

# PENN STATE SCHUYLKILL



## STRATEGIC PLAN 2014-19

JULY 1, 2014

# Table of Contents

- Mission.....1
- Statement of Values .....1
- Vision.....1
- Sustainability.....1
- Ethics.....2
- Situation Analysis .....2
- Strategic Themes.....4
  - Theme 1 .....5  
*Enhance academic excellence through support of high-quality teaching, research, and service*
  - Theme 2 .....11  
*Expand recruitment and academic retention efforts to enhance student success*
  - Theme 3 .....16  
*Enhance student success both in and out of the classroom through excellence in student affairs programs*
  - Theme 4 .....20  
*Create a more inclusive, civil, and diverse Penn State Schuylkill learning community*
  - Theme 5 .....25  
*Build partnerships and expand alliances*
  - Theme 6 .....27  
*Realign programs, services, and resources to support the vision and mission of Penn State Schuylkill*
- Strategic plan assessment and accountability .....29
- Steering committee members.....30

# **PENN STATE SCHUYLKILL STRATEGIC PLAN 2014-2019**

## **Mission**

As a campus of Penn State University, Penn State Schuylkill shares the University's threefold mission of teaching, research, and service. As a student-centered campus, we will continue to provide the academic opportunities of an internationally recognized major research university in an intimate and supportive small college environment.

## **Statement of Values**

Within the Mission and Vision of Penn State Schuylkill is a commitment to the following:

- The expression of a passion for excellence in all aspects of the campus;
- The institutionalization of our values of mutual respect, integrity, and social and personal responsibility;
- The integration of teaching, research, and service with the commitment of Penn State Schuylkill to serve our communities;
- An appreciation for, and the promotion of, diversity and inclusiveness;
- The collaboration of all campus constituents to research, promote, and practice sustainability in order to serve as a living laboratory for sustainability;
- The integration of stewardship into our mission of teaching, research, and service that will prepare future leaders in sustainability.

## **Vision**

Penn State Schuylkill, as an integral part of Penn State University, will be the leading higher educational institution in east central Pennsylvania, committed to providing high-quality academics through a shared commitment to teaching, research, and service.

## **Sustainability**

Sustainability will serve as an overarching framework that will permeate our themes. The University's definition of sustainability as "the simultaneous pursuit of human health and happiness, environmental quality, and economic well-being for current and future generations" demonstrates the comprehensiveness of the concept. Penn State Schuylkill will intentionally embed sustainability as a fundamental value of the campus and local communities through the involvement of all sectors of the campus including students, faculty, staff, administration and local community partners, including our advisory board. The EPICS project will assist the campus in implementation. This project includes several steps: Envision, Plan, Implement, Change, and Sustain. A more detailed explanation will be included with each theme.

## **Ethics**

Students, faculty, staff, and administrators of Penn State Schuylkill shall be committed to our Statement of Values. Faculty, staff, and administrators shall be committed to all University policies and practices relating to ethical behavior and ethical standards of professional conduct. Faculty shall be committed to the ethical standards of their respective disciplines and the professional societies to which they may belong.

New students arriving at Penn State Schuylkill shall be given instruction on our Statement of Values and expectations of ethical behavior. New employees shall be informed of their responsibility pertaining to the Penn State Principles, University policies for ethical behavior, and expectations of professional conduct.

Faculty, staff, and administrators shall be models of ethical conduct and behavior in all relations with students and the Penn State community.

Violations of our Statement of Values or University policies concerning ethical behavior and professional conduct shall be referred without delay to appropriate administrative authority.

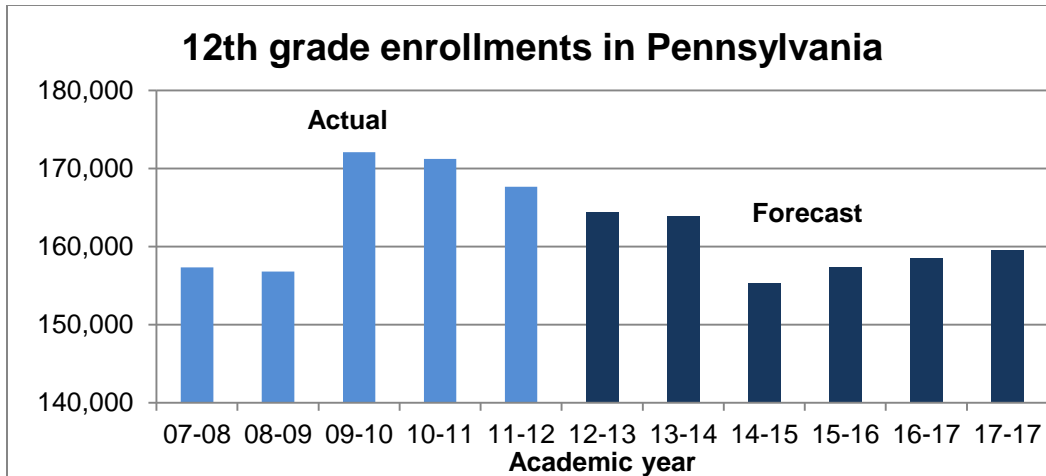
## **Situation Analysis**

The range of stakeholders with which universities must interact has widened. Student populations have become more diverse and their needs more varied. Universities must be sensitive to a wider range of needs and expectations in their student community based on demographic and cultural characteristics as well as educational requirements, particularly the special needs of working adults who are returning to the classroom seeking improved skills and capabilities, and first-year, traditional-age students who are first-generation college students.

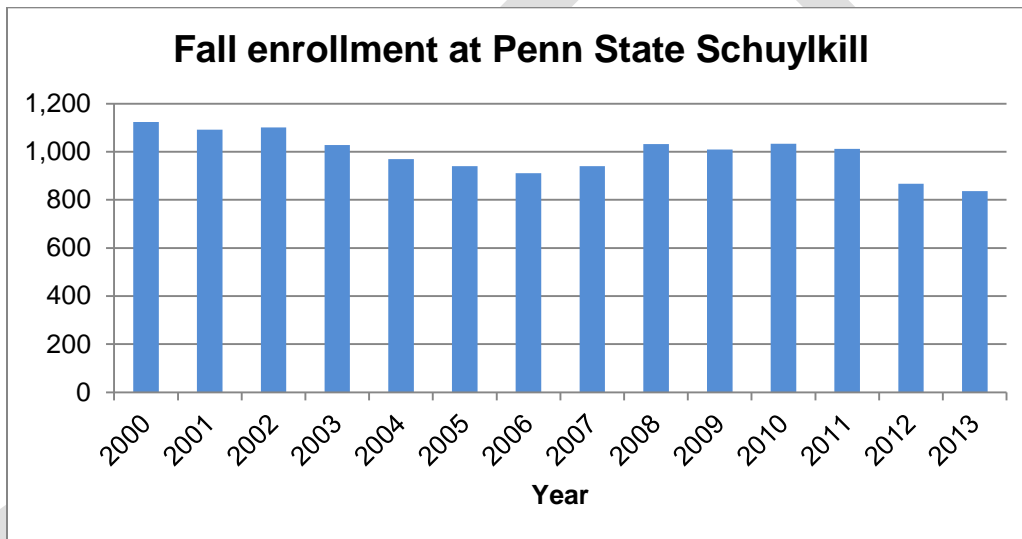
Community involvement and outreach programs have become essential activities for colleges and universities to ensure their relevance within society and to attract sources of revenue in a period marked by limited resources. Students who enter higher education programs are often proficient in the use of new technologies and expect universities to provide the most up-to-date information systems.

In Pennsylvania, the changing demography of the state, most notably the slow population growth forecast for Pennsylvania, an aging population, modest population diversity in the Commonwealth, the increasing proportion of women attending college, and a shrinking pool of high school graduates will provide challenges for the campus in this strategic planning cycle.

The service area of Penn State Schuylkill includes most of Schuylkill County and the southern part of Northumberland County. The total population is 156,575, including a school age population (5-17 years old) of 14% or 22,152. Based on the Pennsylvania Department of Education (PDE) enrollment projections, the school districts in the Schuylkill service area are projected to increase by almost 5% from 2009 - 2010 to the 2018 - 2019 school year (Census Data: Core Council Letter: 10/25/11).



Source: Pennsylvania Department of Education. Forecast date 27 December 2013.



Source: *Fact Book*, University Budget Office, Pennsylvania State University.

The primary strategic issue for the campus is growing enrollment in a highly competitive environment, while appreciating the capacity to leverage existing resources to meet the changing needs and expectations of stakeholders. Existing resources must be wisely allocated in order to achieve optimum effectiveness, and organizational competencies must be utilized to enhance Penn State Schuylkill’s position as the leading provider of educational programs in the region. Penn State Schuylkill has excellent faculty and possesses the necessary competencies that can be engaged to ensure long-term success.

#### *Academic Programming*

At the undergraduate level, Penn State Schuylkill is able to offer the first two years of study in more than 160 majors, 5 baccalaureate programs, and a selection of associate degree and certificate programs.

### *Economic Impact*

In 2009, the campus contributed nearly \$68.7 million to the Schuylkill County economy. In the same year, Penn State Schuylkill was responsible for the employment of nearly 309 persons. In addition to the dollars spent by Penn State Schuylkill students and employees, visitors to conferences, sporting, cultural, and alumni events contributed \$8.1 million to the region's economy.

As the regional representative of the University, quality in all activities is expected and is a major theme of the current Strategic Plan. The challenge is how well the campus will succeed in leveraging existing high-quality resources and improving others to meet the expectations of stakeholders in a time of rapid change, intense competition, and limited resources.

### **Strategic Themes**

The Strategic Plan presents priorities for the next five years and identifies strategic initiatives to help the campus community achieve its mission and realize its vision. The plan is organized into six overarching themes, "Enhancing academic excellence", "Enhancing student success through expanded recruitment and academic retention efforts", "Enhancing student success through expanded Student Affairs programming", "Building partnerships and expanding alliances", "Realigning resources to support our mission and vision", and "Diversity and inclusion."

Each theme reflects the campus's goals and the strategic initiatives for achieving them. The Strategic Themes, moreover, focus on "quality first". The commitment of the campus personnel, as well as support from the communities we serve, enable all of the stated objectives to be achieved. Accomplished, the goals ensure the future success and sustainability of Penn State Schuylkill.

## **Strategic Theme 1**

### **Enhance academic excellence through support of high-quality teaching, research, and service**

The campus theme of Academic Excellence reflects its ongoing commitment to quality. Quality assurance is demonstrated through ongoing program review and assessment of learning outcomes.

*Invest in flexible and competitive human resource hiring and retention practices.*

In this planning cycle, the campus will continue to invest in building a workforce of excellence by investing in tenure-line and multi-year faculty and high-quality staff to support new and existing programs through judicial hiring practices and appropriate reward systems.

The campus offers faculty orientation and development programs under the direction of the Office of Academic Affairs. Programs are designed to advance understanding of promotion and tenure policies and performance expectations, enhance teaching, and support research. In this planning cycle, we plan to increase the number of professional development opportunities available to faculty, and will encourage faculty participation in conference contributions and conference attendance to improve the visibility of our high-quality faculty. In keeping with the EPICS project, faculty workshops provide the tools necessary to incorporate sustainability initiatives into courses to support the campus as a living laboratory for learning.

The campus also partners with surrounding campuses to offer professional development programming for staff, with particular emphasis on leadership development and diversity training. With the newly hired Regional Human Resource Representative for the northeast, the campus plans to expand professional development offerings and tailor programs to meet the specific development needs of our employees. Partnering with *Health Matters*, we will continue to support the health and welfare of our employees by offering programs that support and encourage wellness and good health.

*Ensure ongoing assessment to align course, degree, and program offerings to community strengths and needs.*

Assessing learning outcomes on an ongoing basis is necessary to measure student satisfaction and success. Assessment will include first-year seminars, student learning in general education and academic major courses, out-of-class and co-curricular experiences, and the impact of student support services. Assessment is a key component of the EPICS project to ascertain which current practices are related to the sustainability initiative. Once the baseline has been established, assessment will continue on an ongoing basis to evaluate our efforts in establishing the campus as a living laboratory.

Currently, all baccalaureate major programs offered at Penn State Schuylkill have program assessments in place. However, the programs differ in how assessments were developed implemented.

Overall, a major accomplishment during the last strategic planning cycle was the development and implementation of program assessments for all campus baccalaureate programs and the

continued implementation of the assessment plan for the one associate degree program. At the same time, the format, extent, and quality of the plans differed significantly. In addition, there has been little campus-wide coordination of assessment efforts. Therefore, during the next strategic planning cycle, we will provide a mechanism for coordinating and improving program assessments at the campus level. A campus assessment committee will be established and chaired by the director of Academic Affairs. The committee members will be those faculty who direct assessment for each program.

We also propose to develop standard procedures to gather feedback from exiting students to guide changes for our campus and for specific academic programs. A procedure will also be developed for students who graduate or who fail to return. A two-part survey will be distributed by the Office of Academic Affairs containing questions about the student's general experience at the campus, and a separate section with questions relevant to the learning objectives of particular programs.

Accountability will be a priority. A commitment will be made to the ongoing evaluation of student learning, consistent with the activities of the new committee established to address Learning Outcomes. The newly formed committee will develop learning outcomes assessment plans to measure the effectiveness of instructional efforts and guide changes to instructional approaches. Ultimately, these assessments will help Penn State Schuylkill ensure that students are gaining the skills and knowledge necessary to prepare them for careers or advanced study.

A successful effort requires the establishment of a campus culture that values assessment. In addition to identifying a program-level assessment process, this initiative will also include the continued development of faculty support and commitment for such activities.

#### *Explore market needs-based degrees, minors, and certificate programs*

Penn State Schuylkill seeks to monitor and potentially discontinue under-enrolled and underperforming degree programs while adding new programs that appeal to our core market. Whenever possible, collaboration with other campuses and colleges will take precedence over the development of new programs. Included in expansion efforts are courses and degree programs that utilize videoconferencing facilities and online offerings such as the forthcoming bachelor of arts in corporate communication degree, and the accounting option for the bachelor of science in business degree. New faculty, some shared with other campuses, may be added to support new courses and programs. Any measures taken should contribute to increasing revenue and supporting sustainable economic practices.

The development and promotion of additional minors and certificate programs are also strategic priorities. Minors complement areas of major study and promote multi and inter-disciplinary learning for resident undergraduate students, whereas specialized certificate programs provide concentrated study for adult learners and those in the workplace, and contribute to the campus's outreach capability. The EPICS project is a prime example of the campus's response to a growing need for sustainability initiatives in business and the community at large. This project includes plans for a certificate and a minor in sustainability.

Continuing Education will continue to work closely with the director of Academic Affairs to develop new credit bearing programs to attract adult learners to campus. Additionally,



Continuing Education will continue to develop programming for the community youth population, focusing on STEM related programs and programs that assist in preparing high school students to enter the college environment. For example, the campus will partner with the Schuylkill Chamber of Commerce to provide the Young Entrepreneurship Academy (YEA!) program. This will be a two-fold opportunity to 1) attract youth in grades 6-12 to campus for training and skill development in entrepreneurial opportunities, and 2) consider added programming in entrepreneurship for our students.

*Integrate academic priorities into the campus Facilities & Infrastructure Plan*

The campus Facilities and Infrastructure Plan integrates capital improvements with academic and co-curricular priorities, with particular commitment to the campus goal of enhancing the student experience for both commuter and residential populations.

The Facilities and Infrastructure Plan addresses many of the long-term academic needs related to instructional space. While the campus appears to adequately utilize the existing space on campus, the quality and appropriateness of space presents ongoing challenges. Until 1967, the current site of Penn State Schuylkill served as part of the county Alms House; many of the existing spaces were retrofitted then to serve the needs of a post-secondary institution. As such, the campus has seen a growing need for facilities improvements, including larger classrooms equipped with the latest technology, as well as improved instructional, laboratory, and research space.

Finally, in order to attract and retain a high-quality student population, the out-of-classroom experience must be enriched through the creation of additional space and the improvement of existing recreational spaces. In order to remain competitive within east central Pennsylvania, the campus will need to update facilities to support growth and demand in intramural, recreation, fitness, and wellness programs. Campus growth potential will require strategic investments.

Environmental stewardship is a strategic priority. The campus, through the Office of Physical Plant and Business Services, is committed to energy management, environmentally-responsible purchasing practices, and green standards for new construction and renovation. The campus will continue to explore opportunities to incorporate additional sustainability initiatives in our facilities and operations through the EPICS project focus on environmental stewardship. Student-based projects may enhance our efforts.

The efficient use of classroom space is also an important goal. Classrooms and laboratories will be scheduled to maximize use of available space. Data included within the Integrated Strategic Planning Model will serve as a benchmark for evaluating the effective and efficient use of classroom and laboratory spaces.

Technology will become increasingly important to the future success of Penn State Schuylkill. During this planning cycle we are committed to investing resources into information technology that enhances learning across multiple platforms to ensure Penn State Schuylkill remains competitive in this ever-changing arena.

Penn State Schuylkill is committed to faculty, staff, and student safety. Resources have also been dedicated to the continuous review and improvement of campus safety. Emergency Plans have been established and are regularly updated. Additionally, physical plant improvements are being implemented, and annual emergency drills are held in compliance with the Clery Act.

***Initiative: Invest in flexible and competitive human resource hiring and retention practices***

- (1) Increase Penn State Schuylkill's momentum in building a faculty of excellence by investing in tenure-line and multi-year faculty to support new and existing programs through judicious hiring practices and appropriate reward programs.
- (2) Provide ongoing high-quality professional development for staff and faculty to support retention and excellence in service.
- (3) Support and encourage the expansion of high impact educational practices include the following:
  - (a) Engaged scholarship
  - (b) First-Year Experience
  - (c) Honors programming
- (4) Improve faculty visibility by encouraging increased publications, conference contributions, and conference attendance.
- (5) Promote faculty and student-mentored research, scholarship, and creative activities through the reallocation of internal funds to support such endeavors.

***Initiative: Ensure ongoing assessment to align course, degree, and program offerings to community strengths and needs.***

- (6) Through the assistance of the newly formed Learning Assessment Committee, continually assess learning outcomes to measure satisfaction and success, including first-year seminars, student learning in general education and academic major courses, out-of-class and co-curricular experiences, and the impact of student support services.
- (7) Develop a regular procedure to gather feedback from exiting students to guide changes for our campus and for specific academic programs. Academic Affairs will lead the initiative.
- (8) Reduce courses devoted to developmental work, provided alternatives can be found.

- (9) Assess the current state of sustainability through both self-assessment and with the assistance of outside consultants to determine areas of excellence as well as areas requiring attention, utilizing the EPICS program as a guide.

***Initiative: Explore market needs-based degrees, minors, and certificate programs***

- (10) Monitor and evaluate the following programs: 2 BACC, 2 LACC, 4 ISSCC, 2 HDFS
- (11) Explore the feasibility of adding the following programs: BS Biology, BS Supply Chain Management, BS Elementary Education, BS in Human Development and Family Studies, and Minors in Sustainability Leadership and Entrepreneurship to serve market and community needs.
- (12) Encourage close collaboration between Continuing Education and resident instruction academic programming to ensure market needs are being met. This includes summer session, evening programming, and online learning and collaboration.
- (13) Participate in continuous assessment and maintenance reviews of the campus's global programming offerings.
- (14) Explore the creation of an Entrepreneurship Institute to further encourage student development and support community needs

***Initiative: Integrate academic priorities into the campus Facilities & Infrastructure Plan***

- (15) Continue to invest in sustainable improvements of laboratory spaces (radiology, physics, and chemistry) to meet the growing needs of S.T.E.M. and other related academic areas of study in order to sustain a competitive advantage in eastern Pennsylvania.
- (16) Continue to invest in sustainable facilities that support new and existing academic initiatives. We will explore the viability of such initiatives as the One-Button Studio, Morgan Auditorium expansion, and the creation of a Library Learning Commons.
- (17) Wisely invest in technology to enable Penn State Schuylkill to become an information technology leader to integrate learning across multiple platforms. Expanded support of Instructional Design Services, BYOD facilities, and online learning collaboration efforts will be priorities.
- (18) Utilize the Integrated Planning Model to assess classroom utilization rates and schedule classes and activities for maximum efficiency. Evenings,

weekends, and summer schedules will be carefully reviewed to promote optimum efficiency while ensuring the needs of our customers are being addressed.

- (19) Enhance the academic learning experience of our students by wisely investing in improvements to our general purpose classrooms.
- (20) Learning support facilities (Library, Academic Resource Center, etc.) will be enhanced to support the ever-changing needs of the faculty and students. University best practices will be standard for this initiative.
- (22) Explore the reconfiguration and improvement of faculty office spaces in order to create a more collegial and student-centered environment.

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## **Strategic Theme 2**

### **Expand recruitment and academic retention efforts to enhance student success**

*Continue to focus and expand recruitment efforts in the Penn State Schuylkill service area, becoming the leading higher education option in east central Pennsylvania.*

We will continue to invest in recruitment efforts that will yield high-quality prospects. Expanding need and merit-based scholarships will assist in achieving our goal while making Penn State Schuylkill accessible and affordable to area students. We will increase market share by building on our relationships with the thirteen local area school districts. Currently, 56.9% of our service area falls within the ages of 19-64.

While we do not plan on increasing the Evaluative Index figure for our campus, we will continue to review all students with three-part combined SAT scores below 1200. The SAT Review Committee will review each student individually to ensure within reason that admitted students can be successful.

Admission efforts will include recruitment of both traditional age students as well as expansion of adult recruitment efforts, as there are a large number of adults in the campus service area without college degrees. Our marketing efforts will be strategically focused on both traditional and adult students within our service area. Marketing efforts will include enhanced use of various social media platforms, such as Facebook, Twitter, and YouTube, in addition to more traditional marketing initiatives. Currently, 89.5% of persons in our service area over the age of 25 are high school graduates who do not hold a college degree and only 14% hold a baccalaureate degree or higher. We will take this opportunity to target this market segment.

We will continue to be innovative and expand admissions/recruitment programs and opportunities for prospective and accepted students. Indications are that prospective students are looking for institutions that embrace sustainability. Additionally, graduates with a background in sustainability should have a competitive edge when seeking employment. Providing the opportunity for students to engage in the application of sustainability theory to real world projects may enhance retention efforts. The EPICS program will assist in achieving this goal.

We will continue to expand our efforts to attract Veteran students. Our Military Friendly designation and our strong relationships with the local VFW's, American Legions, and Military Reserve Training Facilities will support these initiatives. We will continue to provide veterans with a one-stop-shop approach to enrollment by utilizing a team approach for serving their advising, registration, and financial aid needs.

*Strategically target out-of-area, out-of-state, and international markets to ensure successful efforts leading to quality recruitment.*

Penn State Schuylkill historically has had success in out-of-state markets within New York, New Jersey, Maryland, Virginia, and the District of Columbia. We will continue to focus our efforts on these surrounding states and examine recruitment opportunities in other states. Additionally, we will continue to build on our relationship with the Community Recruitment Center of Penn State in Philadelphia, focusing on referrals of high-quality prospects from the greater Philadelphia market.

Enhanced initiatives are under way within our Enrollment Services unit to create an Office of Global Programs to target the needs of our international students. Expanded and improved office and lounge facilities, designated staff support services, and academic support resources will be available to attract and retain an international student population.

*Enhance student retention through targeted academic advising and co-curricular programs.*

Many factors are involved in the successful retention of students in higher education from first enrollment through to graduation. Those factors include a myriad of academic and non-academic variables, ranging from academic advising and support services to the range and variety of student activities on campus and personal support and counseling services.

Penn State Schuylkill recognizes the critical role of academic advising in student satisfaction and academic retention. Beginning in fall 2013, the campus expanded the role of the Academic Advising Center to include both Academic Advising and Professional/Peer Tutoring services. The new Academic Resource Center will provide oversight for all student advising services in addition to academic retention and tutoring programs. Faculty advisers will continue to serve students with determined fields of study, and assist students in maintaining academic progress toward degree completion. The center will assess academic retention efforts to ensure that student needs are met.

An Academic Retention Plan will be based on current and evolving “best practices” adapted to the specific needs of students at Penn State Schuylkill. The elements of the plan will be assessed and modified based on continuing evaluations of their effectiveness and on discussions with the various constituencies in the Penn State Schuylkill community. We are confident that the initiatives that will be implemented will have a significant, positive impact on the academic success of students at Penn State Schuylkill.

We will increase student involvement in positive co-curricular experiences by developing a culture of student responsibility and building bridges between student life and academic success to prepare students for active citizenship. We will create more opportunities for students to develop leadership and entrepreneurial skills necessary for successful careers in an increasingly global environment. The focus on the campus as a living laboratory will encourage students to engage in sustainability initiatives and will enhance their connection with the campus through these initiatives.

*Increase alumni involvement in both recruitment efforts and in career mentoring of students.*

Alumni play an important role in recruitment and retention efforts. During this planning cycle we plan to enhance communication with internal and external audiences and increase alumni involvement in campus student life and academic programs. Alumni will be encouraged to follow the campus social media sites to stay connected with students. Additional social media platforms, such as LinkedIn, will be explored as a way of encouraging students to network with alumni within their chosen professions.

Our goal will be to establish high-quality internship and career mentoring opportunities in order to enhance student career readiness. Service learning opportunities will also be expanded. We plan to enhance the partnership between Alumni Relations and Career Services to increase internship opportunities. Additional Mentor Luncheons, Alumni Career Panels, and Speaker Series will support this initiative.

*Increase campus merit awards and scholarships through aggressive fundraising efforts to ensure accessibility and affordability.*

College needs to be affordable and accessible. Academic merit based scholarship funds will improve affordability and will enhance the attraction for academically prepared students. The Development Office will continue to identify prospective donors to support this initiative. In this planning cycle, we will focus on campus alumni as prospective donors in order to increase our available scholarship funds.

We will engage members of the Schuylkill Campus Advisory Board, and partner with other community leaders to further enhance fundraising efforts within our community. The board has been very instrumental in contributing to both the physical and financial growth of the campus. We will continue to strengthen this relationship during the next planning cycle.

Advertising awards and scholarships will play a key role in recruiting high-quality students. Our Marketing and Enrollment Services units will work together to develop a detailed marketing strategy that will focus on advertising opportunities with prospective students in the Schuylkill service area. Use of social media sites will be explored in order share scholarship opportunities.

The campus will carefully review internal resources and determine opportunities to combine existing internal resources with those contributed by outside donors to increase funds available to assist students with financial need.

***Initiative: Continue to focus and expand recruitment efforts in the Penn State Schuylkill service area, becoming the leading higher education option in east central Pennsylvania.***

- (1) Continue to offer academic merit based scholarship funds to increase recruitment of academically prepared local students.
- (2) Continue the campus SAT Review Committee, where applicants with a three part SAT under 1200 are reviewed by a committee of admissions staff and campus faculty.

- (3) Continue to innovate and expand admissions/recruitment programs and opportunities for prospective and accepted students within local service area; focusing on increasing local market share.
- (4) Strategically expand marketing efforts through multiple media outlets to showcase campus strengths and increase the attraction to Penn State Schuylkill, focusing on our differentiators, such as the campus as a living laboratory for sustainability.
- (5) Expand recruitment efforts to specifically target the Veteran population. An Enrollment “One-Stop-Shop” will enhance recruitment of this market segment.
- (6) Enhance recruitment efforts to increase enrollment of Adult Learners, targeting the local market pool of students with “some college but no degree”. Flexible scheduling and market research efforts will assist in reaching this population

***Initiative: Strategically target out-of-area, out-of-state, and international markets to ensure successful efforts leading to quality recruitment***

- (7) Maintain out of state recruitment in surrounding states (New Jersey, New York, Maryland, the District of Columbia and Virginia) and examine recruitment opportunities in other states.
- (8) Maintain the strong campus relationship with the Community Recruitment Center of Penn State in Philadelphia to ensure quality students continue to be directed to Penn State Schuylkill
- (9) Continue to expand international student population and improve available programs and support services to enhance the attraction to Penn State Schuylkill.
- (10) Upgrade facilities within Enrollment Services to ensure high quality services are delivered to all prospective students. This will include an office for Global Programs, Veterans, and Adult Learners.
- (12) Enhance marketing efforts to develop strategies and publications to target our specific student populations (Veterans, Adults, International)

***Initiative: Enhance student retention through targeted academic advising and co-curricular experiences***

- (13) Re-establish and empower a retention committee solely charged with monitoring student performance as measured by appropriate progress and timely graduation and soliciting recommendations from faculty and administrative units to improve retention and graduation rates.



- (14) Continue progress toward a comprehensive First Year Experience/Seminar course based on developmental theory and academic skills development. Commonality is a critical component of the delivery to ensure each student receives the same message and experience.
- (15) Develop new initiatives to address the needs of academically at-risk students.
- (16) Explore the feasibility of offering a summer learning program (LEAP) to assist in academic retention of eligible students.
- (17) Develop a “Real Time Alert system” to address emerging issues.
- (18) Develop a comprehensive adviser development series and mentoring program to ensure students receive consistent and accurate information.
- (19) Increase student involvement in positive co-curricular experiences by developing a culture of student responsibility and building bridges between student life and academic success to prepare students for active citizenship. We will encourage students to engage in the sustainability initiatives involved with the EPICS project.
- (20) Development assessment tool to determine why students leave Penn State Schuylkill for reasons other than academic.

***Initiative: Increase alumni involvement in both recruitment efforts and in career mentoring of students.***

- (21) Expand communication with internal and external audiences and increase alumni involvement in campus student life and academic programs.
- (22) Expand service-learning and internship opportunities with Penn State Schuylkill alumni.
- (23) Involve Penn State Schuylkill Alumni in fundraising efforts to enhance scholarships available to students with financial need.

***Initiative: Increase campus merit awards and scholarships through reallocation of internal funds and aggressive fundraising efforts to ensure accessibility and affordability.***

- (24) For the 2013-14 academic year, Penn State Schuylkill added an internally funded academic merit scholarship fund of \$400,000. The campus looks to grow this fund by evaluating internal resources and reallocating as appropriate to support need based academic scholarships and awards for both new and returning students.

- (25) Engage Schuylkill Campus Advisory Board and partner with community members to identify and solicit prospective donors in support of merit-based scholarships
- (26) Utilize the Morgan Trustee Scholarship to transition students from community colleges and other institutions into Penn State Schuylkill baccalaureate degree programs.

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### **Strategic theme 3**

#### **Enhance student success both in and out of the classroom through excellence in Student Affairs programs**

The fundamental role in Student Affairs is to support and enhance the University's educational mission. At the core of all we do is a commitment to promote student success in and outside the classroom. The learning environment should inspire, challenge and support students to achieve their full potential as individuals, as members of the Penn State community and as citizens of a larger society. A critical focus of the environment we foster is ensuring that students coming to Penn State Schuylkill participate in and receive an education of lasting value. We take a comprehensive approach to students' intellectual and personal development by integrating formal studies with residential life, a vibrant array of student organizations and activities, leadership development, the arts and athletics.

*Enhance athletic facilities and offerings to build school pride and assist with student involvement, recruitment and retention efforts.*

Through the expansion of collegiate athletic programs, intramural activities, and improved athletic facilities, Penn State Schuylkill will attract and retain more students and continue to provide involvement opportunities for students.

*Expand efforts for leadership development, career exploration and preparedness, civic and community engagement and graduate school application.*

Career services will continue to partner with other Schuylkill campus offices, other Penn State campuses, and local civic and community programs to provide students with experiences and activities to help them prepare for life after Penn State. Additional connections with Penn State Schuylkill Alumni will enhance placement efforts for graduating students.

*Create opportunities for out-of-class learning by expanding living/learning communities, presenting both entertaining and enriching programs, designating more student social spaces, identifying club and organizational spaces and creating a student life curriculum.*

By developing a student life curriculum to serve as a blueprint, Schuylkill will promote excellence in co-curricular experiences, enhancing their overall undergraduate experience and complimenting their academic experience.

***Initiative: Enhance athletic facilities and offerings to build school pride and assist with student involvement, recruitment and retention efforts.***

- (1) Explore and expand intercollegiate athletic programs to assist in the attraction and retention of students as well continue to build Penn State Schuylkill pride.
- (2) Continue to seek and grow the number of intramural athletic programs to provide students with as many opportunities for involvement as possible. Tied to this we should look at truly creating a common hour dedicated to student activities and athletics to make sure that students are receiving a balanced education.

- (3) Create both a short and long term athletic facility plan to be sure that Schuylkill's facilities are state-of-the-art and competitive with other campuses (athletic field improvements, scoreboard, fitness equipment upgrades, etc.). We will also explore the feasibility of creating a baseball complex.

***Initiative: Expand efforts for leadership development, career exploration and preparedness, civic and community engagement, and graduate school application.***

- (4) Create a leadership development program that will span students' first and second years leading to the eventual development of a four year program. Utilize current leadership development theories and choose one as the base in the creation of this program.
- (5) Continue to enhance our career exploration and preparedness program assisting upper-class students in job search and under-class students in securing intern and externship experiences.
- (6) Continue to partner with faculty and community leaders such as the Chamber of Commerce to provide students with civic engagement opportunities. Faculty can assist in developing a true service-learning program.
- (7) Work with Academic Affairs to identify either a faculty member or member of the Academic Resource Center to take the lead on graduate school advising and scholarship programs (Truman, Watson, etc.)
- (8) Continue our excellent work on service within the local community and continue to achieve recognition through the federal government.
- (9) Examine staffing structure and needs to best facilitate excellence in service, leadership and career development.
- (10) Work with faculty to create an alternative spring break program.

***Initiative: Create opportunities for out-of-class learning by expanding living/learning communities, presenting both entertaining and enriching programs, designating more student social spaces, identifying club and organizational spaces, and creating a student life curriculum.***

- (11) Develop a student life curriculum that will serve as a blueprint and provide a guiding philosophy for all student life programming, activities and goals.
- (12) Continue to identify and designate more student spaces on campus for both residential and commuter students to connect, socialize, and work collaboratively.

- (13) Continue to utilize student activity fee programming dollars to provide students with entertaining, enriching programs. Work with faculty to provide co-curricular experiences that compliment in class learning.
- (14) Create a central location with a group meeting space for student clubs and organizations, including the office for the Student Government Association. This space would ideally be located in close proximity to the Student Affairs office.
- (15) Work with the Student Affairs assessment staff at University Park to identify student success and not only student satisfaction. Recent studies show satisfaction does not guarantee success.
- (16) Re-energize and make mandatory the “We Are” Weekend orientation program to better engage students to help them identify and understand student expectations and recognize the resources available to them. This program should be expanded to keep students engaged during the first six weeks of the semester, which are the most vital to student success.

DRAFT

## **Strategic Theme 4**

### **Create a more inclusive, civil, and diverse Penn State Schuylkill learning community**

Penn State Schuylkill is committed to achieving the goals set forth in *A framework to Foster Diversity at Penn State*. We seek to build an inclusive campus community that values and embraces the unique backgrounds, histories, experiences, and characteristics of its students, faculty, staff, and partners in the larger community. Central to this goal is the fostering of a campus culture that respects and celebrates diversity through dialogue, instruction, educational support services, research, campus events, co-curricular activities, work environments, outreach, and other aspects of university and community life.

#### *Develop a shared and inclusive understanding of diversity*

We will create a broad definition of diversity with the range of emphasis extending beyond populations for which data are most easily gathered (i.e., race/ethnicity, gender) to include additional diverse populations that are reflected in the unit's definition of diversity (e.g., LGBT; those with disabilities; veterans; low-income, first-generation students; adult learners; those with dependent-care responsibilities; international students, etc.).

We will conduct mandatory diversity training as part of new faculty and staff orientation, as well as creating opportunities for campus dialogue and discussion around issues of diversity, will foster a more inclusive and civil environment for the entire campus community (faculty, staff, students, and community members).

#### *Recruit and retain a diverse student body*

The campus will continue to focus recruitment efforts on attracting a more diverse student population, based on our broad definition of diversity. Our marketing efforts will seek to improve our message of promoting diversity both on and off campus. Social media, as well as external publications and advertisements will reflect our mission of valuing diversity. We will develop and support initiatives to augment the internationalization of Penn State, including study abroad opportunities for domestic students; academic, co-curricular, and social support systems for international students; and efforts to utilize international students and faculty to enhance international exposure and interaction for domestic students.

#### *Recruit and retain a diverse workforce: Faculty, staff, and administration*

We will approach hiring as an opportunity to augment the diversity profile of the unit and consider diversity expertise and credentials as an important job criterion. We will utilize the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels and we will continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants.

#### *Develop a curriculum that fosters intercultural and international competencies*

Penn State Schuylkill will promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues. We will strive to create

opportunities to live and work effectively within multicultural and international workplaces along with diverse social environments.

*Monitor and enhance implementation of the efforts to make Penn State Schuylkill more civil, inclusive and diverse.*

Penn State Schuylkill will re-create a standing diversity committee to monitor, address and enhance implementation of the efforts/strategic plan to make campus more inclusive and diverse. This committee will also be charged with monitoring and enhancing Penn State Schuylkill implementation of the goals established in *A Framework to Foster Diversity at Penn State*.

*Diversifying University leadership and management*

Leadership for diversity encompasses both demographic diversity and a demonstrated capacity within our leadership for fostering a diverse, inclusive, and equitable environment. Certainly the demographic profile of leadership is a prominent and visible component. We must also seek leaders with experience, understanding, ability, and drive to foster diversity at all levels and within all aspects of the organization, leaders who value educational excellence and position diversity within the institution's core values.

*Coordinating organizational change to support our diversity goals*

Diversity is a core ideology of Penn State and we must ensure that our commitment to diversity, inclusivity, and equity is part of our central values and enduring principles and are able to transcend periodic changes in environment and personnel. Doing so also implies updating other organizational ideologies, which can be supported by our belief in the benefits of creating a welcoming and inclusive environment across the institution.

***Initiative: Develop a shared and inclusive understanding of diversity***

- (1) Create a broad definition of diversity with the range of emphasis extending beyond populations for which data are most easily gathered.
- (2) Provide mandatory diversity training as a part of new-hire faculty and staff orientation as well as new-student orientation.
- (3) Provide greater opportunities for students to engage along issues of diversity and multi-cultural understanding through in-class and out-of-class experiences.
- (4) Disseminate, broadcast, and share campus perspectives and values; focus on the importance of diversity and differences on campus and within the neighboring community.

***Initiative: Recruit and retain a diverse student body***

- (5) Continue recruitment efforts to attract a more diverse student population, based on our broad definition of diversity.

- (6) Review and update our messaging both on and off campus to promote diversity and differences that we value on campus. Advertisements, our website, on-campus publications such as posters, pictures, etc. should reflect how we value diversity.
- (7) Build a more cohesive Penn State Schuylkill community and a greater sense of belonging for all students through a welcoming environment that capitalizes on domestic diversity, global awareness, and citizenship.
- (8) Provide greater opportunities to engage students in exploring issues of diversity and multi-cultural understanding through in-class and out-of-class experiences.
- (9) Support initiatives to augment the internationalization of Penn State, including study abroad opportunities for domestic students; academic, co-curricular, and social support systems for international students; and efforts to utilize international students and faculty to enhance international exposure and interaction for domestic students.
- (10) Work with local community members to strategize on how to encourage the neighboring community to become more welcoming to our diverse student population.
- (11) Continue to offer and assess special living options that enhance students' academic pursuits and personal development while fostering a sense of community, civic responsibility and appreciation of diversity.

***Initiative: Recruit and retain a diverse workforce: Faculty, staff, and administration***

- (12) Approach hiring as an opportunity to augment the diversity profile of the unit and consider diversity expertise and credentials as an important job criterion.
- (13) Utilize the Affirmative Action Office and the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels. Continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants.
- (14) Emphasize new approaches to evaluating the merit of diversity scholarship and research, encourage respect for intellectual diversity, and promote a holistic approach to scholarship that strikes an appropriate balance among research, teaching, and service within the faculty tenure and promotion process.
- (15) Emphasize the value of multicultural and diversity competence and diversity professional development within the staff annual review process. Provide avenues for professional growth and advancement opportunities for faculty and staff from diverse groups at all levels.



***Initiative: Develop a curriculum that fosters intercultural and international competencies***

- (16) Promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues; create opportunities to live and work effectively within multicultural and international workplaces along with diverse social environments.
- (17) Encourage and empower faculty to infuse diversity issues, topics and perspectives into all courses, as appropriate to course content and discipline.
- (18) Emphasize student capacity to understand contemporary U.S. diversity issues within national, international, and historical contexts.
- (19) Continue to increase the capacity for diversity scholarship by providing opportunities and resources, such as access to research materials, conference participation, international study, service learning, workshops, speaker series, etc., that support curricular transformation.
- (20) Designate a point person and create an office of Global Programs to oversee the "globalization" of Penn State Schuylkill.
- (22) Encourage students to pursue study abroad programs to enhance their academic experience.

***Initiative: Monitor and enhance implementation of the efforts to make Penn State Schuylkill more civil, inclusive and diverse.***

- (23) Re-create a standing diversity committee to monitor, address and enhance implementation of the efforts/strategic plan to make campus more inclusive and diverse and ensure appropriate resources are made available to support efforts.
- (24) Monitor, assess and enhance Penn State Schuylkill implementation of goals established in this strategic plan and *A Framework to Foster Diversity at Penn State* .

***Initiative: Diversifying University leadership and management***

- (25) Active and visible support from executive leadership remains critical to continued progress at both the University and unit levels.
- (26) Ensure that search committees for leadership positions require expertise in fostering a diverse, inclusive, and equitable environment as a particularly desirable characteristic for leaders and that all appropriate efforts are made to ensure a diverse candidate pool.

- (27) Promote diverse composition of leadership teams at all levels of the University, especially among administrative, advisory, strategic planning, governing, and management bodies.
- (28) Provide pathways for individuals from diverse groups to demonstrate and increase their leadership abilities and opportunities.

***Initiative: Coordinating organizational change to support our diversity goals***

- (29) Ensure that diversity is embedded and highlighted in unit mission statements, planning documents, and development priorities.
- (30) Institute necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, and inclusive metrics necessary to optimize the realization of the University's diversity goals.
- (31) Increase the collaboration, capacity, and utilization of resources and infrastructure that support the realization of diversity goals.

## **Strategic Theme 5**

### **Build partnerships and expand alliances**

Building partnerships and expanding alliances is crucial to the overall sustainability of Penn State Schuylkill. The campus strategic initiatives for this theme will focus on the campus's commitment to continuing existing partnerships and developing new alliances to support the overall success of the organization. The EPICS project builds on the strengths of our current partnerships within the community to meet a growing need for sustainability within businesses and the community at large. Using the campus as a living laboratory will serve to expand our role in the community and with local businesses.

Penn State Schuylkill will partner with other campuses, colleges, and the World Campus to expand programming capability and accessibility across the Commonwealth.

*Maximize interdisciplinary and cross-campus/cross-institution collaborations in teaching, research, and service that address regional opportunities and needs.*

Penn State Schuylkill has developed a strong relationship with the Schuylkill Medical Center as well as other surrounding medical facilities. Currently, our Nursing and Radiology programs utilize many surrounding medical facilities as clinical sites in addition to sharing instructors. We will continue to identify collaboration opportunities within the Nursing, Radiology, and STEM related programs to strengthen partnerships and enhance student success.

Continuing Education and Academic Affairs are working closely to identify programs and services needed to serve the residents of our community. We will carefully study our current schedule to determine scheduling deficiencies and implement flexible scheduling of courses and activities to address student and community needs (adult learners, veterans, working adults).

*Provide applied learning opportunities through international programs, public scholarship, internships, and undergraduate research.*

Penn State Schuylkill contributes greatly to the economy of Schuylkill County. The campus will continue to promote the University and campus economic impact statement in order to inform the local community and support future initiatives.

We will continue to collaborate with local organizations as we seek to improve our sustainability efforts. Successful implementation of our EPICS program will rely heavily on the community partnerships already formulated.

Renovations to our admissions suite, and the creation of a Global Programs Office, will enable the campus to create an office dedicated to serving the needs of our international students. Additionally, faculty and staff will work jointly in developing international and service opportunities for Schuylkill students.

*Use technology to improve learning, enhance information literacy, and encourage increased competence in various digital environments.*

Penn State Schuylkill will continue to enhance learning opportunities through use of modern technology. We will strive to become an Information Technology leader in the delivery of high quality instruction and will invest in equipment and professional development in order to ensure the needs of today's student are being satisfied. To accomplish this goal, an Information Technology Advisory Committee consisting of faculty, staff, and students will be established to regularly assess the needs of the Penn State Schuylkill community.

***Initiative: Maximize interdisciplinary and cross-campus/cross-institution collaborations in teaching, research, and service that address regional opportunities and needs.***

- (1) Expand the campus's role in the World Campus online learning initiatives through curriculum development and faculty participation.
- (2) Explore additional collaborative degree and program opportunities with Schuylkill Medical Center and surrounding campus locations
- (3) Increase continuing education program development in selected industries that reflect regional interests and demonstrated program strengths (i.e. Brewer's Certificate program)
- (4) Expand flexibility in degree and course offerings to address student and community needs, using the sustainability project as a prime example of outreach to the community in an area of growing need.
- (5) Expand and strengthen campus partnerships with public and private schools across our service area. Dual enrollment, campus visits, and hosting community youth events will support the success of this initiative.

***Initiative: Provide applied learning opportunities through international programs, public scholarship, internships, and undergraduate research.***

- (6) Build partnerships with other institutions and internship sites to support degree and certificate offerings and career opportunities
- (7) Increase international and/or intercultural study and service opportunities for Penn State Schuylkill students. The creation of a Global Programs Office will support this initiative
- (8) Promote the University and campus economic impact statements to inform local communities, expand new partnerships and alliances, and strengthen existing relationships.
- (9) Collaborate with community and other campus partners for successful implementation of EPICS project.

***Initiative: Use technology to improve learning, enhance information literacy, and encourage increased competence in various digital environments.***

- (10) Become an IT leader in the delivery of high-quality instruction by investing in equipment and professional development to meet the needs to today's student.
- (11) Increase support of campus Instructional Design Services to enhance training opportunities for faculty and staff.
- (12) Develop a strong Student/Faculty/Staff IT Advisory Council to continually assess technology needs of Schuylkill Campus community.
- (13) We will continue to enhance our use of social media outlets to deliver our message and increase awareness of campus initiatives.

## **Strategic Theme 6**

### **Realign programs, services, and resources to support the vision and mission of Penn State Schuylkill**

*Invest operating funds strategically to reallocate resources to areas of existing or emerging strengths across the campus.*

Ongoing budget monitoring will ensure fiscally prudent practices adopted by the campus will avoid spending that detracts from strategic priorities. Penn State Schuylkill will implement multi-year targets for cost reduction, and in some cases, strategies for revenue enhancements, including increased efforts to secure private and sponsored dollars in support of campus academic and program priorities.

Opportunities that present themselves via natural attrition to reorganize assigned responsibilities and move personnel lines will be regularly reviewed and implemented as necessary.

Additionally, annual unit spending plans and redirection of internal dollars will be reviewed to maximize support for new strategic initiatives and program development.

Partnerships and alliances with other University campuses and colleges will be critical to the success of Penn State Schuylkill in this planning cycle. To accomplish this goal, we will invest in technology to increase on-line, blended, and hybrid delivery programs.

*Invest capital in new facilities and equipment to support current and emerging campus strengths.*

The campus is committed to the creation of high-quality facilities in support of existing and emerging opportunities. New degree and expanded degree offerings will require modern and properly equipped classrooms. We will budget for regular upgrades to the facilities and classrooms required to support associate and baccalaureate programs with extraordinary equipment or technology needs, such as corporate communication, STEM fields, and information technology.

We will maximize the effective use of classroom/learning space, using benchmarks from the University's Integrated Planning Model, and address facility, equipment, and technology needs for expanding teaching and research.

*Assess campus sustainability efforts*

Improving sustainability efforts at the campus is ongoing. We will continue to assess the current state of sustainability through both self-assessments and with the assistance of external consultants to determine areas of excellence as well as areas requiring attention.

Focusing on the campus as a living laboratory for sustainability will provide a fertile opportunity to have the campus practice good stewardship in all aspects. The assessment process and student projects may provide opportunities to explore new ways to enhance these efforts.

***Initiative: Invest operating funds strategically and reallocate resources to areas of existing or emerging strengths across the campus.***

- (1) Continually monitor and evaluate staffing levels and identify opportunities that present themselves via natural attrition to reorganize assigned responsibilities and move personnel lines.
- (2) Develop more thorough unit spending plans and redirect internal dollars to maximize support for new strategic initiatives and program development.
- (3) Invest in technology to increase in online, hybrid, and blended program delivery.
- (4) Regularly assess the following to identify areas for cost savings: SUPP II compensation, under-enrolled courses, quantity of developmental course sections.

***Initiative: Invest capital in new facilities and equipment to support current and emerging campus strengths.***

- (5) Maximize the effective use of classroom/learning space, using benchmarks from the University's Integrated Planning Model. Benchmark against other Penn State campuses to determine appropriate classroom sizes.
- (6) Plan and budget for regular upgrades to the facilities and classrooms required to support associate and baccalaureate programs with extraordinary equipment or technology needs such as corporate communications, STEM fields, and information technology.
- (7) Develop a plan to address facility space configuration and equipment needs for expanding teaching, research and outreach agendas.
- (8) Work with the University Office of Physical Plant to obtain necessary funds to support capital improvements (expanded dining commons, ADA improvements, and sustainability).

- (9) Continue to assess and update the five year deferred maintenance plan for the Nittany Apartments to ensure that the high-quality living facilities are properly maintained.

***Initiative: Assess campus sustainability efforts***

- (10) Assess the current state of sustainability and address areas where improvements are necessary.
- (11) Focus on developing the campus as a living laboratory for sustainability to provide a fertile opportunity to have the campus practice good stewardship in all aspects.

## **Strategic Plan Assessment and Accountability**

The strategic plan is a dynamic document, requiring ongoing assessment of progress and revision in response to new and emerging opportunities and challenges. The Strategic Planning Steering Committee includes representatives from both the administrative and academic planning units. The Steering Committee will oversee practices for ongoing assessment. Annually, the individual campus units will assess progress regarding implementation.

Department level review will be a three-part process. Departments will conduct a self-assessment to measure progress toward goals, identify critical issues facilitating or impeding progress, and recommend any resolutions. Progress reviews follow a stated procedure and template:

- The chancellor, in conjunction with the Steering Committee chairpersons, will set review schedules for each campus department;
- Each departmental unit will assess its progress on plan implementation based on established guidelines and will present the status to the Steering Committee;
- The Steering Committee will review the unit self-assessments and provides feedback;
- The departmental units will then make revisions accordingly;
- The chancellor will then meet with the department head for periodic progress review, will recommend recommends revisions, and will address resource issues, if applicable.

## **Steering Committee Members**

Dr. Michael Cardamone, professor of physics (Chair)

Cheryl Holland, director of Business Services (Co-Chair)

Dr. Kelly Austin, chancellor

Dr. Marianne Adam, coordinator of RN to B.S. in Nursing Program

Dr. Steve Andelin, associate professor of business administration

Dr. Stephen Couch, director of Academic Affairs

Thomas Dubreuil, director of Student Affairs

Janelle Gruber, director of Enrollment Services

Dr. Helen Hendy, professor of psychology

Elyce Lykins, campus registrar

Dr. Elinor Madigan, instructor in information science and technology

David Norris, instructor in business administration

Dr. Mary Sacavage, director of Continuing Education

Dr. Anita Vickers, associate professor of English

Matthew Wayman, campus librarian

Stephanie Wood, financial officer

Jane Zintak, director of Development



## **Penn State Schuylkill**

### **Strategic Planning Process for 2014-19**

Over the past two years, we have collectively and systematically reviewed, assessed, and considered all facets of Penn State Schuylkill's operations. This process was intended to be both broad and deep in its approach, and to include as many participants as possible. The process began during the spring 2012 semester when all units were tasked with completing a thorough accounting of strengths, challenges, opportunities, and threats in a SCOT analysis, as well as current best practices.

In August 2012, the campus held its annual All Campus Day with a central focus on campus climate. A broad cross section of Penn State Schuylkill community members were broken into groups to discuss the below questions, and then rank order the collective responses from all groups to determine the overall sentiment related to each topic:

- How do we improve the quality of our students' experience?
- What do you value/appreciate most about Penn State Schuylkill?
- Discuss your thoughts on Penn State Schuylkill's mission statement. Are any changes needed to the mission statement? What changes?
- What is the culture of Penn State Schuylkill?
- Which aspects of Penn State Schuylkill serve as points of distinction? What are the institution's most compelling strengths?
- What are the most pressing challenges facing Penn State Schuylkill? Are there any key issues that should be addressed?
- Please indicate any opportunities that Penn State Schuylkill should consider. Which opportunities offer the greatest potential for advancing the success of Penn State Schuylkill?
- What should Penn State Schuylkill focus its energy on, and what are the greatest priorities?
- What do you want most for Penn State Schuylkill?
- Any guidance or advice that you could provide to the new chancellor is appreciated.

The resulting impact of the campus-wide unit SCOT analysis, along with the feedback received from the 2012 All Campus Day breakout sessions, guided us towards the conducting of a survey to gauge the campus climate.

## **APPENDIX A**

The climate survey was administered to individuals that included faculty, staff, students, alumni, campus advisory board, and members of the community. This survey also explored the campus's strengths, challenges, opportunities, and threats through a set of questions designed to allow the respondents to share their perspective regarding key institutional issues:

- What are Penn State Schuylkill's primary strengths?
- What do you see as Penn State Schuylkill's primary weaknesses?
- What should Penn State Schuylkill's priorities be as we move forward?
- Are there any further comments that you would like to share with Chancellor Austin and the leadership of Penn State Schuylkill?

More than 420 responses were received, and the feedback illuminated our campus planning.

The next step in the planning process unfolded during the spring 2013 semester, and involved the entire campus community. Five new task forces were initiated in order to help our campus have a clear context of our operating environment, and guided our vision development – serving as a framework by which to move the campus forward. The five task force committees addressed the following areas: facilities and infrastructure, enrollment management, academic planning, student satisfaction, global engagement, inclusivity, and more.

### **Task Force on Service: Maximizing the Penn State Schuylkill Experience**

Chaired by: Jerry Bowman and Tina Rose

*This team is charged with assessing the level of service currently available on campus. The team will measure the level of student expectations and satisfaction of the services rendered. As part of this comprehensive assessment of institutional service, this team will examine how Penn State Schuylkill compares in relation to competitor institutions, and then offer a plan to ensure accountability. Recommendations on how to improve the student experience, increase satisfaction, and consistently exceed expectations will be offered.*

Faculty: Dr. Mark Abel, Cathy Fiorillo, Dr. Michael Gallis, Ron Kelly, Dr. Elinor Madigan, Dr. Cory Scherer, and Dr. Valerie Schrader

Administration/Staff: Deadra Brown, Lisa Cecchini, Valerie Clay, John Cooper, Shannon Del Conte, Jonathan Kukta, Elyce Lykins, John Roberts, Patty Shoener, Debra Simpson-Buchanan, and Stephanie Wood

## **APPENDIX A**

Student Government Association representatives: Davon Gaskins and Yanique Thomas

### **Penn State Schuylkill Task Force on Inclusivity**

Chaired by Dr. Harmut Heep, Dr. Charlie Law, and Debra Simpson-Buchanan

*This team will complete an extensive review of matters pertaining to inclusivity. The task force will draft a plan of how to assess diversity on our campus community, and offer recommendations for additional steps needed to achieve a culture that values inclusivity that will guide our efforts as we hire faculty and staff, and as we recruit international students and students from historically underrepresented groups. They plan to create a more inclusive culture and shall offer a framework on how we enrich the appreciation of other cultures and peoples, while instilling a climate that values and appreciates inclusivity.*

Faculty: Dr. Peter Grahame

Administration/Staff: Dr. Mary Sacavage and Jane Zintak

Student Government Association representatives: Jesselyn Heaps and Danielle Olson

### **Penn State Schuylkill Task Force on Facilities and Infrastructure**

Chaired by: Cheryl Holland

*This team will conduct a comprehensive review of our facilities, technology, and infrastructure. Upon completing a detailed review of our strengths, challenges, opportunities and threats in relation to competitor institutions, the team will provide a detailed report on steps required to better our learning environment.*

Faculty: Dr. Mark Abel, Dr. Pamela Black, Dr. Michael Cardamone, Cathy Fiorillo, Dr. Rod Heisey, Dr. Lauren Joseph, Dr. Jeffrey Stone, Dr. Anita Vickers, and Matthew Wayman

Administration/Staff: Jerry Bowman, John Cooper, Jerry Cresswell, Jonathan Kukta, Elyce Lykins, Kimberly Quinn, John Roberts, and Stephanie Wood

Student Government Association representatives: Jeffrey Fritz and Edward Kell

### **Penn State Schuylkill Task Force on Enrollment Management**

Chaired by: Dr. Pamela Black and Tammie Durham

*This team will analyze all efforts and initiatives related to recruitment, student success, and retention. This group will prepare an enrollment plan that achieves our enrollment goals with recommendations on how to offer a first-class, first-year experience.*

## **APPENDIX A**

Faculty: Dr. Nikki Andel, Dr. Harold Aurand, Dr. Stephen Couch, Dr. Keith Duffy, Dr. Helen Hendy, Dr. Darcy Medica, David Norris, David Rill, and Dr. John Urenko  
Administration/Staff: Valerie Clay, Bob Koellner, Elyce Lykins, Kimberly Quinn, Jodi Staller, Michael Verhagen, and Stephanie Wood  
Student Government Association representatives: Melissa Lindenmuth and Eric Quackenbush

### **Penn State Schuylkill Task Force on Global Programs and Education**

Chaired by: Dr. S. Hakan Can

*This team will conduct a comprehensive assessment of international education and offer a strategic plan to internationalize the campus. The group is to make recommendations on studying abroad; strategies to enhance international enrollment, engagement, and satisfaction; foreign languages; and development of faculty, related to international activities in teaching, research, and service.*

Faculty: Dr. Toghara Azizi-Babane, Dr. Hartmut Heep, Dr. Helen Hendy, Dr. Cory Scherer, Stephanie Unger, and Dr. Ping Wang  
Administration/Staff: Jane Zintak  
Student Government Association representative: Yusheng Wang and Jin Yu

Each of the committees then presented to their findings to the campus community in April 2013, followed by a month of comment and feedback. This feedback was integrated into the task force reports, which were subsequently utilized as the launch for the Penn State Schuylkill Strategic Planning Committee.

The Penn State Schuylkill Strategic Planning Committee developed the framework for what we seek to achieve during the next five years, along with the corresponding strategies needed to realize these goals. This committee examined the values that embody the vision and mission of Penn State Schuylkill. As we align our strategic planning efforts with the University's strategic plan, several guidelines were provided that served as elements of Penn State Schuylkill's strategic plan for the years 2014-2015 through 2018-2019. These guidelines included: an articulated vision of Penn State Schuylkill's future over the next five to ten years; specific strategies to achieve the vision; plans, progress, and initiatives in learning outcomes assessment; strategic performance indicators structured around unit level goals; diversity planning; core council follow-up; information on practices that promote integrity and ethical behavior; Penn State

## ***APPENDIX A***

Schuylkill's contribution toward the University's goals for sustainability; and a correlation of strategic initiatives to budget planning and adjustments.

### **2013-2014 Strategic Planning Steering Committee**

Dr. Michael Cardamone, professor of physics (chair)

Cheryl Holland, director of Business Services (co-chair)

Dr. Kelly Austin, chancellor

Dr. Marianne Adam, coordinator of RN to B.S. in Nursing Program

Dr. Steve Andelin, associate professor of business administration

Dr. Stephen Couch, director of Academic Affairs

Thomas Dubreuil, director of Student Affairs

Janelle Gruber, director of Enrollment Services

Dr. Helen Hendy, professor of psychology

Elyce Lykins, campus registrar

Dr. Elinor Madigan, instructor in information science and technology

David Norris, instructor in business administration

Dr. Mary Sacavage, director of Continuing Education

Dr. Anita Vickers, associate professor of English

Matthew Wayman, campus librarian

Stephanie Wood, financial officer

Jane Zintak, director of Development

## ***APPENDIX B***

### ***SCHUYLKILL CAMPUS HISTORY***

Penn State Schuylkill traces its origins to the Depression years of the 1930's, when a citizen's group in Pottsville began to explore options for local, affordable, post-secondary education. Meanwhile, The Pennsylvania State College adopted guidelines on May 22, 1934 for the establishment of Undergraduate Centers throughout Pennsylvania in an effort to bring its services to more of the Commonwealth's citizens. Pottsville was quickly proposed as one of the sites for a center and a survey of the county's educational needs was completed. Pottsville, along with Hazleton and Uniontown, was approved by the State Superintendent of Schools on July 25, 1934 as a location for an Undergraduate Center.

Classes began at the Pottsville Undergraduate Center on September 19, 1934 with Walter R. Van Voorhis as administrative head. Twenty freshmen were enrolled by opening day and were taught by a faculty of six. Several weeks later, a need for part-time enrollment was realized, and an evening Extension School was opened. Enrollment soon increased to 62. Classes were held on one floor of the Bunker Hill Building at Ninth and Schuylkill Streets in Pottsville. The building was leased from the Pottsville School Board for one dollar per year, an arrangement that would last until 1966. Penn State students also used the laboratory facilities of the nearby Pottsville High School in the late afternoons.

The Center initially allowed students to complete the first year of a degree program locally before going on to University Park. Enrollment grew steadily, and larger facilities were soon needed. By 1937 the college was leasing the entire Bunker Hill Building. Chemistry and physics labs a student lounge and a snack bar were added. In the early 1940's, Van Voorhis was replaced briefly by Wallace Brewster followed by T. Stewart Goas in 1942. By the end of World War II, enrollment increased considerably and summer sessions were added to the schedule. The Yorkville School Building at 20<sup>th</sup> and Norwegian Streets was also leased from the Pottsville School District, and provided an additional six classrooms and faculty offices. Liberal arts classes were taught in the Yorkville Building, while science classes were housed in the Bunker Hill Building.

In 1944 an advisory committee of local citizens was incorporated as the Schuylkill Education Foundation. Now known as the Advisory Board of the Schuylkill Campus of Penn State University, this board continues to exemplify the close association between the campus and the community.

The Center received a new name in 1948, the Pennsylvania State College Center of Pottsville, along with another new building. The former Dietz Funeral Home at 912 Mahantongo Street was remodeled to house administrative offices, a library, a psychology clinic, bookstore, and classrooms. The Yorkville Building was then closed. Henry I. Herring succeeded Goas as head of the Center in 1949.

## ***APPENDIX B***

In 1953, the same year the Pennsylvania State College became the Pennsylvania State University, the Pottsville Center introduced its first associate degree program. This program in drafting and design technology, allowed location-bound students to complete a degree without leaving Schuylkill County.

Space constraints in Pottsville led the Schuylkill Educational Foundation to begin a search in the 1950's for a new campus site. The county owned a tract of land of over 200 acres south of Schuylkill Haven which had been used since the 1830's as a "poor farm," providing a home and livelihood for the county's indigent and mentally ill. By the late 1950's, changes in social services and in agriculture had made the "poor farm" concept obsolete. The county discontinued the farming operation in 1961 and consolidated its remaining patients into one nursing home building on the property.

The county agreed to sell a 42-acre parcel of land to the University for one dollar. The tract contained six buildings and a large barn. Architects determined that only the old hospital building, constructed in 1897; a building built in 1913 which had housed the poor and mentally disturbed; and a storage building/slaughterhouse for livestock built in 1928 would remain. These structures were renovated and became, respectively, the Classroom Building, the Administration Building, and the Maintenance Building (currently named the Business Services "B" Building).

Renovations were completed by the end of 1966 at a cost of \$576,743.00, and the Schuylkill Campus (as it had been known since 1963) was opened for classes at its Schuylkill Haven location in January 1967 with an enrollment of 468.

Penn State Schuylkill soon became a residential campus with the acquisition in the fall of 1967 of the former Anthracite Research Laboratory on East Main Street in Schuylkill Haven. This building was turned into housing for about fifty female students. A large garage on the property was renovated and used as a field house/gymnasium. In late 1977, the 1.2 million dollar Multi-Purpose Building was added to the campus, providing a gymnasium, auxiliary gym, offices, storage space, and an additional classroom. This facility brought increased opportunities for intramural and intercollegiate athletics to the campus.

Director Henry Herring retired in 1978, and was succeeded by Dr. Wayne D. Lammie. The campus continued to grow and to reconfigure spaces to meet changing needs. In 1979 the library was moved to the lower level of the Classroom Building, freeing up space on the first floor for a Conference Center which provided meeting space for University and outside groups. The 1.3 million dollar Student Community Center was dedicated in 1983 and included an auditorium, expanded food service, and a student lounge area.

Originally designed to serve the needs of the local community, the campus was also experiencing increased enrollments from outside the local area which necessitated additional housing. The women's residence hall was opened to men in 1985, but more space was still needed. The county

## ***APPENDIX B***

gave the campus three additional parcels of land to the north and west of the campus and the Advisory Board financed the construction of the Nittany Apartment buildings. The first building, Nittany I, housed 32 students and was completed in fall 1987. Additional units on the grounds followed and in the spring of 1991 the campus was able to close the dormitory located across Route 61.

In 1987 the largest fund-raising campaign in the county to date was initiated, raising over one million dollars locally for the construction of a new library building. The building housed the two-story library, a fully-equipped television studio, the Learning Center, and meeting rooms and was opened in 1994. The space formerly occupied by the library in the lower level of the Classroom Building was renovated to become the Sol and Julia Cotler Computer Center.

Program offerings also began increasing in the late 1980s in response to the need for increased opportunities for location-bound students, and Penn State Schuylkill began offering a bachelor of science degree with a major in Nursing and an extended bachelor's degree in General Arts and Sciences. Certificate programs in business management and law enforcement were announced in late 1994.

In 1996, as part of a University-wide initiative to streamline the campus operations, Penn State Schuylkill chose to merge with Penn State Harrisburg to become part of the two-campus Capital College, expanding opportunities for local four-year programs. The merger became effective July 1, 1997. Bachelors' degrees in criminal justice, business, and psychology, and a master's in teaching and curriculum were implemented that year.

In 1998 a new physical plant building was constructed and the former maintenance building was renovated and became the Student Activities and Advising Center. By the year 2000 the campus had its own endowed scholarships, helping to further its mission of making a college education affordable. Dr. Wayne Lammie retired from his position as campus executive officer in 2000 and was succeeded by Dr. Sylvester Kohut, Jr.

An administrative reorganization was announced by the University in 2005 which dissolved the merger between the Schuylkill and Harrisburg campuses. Penn State Schuylkill became a part of the University College and its local campus executive was given the title of Chancellor. Dr. R. Keith Hillkirk assumed this position in 2005. A bachelor's degree in Information Sciences and Technology was added in the fall of that year.

Changes and growth continue throughout the campus. The multi-purpose building was renovated and enlarged in the summer of 2008 to provide additional meeting spaces, new offices for Student Services, and a remodeled fitness center and is now known as the Health and Wellness Center. The former Student Activities and Advising Center was remodeled in early 2009 and was renamed the Business and Academic Services Building. The campus purchased a parcel of adjoining land from the county and a fifth apartment building was constructed. The



## ***APPENDIX B***

purchase also included the building that formerly housed the Schuylkill County Child Development Offices. The building was renovated in 2012 and dedicated as the Kiefer-Jones Building, named after two long-standing members of the campus Advisory Board. The building houses the Chancellor's office, Development, University Relations, and the Continuing Education departments. In addition, the campus appointed a new Chancellor, Dr. Kelly M. Austin.

Throughout its 80-year history, the campus has remained dedicated to its mission of bringing educational and cultural opportunities to the county. Penn State Schuylkill currently offers the first two years of over 160 bachelor's degree programs, four associate degrees, five baccalaureate degrees, and four minors. More than thirty organizations and six varsity sports are available. Continuing education programs, Kid's College summer camps, a varied program of cultural events, and service learning opportunities bring together students and community needs to continue to integrate the campus into the local community.

Appendix C: SCOT Analysis

SCOT Analysis on

PSU Schuylkill

(Department/Unit)

Department/Unit Background (relationships, assumptions, situations, etc.)

Date Completed: 3/1/2014

Completed By: Strategic Planning Steering Committee

<b><u>OUR STRENGTHS</u></b>	<b><u>Ways to Exploit</u></b>	<b><u>OUR CHALLENGES</u></b>	<b><u>Ways to Reduce</u></b>
<b>Attractive Campus that provides a real college experience</b>	Focus on this aspect in recruitment efforts	<b>Limited number of academic programs</b>	Expand number of academic programs to serve market and community needs
<b>Strong Faculty</b>	Marketing; work on faculty development, cohesion and morale	<b>Declining enrollment has led to limited financial resources</b>	Focus on high quality recruitment and retention efforts; identify new sources of income (summer institutes)
<b>Strong Academic Programs</b>	Focus on the "Quality" factor in marketing efforts to enhance recruitment efforts	<b>Low number of grants/grant applications</b>	Continue to identify grant opportunities; develop ways to encourage applications;
<b>Supportive Advisory Board</b>	Continue to utilize good will and resources of Advisory Board to support academic programs and	<b>Lack of racial faculty &amp; staff diversity</b>	Continue all possible efforts to recruit a diverse faculty and staff
<b>Campus part of PSU</b>	Continue to utilize and market the advantages of being part of a major research university	<b>Aging buildings create extensive maintenance/renovation challenges - University funding for capital</b>	Continue to leverage campus funds as a matching source for University Resources to fund capital
<b>Only college with a real "campus" in the county</b>	Reinforce importance to region	<b>PSU students are transient due to 2+2 and the constant dream of transition. This causes a hesitation for students to connect.</b>	Create a PR campaign to students about how to use 2+2 to their advantage.
<b>Excellent Academic Advising program and staff</b>	Continue to support, develop and market all Advising/Tutoring functions	<b>Commuter, adults, veteran students do not connect with the majority of the programming being offered.</b>	Refocus opportunities to focus on using upper-class students as mentors, siblings, and teachers in their organizational roles.
<b>Racially and ethnically diverse student body, including international students</b>	Continue to expand diversity; make best use to diversity for education of our students; market benefits of diversity at our campus		

Appendix C: SCOT Analysis

<u><b>OUR OPPORTUNITIES</b></u>	<u><b>Ways to Exploit</b></u>	<u><b>OUR THREATS</b></u>	<u><b>Ways to Reduce</b></u>
<b>Expand number of academic programs to meet market and community needs</b>	Propose new programs and move swiftly for university approval (specifically: 4-year programs in biology, Corporate Communication, & HDFS)	<b>Declining enrollment</b>	Develop new initiatives to enhance enrollment (adults, veterans, out-of-area)
<b>Build upon current relationships with local school districts to enhance recruitment efforts</b>	Continue to expand communications with and services to local school districts	<b>Aging community population; economically challenged community</b>	Continue to partner with community and share our Economic Impact statement+D8
<b>Service learning/public scholarship initiative and internships</b>	Continue to expand service learning, public scholarship and internship opportunities in cooperation with local organizations	<b>Increased competition (including emerging on-line learning opportunities)</b>	Continue to market PSU as a "Good-Value"; continue to market the association: "PSU means Quality"
<b>International Campus designation</b>	Utilize international students in teaching of cultural diversity; expand number of international students; expand learning abroad opportunities for our students	<b>Decreasing state appropriations</b>	Identify new sources of income to support emerging needs and opportunities
<b>Large local adult population with some college credits</b>	Develop and market degree completion programs		
<b>Eastern Alliance</b>	Expand partnerships and continue to expand degree and course offerings available through this Alliance		
<b>Limited cultivation of out-of-state alumni due to limited resources: internships, scholarshiips, etc.</b>	Cultivate our-of-state alumni to re-engage with campus		
<b>Improve co-curricular programming opportunities to offer educational, fun, and developmental programs to prepare students for the future.</b>	Reevaluate resource allocation to strategically utilize funds to enhance retention efforts related to the co-curricular experience		

**PENN STATE SCHUYLKILL  
BASELINE DEMOGRAPHICS FOR PLANNING CYCLE**

<b>ENROLLMENT GROWTH</b>							
	<i>FALL 2000</i>	<i>FALL 2009</i>	<i>FALL 2010</i>	<i>FALL 2011</i>	<i>FALL 2012</i>	<i>FALL 2013</i>	<i>FALL 2014</i>
Total Enrollment	1124	1010	1034	1012	867	837	796
Female	613	558	564	561	506	509	476
Male	511	452	470	471	361	328	320
International	7	0	5	9	11	13	15
Minority	199	344	459	464	355	294	267
Pennsylvania	999	850	853	803	688	701	659
Out-Of-State	125	160	181	209	168	123	122
Schuykill County	736	558	532	518	454	489	461
Dual Enrollment				18	11	6	6
Veterans	9	21	33	37	20	20	25
Adults	289	148	214	210	187	220	174

<b>BACCALAUREATE DEGREE PROGRAM ENROLLMENT</b>							
	<i>FALL 2000</i>	<i>FALL 2009</i>	<i>FALL 2010</i>	<i>FALL 2011</i>	<i>FALL 2012</i>	<i>FALL 2013</i>	<i>FALL 2014</i>
Nursing (BS)	5	17	41	44	47	65	58
Psychology		49	40	52	50	52	46
Business Administration	46	26	32	38	28	23	25
Administration of Justice		27	43	62	64	48	37
Information Sciences & Technology		14	14	25	13	16	15
Corporate Communication							2

<b>ASSOCIATE DEGREE PROGRAM ENROLLMENT</b>							
	<i>FALL 2000</i>	<i>FALL 2009</i>	<i>FALL 2010</i>	<i>FALL 2011</i>	<i>FALL 2012</i>	<i>FALL 2013</i>	<i>FALL 2014</i>
Radiolocal Sciences (2 RSCC)		65	56	48	52	56	54
2 HD FS	24	10	11	13	14	21	22
2 LACC	82	65	79	54	64	71	55

**PSU Schuylkill**

**Strategic Theme: Academic Excellence**

PERFORMANCE INDICATORS (2009-2013)						
	<i>Academic Excellence</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>
<b>Campus Data: Student/Faculty/Facilities Indicators</b>						
1	Maintain favorable section size Lower Level (001-299 level) Upper Level (300-399 level)					
2	Student/Faculty Ratio					15:07.1
3	Proportion (%) of credit hours generated by full-time faculty					
4	Utilization of available learning space Coefficient: Daytime (8:00 AM - 5:30 PM) Evening (5:30 PM - midnight)	43%	41%	44%	45%	49%
5	Allocation of operating expenses for instruction and academic support (%)	55.5	53.5	53	52.8	52.2
<b>Campus Data: Online Indicators</b>						
6	ANGEL utilization # of faculty/sections					
7	Hybrid Courses: e-Learning Courses:	1 3	12 11	25 7	27 11	26 15
8	Web Courses (Schuylkill)					
9	Web Courses (Alliance)					
10	Schuylkill Students enrolled in World Campus					

**PSU Schuylkill**

**Strategic Theme: Academic Excellence**

PERFORMANCE INDICATORS (2009-2013)						
	<i>Academic Excellence</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>
<b>Campus Data: Research Indicators</b>						
11	Internal Grant Requests					
	Number of Requests	2	7	6	13	14
	Funds Requested	\$ 4,770	\$ 37,013	\$ 9,600	\$ 33,112	\$ 42,073
	Number Awarded	2	5	6	11	14
	Funds Awarded	\$ 4,770	\$ 6,458	\$ 9,620	\$ 21,520	\$ 42,073
12	External Grant Submissions					
	Number of Requests	3	3	7	8	4
	Funds Awarded	\$ 21,500	\$ 8,200	\$ 616,200	\$ 272,100	\$ 9,850
13	Book Chapters	1	3	0	1	0
14	Book Review	4	3	3	5	3
15	Journal Articles - Academic Journals	12	3	4	7	8
16	Journal Articles - Professional Journals	0	2	0	0	4
17	Journal Articles - Public or Trade Journals	3	0	0	0	0
18	Manuscripts	2	0	0	0	0
19	Creative Accomplishments	5	3	5	4	5
20	Books	0	1	0	0	1
21	Conference Presentations	19	19	19	18	18
22	Other Publications	3	5	2	6	2
23	Other Intellectual Contributions	3	1	1	3	0
<b>Campus Data: Overall Student Indicators</b>						
24	Student participation in Undergraduate Research	31	35	30	37	44

**PSU Schuylkill**

**Strategic Theme: Recruitment & Retention**

<b>PERFORMANCE INDICATORS (2009-2013)</b>								
	<i>Recruitment &amp; Retention</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
	Student Data: Freshman Indicators							
25	Schuylkill as a first-choice campus (applications)	579	670	647	652	624	524	695
26	Schuylkill as a second-choice campus (applications)	831	793	897	871	705	823	603
26	* NSCI Average Paid/Accept (EI) (Excludes transfer and international students)	2.34	2.34	2.58	2.53	2.52	2.57	2.56
28	** SAT Average Paid/Accept	1325	1309	1,261	1,291	1,290	1,303	1,311
29	Retention Rate (%) of all freshmen Baccalaureate:							
	One-Year	79.4	78.2	73.9	71.2	68.8	71.1	
	Two-Year	58.5	57.4	59.9	50.4	51.8		
	Three-Year	53.3	52.2	54.2	46.3			
30	Graduation Rates (%) of all Freshmen Baccalaureate:							
	Four-Year	24.4	24.4	21.4				
	Five-Year	39.7	38.5					
	Six-Year	44.9						
*Non-Science Average Evaluation Index for students who have paid acceptance fee								
**Does not include ACT scores or transfer students without scores								

**PSU Schuylkill**

**Strategic Theme: Recruitment & Retention**

PERFORMANCE INDICATORS (2009-2013)							
	<i>Recruitment &amp; Retention</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
	<b>Enrollment Management</b>						
31	Manage/Sustain total student enrollment Head Count	1032	1010	1034	1012	867	796
32	Manage/Sustain total student FTE Total FTE	939.8	913.7	936.9	918.1	762.4	603
33	Non-Traditional Student Enrollment						
	# Adults						
	% Adults						
	# Veterans						
	% Veterans						
	# Total	148	214	210	187	220	
	% Total	15	21	21	22	26	
34	Students Changing Assignment from SL to other PSU campuses: 1st to 2nd (year) 2nd to 3rd (year)						
35	External Endowed (Campus-Based) student scholarships & awards	34	37	40	41	43	46



**PSU Schuylkill**

**Strategic Theme: Student Affairs Programming**

PERFORMANCE INDICATORS (2009-2013)							
	<i>Student Affairs Programming</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
	<b>Student Data: High Impact Activity Indicators</b>						
36	Student Participation in Athletics	96	99	97	94	93	101
37	Student Participation in Intramurals	228	218	217	205	207	211
38	Active Clubs & Organization				26	22	25
39	Internships/Externships				5	4	6
40	Community Service Hours Generated				9,545	9,675	10,125
41	Student Participation in Programs					3,225	4,612
	Social					92	93
	Cultural					30	36
	Educational					24	39

**PSU Schuylkill**

**Strategic Theme: Diversity**

PERFORMANCE INDICATORS (2009-2013)							
	<i>Diversity</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
	<b>Student Data:</b>						
42	Students from Underrepresented Groups:						
	Minority	359	344	459	464	355	294
	% of total enrollment	35%	34%	44%	46%	41%	35%
	First Generation College Students						
43	Retention Rate (%) for minority freshman baccalaureate						
	One-Year						
	Two-Year						
	Three-Year						
44	Enrollment of International Students	0	0	5	10	12	15
45	Dual Enrollment Students						
	<b>Faculty Data:</b>						
46	Faculty Representative of General population (%):						
	Female	40.3	47.5	49.4	42.7	43.5	49.3
	Minority	5.6	3.8	2.5	1.3	1.4	1.5
47	Percentage of faculty engaged in scholarly contributions in the study of diversity						
48	Courses Offered (diversity component)						40

Strategic Theme: Alliances & Partnerships

PERFORMANCE INDICATORS (2009-2013)							
	<i>Alliances &amp; Partnerships</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
	<b>Program Collaboration</b>						
49	Students enrolled in joint and collaborative delivery degree programs						19*
	<b>Inter-Institutional Partnerships</b>						
50	Contracts to provide training or service on-site						
	# Contracts	1	4	7	9	8	5
	# Companies	1	2	5	4	4	2
	Gross revenue	\$ 25,363.00	\$ 18,395.00	\$ 24,995.00	\$ 42,967.00	\$ 138,031.00	\$ 22,704.00
	Net Revenue	\$ 1,035.00	\$ 4,531.00	\$ 10,073.00	\$ 20,399.00	\$ 8,871.00	\$ 9,345.00
51	of # PSU Alumni in Schuylkill County region	4,756	5,022	5,079	5,377	5,396	5,500
52	Development Income	\$ 449,840	\$ 312,835	\$ 592,525	\$ 382,825	\$ 800,175	\$ 414,603

\* Accelerated RN-BSN students

**PSU Schuylkill**

**Strategic Theme: Realign Programs, Services, & Resources**

PERFORMANCE INDICATORS (2008-2012)							
	<i>Realign Programs, Services, &amp; Resources</i>	<i>Baseline 08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
	<b>Course Enrollment</b>						
53	Summer Session Enrollment (#)						
54	Percentage of Underenrolled Courses						
55	Cost/Student Credit Hour						
	<b>Sustainability</b>						
56	Number of Academic Offerings that incorporate sustainability into the curriculum						
57	Internal Scholarships (Reallocated Funds)	\$ 6,300	\$ 7,400	\$ 8,000	\$ 13,500	\$ 16,000	\$ 17,000

**Appendix B: Student Learning Outcomes Assessment Progress by Program**

		Step 1	Step 2	Step 3	Step 4	Step 5
Undergraduate Major	School	Identification of Program Goals	Syllabus Review	Measuring Outcomes	Make Improvements	Update Program/Catalog
Psychology	University College (SL)	Complete	DAA	Spring 2014	Fall 2014	Fall 2014
Information Sciences & Technology	University College (SL)	Complete	Fall 2014	Spring 2015	Spring 2015	Spring 2015 *
Business Administration						
Administration of Justice	University College (SL)	Complete	No	Spring 2014	Fall 2014	Fall 2014
Radiological Sciences (2RSCC)	University College (SL)	Complete	Complete	Spring 2014	Spring 2014	Spring 2014
Corporate Communication						

\*Any changes will come as a result of the work from the IST program at UP

### **Collaborative Programs**

- B. S. Business - Currently offering collaboratively through "Eastern Alliance" (Schuylkill, Hazleton, Wilkes-Barre, Worthington-Scranton, Lehigh Valley, Berks, Brandywine)
- B.S in Information Sciences & Technology - Currently offering collaboratively through "Eastern Alliance" (Schuylkill, Hazleton, Wilkes-Barre, Worthington-Scranton, Lehigh Valley, Berks, Brandywine)
- Accelerated R.N. to B.S. in Nursing - Currently delivering from Schuylkill via interactive videoconferencing to Berks; expanding to include Brandywine in fall 2014
- B.S. Business, Accounting Option - Approved to offer fall 2014: Schuylkill, Hazleton, Wilkes-Barre
- B.A. in Corporate Communication - P-3 at Office of Undergraduate Education awaiting approval to offer fall 2014: Schuylkill, Hazleton, Wilkes-Barre, Worthington-Scranton
- B.S. in Human Development and Family Studies - will be considering collaboration with Hazleton during 2014-2015 for possible start fall 2015
- M.A. in Community Psychology and Social Change - will be considering collaboration with Harrisburg during 2014-2015 for possible start fall 2015

#### *Additional curriculum considerations:*

- B.S. in Biology - P-3 will be sent to University College in June, looking to start Fall 2014
- Sustainable Leadership Minor - looking for fall 2014 start
- B.S. Business, Entrepreneurship Option - will consider during 2014-2015
- Entrepreneurship Minor - will consider during 2014-2015

## **Summary of High Impact Activities**

### **Clubs and Organizations**

More than 30 clubs and organizations are available to students to enhance their overall college experience or advance knowledge in their chosen academic field. From the Step Team, to the Gaming Club, to the CrimJ Club, students have the opportunity to join an organization which fits their social and career goals.

**Honors Program** Students enrolled in the Honors Program work closely with faculty advisors to reach their aggressive academic goals. Additionally, residential honor students have an opportunity to live in environment conducive to learning. Special programs, field trips, and additional academic projects are all part of the overall honors experience.

### **Intercollegiate Athletics**

A member of the Penn State University Athletic Conference (PSUAC), the campus officer intercollegiate athletics in 8 sports – baseball, golf, women’s volleyball, softball, and men’s and women’s teams in basketball, Co-ed cross country, and Men’s Soccer.

**Intramural sports** Designed to be recreational rather than competitive, the intramural sports available to students are all conducted with co-ed rosters. Sports available to students include: table tennis, horseshoes, badminton, basketball, soccer, volleyball, flag football,

**Service Learning** Service learning is an integral part of the educational experience provided to students here at Penn State Schuylkill. Many programs at the undergraduate level require internships. Students are given the opportunity to visit workplaces, meet professionals in the discipline, and learn more about the field.