Strategic Plan

2008-2013
Executive Summary
Executive Summary of the Planning Process at Penn State Hazleton:

The 2007-2008 academic year at Penn State Hazleton has been one of extraordinary strength, much reflective thinking, and great momentum. The Fall 2007 admissions numbers were the strongest in the past five years celebrating consecutive years of growth within the admissions arena. Additionally, the campus has collectively considered its future carefully through the strategic planning process. Aided by a new campus chancellor, all existing modes of operation were examined, assessed, and re-configured when necessary. A great deal of time and energy has been invested in what is referred to on campus as Creating the Hazleton Experience. This concept is to create an experience for students, faculty, and staff that focuses on the establishment of a vibrant and dynamic learning environment and community that will engage all parties in a meaningful and rich fashion. The guiding principles are as follows:

- Penn State Hazleton will advance as a campus which serves a diverse student body that is highly engaged professionally and personally, committed to learning in all settings, and sensitive to the changing global society.
- Our highly committed faculty and staff will actualize this concept through comprehensive student-centered curricular and co-curricular offerings.

The strategic planning process began in earnest in August 2007 during the opening day activities. All faculty and staff were invited to participate within the strengths, weaknesses, opportunities and threats (SWOT) analysis that took place that day. Following the creation of the Strategic Planning Council in September 2007, the group considered all of the data carefully. The group was chosen from a larger list of individuals campus-wide that volunteered to be a part of the process. Care was taken to ensure that all constituencies on and off campus were represented (See Directory). Upon election of a chairperson (the campus chancellor) the group considered a timeline for the development of the plan.

Following consideration of the data from the SWOT analysis, the group discussed and debated the major factors contributing to our future in each of the areas of the analysis. The major factors were identified and recorded. At this time the Council took a critical look at the existing vision and mission statements that were identified for the current planning cycle. Those statements were updated and revised. The next step in the process was to develop a set of comprehensive strategic direction goals. These statements were directly adapted from the major factors identified within the SWOT analysis. These strategic direction goals once complete were reviewed objectively by Dr. Louise Sandmeyer at University Park. Dr. Sandmeyer was gracious with her time and feedback which led to an improved set of goal statements.
Once the strategic goals were in place, the council considered a set of strategies that would encompass five years. The strategies were developed in order to bring the goals to fruition. These goals, while still somewhat general, are intended to guide the campus for the next five years. There has been some concern on campus that past strategic plans have not been fully implemented due to their general nature. The solution, to ensure that this document is indeed a “living” document complete with expectations and accountability, was to draft an Action Plan for the 2008-2009 academic year that is measureable and has a specific timeline embedded. This Action Plan is far more detailed in terms of its expectations and is included within Appendix 1 of this document. For each of the next five years, this Action Plan will be updated by the Strategic Planning Council through consideration of the changing environment and accomplishments thus far, and will always be guided by the strategic goals.

Following the process of completing the goals, strategies, and the action plan, the council was able to easily discuss the major arenas of interest that are the most urgent in moving the campus forward. Those major areas included:

- Enrollment
- Retention
- Assessment
- Expanding opportunities for students
- Governance
- Physical Plant.

These individual areas while conceptually different are highly integrated and related. The number one pressing issue identified by the council is the need for an additional residence hall on campus. Each year the residence hall waiting list expands, and the date when space is no longer available is extremely early in the spring semester. While many college campuses are situated in the middle of a town or city, the Hazleton campus is positioned on the edge of the interstate and out of the main part of the city. This makes it difficult to live off campus and to still be an active part of campus life. Many parents are convinced that their child should live on campus and when we are not able to accommodate them, they attend elsewhere. While a 200 bed facility could cost close to $20 million, the investment for the future is vital for the campus to grow.

While an additional residence hall would increase enrollment on campus, additional measures are needed to continue the current level of progress. With the declining numbers of high school graduates in northeastern Pennsylvania, other markets need to be explored to balance the portfolio of different segments in our marketplace. In the plan it has been identified that a
dedicated admissions counselor that is bilingual would increase our opportunities to reach out to further diverse backgrounds within our region, as well as in New Jersey and New York.

While there is a perception on campus that retention is strong, following this document we will create an enrollment management team that will be formed to help us more critically identify issues and to intervene with students to improve the quality of student life and learning.

Another important aspect of retention, through the enhancement of the quality of student life and learning, is the development of a comprehensive assessment plan for curricular and co-curricular offerings. The plan calls for the creation of two assessment committees to consider the student learning outcomes for both our academic programs and for the general education core at Hazleton. These committees will be formed during the fall 2008 and will be followed by consideration of appropriate measures for the co-curricular experience.

Expanding opportunities for students will be led by additional curricular offerings. These new offerings will be supported by an extensive regional needs analysis conducted as part of our strategic investments. The needs analysis will help us focus on the real local and regional needs of northeastern Pennsylvania and not simply the perceived needs of administration and faculty. An important part of this venture will be the collaboration of the Hazleton campus with the Campus Alliance of Eastern Pennsylvania (CAEP) campuses that also includes Penn State campuses at Wilkes-Barre, Worthington-Scranton, Lehigh Valley, and Schuylkill. This alliance of campuses has been working throughout the strategic planning process for the past year to identify specific programs at the undergraduate and graduate levels and within Continuing Education as a way to advance each of our individual campuses. This collaboration will provide students the opportunities for majors that would not be feasible individually on our own campuses yet collectively are feasible, rich, and diverse. Additional opportunities are included within the plan for students to enrich their co-curricular and personal experience while at Penn State Hazleton. Chief among this agenda is the development of an arts program.

In regards to governance, the SWOT analysis and subsequent discussions have identified the need for additional communication, transparency, and accountability. Each group within the plan has articulated a specific action plan to address this issue across campus.

In summarizing these major initiatives, they generally fall into several categories. The first category includes the development of the proposal and follow-through for obtaining the additional residence hall. In preliminary discussions with Finance and Housing & Food Services, this will be a collaborative discussion focused on demonstrated need and moving towards a break-even profit/loss model. This project will require a large capital investment by the University and therefore careful consideration and additional discussion is necessary. A second category of initiatives are those that are dependent on the investment of campus human capital. This category includes the assessment initiatives and the planning for other additional opportunities to enhance the student experience. The final category includes other strategic investments also dependent on monies, but which could be funded through recycling funds and
centrally funded investments of the University. These specific ideas are listed and described within the section of this document entitled: *Strategic Initiatives*. These initiatives focus on increasing both enrollments and retention through multiple hires sustained long-term by increased enrollments. Additionally, there are requests for funding to support the comprehensive area needs analysis along with the development of the arts program.

Penn State Hazleton considers itself to be an integral part of the one Penn State University geographically dispersed. Poised on the hub of routes 80 and 81 and strategically positioned equidistant between State College and both New Jersey and New York, the campus has great momentum and tremendous potential to become the premiere student-centered campus of the Pennsylvania State University in the eastern corridor. We believe that our strategic plan when actualized will move us many steps forward in that direction. We are Penn State.
The Strategic Plan
Vision and Mission

The Strategic Planning Council met to reflect on and revise the current vision and mission for the Penn State Hazleton campus. Following a long discussion, the following statements emerged:

**Vision** - Penn State Hazleton will be a leading educational institution offering access to a dynamic campus environment, academic excellence, innovative programming and community outreach.

**Mission** – Penn State Hazleton upholds the highest standards in teaching and learning, while extending students’ access to the entire Penn State University. Through its student-centered approaches, academic excellence, research, service to the community, and campus diversity, Penn State Hazleton advances knowledge, creativity and opportunity.
Strategic Plan

In consideration of the developed vision and mission statements, the Council began to develop first the set of goals that would best represent the collective thinking behind the SWOT analysis and set the direction for the next five years. Once the Strategic Direction Goals were in place, strategies were developed in order to achieve the stated goals over a five-year period. The following constitutes the Strategic Plan for the Hazleton campus of the Pennsylvania State University.

GOAL #1:
Foster a dynamic campus environment by increasing the quality of student life and learning for traditional and adult students.

STRATEGIES:

a. Improve the quality of curriculum and instruction on campus, expand curricular offerings (both credit and non-credit) to students (and client firms), and expand the opportunities for research to better meet the needs of existing and potential students.
   i. Develop new programs at the baccalaureate and master’s level along with Continuing Education based on current market research.
   ii. Explore new opportunities for collaborative research between faculty and students.
   iii. Review, revise, and implement current program offerings to respond to current trends in student interest and enrollment, and community needs.
   iv. Coordinate the academic course offering schedule on student need, and availability.
   v. Promote instructional design opportunities to increase excellence in the traditional and non-traditional classroom.
   vi. Utilize SRTE data to develop action plans to improve faculty performance in the classroom.

b. Develop and measure the student-centered culture on campus.
   i. Administer, analyze data, and develop an action plan based on local, regional and national surveys.

c. Pursue excellence in and out of the classroom by developing a comprehensive assessment plan that includes but is not limited to student learning outcomes, program assessment, co-curricular assessment, student satisfaction, etc.
i. Develop policies and procedures that clearly outline the details of the comprehensive assessment plan for student learning outcomes, program assessment, co-curricular assessment, student satisfaction, etc.

ii. Implement the comprehensive assessment plan and incorporate findings in the decision-making process on campus.

d. Improve the opportunities for student housing both on and off-campus in order to enhance the college experience for all non-commuting students.

i. Work collaboratively with Housing and Food Services and other University partners to research the development and feasible funding of a new residential facility.

ii. Define campus expectations for landlords of off-campus student housing in order to enhance the quality of the off-campus living experience.

iii. Develop strategies to improve on-campus living based student needs and feedback.

iv. Develop a plan for facilities campus infrastructure improvements for maintenance and growth of student population.

e. Expand the co-curricular offerings targeting traditional and adult along with resident and commuter students to help develop the individual as a whole.

i. Expand programming for adult learners that improves their transition and fosters their relationship with the campus.

ii. Improve programming focused on engaging commuter and adult learners.

iii. Explore comprehensive leadership and service learning opportunities for traditional students on campus and in the community.

f. Increase the academic services provided to students given their diverse needs. This will include expanded faculty that will provide more support and multiple points of view.

i. Analyze student enrollments, needs, and trends to enhance the faculty hiring plan and the development of expanded student support services,

g. Improve financial aid opportunities for students given the increasing cost of higher education, and in order to provide additional access.

i. Collaborate with the campus Development Office to explore additional funding for students, targeted scholarship awards.

ii. Maximize opportunities generated by the capital campaign: For the Future – The Campaign for Penn State Students.

iii. Analyze and refine the protocols relative to the Scholarship Awarding Process for all students.
GOAL #2:

Respond to declining demographics in Northeastern Pennsylvania and increase college eligible enrollments to provide a richer campus experience by developing a comprehensive enrollment strategy reflecting optimal composition across key geo-demographics, within curricular capacity, and that also explores recruitment of international students.

STRATEGIES:

a. Review and analyze the statistics on long term demographics for the Northeast.
b. Develop a comprehensive enrollment management team to address recruitment of prospective students and retention of current students.
c. Explore expanded markets to develop further diverse populations.
d. Develop regional degree programs at the undergraduate and graduate level to meet the economic and workforce needs of the region.
e. Explore and develop relationships that will lead to increased enrollments of international students.

GOAL #3:

Create the Hazleton Experience for students and staff, and model the Hazleton campus as welcoming and accepting by developing opportunities to expand and integrate diversity throughout the campus as a response to the Framework for Diversity.

STRATEGIES:

a. Expand opportunities for student-centered services and support that will create a niche for the Hazleton campus as a leader in quality student-centered education within the community, Penn State University and across Northeast Pennsylvania.
b. Invest campus resources and human capital into increasing the level of diversity campus-wide through comprehensive offerings, hirings, and a diverse student body.
c. Develop a plan in order to meet the needs of international students from a curricular and social perspective.
GOAL #4:

Improve campus culture through increased communication, transparency, and accountability.

STRATEGIES:

a. Increase opportunities for faculty, administration, staff, and students to meet, interact, and discuss campus and university-wide issues.
b. Review communication protocols in order to enhance the campus community, promote events, and increase transparency.
c. Increase communication, opportunities, and protocols to address accountability.
d. Reach out to the community-at-large to develop relationships that will enhance the campus.

GOAL #5:

Develop a financial plan (programs, services, personnel) that will support increased services, and includes but is not limited to collaborative and/or entrepreneurial efforts that will increase offerings (both credit and non-credit), increase enrollments, and strategically position Penn State Hazleton regionally.

STRATEGIES:

a. Continue to seek funding from University Park to increase residential housing on campus.
b. Invest resources in a comprehensive regional needs evaluation for the express purpose of developing new programs.
c. Work with the four other Penn State campuses within the regional Eastern Alliance to develop specific collaborative offerings at the baccalaureate and master’s level along with Continuing Education offerings.
d. Develop a Business & Industry Center in order to better meet the needs of industry and the community within the Continuing Education service area.
e. Explore and increase the number of personnel in key areas that will enhance the campus ability to reach out to new prospective students and to retain current students.
f. Develop new alternative program scheduling to better meet the needs of non-traditional students and to expand enrollment.
g. Analyze trends within the University for alternative funding that will enhance student support, amenities, and the physical plant of the campus.
h. Invest in opportunities for additional financial support that will enhance campus offerings and opportunities.

i. Develop and integrate opportunities to enhance the success of the capital campaign: For the Future – The Campaign for Penn State Students.

j. Improve administrative services and enhance follow-up with students and clients in order to maximize financial return.
Appendix 1.
Action Plan 2008-2009
ACTION PLAN FOR 2008-2009

The Strategic Plan located earlier within this document will guide the strategic efforts of Penn State Hazleton over the period from 2008 through 2013. The plan reflects the collaborative thinking of the entire campus in response to the call from the Provost of the University for a five-year plan. The Action Plan listed below is the more specific actions that the faculty, staff, and administrators will focus on during the 2008-2009 academic year. During that year progress will be measured, plans of attack will be adjusted, and new opportunities will be unearthed. Additionally, during that year, the Strategic Planning Council will plan for the following year using the Strategic Plan goals and strategies as a guide.

GOAL #1

Foster a dynamic campus environment by increasing the quality of student life and learning for traditional and adult students.

a. Improve the quality of curriculum and instruction on campus, expand curricular offerings (both credit and non-credit) to students (and client firms), and expand the opportunities for research to better meet the needs of existing and potential students.

Chancellor

- Support the DAA on overseeing and reviewing the SRTE process. [Fall 2008, Spring 2009]
- Support the DAA to develop and continually modify a more student-centered schedule. [Fall 2008, Spring 2009]
- Support the DAA in exploring additional baccalaureate programs.
- Support the Director of Continuing Education is securing an anchor program for Continuing Education.

Academic Affairs

- Eastern Pennsylvania. Support decision with solid market surveying [Fall 2008, Spring 2009]
• Assist English faculty with P-3 proposal for the Professional Writing minor. [Fall 2008]
• Provide leadership and resources for academic program assessment. Be attentive to program enrollments and resource needs. [Fall 2008, ongoing]
• Review enrollments in associate and baccalaureate programs with coordinators. [Fall 2008]
• Remain responsive to the changing curricular needs of campus programs including eLearning and general education. [Fall 2008, ongoing]
• Cooperate with Continuing Education to insure that appropriate certificate programs and other courses of interest for the local community in the region. [Fall 2008]
• Prepare a P3 proposal for Psychology and Sociology minors. University departmental consultation is already complete. Responsibility: 4LASCC coordinator in consultation with faculty and DAA. [Fall 2008, Spring 2009]

**Teaching and Learning Resource Center**

• Design services for ESL students by applying for program development grants and plan for implementing the program. [Fall 2008]
• Assess results of pilot program and determine feasibility of establishing ESL program. [Spring 2009]
• Design framework for integrated developmental studies semester in math, English and college reading for underprepared traditional and non-traditional college freshman and offer pilot program. [Spring 2009; Fall 2009]
• Develop eLearning opportunities such as online and blended learning course offerings. Work with DAA and Registrar in selecting suitable courses and faculty and support faculty in developing the course and its assessment. [Fall 2008, ongoing]

**Instructional Design Specialist**

• Provide faculty with on-going instruction, support and resources on instructional technology and pedagogical topics. Work with the Schreyer Center and the Educational Technology Services group at University Park to plan and offer at least one pedagogical and one technologies workshop each year. [Fall 2008, Spring 2009]

**Nanomanufacturing Technology**

• Increase student awareness of program and recruitment by inviting guest speakers from the Nanotechnology Center at University Park. [Fall 2008]
• Arrange for student trips to the Nanotechnology Center. [Spring 2009]
Registrar

- Suggest at least two new course offerings each semester through Web, blended, or direct faculty instruction, in order to expand the variety of courses available to students. [Fall 2008, Spring 2009]
- Rotate four new courses into the evening offerings each semester through collaboration with the DAA and CE, and with DAA support, hold firm on faculty scheduling requests that create schedule conflicts for students. [Fall 2008, ongoing]

Medical Laboratory Technology

- Develop a training module in each subject area (clinical chemistry, hematology, immunohematology, immunology, urinalysis/body fluids, clinical microbiology) to train B.S. graduates of science programs to function effectively in a medical laboratory. The majority of training can occur concomitantly with the 2MLT student instruction. [Fall 2008, ongoing]

Physical Therapy Assistant Program

- Develop an accelerated track for advanced standing students/adult learners that allow completion of the 2PTA program. [Summer 2008]
- Continue annual review of the 2PTA curriculum in conjunction with the analysis of the program’s outcome assessment plan. [Summer 2008, ongoing]
- Integrate a full-time laboratory assistant to increase support of the didactic portion of the curriculum to maximize use of the available laboratory times, to accommodate the increasing enrollment and faculty loads. [Fall 2008]
- Work with the Academic Coordinator of Clinical Education to develop a regional data base of clinical sites for the Hazleton PTA program to ensure adequate variety of clinical sites. [Summer 2008, ongoing]
- Develop a five year plan for the purchase of new equipment used in the curriculum to meet the needs of increased enrollment and contemporary practice. [Summer 2008]
- Increase access to laboratory areas outside of traditional class time and increase opportunities for tutoring sessions. [Fall 2008]
- Collaborate with coordinator of the Liberal Arts and Sciences degree program to develop a track that would support students achieving a bachelor’s degree to prepare them for candidacy into a Doctor of Physical Therapy program. [Fall 2008]
- Develop and implement an accelerated track for advanced standing and adult learners. [Summer 2009]
Continuing Education

- Prepare a proposal for a cohort program such as an LPN anchor program [Fall 2008]
- Review occupations from the U.S. Department of Labor list that require mandatory credentialing [Fall 2008]
- Expand the co-curricular offerings targeting traditional and adult along with resident and commuter students.
- Expand the mentor program for adults with a target of 12 mentors [Spring 2009]
- Conduct new student orientation for adult learners [Fall 2008]
- Establish an adult learner organization [Spring 2009]
- Increase the academic services provided to students, including expanded faculty. [Fall 2008, Spring 2009]
- Develop two adult-learner focused programs with the Teaching and Learning Resource Center. [Fall 2008, Spring 2009]
- Offer two career workshops for the adult learner – one per semester [Fall 2008, Spring 2009]
- Improve financial aid opportunities for students.
- Work with the Development Office to establish one scholarship for a returning adult learner [Fall 2008, Spring 2009]

Student and Enrollment Services

**Associate Director and Staff of Student Affairs**

- Create a working weekend and late night programming schedule which is effectively communicated to all students with particular attention placed on commuters and adult learners. [2008 – 09]

b. Develop and measure the student-centered culture on campus.

Chancellor

- Work with the Campus Alliance of Eastern Pennsylvania (CAEP) of campuses (Wilkes Barre, Schuylkill, Lehigh Valley and Worthington-Scranton to administer the NSSE instrument during the spring of 2009. [Fall 2008]
Academic Affairs

**Director of Academic Affairs**

- Form key focus groups to discuss student-centered practices from the academic standpoint. [Fall 2008]

Mechanical Engineering Technology

- Conduct a Climate Assessment Study for the engineering and engineering technology programs at Penn State Hazleton. This study will be conducted by ASME, an external agency funded by an NSF grant. [Fall 2008, Spring 2009]

Physical Therapy Assistant Program

- Continue student representation of both the freshmen and sophomore PTA classes at the PTA program bi-weekly meetings. [Fall 2008, Spring 2009]
- Work with the 2PTA faculty, staff and students in creating a student area that can accommodate more students. [Fall 2008]
- Work with 2PTA faculty, staff and students to create a physical atmosphere that distinguishes the space as the physical therapy program and reflects the student accomplishments, program and profession both historically and currently. [Fall 2008, ongoing]

Business Services

**Human Resources**

- Work in collaboration with all departments to evaluate and assess training needs for current staff and faculty as determined by their SRDP reviews, development action plans, faculty performance evaluations, and the feedback provided within the Student Rating of Teaching Effectiveness reports. [Fall 2009]
- Facilities Management
- Work in collaboration with IT Services, Registrar’s Office, and Academic Affairs to create a formalized classroom improvement project plan for the next 5 years. Evaluate furnishings, fixtures, and equipment, and perform condition assessments of physical classroom space. Develop a phased multi-year repair and replacement plan to address deficiencies. [Fall 2009]

Continuing Education

- Develop and measure the adult student-centered culture on campus. [Fall 2008, Spring 2009]
• Conduct adult learner satisfaction survey(s). [Fall 2008, Spring 2009]
• Conduct a faculty survey pertaining to adult learners. [Fall 2008, Spring 2009]
• Conduct an adult learner focus group. [Fall 2008]

Information Technology and Telecommunications

IT Staff

• Expand the resources and services available to provide faculty with the tools they need to enhance the learning environment.
• Update presentation technology (podiums etc) in five classrooms. [Spring 2009]
• Install a Digital Commons studio and editing room for faculty and students. [Fall 2008]
• Provide training on Digital Commons [Fall 2008]

Student and Enrollment Services

Associate Director and Staff

• In conjunction with the Advising and Learning Centers, create a student preparedness series (how to read degree audits, study skills etc). [Fall 2008, Spring 2009]

b. Pursue excellence in and out of the classroom by developing a comprehensive assessment plan that includes but is not limited to student learning outcomes, program assessment, co-curricular assessment, student satisfaction, etc.

c. Form a standing committee of the campus to develop a Student Learning Outcomes Assessment plan. [Fall 2008]
• Form a standing committee of the campus to adapt the existing assessment of the general education core from University Park. [Fall 2008]

Academic Affairs

Director of Academic Affairs

• Become familiar with the assessment process and provide leadership in its execution for academic programs and general education. [Fall 2008, Spring 2009]
Mechanical Engineering Technology

- Revise the educational program outcomes for the new MET curriculum. [Fall 2008]
- Revise the mapping between the new MET program outcomes and course outcomes for individual MET courses. [Fall 2008]
- Incorporate new course outcomes for all MET courses into the MEET (Measurement and Evaluation in Engineering Technology) system. [Fall 2008]

Instructional Design Specialist

- Provide faculty with support and resource on assessment. Coordinate and offer at least two workshops based on resources from the Schreyer Institute. [Fall 2008, ongoing]

Registrar

- Create a student advisory panel to evaluate Registrar services on an annual basis. [Fall 2008]

Medical Laboratory Technology

- Continue to assess program goals and student learning outcomes through surveys of students and graduates, surveys of hospital affiliates that provide student experience, surveys of employers of graduates, and success rates of graduate external certification exams. [Ongoing]

Teaching and Learning Resource Center

- Consult with math faculty and English faculty to compile data of tutoring effectiveness in providing math support and writing support. Survey student satisfaction of tutorial support in math and writing classes. [Fall 2008]

Academic Advising

- Develop an assessment tool that captures quantitative data reflecting effectiveness of student advisement. [Fall 2008, Spring 2009]
- Conduct adult learner surveys [Fall 2008, Spring 2009]
- Information Technology and Telecommunications
- Director of Information Technology
- Conduct student satisfaction surveys to offer feedback on technology services provided to the students and rankings on new desired technology services.
- Begin surveying students. [Fall 2008]
- Compile data collected [Spring 2009]

**Student and Enrollment Services**

**Associate Director and Staff**

- Offer CNED Leadership classes to our students. Give them reasons to participate and skills to become Student Leadership [Spring 2009].
- Create programs that focus on Health Awareness, Stress Management, Alcohol Awareness, and Leadership. Minimum of two programs per category per semester. [2008 ].

**d. Improve the opportunities for student housing both on and off-campus to enhance the college experience for all non-commuting students.**

**Chancellor**

- Update and pursue the proposal for an additional residence hall on campus [Spring 2008, Fall 2008, Spring 2009]
- Work with community members offering off-campus housing. Specifically focus on the new housing in proximity to campus and the Highacres Commons. [Fall 2008, Spring 2009]

**Business Services**

**Facilities Management**

- Work with Student Services in continuing to explore and evaluate opportunities for off-campus housing alternatives available within the local community. [Fall 2008 & on-going]
- Explore options for replacement of the basketball court and volleyball court that were removed as a result of the new campus roadway construction project [Spring 2009]
- Work in collaboration with Office of Chancellor, Student Services, and Housing & Food Services to promote the Penn State Hazleton business case for the addition of new residence hall facility on campus. [Spring 2009]
• Identify and plan for facilities and campus infrastructure improvements associated with addition of new residence hall facility and the related impact of increasing Hazleton’s on-campus resident student population. [Fall 2009]

Housing and Food Services

• Will continue to work with the HFS Administrative offices at University Park to keep them updated to our needs on-campus including the data from waiting lists to keep them informed of the demand at our location for on-campus housing. [Fall 2008, Spring 2009]
• Continue to improve and develop the residential living experience for students. [Fall 2008, Spring 2009]
• Continue to use more green products to promote and environmentally friendly housing and food service operation. [Fall 2008, Spring 2009]
• Continue to seek student involvement in regards to the Food Advisory Board and Residence Hall Council to keep being student-centered. [Fall 2008, Spring 2009]

Information Technology and Telecommunications

IT Staff

• Develop and implement a strategy to better assist off-campus students with technology issues. [Fall 2009]

Student and Enrollment Services

Associate Director and Staff

• Work collaboratively with Housing and Food Services and other Campus and University partners to research the development and feasible funding of a new residential facility – [July 2008].
• Develop learning communities in residence halls [Fall 2009].
• Cooperate with off campus landlords to enhance the quality of the off campus living experience. [Fall 2008]
• Develop an “expectations checklist” for landlords to comply. [Fall 2008]

Chancellor

• Support the Director of Student and Enrollment Services in expanding co-curricular offerings. [Fall 2008, Spring 2009]
Business Services

Facilities Management
- Work in collaboration with Academic Affairs, Student Services, Registrar, and Continuing Education to schedule and coordinate use of campus facilities in support of these co-curricular offerings. Develop building occupancy forecasts to help determine if adequate space will be available to support the new developing programs. Prepare plans to address deficiencies. [Spring 2009]
- Continuing Education
- Expand the mentor program for adults with a target of 12 mentors [Spring 2009]
- Conduct new student orientation for adult learners [Fall 2008]
- Establish an adult learner organization [Spring 2009]

Student and Enrollment Services

Associate Director and Staff
- Create a working weekend and late night programming schedule which is effectively communicated to all students with particular attention placed on commuters and adult learners. [Fall 2008, Spring 2009]
- Increase the academic services provided to students including expanded faculty.

Chancellor
- Support the DAA in implementing the new Math Lab. [Fall 2008]
- Explore additional opportunities to provide academic services to both traditional and adult populations. [Fall 2008, Spring 2009]

Academic Affairs

Director of Academic Affairs
- Maintain and update a logical faculty hiring plan based on general education and program need. Review the faculty search protocol. [Fall 2008, ongoing]

Physical Therapist Assistant Program
- Develop the laboratory supervisor position to include tutoring and remediation sessions for 2PTA students. [Fall 2008, Spring 2009]
Academic Advising

- Evaluate need for increasing the number of professional advisers to accommodate undecided students. Assess current admission trends, students with poorly defined, inappropriate, and undefined academic goals. Students require attention and assistance from the point of entry to the change of location to an upper division location. [Fall 2008, Spring 2009]
- Evaluate the need for a professional adviser skilled in career services and transfer credit evaluation. [Fall 2008, Spring 2009]

Disability Services

- Evaluate current assistive technology for students with learning disabilities including the Kurzweil Reader. Install and have fully operational voice recognition software on the computer in the technology room. [Fall 2008]
- Assess the quality and effectiveness of the note taking service and make necessary improvements. Explore the possibility of switching to electronic notes using the ANGEL system. [Fall 2008, ongoing]

Business Services

Human Resources

- Work in collaboration with Academic Affairs to develop a projection of FTE headcount requirements for faculty positions over the next 5 years. [Spring 2009]
- Assist Academic Affairs in developing a hiring plan to address their future anticipated needs over the next 5 years. [Fall 2009]
- Assist Academic Affairs to identify succession planning opportunities within their department. [Spring 2010]

Continuing Education

- Develop two adult learner focused programs with the TLRC [Fall 2008, Spring 2009]
- Offer two career workshops for the adult learner – one per semester [Fall 2008, Spring 2009]

 Chancellor

- Support the Development director in obtaining additional scholarship dollars for students. [Fall 2008, Spring 2009]
Academic Affairs

Director of Academic Affairs

- Maintain and update a logical faculty hiring plan based on general education and program need. Review the faculty search protocol. [Fall 2008, ongoing]

Physical Therapist Assistant Program

- Develop the laboratory supervisor position to include tutoring and remediation sessions for 2 PTA students. [Fall 2008, Spring 2009]

Academic Advising

- Evaluate need for increasing the number of professional advisers to accommodate undecided students. Assess current admission trends, students with poorly defined, inappropriate, and undefined academic goals. Students require attention and assistance from the point of entry to the change of location to an upper division location. [Fall 2008, Spring 2009]
- Evaluate whether there is a need for a professional adviser skilled in career services and transfer credit evaluation. [Fall 2008, Spring 2009]

Disability Services

- Evaluate current assistive technology for students with learning disabilities including the Kurzweil Reader. Install and have fully operational voice recognition software on the computer in the technology room. [Fall 2008]
- Assess the quality and effectiveness of the note taking service and make necessary improvements. Explore the possibility of switching service and make notes using the ANGEL system. [Fall 2008, ongoing]

Continuing Education

- Work with the Development Office to establish one scholarship per semester for a returning adult learner. [Fall 2008, Spring 2009]
- Student and Enrollment Services
- Associate Director of Enrollment Services and Student Aid Coordinator
- Increase communication with both new and returning students that have not completed a FAFSA form by May 1. [May 2009]
- Establish a student aid presence during peak arrival periods which is more conveniently accessible to students and their families. [Fall 2008]
GOAL #2
Respond to declining demographics in Northeastern Pennsylvania and increase college eligible enrollments to provide a richer campus experience by developing a comprehensive enrollment strategy reflecting optimal composition across key geo-demographics, within curricular capacity, and that also explores recruitment of international students.

Chancellor

- Form an enrollment management group within the campus to address additional recruitment arenas along with retention issues on campus [Fall 2008]
- Review and assess enrollment strategies with the director of Student & Enrollment Services and the Associate Director of Enrollment Services. [Fall 2008, Spring 2009]

Academic Affairs

Physical Therapy Assistant Program

- Collaborate with admissions departments in other service areas of Pennsylvania to explore opportunities for marketing the PTA program in their regions that have been identified as having a demand for physical therapists assistants. [Fall 2008]
- Continue to monitor and adjust resources for the PTA program based on enrollment and retention trends. [Fall 2008, Spring 2009]
- Improve program retention and graduation rates to be congruent with accreditation standards. [Fall 2008, Spring 2009]

Student and Enrollment Services

Associate Director of Enrollment Services

- Explore the development of additional staff positions in the Admissions Department to include a bilingual admissions counselor and additional staff assistant support to provide opportunities to increase recruitment activities directed toward special populations, including increased prospective student communications campaigns, increased attendance at off-campus
recruitment events and movement toward a more proactive operation. [2008-09 recruitment cycle]

• Gather and analyze additional new student enrollment data to develop more targeted recruitment strategies. [2008-09 recruitment cycle]

• Work more closely with Student Affairs department to improve off-campus housing information provided to prospective students. [2008-09 recruitment cycle]

**Student Aid Coordinator**

• Refine the scholarship awarding process for new students. [Fall 2008, Spring 2009]

• Time the awarding of non-restrictive merit based scholarships to new students more closely to their receipt of admission offer. [December, 2008]

• Target scholarship awards toward specialized markets defined by the campus. [Fall 2008, Spring 2009]

**University Relations and Development**

• In collaboration with Enrollment Management, develop an annual marketing communications plan to support admissions. [Fall 2008, Spring 2009]

• Develop and execute a scholarship fundraising program to support admissions targeting objectives. [Fall 2008, Spring 2009]

• Maintain and enhance Penn State Hazleton Web presence and use of new media. [Fall 2008, Spring 2009]

• Conduct a minimum of one pilot test utilizing new social media strategies to advance communications planning. [Fall 2008, Spring 2009]

• Review, prioritize and edit Web pages and updates submitted from across the campus. [Fall 2008, Spring 2009]

**GOAL #3:**

Define, expand, and integrate our efforts regarding the Framework for Diversity.

**Chancellor**

• Participate in events sponsored by the Diversity Task Force. [Fall 2008, Spring 2009]

• Represent the campus on the NEPDEC. [Fall 2008, Spring 2009]
Academic Affairs

**Instructional Design Specialist**

- Provide faculty with support and resources for fostering an inclusive classroom environment. Conduct a workshop on inclusive teaching in science, technology, engineering and mathematics. [Fall 2008, ongoing]

Business Services

**Human Resources**

- Provide direction and support for the efforts of our campus Diversity Affairs Committee. [Fall 2008 & on-going]
- Assist with developing a formalized diversity recruiting plan for the campus. [Spring 2009]
- Provide regular training and education focused on diversity initiatives, affirmative action compliance, “HIRE Power” protocols, and other Penn State recruitment practices. [Spring 2009 & on-going]
- Provide increased opportunities for campus employees who may need “English as a Second Language” support. [Fall 2010]

Continuing Education

- Work with Human Resources to develop a brown bag luncheon presentation on the role and relationship of the campus with the diverse Hazleton community. [Spring 2009]

Housing and Food Services

- Provide more diversity programming through the resident assistants in the residence halls along with HFS and Residence Life staff. Three programs each semester with the $100.00 allotment.
- Collaborate with admissions to have more reserved categories to insure on-campus housing for a more diverse population. [Fall 2008, Spring 2009]
- Develop a series of culture and theme dinners in the dining center. [Fall 2008]

Student and Enrollment Services

**Director of Student and Enrollment Services**

- Review the Campus Climate Survey to determine the diversity climate of the campus. [2008-09]
- Conduct focus groups to discuss the local campus climate [Spring 2008].
**GOAL #4:**

Improve campus culture through increased communication, transparency, and accountability.

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**Associate Director and Staff**

- Enhance the current cultural events with added publicity. Work to celebrate different cultural holidays that are new to students i.e. Chinese New Year. [Fall 2008, Spring 2009]
- Designate useable space for the display of cultural artifacts and artwork. Collect and display artwork as appropriate. [Fall 2008, Spring 2009]
- Write a grant for the sponsorship of students to attend national conferences on diversity and social justice issues. [2008 – 2009]

**University Relations and Development**

- Lead Luzerne County Commissioner’s Task Force for Diversity subcommittee on Economic Opportunity. [Fall 2008, Spring 2009]
- Complete “Gold Standard” case studies with the Center for Joint Urban Studies and implement related recommendations. [Fall 2008, Spring 2009]
- Promote and publicize subcommittee work and role of Penn State. [Fall 2008, Spring 2009]
- Participate in all Frameworks for Diversity initiatives on and off campus. [Fall 2008, Spring 2009]
- Provide public relations support as appropriate. [Fall 2008, Spring 2009]

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**Chancellor**

- Implement an opportunity for faculty and staff to meet with the Chancellor several times each semester to talk about current issues and new concerns. [Fall 2008]
- Develop events on and off campus that allow faculty and staff to increase social opportunities. [Fall 2008, Spring 2009]
- Review and assess governance structure on campus with directors. [Fall 2008]
Academic Affairs

Director of Academic Affairs

- Resume the Meet the DAA program, a series of semester meetings open to faculty and staff during the noon hour. [Fall 2008]
- Create opportunities to communicate with faculty and staff in group and individual settings. [Fall 2008]

Instructional Design Specialist

- Implement technology solutions to communication issues including Web site, intranet resources, and internal databases. Work with campus Web group and Institutional Advancement to identify areas needing improvement on the campus website. [Fall 2008, ongoing]

Physical Therapist Assistant Program

- Represent the program in campus governance, service, and social events. [Fall 2008]
- Coordinate all program printed materials and Web-based information to reflect the most accurate information about the PTA program and curriculum. Expanding the PTA program Web site to include the Student Handbook, Clinical Education Handbook, and Clinical Coordinator of Clinical Education Handbook. [Spring 2009]

Bursar/Finance

- Extend office hours as needed to accommodate students. [Fall 2008]
- Work with Housing and Financial Aid to provide increased services during move-in day and orientation. [Fall 2008]
- Participate in a learning lunch to answer any questions pertaining to budget or University procedures and policies. [Fall 2008]
- Provide budget status to campus community after census each semester. [Fall 2008]

Business Services

Human Resources

- Participate regularly in Faculty Senate meetings and provide briefings on campus Human Resources initiatives as well as construction/renovation activities affecting campus employees. [Fall 2008 & on-going]
• Engage students and support student organizations such as Student Government Association (SGA) by actively participating at club meetings and other student-sponsored events. [Fall 2008 & on-going]

**Facilities Management**

• Provide an annual report to the Chancellor, campus council leadership, faculty senate, and student government regarding the planning, execution, and completion of special projects identified as part of the Hazleton campus Master Site Plan program. [Spring 2009 & on-going]
• Improve awareness and provide information to campus leadership, faculty, staff, and students regarding campus emergency operations planning efforts, emergency response protocols, emergency plan testing, and training. [Fall 2008 & on-going]
• Educate employees on OSHA compliance initiatives and update campus employees on changes being implemented through Penn State’s Environmental Health and Safety Department. [Fall 2008 & on-going]
• Educate and provide information to faculty, staff, and students regarding campus risk management policies and procedures to ensure compliance. [Spring 2009 & on-going]

**Continuing Education**

• Establish a campus committee to develop a plan to work as a campus team [Fall 2008, Spring 2009]
• Conduct 1 brown bag luncheon per semester for administrators, faculty, and staff on CE campus and off-campus updates. [Fall 2008, Spring 2009]
• Establish a campus CE advisory board [Fall 2008]

**Housing and Food Services**

• Hold yearly tour of the residence halls for alumni, faculty, and staff to improve communication and understanding. [Spring 2009]
• Work with Residence Life to ensure we have the most up to date emergency plans in place. [Fall 2008, Spring 2009]

**Information Technology and Telecommunications**

**IT Staff**

Implement wireless in all buildings. [Summer 2009]
• Develop an upgrade telephony infrastructure plan [Spring 2009]
• Create a Facebook or Drupal community site for open discussion groups. [Summer 2009]
• Create new tutorials for operation of voicemail for users. [Summer 2009]
• Implement room scheduling software. [Fall 2009]
• Raise the on-campus profile of the IT department as flexible and supportive. [Spring 2008]

Student and Enrollment Services

Associate Director of Enrollment Services

• Share the prepared new student number reports with the entire campus community on a quarterly basis. [January 2009]
• Support the creation of a campus wide enrollment services committee. [2008-09 academic year]

Admissions Counselors

• Adopt a more personal approach to faculty/staff to improve participation in the on campus recruitment events. [Fall 2008]

Student Aid Coordinator

• Formalize a scholarship committee that would meet regularly to share information. Membership would include, but not be limited to, Student Aid, Associate Director of Enrollment Services, Director of Development, and the Financial Officer. [Fall 2008]

Director of Student and Enrollment Services

• Review communication protocols between Student and Enrollment Services departments and other administrative areas around the campus (Public information, Housing and Food Services, Continuing Education, etc). Develop a seamless interactive system of communication. [Fall 2008]
• Identify more effective mechanisms for promoting campus events and programs to ensure that all constituent groups have easy access to campus activities [Fall 2008].
• Develop and promote effective campus information and communication systems. The Blue Screen, campus e-mail list serves and paper advertisements do not seem to be effective. We need to develop more effective communication systems [Fall 2008].

GOAL #5

Develop a financial plan (programs, services, personnel) that generates more monies in order to support increased services and is responsive to University guidelines.
Chancellor

- Update the case to University Park for an additional residence hall in an attempt to raise acceptance numbers on campus. [Spring 2008, Summer 2008]
- Work directly with the Director of Student & Enrollment Services and the Associate Director of Enrollment Services to address the needs associated with increasing our recruitment area. [Fall 2008 – Spring 2009]
- Form an enrollment management group within the campus to address additional recruitment arenas along with retention issues on campus [Fall 2008]
- Review and assess enrollment strategies with the director of Student & Enrollment Services and the Associate Director of Enrollment Services. [Fall 2008, Spring 2009]

Academic Affairs

Physical Therapy Assistant Program

- Implement an accelerated track offered to advanced standing and adult learners that allows for admission into the 2PTA program. [Summer 2009]
- Collaborate with admissions departments in other service areas of Penn State to explore opportunities for marketing the PTA program in their regions that have been identified as having a demand for physical therapists assistants. [Fall 2008]
- Continue to monitor and adjust resources for the PTA program based on enrollment and retention trends. [Fall 2008, Spring 2009]
- Improve program retention and graduation rates to be congruent with accreditation standards. [Fall 2008, Spring 2009]

Bursar/Finance

- Increase student retention and minimize campus bad debt by being proactive prior to the beginning of the academic year to resolve financial problems. [Fall 2008]
- After last deferment billing, pull debit report to identify students that still have large balances and discuss with Financial Aid and the student to alleviate problem. [Spring 2008]
- Analyze students’ accounts listed on bad debt report and contact students by phone to encourage payment plan to alleviate going to collection and reduce Hazleton’s bad debt. [Fall 2008]
- Prior to fall semester billing, send postcard to incoming freshmen reminding them to check their e-mail accounts for notice of semester electronic bill and to have parents sign up for “Friends of Penn State” account. [Summer 2008]
• Work with Advising to ensure that non-degree and late admits are informed of the procedure for computer activation and semester registration. [Summer 2008]

**Business Services**

**Human Resources**

• Work in collaboration with all campus departments to develop a projection of FTE headcount requirements for Faculty and Staff positions over the next 5 years. [Spring 2009]

• Assist all campus departments in developing a hiring plan to address their future anticipated needs over the next 5 years. [Fall 2009]

• Support the development of a campus succession plan to provide opportunities for internal faculty and staff to assume positions of greater responsibility. Proactively address the skills, knowledge, and abilities needed to prepare for promotion and assume such positions. [Spring 2010]

**Facilities Management**

• Based on 5-year FTE headcount projections produced within the Human Resources Department, determine future occupancy requirements and prepare a phased plan for office reassignments, renovations, and construction as needed. [Fall 2009]

**Continuing Education**

• Develop a comprehensive financial plan for Continuing Education. [Spring 2009]

• Develop a proposal for Wall Street West. [Fall 2009]

• Prepare a proposal for a “Continuing Education Business and Industry Center.” [Fall 2008]

• Develop a plan for workforce development and educational partnerships within Penn State and with external partners. [Fall 2008, Spring 2009]

• Develop a plan with the enrollment management team for recruiting adult learners. [Fall 2008, Spring 2009]

**Housing and Food Services**

• Support campus effort to grow by researching housing data to be used in effort to gain an additional residence hall. [Fall 2008]

• Inform campus as to how the department of HFS works under the University’s umbrella of Auxiliary and Business Services. [Fall 2008]
• Continue to work with CE to utilize the residence halls in the summer strengthening the case for another residence hall. [Summer 2009]
• Continue to promote on-campus catering services provided by HFS to keep the budget dollars within the Penn State system. [Fall 2008, Spring 2009]

Information Technology and Telecommunications

Director of Information Technology

• Secure and prioritize funding to maintain the current technology refresh plan. [Summer 2008]
• Develop a plan for funding and implementation of VoIP on campus. This should cut phone cost in the long run and provide better technologies in the telephony environment. [Spring 2009]
• Define our plan for acquiring monies from University Park to implement generator power for our data center. [Spring 2009]
• Develop a plan to continue to implement information, data, and technology securities based on federal, state, and university policies. [Summer 2008]
• Acquire and implement an automated back-up system. [Summer 2008]

Student and Enrollment Services

Director of Student and Enrollment Services

• Review and analyze staffing patterns within the department and make recommendations for the hiring of additional staff and shifting staff responsibilities to meet the changing and increasing demands which are affecting current staffing patterns. [Fall 2008]
• Review delivery mechanisms for student programs and services to determine if current services are meeting the changing needs of students. For example, the delivery of Health and Counseling Services needs to be evaluated to determine if current organizational structures meet current student needs. [Fall 2008]
• Analyze proposed changes to external funding sources such as Student Affairs General Funds, Student Activity Fee and the proposed Recreation Facilities fee to determine how these changes may enhance student programs and services at the campus. [Summer – Fall 2008]

Associate Director of Enrollment Services

• Work closely with the University Relations and Marketing departments to strengthen the Penn State Hazleton image. [Fall, 2008]
• Gather and review data related to the local high school markets to help establish direction for the development of both recruitment initiatives and marketing strategies. [Fall 2008, Spring 2009]
• Review and refine, if needed, the messages used in recruitment communications with our customers. [2008-09 recruitment cycle]

• Standardize additional direct mail pieces showcasing the current publication family style to help create a customer association with the campus brand and image. [2008-09 recruitment cycle]

• Create and mail a new communication correspondence for guidance counselors within the Hazleton service area to address the ease of transition to University Park for degree completion. [Fall, 2008]

• Explore the development of additional staff positions in the Admissions department to include a bilingual admissions counselor and additional staff assistant support to provide opportunities to increased recruitment activities directed toward special populations, including increased prospective student communications campaigns, increase attendance at off campus recruitment events and movement toward a more proactive operation. [2008-09 Recruitment]

• Gather and analyze additional new student enrollment data to develop more targeted recruitment strategies. [2008-09 recruitment cycle]

• Work more closely with Student Affairs department to improve Off-Campus housing information provided to prospective students. [2008-09 recruitment cycle]

Student Aid Coordinator

• Refine the scholarship awarding process for new students. [Fall 2008, Spring 2009]

• Time the awarding of non-restrictive merit based scholarships to new students more closely to their receipt of admission offer. [December, 2008]

• Target scholarship awards toward specialized markets defined by the campus. [Fall 2008, Spring 2009]

University Relations and Development

• Develop and execute new and comprehensive fund raising plan to achieve campus goals of the university-wide capital campaign “For the Future.”

• Develop campaign case for Penn State Hazleton which reflects the unique challenges and opportunities of the campus relative to funding needs and which will resonate with donors and prospects. Completed and distributed by June 1, 2008.

• Work collaboratively with all campus department heads to develop a minimum of two programming initiatives for each of the six programmatic goals of the campaign.

• Build prospect pipeline for fundraising efforts both locally and across the nation resulting in 12 new major gift prospects per year.
• Engage campus faculty and staff in campaign and increase participation rates from ~ 20% to 50% over duration of the campaign.
• Leverage public relations efforts to create top of mind awareness of campus accomplishments, goals and funding needs among key donor prospects and constituent organizations.
• Continue to advance frequency and impact of stewardship events and activities to result in a minimum of two major events per quarter over the duration of the campaign. [Fall 2008, ongoing]
• In collaboration with Enrollment Management, develop an annual marketing communications plan to support admissions. [Fall 2008, Spring 2009]
• Develop and execute a scholarship fundraising program to support admissions targeting objectives. [Fall 2008, Spring 2009]
• Maintain and enhance Penn State Hazleton Web presence and use of new media. [Fall 2008, Spring 2009]
• Conduct a minimum of one pilot test utilizing new social media strategies to advance communications planning. [Fall 2008, Spring 2009]
• Review, prioritize and edit web pages and updates submitted from across the campus. [Fall 2008, Spring 2009]

Campus Alliance of Eastern Pennsylvania

Proposal: Development of a regional Bachelor of Science degree program in Science

Proposed Concept: This proposal is for the five eastern campuses of Penn State University—Lehigh Valley, Schuylkill, Hazleton, Wilkes-Barre, and Worthington-Scranton—and Penn State Outreach to work in alliance to develop a Bachelor of Science degree program in Science to a prospective applicant pool of mostly traditional students.

We intend to combine all sciences at five Northeast Penn State campuses into a cohesive entity in which each component will complement one or more of the other components for a greater return on investment and more efficiency in delivery/utilization by sharing resources (e.g., staff, equipment, etc.). Each campus has specific strengths in STEM (Science, Technology, Engineering and Mathematics) areas, and this initiative will: restore strength in basic sciences; complement existing and developing science-based initiatives, such as Nursing and other health professions; and provide a low-cost, high-quality alternative for baccalaureate science education in northeastern Pennsylvania.

This effort will focus on the goal of attaining University-approval for a regionally-shared four-year degree in Science, although tangential academic courses and programs will be considered in
the future to complement this effort. This effort will utilize a STEM approach. STEM has been identified by both the private sector and government as a priority academic initiative.

Planning for this initiative will be separate from, but connected to, the campus Strategic Planning Initiatives. Any ideas brought forth relative to the B.S. in Science or complementary aspects (curriculum, staffing and space) must correlate with relative aspects of the strategic plan.

Justification: Although none of our five campuses currently offers a four-year Science degree, the CAEP region has a fairly large pool of potential students interested in collegiate science education at a baccalaureate degree level (and, in particular, a Penn State science education); however, most of these students cannot afford the current academic options available in the region. Creation of a regional Penn State B.S. degree in Science will provide a high quality, affordable option for these students and, as a consequence, should increase enrollments over time.

Some of the CAEP campuses may possess the necessary staffing, facilities and equipment to pursue bringing a baccalaureate degree to campus and, in fact, one campus has started down this path; however, by working collaboratively, the campuses can leverage the combined strengths of five campuses to better meet the needs of an even larger potential applicant pool.

Target Market: This program is intended to provide a high quality, but less expensive, alternative for degree attainment for students in the CAEP region who may otherwise have no affordable options. This program will be expected to attract new, mostly traditional age learners.

Program Format: The proposed program will be delivered in a blended format. It will use several different methods including both the web and video conferencing. Polycom currently allows faculty from one campus to deliver courses simultaneously to the students in the professor’s location as well as to students at up to eight other campuses. This method is, in many ways, “traditional” in nature because the two-way video allows students to see, hear, and converse with the faculty member in a “real-time” format. These classes, and even some labs, can and will originate from any one of the campuses and be delivered to the other four at a scheduled time and on specific dates. Several of the CAEP campuses have worked together previously in successfully delivering, and sharing, coursework, including labs, via Polycom.

Other classes will be web based and will make use of Penn State’s World Campus. These classes will be scheduled by the World Campus in consultation with the representatives of the campuses. This format will provide certain students a flexibility that will fit their work and life schedules. It may also best fit the needs of the students who wish to both continue their education but have occupational and family requirements during summers. World Campus courses allow the flexibility to being completed from almost any location in the world.
Yet other classes will use a blended, or hybrid, approach with some live interactions via video conferencing as well as direct interaction with the professor via Penn State’s web program ANGEL. This format has the advantages of periodic face-to-face meetings as well as the flexibility of web use on standardized and/or customized activities with an almost consultative approach by the professor.

**Responsible Persons:** There are several persons on each campus who will be responsible for different portions of development of the baccalaureate degree program in Science.

The five Directors of Academic Affairs (DAA’s) will develop a P-3 prospectus then, with approval from ACUE, submit a full P-3 proposal. At a minimum, and in conjunction with other members of the campus community, will:

- Develop a needs assessment that realistically addresses potential targets, or “areas of interest”, such as the industry clusters, the new medical school (The Commonwealth Medical College) and emerging energy demands.
- Identify the current number of science faculty, and their areas of expertise, across the five campuses to deliver the STEM initiative, while concurrently identifying the faculty needs for STEM. All campuses and all faculty members must be committed to the success of this initiative.
- Explore other, STEM-related coursework, degree programs, and certificates that may also be shared at all five campuses, or which can be implemented at individual campuses to complement the Science degree program.
- The B.S. in Science Degree will be “home” to full-time tenured or tenure-track Penn State faculty in the fields of Biology, Chemistry and Physics, all of whom have completed doctoral degrees and have met the rigorous academic requirements of the University. Supporting these faculty are highly qualified adjunct (part-time) faculty and professional lab assistants. All of these individuals will be recruited, and hired, by the DAA’s.
- The Directors of Academic Affairs on each campus will be responsible for assuring the academic content meets the quality expected of all Penn State degrees. They are also responsible for scheduling of the courses in a timely and efficient manner.
- The Directors of Academic Affairs in close coordination with the Program Coordinator for business programs on each campus must schedule the faculty to instruct and develop faculty training to ensure that they are well prepared to deliver courses in a compressed format, via PicTel/Polycomm, in a blended format, or for the World Campus. Since these venues will be “new” to most of our science faculty, appropriate development programs must be planned and funded.
- The project will be continually reviewed and monitored by the campus Directors of Academic Affairs, who have the ultimate responsibility of ensuring the success of academic programs at the Penn State campuses.
• Develop 300 level and 400 level courses and a resource financial model to support the addition of faculty.

• Explore necessary renovations and purchases for the new Science program to support all areas of science and provide the necessary space for applied work, as well as collaborative and cooperative efforts. To accomplish this, each of the departments should have a biology, chemistry, and physics learning facility in close proximity, as well as biochemistry and organic chemistry laboratories, with combined prep areas to facilitate the laboratories and undergraduate research. This will allow us to realistically share resources while providing our students with cutting edge facilities. Lecture demonstration areas will support a learner-centered environment where students can work in groups or individually. We also will provide a student study area shared across the curriculums to be used for team project preparation, group preparations and presentations.

A Program Coordinator in Science will need to be hired to oversee progress across all five campuses and to provide continuity of the program.

• This person will be responsible for ensuring that students who wish to register for the program are properly advised and assisted in receiving educational instruction by all of the formats listed.

• The Program Coordinator also will work with Outreach, the World Campus, other campuses, the Eberly College of Science, and other appropriate entities at University Park and across the University.

The Directors of Enrollment Management and Continuing Education on each campus are responsible for promotion and recruitment of adult learners to the program and assisting with their admission and initial enrollment.

The Director of Continuing Education for each campus is responsible for utilizing their business connections and expertise to recruit students for the program and develop coordinated certificates that will enhance these methods of delivery and progress through the program.

The faculty members who deliver the courses are responsible to ensure their preparation for delivery by a variety of methods and to work with students from various locations. Complementary faculty, such as those in general education, must be prepared to offer sufficient quality and quantity of course necessary to support the anticipated cadre of new students.

Planning: The following activities will occur in the coming academic year to ensure program quality and success:

• Inventory of Faculty, Facilities, Equipment and current Curricular offerings—assessment of the number of STEM-related faculty on each campus and their relative areas of expertise. This assessment will assist in the development of a
master plan for the scheduling of courses as well as determine any faculty development needs.

- Master Plan of Infrastructure - identify what we “have” and what we will “need” to offer a quality degree program in Science. This must by necessity include exploration of shared resources, including staff, equipment and coursework.
- Master Plan of Courses – develop a schedule of course offerings that can be repeated and will move students through the program in an efficient and effective manner.
- Advising/Curricular Guidelines – develop for all advisors a consistent curricular guide that assures a logical and timely path through the coursework respecting all prerequisites, and educate all advisors about the Science degree program.
- Technology Inventory – assessment of each campuses ability to deliver and receive the intended course formats.
- Marketing Plan – development of a comprehensive regional marketing plan that will attract adult learners seeking degree-completion opportunities.
- Extended collaboration – Explore collaborative opportunities with the Eberly College of Science, Outreach and other entities of the University.

Implementation: The first initiative will be to finalize plans for a B.S. degree in Science to be offered regionally, including what belongs “in” and “how” it will be organized. Once this is defined, the curricular components will follow quite readily which, in turn, will provide the necessary information for “what” will be needed from a facilities perspective.

The goal is to be fully prepared to submit the P-3 prospectus in 2009. This will be preceded by the data collection and faculty development discussed above.

Expected Outcomes: Once implemented, the regionally-shared, four-year (STEM-based) Science degree will have several impacts, including:

- The potential impact of the B.S. in Science extends well beyond Penn State. The Commonwealth Medical College in Scranton intends to align itself with the premier higher educational institutions in the region. By implementing many of the same new technologies available to the Commonwealth Medical College, we are in a strong position to benefit from collaboration with this important new institution in Northeast Pennsylvania.
- In addition, upgraded facilities will enable the campuses to enhance community outreach in the form of teaching institutes; summer internships; youth camps in the sciences, etc. A new B.S. in Science will also allow for collaborative efforts with area corporations and institutions of higher education for select science related studies.
- The CAEP region has a fairly large pool of potential students interested in collegiate science education at a baccalaureate degree level (and, in particular, a Penn State science education); however, most of these students cannot afford the current academic options available in the region. Creation of a regional Penn State B.S.
degree in Science will provide an affordable option for these students and, as a consequence, should increase enrollments over time.

- Considering the nature of the proposed B.S. degree in Science, complementary programs in areas such as Forensics, can be added over time in a logical cost effective approach, thus further enhancing the applicant pool and the prestige of the regional Penn State campuses.

**Budget:**

Soliciting donors can occur concurrently throughout the evolution of this concept. The University also could be a source of support for specific components of the plan. Sharing of resources across the five campuses also should lead to a more cost effective approach.

- The Science Program should include the “STEM” components referenced elsewhere in the University. This will provide consistency in message when communicating with UP for funding and other issues. Additionally, other institutions also utilize the STEM concept.
- Some of the next faculty hires should be in a science within these disciplines, and at least one of those individuals should have the leadership capabilities to serve as the Coordinator of STEM (or some other working title with supervisory and leadership responsibilities). The tenure locus, salary distribution and related parameters of a full-time position must be evaluated relative to which campuses bear which aspects of the costs and, conversely, where how the revenue will be distributed across the regional campuses (within Penn State policy).