is entering a period of significant challenges. Rising costs for students and their families, along with an unpredictable labor market and an uncertain economy, have increased public discourse about access and value in higher education. Institutions face diminished prospects for revenue growth from government sources. Institutions in the Northeast will be competing for a diminishing population of high-school graduates. Successful schools will clearly articulate their vision and values, will enhance their quality by using that vision to inform campus culture and activities, and will support their claims of success with evidence of achievement.

The choices we make with this Strategic Plan—and our resolve in accomplishing them—will be critical to maintaining the momentum that now propels us. We are well respected; we can be distinguished. We believe in the strength of our traditions and our courage to innovate. This plan will be our guide as we continue to build academic excellence, as we focus on our mission to develop responsible leaders capable of meeting new challenges, and as we define our distinctive value among institutions of higher education.

Siena will prosper because our central mission will be increasingly relevant. Through a blending of liberal arts and professional education, we prepare our students for productive lives of service and leadership. Through the resources of a rich Franciscan and Catholic tradition, we prepare our students to contribute to the collective aims of a responsible society. Through rigorous study in search of academic excellence, we imbed in our students the skills to become intentional in their learning<sup>2</sup> and to serve as the foundation for a lifetime of responsible leadership.

The lasting legacy of Siena is to develop those individuals capable of leadership in all its forms; who possess personal credibility in both word and deed, who are capable of constructing new understandings of a hopeful tomorrow, who are inclusive in constructing their understanding of that future, and who understand change as the opportunity to awaken new possibilities.

This plan is the first step in awaking those possibilities towards a collective legacy of responsible leadership.

*Adopted by the Siena College Board of Trustees on May 19, 2006*

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<sup>2</sup> The notion of intentional learning is loosely based on the efforts of the Greater Expectations National Panel of the Association of American Colleges and Universities described in greater detail in Appendix 3

The planning goals that follow outline how we propose to accomplish these aspirations. The first three are devoted to building upon the quality of education at Siena by enhancing academic excellence, by deepening our identity as a Franciscan and Catholic institution, and by strengthening intellectual inquiry through inclusion of and appreciation for different backgrounds, peoples, and perspectives. The fourth goal describes our approach to enacting these changes through exacting efforts to pursue excellence in all quarters of the college. The fifth goal articulates our sense of responsibility to build college resources and to steward those resources properly. Together, these goals continue Siena's progress toward new levels of achievement, producing students who can assume roles of responsible leadership in their professions and their communities.

## **STRATEGIC GOALS**

Siena College will pursue five major goals during the next five years:

- 1. Attain distinction as a college that integrates academic excellence, professional preparation, and commitment to the collective aims of a responsible society**
- 2. Strengthen the opportunities for the college community to be enriched personally and intellectually by the Franciscan and Catholic tradition**
- 3. Strengthen commitment to liberal learning by building an inclusive community that values people of different backgrounds, beliefs, and perspectives**
- 4. Achieve persistent improvements in student learning and institutional effectiveness by expecting excellence, evaluating evidence, and taking action in the pursuit of college goals**
- 5. Enhance the resources of the college and the stewardship of those resources**

## **Goal #1 – Attain distinction as a college that integrates academic excellence, professional preparation, and commitment to the collective aims of a responsible society**

This strategic plan builds on the energy and success of the Academic Excellence Plan<sup>3</sup>. The centerpiece of this plan is providing a high quality education that prepares students to succeed in their careers and to contribute to the creation of a good and just society.

The contribution of Siena College is graduates who combine outstanding intellectual abilities, talent for career achievement, and a willingness to contribute to the collective aims of a responsible society. By pursuing the goal of developing graduates with the talents to succeed in a modern society, Siena builds on its existing strengths while meeting the employment needs of our students and employers. In doing this, Siena commits itself to implementing a “best practices and outcomes” approach to undergraduate education. By accomplishing this, Siena defines a niche position best suited to its existing strengths as a small residential undergraduate institution.

In achieving distinction as a college that integrates academic excellence, professional preparation, and commitment to the collective aims of a responsible society Siena accepts the notion that no single ranking measure can define its success. First and foremost the success of our students defines our success as a college. We will also continue to concern ourselves with a blend of external measures as we gauge the success of this strategic plan. The growing prominence of the National Survey of Student Engagement (NSSE) is reflected in the plan. Progress on the NSSE measures will be considered in the context of other measures, most notably the U.S. News & World Report’s rankings. Progress in achieving this goal will reflect favorably on both NSSE and US News & World Report measures of the college.

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<sup>3</sup> The Academic Excellence Plan was adopted by the Siena College Board of Trustees on October 6, 2000 to build on the existing hallmarks of the Siena education of high quality teaching and personal interaction between faculty and students and to insure Siena students receive an extraordinary education.

## Actions<sup>4</sup>

To accomplish these aims the college must clearly define and articulate a purposeful framework for student development, expand opportunities within that framework, and provide the resources and programs to support that framework.

- 1 **The Framework** – integrates key cornerstones of a student’s academic career. The cornerstones, i.e. the core curriculum, the Foundations Sequence, student orientation, and student recruitment, culminate with capstone experiences that set the expectations for students throughout their college career.
  - a Implement culminating senior year experiences for all students that clearly articulate the learning outcomes and opportunities that define the Siena experience.
  - b Enhance the core curriculum to promote the educational aims of the college including an appropriate emphasis on the Franciscan and Catholic intellectual tradition, and diverse perspectives in developing course content and delivery.
  - c Include in learning outcomes and course syllabi an emphasis on the analysis, synthesis, and organization of ideas, information or experiences; making judgments about the value of information arguments or methods; and the ability to apply theories or concepts to practical problems.
  
- 2 **Expanded Opportunities** – to enhance the educational experiences, career opportunities, and methods of engaging students in developing their intellectual, professional, and affective dimensions.
  - a Introduce new academic programs, such as a degree in professional science or minors in multimedia, broadcast journalism and society, or geographic information systems that respond to changing societal and market needs.
  - b Increase the number of practica, internships, research projects, field experiences, independent studies, and clinical/laboratory assignments.
  - c Promote research opportunities, study tours, service learning, and internship opportunities.
  - d Encourage academic departments to partner, where appropriate, with the Career Center and other programs of the college to provide more comprehensive and integrated advising and mentoring.
  - e Expand student participation in extracurricular collegiate experiences that promote the development of the aesthetic, physical, and spiritual dimensions of student development.

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<sup>4</sup> The order of appearance of actions in this document is not indicative of preference or priority; numbering is provided to assist in referencing specific items only.

- 3 Supporting initiatives** – to promote collaborative endeavors that promote the unique educational mission of the college.
- a Hire and retain nationally competitive faculty committed to the mission of the college by providing competitive compensation and resources for faculty development that enhance their contribution to the college mission and goals.
  - b Enhance the number of students capable of and committed to benefiting from a Siena College education by increasing the number of applications to the college and admitting students best able to benefit.
  - c Expand early identification of and assistance (i.e. 1<sup>st</sup> year college<sup>5</sup>, Quantitative Skills Lab, Plan to Reduce High-Risk Drinking) to students with above average risk factors to aid them in achieving their educational goals.
  - d Promote Information Literacy<sup>6</sup> to aid faculty in developing pedagogy and to aid students in developing skills necessary to effective learning, research, and career success.
  - e Enhance the quality of academic offerings at the college through the innovative application of emerging instructional technologies.
  - f Expand the wireless computing environment on campus.

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<sup>5</sup> The term “1<sup>st</sup> year college” refers to a coordinated set of activities designed to facilitate the transition of new students to the academic and social expectations of a Siena student. Some examples of these activities include developing faculty-student mentoring within the Foundations Sequence and assigning student housing to group students according to Siena Experience sections to intentionally foster communications on shared issues.

<sup>6</sup> Information Literacy refers to the Guidelines for Information Literacy in the Curriculum developed by the Middle States Commission on Higher Education and supported by the J. Spencer and Patricia Standish Library.

## Measures of Success<sup>7</sup>

In accomplishing this goal the college will:

- 1 Increase student persistence as measured by a 1<sup>st</sup> year retention rate of 93%.
- 2 Attain a four-year graduation rate of 80%.
- 3 Attain the 90<sup>th</sup> percentile of the Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences benchmarks among all respondents to the NSSE.
- 4 Increase student interest in the college and the potential of new students as measured by increasing selectivity of admissions offers to 50% of applicants and increasing average student SAT scores of confirmed students to 1200<sup>8</sup>.

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<sup>7</sup> The Measures of Success listed in the plan document reflect the overarching measures for each goal. Each action item is also subject to the assessment and continuous improvement standards of the college.

<sup>8</sup> The College Board has recently implemented a new component to the SAT Reasoning tests resulting in a revised scoring scale. The goal of an average 1200 combined SAT score includes the math and critical reading components of the test. The addition of the writing component will increase the range of achievable scores with the current score of 1200 approximately equivalent to a percentile ranked score of 1792.

## **Goal #2 – Strengthen the opportunities for the college community to be enriched personally and intellectually by the Franciscan and Catholic tradition**

The distinctive contribution Siena makes to its students and the broader educational community derives in large part from its identity as a Franciscan and Catholic institution. This tradition was the initial inspiration for the founding of the college and has remained at the center of its distinctive ethos. It provides the religious and spiritual underpinning for Siena's continuing commitment to intellectual achievement and the development of character.

Deepening Siena's identity as a Franciscan and Catholic institution will involve the effort of many individuals from many sectors of the Siena community, with leadership by: the Franciscan Center for Catholic Studies, the Franciscan Center for Service and Advocacy, and the college Chaplain's Office.

### **Actions<sup>4</sup>**

- 1** Assist departments in articulating expressions of our Franciscan and Catholic tradition to members of the college community, prospective members, and visitors to the college.
- 2** Implement orientation programs for faculty, staff, and students.
- 3** Integrate intellectual and spiritual elements of the Franciscan and Catholic tradition into cornerstones of the student undergraduate experience at Siena such as new student orientation, the Foundations Sequence, and capstone experiences.
- 4** Promote the addition of new interdisciplinary courses and course content that apply the Franciscan and Catholic tradition to current issues.
- 5** Initiate a minor in Catholic Studies.
- 6** Expand speakers programs that bring recognized authors to campus.
- 7** Promote pilgrimages and senior capstone retreats as another option for students to learn and incorporate the values of the Franciscan and Catholic tradition.
- 8** Increase participation in service learning experiences that expose students to issues of social justice, provide the forum to explore the causes and effects of those issues, and the opportunity to incorporate those experiences into their individual development.
- 9** Integrate the service experience with the educational components to develop critical inquiry about pressing social issues and informed action among our students.
- 10** Increase the emphasis on building advocacy skills and promoting social justice.
- 11** Encourage student participation in programs with an emphasis on the Franciscan and Catholic tradition including liturgical celebrations, sponsored events, and retreats.
- 12** Formalize the celebration of the Transitus and the Feast of St. Francis as community wide celebrations.

## **Measures of Success<sup>7</sup>**

- 1 Increased understanding and support for the Franciscan and Catholic tradition of the college will grow as measured by the Catholic Colleges and Universities Consortium of the National Survey of Student Engagement (NSSE).
- 2 Increased community participation in celebrations, programs, and events promoting the Franciscan and Catholic tradition.

## **Goal #3 – Strengthen commitment to liberal learning by building an inclusive community that values people of different backgrounds, beliefs, and perspectives**

Siena graduates will enter a nation and global society that is diverse, open, and interdependent. A premise of a liberal arts education is an understanding of the world from perspectives that free the student from prejudice and ignorance, and that help students develop an understanding of their shared humanity.

The college seeks to build a learning community where inclusion of various perspectives and appreciation of difference are necessary attributes of the discipline of learning. Incorporating a variety of perspectives and backgrounds enhances the ability of each participant to better identify and understand important issues, to analyze the implications of those issues, and to work collegially to find solutions.

As a Franciscan academic community, Siena College is called to insure an inclusive community reflecting a commitment towards those marginalized by society. An inclusive community presupposes not only representation of diverse groups that comprise the broader society within which we live, but also implies specific efforts to present and expose students to traditionally underrepresented voices and ideas, and opportunities to foster learning across cultural and economic boundaries.

To these ends the college commits to fostering a community that welcomes people of varying perspectives, national and ethnic origins, religious faiths, lifestyles, and beliefs in the shared pursuit of the mission of the college. In recognition of the importance of providing all graduates with an appreciation for different perspectives emanating from various racial and ethnic experiences the college will emphasize developing these forms of diversity during this plan.

To enhance the opportunity for all members of the college community to develop an appreciation for the value of diversity the college will increase our diversity as a community while increasing the prevalence of programming and curriculum addressing these issues from a variety of perspectives and approaches.

### **Actions<sup>4</sup>**

- 1 Increase diversity among members of the Siena community.
  - a Support additional efforts in recruiting and retaining new faculty, administrators, and staff from historically underrepresented populations.
  - b Increase student recruitment efforts to enroll classes of students reflecting a diversity of experience and heritage.

- c Increase the persistence and success of marginalized students at the college by enhancing support services (i.e., mentoring, counseling, tutoring, advising, etc.) targeted to their needs and persistence risk factors.
  - d Implement tracking of all college student services to allow for assessment of how these services are meeting the needs of underrepresented students.
- 2 Students will develop an understanding and appreciation for incorporating different perspectives, backgrounds, and beliefs in the development of knowledge.
- a Evaluate the degree to which diverse perspectives and beliefs have been incorporated in the college curriculum and extracurricular programs and support initiatives to enhance the curriculum where possible.
  - b Implement multidisciplinary approaches incorporating languages and cultures in the development of global and international perspectives.
  - c Increase student participation in curricular and extracurricular programs that integrate diverse and marginalized perspectives and that promote discourse leading to understanding.

## **Measures of Success<sup>7</sup>**

- 1 The proportion of faculty, administrators, staff and students at the college from underrepresented racial or ethnic groups will increase significantly.
- 2 The graduation rates of students enrolled at the college from underrepresented racial or ethnic backgrounds will increase to levels similar to the overall graduation rates of the college.
- 3 Progress in providing programming regarding issues of diversity will be assessed using questions 1e, 1u, 1v, and 10c of the National Survey of Student Engagement (NSSE) and diversity directed questions of the Association of College and University Housing Officers (ACUHO).

## **Goal #4 – Achieve persistent improvements in student learning and institutional effectiveness by expecting excellence, evaluating evidence and taking action in the pursuit of college goals**

To achieve the aspirations of excellence outlined in this plan requires a more discerning and decisive college. The driving force behind this goal was captured in the report of the Visiting Team from the Middle States Commission on Higher Education:

*Siena College has made a serious commitment to excellence. It seeks to make excellence a hallmark of the campus culture. This will necessitate major alterations for the better on the campus. Excellence requires discernment of value. The institution must make judgments between the exceptional and the mediocre. This requires a culture of assessment. Courses, programs, faculty, deans, vice presidents, the president, and the Board of Trustees will all require systematic evaluation. Excellence also necessitates a willingness to enhance the exceptional and to modify the mediocre. Accountability, therefore, must become the coin of the realm. Entire reward systems must change. In operational terms, integrity in the domain of campus excellence will require that all campus programs, support systems, and personnel be regularly evaluated and that judgments of value be made.*

The concept of student-centered assessment has already taken hold in various parts of the curriculum and performance evaluation systems are in place in parts of the college. Greater improvements in enhanced student achievement, reaffirmation of the college's Franciscan and Catholic tradition, development of a more inclusive environment, and enhanced economic vitality will be achieved in large measure by a persistent effort to promote continuous improvement through outcomes assessment at every level of the institution.

To accomplish this change the current approach to assessment will be modified to focus attention on the students as the primary beneficiary of college services and improvement in these services as the primary outcome of continuous improvement.

### **Actions<sup>4</sup>**

- 1** Student achievement and success will define continuous improvement efforts of the college.
  - a Implement a Student Satisfaction Plan.<sup>9</sup>

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<sup>9</sup> A Student Satisfaction Plan will aid in coordinating and integrating the evaluation of student satisfaction, the development of specific college objectives, and improvement in the overall student experience at Siena College.

- b Provide an ongoing assessment of institutional effectiveness, student learning, and progress towards strategic goals.
- 2 The college will adopt best practices to continuous improvement for all units of the college.
- a Expand faculty, administrative, and staff workshops to enhance understanding and support for the systematic approach to continuous improvement.
  - b Require that all courses, programs, and activities (curricular, extracurricular, and administrative) of the college have a program of continuous quality evaluation that leads to improvement.
  - c Support specialized accreditation, where appropriate, to evaluate Siena's performance against accepted professional standards of performance.
  - d Insure that all departments of the college meet the Middle States Commission on Higher Education standards of assessment for institutional effectiveness and student learning.
- 3 The college will link planning and resource allocation decisions to success in continuous improvement efforts.
- a Require evaluations of all personnel in order to increase accountability, and college-wide focus on outcomes as the measure of performance and rewards.
  - b Link resource allocations to program activities and outcomes.
  - c Establish a set of aspirant institutions to assist in evaluating progress of the college towards achieving our mission in light of the criteria and goals of this plan.

## **Measures of Success<sup>7</sup>**

- 1 Standards of continuous improvement based on prevailing best practice will be adopted for use by all areas of the college.
- 2 Plans will be adopted providing for an institutional review of continuous improvement efforts at the unit level and for the entire college.
- 3 Evidence of successful improvements to college efforts and results due to continuous improvement efforts will be collected and reported to the college community.
- 4 Measures of institutional performance in student engagement and achievement will improve in relation to benchmark institutions using the National Survey of Student Engagement (NSSE).

## **Goal #5 - Enhance the resources of the college and the stewardship of those resources**

The goals of this plan are to fulfill the promise of Siena College to provide a unique and valuable education for our students and for our region. In order to accomplish this, the college must enhance educational outcomes, extend and invigorate learning through our rich Franciscan and Catholic tradition, and expand our commitment to inclusion and diversity in the pursuit of understanding. This will require realigning priorities and existing resources. This will also require growing the capacity of the college to support these many efforts by maximizing resources, optimizing the use of those resources, and insuring the college stewards those resources responsibly.

### **Actions<sup>4</sup>**

- 1** Increase unrestricted revenues.
  - a Implement an integrated marketing plan and student recruitment programs to achieve the enrollment, fundraising, budget, and strategic goals of the college.
  - b Diversify the sources of unrestricted revenues through expanded program offerings, corporate sponsorships, facilities rentals, or other means to reduce reliance on undergraduate tuition revenues.
  - c Increase unrestricted giving to the college to exceed \$2.0 million annually.
  - d Increase the percent of alumni giving to 30% or greater.
  
- 2** Implement a comprehensive fundraising campaign.
  - a Complete a feasibility study and engage in a comprehensive capital campaign that has increasing the endowment as one of the primary objectives.
  - b Create three endowed faculty chairs at the college.
  - c Complete and implement the Facilities Master Plan, as appropriate, in support of the goals of the college.

- 3 Decrease the overall growth rate in the cost structure of the college.
  - a Expand process reengineering efforts to leverage the investment of the college in technology.
  - b Enhance the web platform and technology resources to aid in the cost effective delivery of instruction and administrative services.
  - c Enhance the risk management activities of the college to minimize significant threats to the stability and viability of the college.
  - d Manage deferred maintenance within acceptable industry norms to sustain the value of college infrastructure, enhance campus appearance, and improve delivery of services.
  
- 4 Enhance the financial wealth of the college.
  - a Increase the retained unallocated contingency in the college budget to provide a financial buffer against unexpected events and to fund future growth of the college.
  - b Adopt a spending rate on college investments that will provide an appropriate balance between the current and long-term needs of the college.
  - c Develop debt policies that aid the college in attaining a credit rating of A2 from Moody's Investors Services.

## **Measures of Success<sup>7</sup>**

- 1 The growth rate in unrestricted revenues will exceed the growth rate in the sum of unrestricted expenditures, capital expenditures, and principal payments on outstanding debt.
- 2 A comprehensive fundraising campaign to support the goals of the Strategic Plan will begin.
- 3 The growth rate in the cost structure of the college will decrease.
- 4 The financial wealth of the college per full-time equivalent student will increase in relation to institutions with whom we compete for students.

## ENVIRONMENTAL SCAN

This section summarizes major themes emerging from various reviews of environmental factors likely to impact the college in the future. The appendix contains additional summaries of information collected as part of this process.

Environmental Change	Likely Impact on the College
<p><b>Benefits of a College Degree:</b></p> <ul style="list-style-type: none"> <li>▪ As the country has shifted to an information economy, the premium in annual earnings for holders of a college degree has increased steadily. The difference in median annual earnings of full-time, salaried employees is currently 49% with individuals from underrepresented multicultural backgrounds experiencing a higher earnings premium of almost 60%.</li> <li>▪ Of the fastest growing occupations predicted by the U.S. Department of Labor for the next 10 years 70% require some form of postsecondary education. Of the occupations predicted to experience the largest job declines in the coming decade none require a postsecondary education.</li> <li>▪ The cost of attending postsecondary education has been increasing faster than a family’s ability to pay for over ten years. One measure of this is the ratio of mean tuition &amp; fees compared to mean family income. In the past ten years the proportion that college costs of attendance bear in relation to family income has risen by 19% for families in the lowest quintile of incomes, by 16% for families in the middle quintile and by 13% for families in the highest quintile.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued interest in career preparation and those skills directly transferable to the student’s placement in the job market.</li> <li>▪ Increased interest by employers in desired, yet often lacking, skills in college graduates including communication skills (oral and written), team skills, quantitative and qualitative reasoning skills, and information literacy skills.</li> <li>▪ Increased interest in college graduates prepared for a variety of computer and information systems careers, careers in various management fields, teachers, human service professions and various health professions.</li> <li>▪ Affordability of a quality undergraduate experience will continue to be a pressing issue for students, families, public policymakers, and for the college in managing its enrollments.</li> </ul>

Environmental Change	Likely Impact on the College
<p><b>Changing Expectations:</b>  Postsecondary education is increasingly defined by the economic impacts upon students, employers, and the economy.</p> <ul style="list-style-type: none"> <li>▪ A recent study indicates 87% of college students pursue a college degree to “better their job prospects” and 76% of college students consider a college degree a necessity to future financial security.</li> <li>▪ Employers and public policymakers cite the role of postsecondary education in contributing to economic growth through proficiency in knowledge-based work and by satisfying workplace needs particularly in high demand professions.</li> <li>▪ Intellectual growth, developing common ground in a pluralistic society, and personal growth have historically been seen as those outcomes of postsecondary education most influential in directing public policy. While these outcomes are still supported, many public policymakers now deem them less important than the contribution to growth in the economy.</li> </ul> <p>The percentage of high school graduates attending postsecondary education immediately after high school is at an historic high of 65.9%.</p> <ul style="list-style-type: none"> <li>▪ This percentage is not expected to continue to increase eliminating an area of growth in the number of students attending postsecondary institutions as full-time students.</li> <li>▪ Continuing education alternatives have increased substantially and are expected to remain a valuable education option for many students particularly older students.</li> <li>▪ Lack of preparation for postsecondary studies of many high school graduates continues to be a major concern.</li> </ul> <p>Nationally student graduation rates have stabilized in the last two years at 54% after a twenty-year downward trend.</p>	<ul style="list-style-type: none"> <li>▪ Continued interest of students and parents in career preparation and placement of graduates.</li> <li>▪ Increased external accountability for outcomes and contribution to economic goals of the region, state and country.</li> <li>▪ Increased importance of understanding and clearly articulating the value of a liberal arts education, its ideals, and our commitment to this approach to education.</li> <li>▪ Shifting measures of success: <ul style="list-style-type: none"> <li>○ Greater emphasis on program completion and educational outcomes.</li> <li>○ Growing dissatisfaction with the perceived over-emphasis on entry to higher education and input measures in evaluating the relative quality of programs and institutions.</li> </ul> </li> </ul>

## Environmental Change

## Likely Impact on the College

### Changing Definition of Work:

Recent media attention predicts today's graduates will hold on average between eight and ten jobs during their careers is part of a gradual 20-year trend affecting roles and relationships between individuals and the workplace.

- New entrants are most affected during the transition to the labor markets from school, often in the form of insecure employment defined by the increasing use of informal relationships such as term appointments.
- Technological innovation has impacted careers by eliminating lower skill jobs and continually redefining higher skill jobs. The results of this innovation unevenly impact various jobs and professions resulting in differing opportunities.
  - A specific result of this is shifting of rewards based on the increased importance of scarce high ability workers. This has caused increased competition and higher premiums for people possessing those skills with declines in premiums for job longevity in many occupations.

The focus on developing workplaces capable of benefiting from emerging technologies and information places a premium on the development by individuals of transferable core competencies.

- These core competencies have been defined by a Department of Labor study as basic skills, communication skills, adaptability skills, developmental skills, group effectiveness skills, and influencing skills.

- Increased attention on graduating students well positioned for career success.
- Longer periods of transition from education to labor markets will pressure institutions to provide post-graduate support to assist with career entry and development.
- Increased emphasis on developing core competencies of an adult learner that can adapt to changing environments and technologies.
- Greater demand for life-long learning options to develop core competencies.
- Above average returns to the individual and society of investing appropriately in effective forms of education will continue.
- The emerging "Age of Human Capital" and its reliance on "human capital as the most important capital in modern economics" predicts a continuing premium on the quantity and quality of education to develop the general competencies of adult learners.

## Environmental Change

## Likely Impact on the College

### Demographic Trends:

The overall number of high school graduates in the Northeast is predicted to decline by 6%. The change varies according to race/ethnicity with the growth in high school graduates of Asian/Pacific Islander descent expected to increase by almost 60% and Hispanic high school graduates expected to grow by 30%. Black, non-Hispanic graduates are projected to decline slightly, while White, non-Hispanic graduates are expected to decline by 14% over the next ten years.

- The racial/ethnic composition of traditional college-age students will change during the next ten years.

	<u>Percent of HS Graduates</u>	
	<u>2005</u>	<u>2015</u>
Asian/Pacific Islander	5.2%	9.1%
Black non-Hispanic	14.2%	14.6%
Hispanic	7.7%	10.6%
White non-Hispanic	73.6%	65.4%

- The increasing income disparity among populations has slowed but is not expected to decrease significantly in the coming decade. The growth in mean family income for the highest fifth of the population increased by 167% in the past twenty years compared to growth in incomes by the lowest fifth of 98%. In the last ten years these growth rates have narrowed to a 47% growth rate for the highest quintile and 42% for the lowest quintile. The mean income for the lowest quintile was equal to 11.4% of the mean income for the highest quintile 20 years ago; 8.8% ten years ago; and is 8.5% currently.

- Studies have shown that the single most important predictor of the health of postsecondary education is the number of student enrollments. While much of the country faces the dilemma of finding ways to educate rapidly increasing numbers of students, the Northeast region faces declining numbers reminiscent of the demographic declines of the 1980's. The impact is predictable; increasing competition among institutions for a declining number of qualified applicants and the inevitable price discounting that accompanies increased competition and decreasing demand.
- Enrolling capable students from the declining proportion of high school graduates with the ability to pay for the costs of their education will increase in importance.
- Student curricular choices and student life programming will need to accommodate increased diversity of students and their interests.
- The college will need to manage the impacts on educational access, quality of preparation, and risks to student persistence caused by wide disparity in the economic circumstances of students and their families.

Environmental Change	Likely Impact on the College
<p><b>Constrained growth in recent sources of incremental revenues:</b></p> <ul style="list-style-type: none"> <li>▪ The review of the appropriate size for the college concluded the college is best served by targeting an on-campus, full-time enrollment averaged over the fall and spring academic semesters of 3,000 students. Currently the college enrolls approximately 2,900 on-campus, full-time students averaged between the fall and spring semesters.</li> <li>▪ During the past six years, full-time enrollments have increased by 529 students representing a significant source of incremental revenues to the college. Without this increase in full-time enrollments the incremental net tuition revenues would have been reduced between 25% and 35% during this period.</li> <li>▪ Declining projections of high school graduates in traditional recruitment regions, historically high rates of enrollment in postsecondary education, and declining relative ability to afford higher education imply more difficult markets for student recruitment in the future.</li> <li>▪ Government interest in controlling price increases in postsecondary education will continue to foster regulatory proposals similar in intent to the McKeon proposal to base eligibility for federal student aid on the ability of institutions to control increases in their costs of attendance. The legislative agenda reflects public sentiment that more than two-thirds of taxpayers believe colleges and universities “raise prices whenever they can” compared to those that believe colleges and universities “work to keep the price down.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ There will be continued pressure to maximize net student revenues while balancing the other goals of the college.</li> <li>▪ Lower estimates of high school graduates within Siena’s recruitment region and diminished relative ability to afford the costs of postsecondary education predict increased head to head competition among institutions for the most desirable students.</li> <li>▪ The college will feel pressure to lower the overall rate of increase in its cost structure while striving to find new sources of incremental revenues for the college.</li> <li>▪ The need to develop charitable giving to the college will take on increasing importance.</li> </ul>

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