



STRATEGIC PLAN: 2008-2013

2010 Progress Report

Goal 1

Continuously strive to be the premier student-centered higher education institution in the region by focusing on the total learning experience of students at Penn State Fayette, The Eberly Campus.

Objective 1: Provide a positive and active learning environment to foster student success.

Strategies

A. Improve existing internships and seek new internship opportunities in all campus programs by:

1. Identifying new internship opportunities with area businesses and organizations

ADM—Since 2008, the Career Services and Internship Center (CSIC) has identified 116 employers who regularly offer and host interns from Penn State Fayette. It also developed new or rekindled partnerships with 34 employers in the region. In addition to those employers, the Center maintains relationships with 396 employers from the local, regional, state, and tri-state area. Among these employers are: AccessAbilities, American Broadband, Inc., Advanced Acoustic Concepts, Nemaquin Woodlands Resort and Spa, and PLS Logistic Services.

2. Maintaining and promoting a list of internship opportunities for all campus programs

ADM—Southwestern Pennsylvania job and internship opportunities are matched with an academic major and then posted on Hot Jobs Flyers on the CSIC bulletin board and ANGEL. Since the first quarter of 2009, the CSIC increased job postings by 65 percent. Using Excel, Access and CounselorTrak (a specialized database), CSIC tracks current and recently

graduated students, alumni, and employees, as well as attendees of professional development events hosted by CSIC.

B. Provide career-related services and support for all academic programs by:

1. Publishing career planning and career opportunity information on the CSIC webpage.

MKT—Marketing is currently working with the coordinator of Career Services and Internships to keep its web pages up-to-date with current career-related opportunities/meet-the-employer events.

2. Use program-specific alumni databases and networks

DEV—All alumni data is tracked in the University’s prospect tracking system. Contact lists of alumni based on certain criteria, such as degree or program, may be requested on a case-by-case basis, and may only be used for specified purpose. Old lists may not be re-used, as the University is very careful to respect the wishes of those individuals who may not wish to be contacted. In order to accomplish this strategy, it would be more appropriate that Career Services work with the Office of Development, which can provide current data as requested for targeted program-specific groups.

3. Tracking employment data of graduates

ADM—During “Grad Day,” CSIC collects demographic data, including: current employment status, degree/major, post-graduation employment plans, and post-graduation education/professional development plans. This data is used to contact graduates when the CSIC distributes newsletters, job postings, graduate school opportunities, etc. The other data has yet to be effectively used at this time.

C. Increase support for students pursuing graduate and professional study by:

1. Establishing a network of graduate and professional school advisors consisting of campus faculty, alumni, and friends of the campus

DEV—The Development Office has held thirteen “Third Friday” events, which bring together faculty, alumni, and friends of the campus. Attendance has ranged from a low of six to a high of thirty-three. Development also identifies individuals with advanced degrees who would serve as role models for students and can participate in various programs

on campus, such as panel discussions and classroom and advisory board presentations. Examples include Joe Dinunno (nuclear engineering), Jim Skinner (social work) and Bob Cenker (aerospace engineer and former NASA astronaut).

2. Developing graduate and professional study resources on the CSIC webpage.

ADM—The CSIC provides graduate and professional school print resources for use by students and alumni. During 2010/2011, the library also plans to partner with the CSIC to provide up-to-date graduate and career resources. The CSIC will also work during this period with the director of Marketing and Communications to post a graduate and professional studies tool kit to the campus website.

AA-Speaker's Bureau, University Park resources, and faculty advisors are also resources for graduate and professional career advice.

3. Offering mentoring programs by linking graduate students and professionals with current and potential students

AA—The offices of Academic Affairs and Student Affairs are working together to implement a new mentoring program effective fall 2010. Joe Shostell has discussed graduate school with engineering students during “Lunch with Advisor” events.

D. Encourage student participation in regional, national, and international professional societies by:

1. Providing opportunities for faculty to take students to professional conferences

AA—Students in engineering and nursing have attended professional conferences. For instance, twenty-one nursing students attended the Student Nurses Association of Pennsylvania Convention in the fall 2009 semester.

2. Supporting the creation of additional student clubs and chapters affiliated with professional organizations

ADM—
Business
Business Society
Finance Club

Administration of Justice

In addition to the Fayette campus club, the Justice Society, Administration of Justice created a chapter of the National Criminal Justice Honorary Society in 2009 and seven Fayette students were inducted.

HDFS

Fayette County Human Service Council
Human Development and Family Studies Association Student Club

Mining

Currently working with the Mining Department at University Park to become a sub-chapter of SME (Society of Mining Engineers) by fall 2010. Twenty-five Fayette students are members of SME.

Engineering

The Penn State Fayette ASHRAE Student Branch celebrated its 25th year last year. Students attend Pittsburgh, regional and national meetings. For the past five years, ASHRAE also provides a speaker as part of our National Engineers Week celebration in February. For the past twelve years ASHRAE has funded trips by Fayette and high school students to local engineering businesses. For spring 2010, The Conservation Consultants (South Side) and the Consol Arena were visited. ASHRAE Fayette student branch also hosts a downlink on a technical topic for the local professional community each spring.

Strategic Indicators: number of internships; results of satisfaction surveys; employment data; number of students in mentoring programs; number of professional conferences attended by students; Website usage

Objective 2: Foster experiential learning throughout the curriculum

Strategies

A. Increase undergraduate research opportunities by:

- 1. Supplementing undergraduate research funding from University Park to create a consistent annual budget for undergraduate research on campus**

DEV—This strategy is in line with the University’s capital campaign initiative of “Fostering Discovery and Creativity,” for which Fayette’s working goal is \$700,000. No funds have yet been raised through the campaign for this initiative.

- 2. Expanding student awareness of and participation in research opportunities and award competitions**

AA—The date for the Learning Fair was added to the official campus calendar before semester began. The fair was also announced through the campus website, on bulletin boards, and table tents in the community and student centers.

3. Improving support and leadership of undergraduate research efforts on campus

AA—A faculty member coordinates the Learning Fair to ensure maximum participation of undergraduate students. In fall 2009, all First-Year Experience students participated in the Learning Fair.

B. Increase publicity of undergraduate research on campus by:

1. Featuring undergraduate research projects on the campus Website

MKT—Preliminary content has been collected and posted to the campus website.

2. Increasing awareness of student involvement in research opportunities

AA—Increased awareness of the Learning Fair. As undergraduate research is increasing, it also is discussed in Penn State Fayette forums: during FTCAP, in Program Coordinator sessions, and on faculty web pages and profiles.

3. Requiring all funded research to be presented at the campus Learning Fair and other suitable forums

AA—The EDGSN classes with Nate Bohna designed Lego robots in fall 2009 and were funded through an NSF grant. This research was presented at the campus Learning Fair. Future funded projects will also be presented in appropriate forums.

C. Increase academic-oriented student activities and events by:

1. Supporting a campus film festival, lecture series, book discussions on contemporary topics, and other out-of-the classroom learning opportunities

AA—A film festival is held each fall, occasionally in the spring depending on funding. In 2008, the theme was French films and in 2009 it was films

of Latin America. On average fifteen-to-twenty people attend each showing but we've had attendance of more than fifty when high school and Fayette classes participate. The library also sponsors "Author Celebrations" for faculty who publish books. Jerry Hoeg had an Author Celebration in the fall 2010.

2. Increasing cross-campus efforts to introduce experiential learning opportunities that better prepare students for diverse workforces and communities

AA—The Faculty Senate Outreach Committee oversees service and experiential learning activities. HDFS faculty consistently offer courses with community engagement components. The STS 297 H Social Justice class offered in spring 2010 also contained a community engagement component. Penn State Fayette is currently working on offering a Civic and Community Engagement minor.

Strategic Indicators: undergraduate research funding; number of students participating in research activities and awards competitions; Website usage; Learning Fair participation; attendance at events such as film festival, book discussions, lectures, etc.; number of service learning courses and enrollment

Objective 3: Improve the flexibility and convenience of class schedules and facilities access

Strategies

A. Assure that common hours are responsive to campus needs

AA—The Common Hour was adjusted in fall 2009 to allow for a two-hour meeting period on Wednesdays. Responding to student feedback, the Common Hour was again adjusted for fall 2010 to return to a five-day per week Common Hour.

B. Offer afternoon, evening, and weekend courses and services

CE—During 2009-2010, thirteen credit classes were offered off campus through Continuing Education.

AA—Evening and Weekend Classes since 2008

2008-2009	89 Evening	4 Weekend
2009-2010	89 Evening	7 Weekend

C. Adjust program course rotations as necessary

AA—Degree program courses are offered in a day and evening rotation to allow flexibility in course scheduling for traditional and non-traditional students.

D. Maximize summer course offerings

AA—The summer schedule was published early in February throughout the University to promote maximum enrollment from students at all campuses. The summer schedule times were adjusted for consistency, increasing the ability to enroll students from other campuses and institutions. On-line course offerings also promote scheduling across campuses. Cohort scheduling is encouraged, and works especially well in nursing and mining to increase enrollment in summer classes. Forty summer classes were offered in 2010 and forty offered in 2009.

E. Expand after-hours access to campus facilities

ADM— Admissions has hired a full-time activities assistant who will work 10:00 a.m. to 7:00 p.m. Monday–Friday, with additional weekend hours as necessary. It has also hired a part-time career counselor to work Monday–Friday, 25 hours a week. The Fitness Center is open until 9:00 p.m. Admissions continues to assess the needs of our students to provide the necessary access to needed facilities. For instance, use of the Fitness Center is tracked with daily logs throughout the year to see patterns in the student, faculty/staff, and community usage of the facility. The Student Government Association, as well as the Student Affairs Department, assessed the need for an assistant in the Student Activities Office. An administrative support staff member was hired to work part-time (32 hours per week). The SGA has agreed to pay for half of the position with the campus matching the other half.

AA—The office of Academic Affairs was open during the academic year until 6:30 p.m. Mondays through Thursdays. Due to limited use, these hours will be offered during high volume periods. The Continuing Education Office, Library, and the Computer Lab are also open evenings until 8:00 or 8:30.

F. Expand availability of the Cub’s Den to students in evening and weekend classes

BUS—The Cub’s Den offers services to students in evening and weekend times as needed.

G. Improve access to essential student services

AA—The Registrar’s Office has added two computers and a printer for student access to E-lion and facilitate their change of assignment to University Park. The Teaching and Learning Center establishes hours each semester to maximize student access: usually open at 9:00 a.m. until 6:00 or 8:00 p.m. on different days as necessary.

Academic Affairs had office hours until 6:30 p.m. in 2009-2010. This policy is being reevaluated based on limited use, and extended hours will continue during peak demand—for example: the first two weeks of classes.

MKT—The director of Marketing and Communications and webmaster are working on the committee that is redesigning the website for the Commonwealth campuses. Changes in the new design will make it easier for students to access information about what Penn State Fayette and the University have to offer. The new website was launched December 1, 2010

ADM—Admissions has hired a full-time activities assistant who will work 10:00 a.m. to 7:00 p.m. Monday–Friday, with additional weekend hours as necessary. It has also hired a part-time career counselor to work Monday–Friday, 25 hours a week.

CE—Continuing Education schedules off campus credit and non-credit classes at convenient location for students. The most successful is our RN to BS in Nursing. These classes are offered at the Westmoreland County Community College Campus in Youngwood, Pennsylvania. Nursing classes have also been offered on-site at various hospitals in our service area. Other classes have been offered on-site at various business and industry locations. A variety of campus services—such as: registration, advising, financial aid—are also provided to students at these locations.

H. Create a campus policy for faculty office hours

AA—Faculty are expected to be in their office three hours per week.

Strategic Indicators: results of satisfaction survey; number of summer, afternoon, and evening course offerings; use of Cub's Den and full-time student activities position and part-time career counseling position.

Objective 4: Assure effective and accessible academic advising and support to students

Strategies

A. Increase proactive campus-wide advising methods and create a process for effective faculty advising by:

1. Holding regular program-wide advising sessions for every academic program

AA—Program coordinators and faculty members offer advising sessions in each department at regular intervals. Sessions are held at the outset of

the semester, during registration for the next semester, and as needed for other functions, such as for job placement and internship information.

2. Establishing a “Lunch with Your Advisor” program

AA—Funding is available for each department to allow for faculty lunches. In addition, lunch is provided during the advising sessions regularly held, as detailed above. The following academic areas are among those who have held lunch advisory meeting: Business, AOJ, Nursing, English, HDFS, and Engineering.

Each year English conducts a special session for graduating seniors in order to review degree audits, graduation forms, etc., and conduct a series of special advising lunch sessions on topics, such as graduate school exams, graduate school selection, resume workshops, and career planning (approximately six special topic sessions per year).

3. Designating a bi-weekly, campus-wide common advising hour

AA—Open Door Wednesday has been held monthly.

4. Enhancing advising for dual-major and transfer students

AA—Program coordinators are responsible for advising dual-major and transfer students. Training is provided by division heads and the Advising Office to ensure knowledge of transfer requirements.

5. Utilize available technology, such as ANGEL Live Chat and Adobe Connect (Breeze), for “long distance” advising and tutoring

AA—A campus learning and development specialist provides access to training and regular sessions to train faculty advisors and tutors on available technology. In recent years the Teaching and Learning Center has hosted many such training programs to faculty and students.

B. Enhance the campus Teaching and Learning Center, and library instructional space.

AA—Funding has been provided to the Teaching and Learning Center for access to English and math instructional materials, including books and calculators. Computers have been added because the Teaching and Learning Center is now the designated center for proctoring exams.

The library added white boards to the lower level to facilitate group study spaces. Furthermore, the Head Librarian, Chancellor, DAA, Director of

Business and Finance and Director of the Teaching and Learning Center are exploring ways to implement a Knowledge Commons concept to the library.

C. Develop a mentoring program for students allowing access to regional alumni and professionals

DEV—The Development Office supports this strategy per the actions of Strategy 1-C-1 above.

Strategic Indicators: results of student and faculty surveys; number of students consulting advisors before registering; number of staff attending professional development activities; use of Teaching and Learning Center and library; number of students in mentoring program; implementation of Knowledge Commons concept.

Objective 5: Increase social and recreational opportunities and increase student participation

Strategies

A. Develop more cultural programming and student activities that are both informative and entertaining

ADM—The Student Activities Office provided over seventy events and activities. Intramural programs have begun in 2010, with more to be added next year. A student survey was distributed online during fall 2009 asking for different activities and times they would be interested in playing. In recent years the Student Affairs Office has hosted or sponsored dozens of such programs.

AA—The Coordinator for International and Intercultural Programs provides diversity programming for the campus. Academic programs providing cultural and learning programming include: an ASHRAE Girrl Power trip and other ASHRAE sponsored events, Space Camp and other programs sponsored by WISSET, and MathCOUNTS.

B. Enhance social and recreational accommodations for non-traditional students

ADM—The Student Activities Office provides \$5,000 from the Student Activity Fee, along with funds from University Park, to help non-traditional students with child care subsidy. In addition, the Student Activities Office provides evening entertainment for non-traditional students, such as Family Fun Nights. Lastly, the Student Activities Office is working with the Admissions Office to provide a non-traditional student session prior to Orientation to help make the transition smoother for adult learners. We will utilize the results of the 2010 Student Satisfaction survey to better our services.

C. Explore options to create a Student Union Center

ADM—Campus representatives have met with developers and secured drawings for possible layouts to expand the current Community Center to incorporate a Student Union-type facility. We have no plans to design and build a new facility.

D. Increase student activities support for evening programs

ADM—Student Affairs hired a full-time evening activities assistant to help provide support, including evening hours. This is an ongoing process that will continue to be assessed through the 2010 Student Satisfaction Survey, as well as local surveys sent to the student body.

E. Encourage more social and recreational interaction between students and the community

ADM—Student Affairs advertise campus events to the community.

DEV—Campus Alumni Society established a Third Friday alumni event and included Blue/White society members. Community events include:

Third Fridays – 13 events, attendees ranging from 6-33 (limited student participation)

Blues and White Gala 2009 – 150 attendees (10 student volunteers)

Blues and White Gala 2010 – 125 attendees (8 student volunteers)

Donor Scholarship Dinner 2008 – 216 attendees (77 Students)

Donor Scholarship Dinner 2009 – 123 attendees (49 Students)

Donor Scholarship Dinner 2010 – 123 attendees (46 students)

Alumni Society Golf Outing 2008 – 72 attendees (limited student participation)

Alumni Society Golf Outing 2009 – 44 attendees (limited student participation)

Alumni Society Golf Outing 2010 – 60 attendees (limited student participation)

AA—The film festival is widely marketed to both students and community and gets attendance from both groups.

Community-related activities by academic programs and specific classes include:

Business

BA 495A Internships: summer 2009 – 3 students; fall 2009 – 6 students;
spring 2010 – 7 students

BA 297 – Independent Study – 1 student

Administration of Justice

We developed a program called Scanning, Analysis, Response, and Assessment with police in Uniontown, Connellsville, and Brownville. We had three students

attend the first CSI-Fayette, two at the second one, and one at the third. However, this program was discontinued when Prof. Larry Driscoll left the faculty.

Nursing

The Nursing Department participates in many such events, including: Kids Feast (50+ attendees); Family Funfeast (100+ attendees); the Osteoporosis Walk; First Aid Station at Coal and Coke Heritage Music Festival; American Heart Association Walk on Campus; and conducted Educational Table on campus for Breast Cancer Awareness Month.

English

Nothing organized at this time, but the program has started to use alumni ties to connect current students with graduates in order to facilitate internships and other types of community interaction.

HDFS

The HDFS Advisory Council are employers, alumni, students, and HDFS faculty who meet quarterly to help students develop critical thinking skills, personal skills, and academic skills necessary for professional and personal success. It also provides networking opportunities and job search skills.

F. Increase student and community involvement with sports on campus by:

1. Building campus baseball/softball complex

ADM—Completed a feasibility study, final drawings and costs estimates. Now awaiting funding, possibly the Facility Fee. This fee will generate roughly \$90,000 per year toward the project, with committee approval.

DEV—\$750,000 in PA RCAP funding has been earmarked for this project. The Development Office is working with the chancellor to cultivate several previously identified potential donors, as well as to identify additional sources of public and private funding as a required match for the state funds. Approximately \$270,000 has been raised so far.

2. Adding new sport programs and associated facilities

ADM—Added Men's and Women's Cross Country, fall 2009. Added wrestling as an emerging sport for Fall 2011.

DEV—The Development Office will work closely with the Athletic Office to keep abreast of plans and associated facility needs and seek potential funding sources when appropriate.

Aside from the baseball/softball complex RCAP funding, there are no new developments in this area. The effort to identify a match for state funding is ongoing.

3. Supporting coaches to recruit earlier to develop better teams

ADM—A total of fifty-three new student-athletes (forty-five first year students and eight transfers) enrolled in the University for the 2009-2010 athletic years. Due to budget cuts, reimbursements to coaches for recruiting-related travel expenses were eliminated from this year's budget. The removal of this funding is offset by the fact that the campus' coaches are among the highest paid in the PSUAC. It is anticipated that additional funding to cover these costs may be available in future budgets. A nominal amount of meal money was available in the 2009-10 Athletic Department operating budget to allow for special receptions hosting prospective student-athletes and their families.

H. Explore the feasibility of expanding food and beverage service in the student center

BUS—Instead of expanding in the student center, CRH, the campus food service provider, has made several menu changes to the cafeteria. They have added several one dollar items, added regular offerings of "student-friendly" foods, such as wings and wraps. They have brought in a pizza maker and have begun using the pizza oven.

In addition, vending machines have been added to the Eberly and Biomedical Buildings to accommodate student requests.

Strategic Indicators: number of events and activities; number of attendees; satisfaction survey; number of student athletes; assessment of recreational facilities and programs

Goal 2

Strengthen academic excellence through support of the highest quality teaching, research, and service.

Objective 1: Increase support for pedagogical improvement and curricular excellence

Strategies

A. Provide support to internationalize and diversify the curriculum by:

1. Incorporating international components and intercultural competency training in key courses

AA—The International and Intercultural Programs Office offered six \$500 incentive grants to faculty members during the 2008-2009 academic year. A Curriculum Internationalization Committee (CIC) consisting of three faculty and two staff members was established in fall 2008 to review proposals. Funded proposals: *Reading the World Novel* (ENG 486); *Comparative Criminal Judicial Systems* (CRIMJ 462); a section on *international nutrition* designed to enhance Nursing students' appreciation of the variety of culinary customs in Southwestern Pennsylvania as they offer nutritional advice to their patients; *Taking Shakespeare from Page to Stage* (ENG 405); *All About Love*, a three-part workshop integrated into ENG 202A, analyzing love and forgiveness in literature and life; and *Climate Change, Energy and Biodiversity*, (STS 201 H).

2. Utilizing technology to provide global experiences in classes

AA—The Media Commons provides digital cameras, movie-making software and training for all students, faculty, and staff. Students made films on the Spring Break 2009 short-term embedded trip to Montréal, Canada, and on the notion of global social justice.

3. Increasing the number and variety of intercultural courses offered on campus

AA—2008-2009=43 courses

Sample Offerings: AM ST 321, ANTH 146, FR 139, PL SC 14 & WMNST 117

2009-2010=39 courses

Sample Offerings: ART H 100, CMLIT 108, LER 136, MUSIC 7 & S T S 150

4. Linking classes and cultural activities together into integrated campus-wide programming

AA—The campus theme for fall 2008 was “Celebrating Diversity in the French-speaking World.” Students of French from both area high schools and the Fayette campus engaged in a day-long French language

competition in honor of “National French Week” in November 2008. Grand Bon Rien, a Cajun band, performed and area high school art students competed in a Francophone art contest. The Fayette Film Festival’s theme for 2008 was devoted to French film.

The campus cultural theme for spring 2009 was the Environment: Think Globally, Act Locally. The STS 201 H course was *Climate Change, Energy and Biodiversity*. The cultural events associated with this theme included a presentation by Paul Sarver (“Think Globally, Eat Locally”); a speech and poetry recitation on race, gender, and the global environment; an eco-art contest for local high school students; and a performance by “Recycled Percussion,” a “trash rock” performance.

Social Justice was a campus theme for 2009-2010. The Fayette Film Festival theme was devoted to social justice in Latin America. STS 297 H: Social Justice was offered in spring 2010 and the HDFS department offered a course centered on social justice. Local high school students of French and art came to Penn State Fayette in November 2009 for language and art competitions related to global social justice and Mike Ramsdell presented his documentary “Anatomy of Hate” and a talkback session for the entire campus and local community. A “Mix it Up at Lunch” series began in fall 2009. Students, faculty, and staff gather on Fridays to discuss controversial topics and refine active listening and civil discourse strategies while knitting for the Linus Blanket project. In spring 2010, Dr. Richard Gosser, executive director, Partners in Progress, gave a presentation on the current situation in Haiti, and David Carson presented on Learning Disabilities in the 21st century. The STS 297 H class also traveled to Heinz Hall in Pittsburgh to hear Greg Mortenson, author of *Three Cups of Tea*, speak on his experiences creating peace one school at a time in Pakistan and Afghanistan.

B. Expand the Teaching and Learning Center to support all campus efforts to improve teaching and learning by:

1. Increasing campus usage of resources from the Schreyer Institute for Teaching Excellence (SITE)

AA—The Schreyer Center provides a wide variety of faculty development events to the regional campus locations using teleconferencing technology such as Polycom and Adobe Connect. During the fall and spring terms each year, there are generally one-to-two offerings each month. Attendance at each ranges from one-to-two faculty to seven-to-twelve, depending on the subject being presented and/or the number of scheduling conflicts.

2. Offering workshops on pedagogical topics, such as the Course in College Teaching, annually

AA—The Course in College Teaching is offered each semester on campus for Penn State Fayette faculty:

Fall 2008: 6 Attendees
Spring 2009: 9 Attendees
Summer 2009: 6 Attendees
Fall 2009: 4 Attendees
Spring 2010: 3 Attendees
Fall 2010: 9 Attendees

Many other pedagogy workshops are offered as well.

3. Increasing the use and efficacy of educational technologies

AA—The campus instructional design specialist offers many workshops for faculty on educational technologies, and works one-on-one with faculty to incorporate technology into teaching.

4. Submitting grants for new pedagogical initiatives

DEV—Private grant funding for pedagogical initiatives has been limited. Benedum Foundation provided \$227,000 in support of Science Forensics STEM Program. Most such grants have come from governmental or internal University sources.

5. Providing technical support for curricular assessment, outcomes assessment, and accreditation

AA—The Academic Program’s Assessment Committee (Mary Ann Walters, chair) is charged with coordinating the Outcomes Assessment of Fayette’s Academic Programs in accordance with University Park’s Academic Programs Outcomes Assessment initiative.

C. Improve support for adjunct faculty by:

1. Providing “Best Practices” to program coordinators for recruiting, mentoring, and assessing adjunct faculty

AA—Regular program coordinator meetings are held to discuss best practices in hiring and mentoring adjunct faculty. Assessment occurs each semester through SRTE reviews.

2. Creating an adjunct faculty handbook and adjunct orientation programs

AA—Adjunct faculty are included in all faculty orientation programs. An adjunct faculty handbook has been created and distributed. A faculty orientation session (full time and adjunct) was held in August 2010 with thirty-three participants.

3. Adjusting pay periodically as necessary to attract the best adjunct faculty and to reward adjuncts who consistently meet criteria for teaching excellence.

AA—Equity of pay was reviewed in the 2009-2010 academic year. Adjunct faculty teaching at Penn State Fayette for five years or more were awarded additional pay.

D. Encourage curricular innovations that add vitality to the campus learning community by:

1. Creating a mechanism for proposing interdisciplinary courses and a formula for assigning workload credit

AA—Interdisciplinary courses are increasing at the campus. In accordance with Penn State policy, faculty receive full credit for a shared course the first time it is offered (for example: three credits each for a 3-credit course); in subsequent offerings the faculty split the credit load.

2. Publicizing interdisciplinary courses and other special courses on the campus Web site

MKT—Last year's honors and international trips featured on Student Experience page of website. Currently, we're looking at adding additional information in Academics section of website. (May hold off actual publication until the new web design is implemented, as new design is more flexible.)

3. Increasing the number of interdisciplinary and team-taught courses

AA—Faculty are encouraged to offer interdisciplinary and team-taught courses and are increasingly doing so. For example, in fall 2009 a course was taught in English, theater, and engineering.

Fall 2009

Cross-listed Courses

CRIMJ 423/WMNST 423=SEXUAL VIOLENCE

CRIMJ 453/WMNST 453=WOMEN & JUSTICE

CRIMJ 406/SOC 406=SOC OF DEVIANCE

Interdisciplinary:

English, Theatre, Engineering Course—Stage Design with English study of play and theatre performance

Spring 2010

Cross-listed Courses

CRIMJ 012/SOC 012=CRIMINOLOGY

CRIMJ 013/SOC 013=JUV DELINQUENCY

4. Developing additional certification programs

CE—Developed and offered a Child Development Associated Certificate program in 2009 and 2010 spring semesters. The 2008-2009 class had twelve students. The 2009-2010 class had seven students. The students used this class as a way to move to a higher employment level position within their agency.

5. Supporting the strategic use of distance learning technology

CE—Continued to offer the non-lethal weapons program through World Campus.

AA—Penn State Fayette has increased the number of e-learning courses, has an increasing number of faculty teaching World Campus courses, and an increasing number of hybrid courses.

The VLN network was installed in the Eberly Building in August 2010 to enable increased course-sharing via technology. We use the Trading Floor Lab to give students better insights into financial and economic concepts through use of the FTS software for simulations, case studies, and projects.

We intend to do the following:

- 1) Start Trading Challenges in a virtual environment based on this software.
- 2) Let students research trading ideas in order to better understand the different concepts learnt in the class.
- 3) Let students understand portfolio management, performance evaluation, and risk/return concepts better.

6. Exploring the use of simulation software capabilities in classes and other educational initiatives

AA—The mining and nursing programs have added simulation capabilities to their classes: mining through a software simulation

package and nursing through simulation models. Business classes also use financial simulation models.

7. Providing training on the use of new technologies

BUS—The IT staff has trained faculty and staff on the use of new software or systems. Samples of these types of offerings are the Microsoft Office Suite, the new Campus calendar and scheduling system, and the new University travel system.

In addition, they have scheduled training, starting in March 2010, in several areas related to security such as scanning, passwords, locking systems, etc.

AA—Uses available technology, such as ANGEL Live Chat and Adobe Connect (Breeze), for “long distance” advising and tutoring. A campus learning and development specialist provides access to training and regular sessions to train faculty advisors and tutors on available technology. Many technology-related faculty training sessions have been offered.

Strategic Indicators: number of interdisciplinary, international, and intercultural courses; use of Teaching and Learning Center; number of grants submitted; number of adjuncts retained and new adjuncts added; number of pedagogical courses and workshops offered; Web site usage

Objective 2: Improve campus resources for promoting student academic success

Strategies

A. Encourage student usage of the Teaching and Learning Center and the library through coordinated referrals

AA—Templates are being developed by the Advising Office to provide faculty with an easier mechanism to coordinate referrals to the Teaching and Learning Center. These templates will coordinate with the EPR (Early Progress Report) system, to ensure a regular and systematic referral process. The Library has created a Twitter account and Facebook page to market its services, collections, and events. It also hosts a “Step It Up” student orientation event at the beginning of each fall semester.

B. Provide dedicated support for dual-enrollment students

CE—Worked with Admissions on dual-enrollment recruiting. Continuing Education also arranged dual-enrollment partnership with Continuing Education program at University Park for Mifflin County students.

AA—Dual-enrollment courses will now include all general education offerings, to allow increased flexibility, especially for home-schooled students available within the traditional school day hours. The offices of Academic Affairs and Admissions are working together to promote on-site dual-enrollment classes. This will allow high school students to remain at their schools and take Penn State classes. Penn State Fayette does not use high school teachers in its faculty.

ADM—One admission counselor is dedicated to making dual-enrollment presentations in our service area high schools, as well as providing two dual-enrollment orientations on campus for these students.

Dual Enrollments since 1970

Fall 2007 – 70	Spring 2008 – 105
Fall 2008 – 93	Spring 2009 – 125
Fall 2009 – 78	Spring 2010 – 60

C. Develop more proactive academic advising procedures and activities

AA—The office of Academic Affairs has been reorganized to improve proactive advising practices. This is an ongoing effort, including templates for faculty advising, workshops for faculty advisors, and increased advisor contact with students.

D. Develop stronger academic orientation and support for first-year students, including technology and information skills

AA—The offices of Academic Affairs and Student Services are working together to ensure continuous quality improvement for both FTCAP and Orientation. The campus will also continue to reassess the methods and mechanisms for delivering the First-year Experience goals of introducing students to their major and to the academic and social expectations of college. During Orientation, Academic Affairs and Student Affairs provided an additional day of extended training for students in technology and information skills. The 2010 FYE program, which used a series of non-credit workshops and Pride Groups of first-year students led by upper-division student leaders and faculty advisors, did not have the student attendance we had hoped for. FYE is currently undergoing further review through a Student Success Committee and the Faculty Senate.

E. Improve the utility of the campus and library Web site as a source of information on all campus programs and activities

MKT—Integration of new Calendar of Events completed.

AA—The library has redesigned and updated its website to include information specifically for international students and to announce new books/DVDs received; and has created spaces on Twitter and Facebook.

F. Create the “Digital Commons” to encourage the use of multimedia in campus teaching, learning, and research

AA—Penn State has renamed the Digital Commons to the Media Commons, to more accurately reflect its mission. Methods of increasing financial support for the Media Commons are being assessed; this is necessary due to increased student usage. In addition, a general education course will be offered in fall 2010 focusing on using the Media Commons. Many Media Commons workshops and student tutorials have been offered.

Strategic Indicators: use of Teaching and Learning Center and the library; student retention and graduation rates; satisfaction survey; Web site usage; use of Digital Commons

Objective 3: Pursue recruiting and retention strategies to attract greater numbers of academically prepared students

Strategies

A. Offer strategic courses to attract gifted dual-enrollment students

AA—Dual-enrollment courses are now offered for all of our general education classes; maximizing opportunities for students, including home-schooled students.

B. Organize programs designed to reach out to high school scholars and non-traditional students, and acquaint them with the campus by:

1. Creating tutoring or academic skills sessions

ADM—Partnership with the Intermediate Unit 1–Adult Learning Program (ALP)

All students admitted to Penn State Fayette, as admission type “provisional,” must take a TABE test administered as part of the IU1 program entitled “Adult Learning Program” or ALP. TABE places students into their English, reading, and math academic levels by high

school grade. Admissions, the program coordinator of the ALP, and Academic Affairs have collaborated on what levels are needed to be admitted to Penn State Fayette. Students who do not place in the recommended academic level for admission are required to complete remedial courses offered through the ALP. These courses and all materials are free to the students. Students must complete the remedial programs in order to be admitted to Penn State Fayette. Once students are admitted to Penn State Fayette they will take the Penn State placement test.

2. Developing strategies for college application and preparation

ADM—Parent Prep 101

Admissions has created a presentation for parents of high school students in the 10th and 11th grades to provide information on what high school classes are needed for college admission, why SAT or ACT test scores are required, career exploration, when to visit college campuses, and when and how to apply to colleges. This program started in the spring of 2009 and is held twice a year. Attendance varies, usually around ten-to-fifteen parents. This spring Laurel Highlands High School hosted “Parent Prep 101” and we presented to approximately thirty families.

We have also moved to completing on-line applications, which is used almost 100 percent of the time.

3. Seeking advice from employers and professional schools (law school, medical school, graduate school, etc.)

ADM—The coordinator of the CSIC works on this continuously and will continue to do so.

4. Offering career exploration workshops

ADM—The CSIC provides many workshops every semester and will continue to do so.

5. STEM Science Forensics

C. Increase the number and dollar value of scholarships available for academic excellence

DEV—As of Dec. 8, 2010, \$800,808 of the \$1.8 million campaign goal has been raised in support of “Ensuring Student Opportunity.” Most of these scholarship funds are need based, as the Trustee Matching Scholarship guidelines do not permit academic excellence as a criterion. The Development

Office also organized the first annual Blues and White Gala, which raised \$34,000 for student scholarships, the criteria for which is discretionary and may be applied based on academic excellence. The second gala raised \$27,000 for student scholarships. Development will continue to work with the scholarship committee to find other creative ways to award academic excellence with scholarship dollars. For example, we will continue meeting with companies to promote the idea of corporate scholarships which are tied to internship opportunities, and within which awarding academic excellence may be included.

D. Market the scholastic strengths of the campus

MKT—Marketing worked with Continuing Education to develop special Business for Artists program in spring 2009 and spring/summer 2010. Faculty Snapshots were developed and added to the website (new web design will allow more prominent placement). The campus partnered with the Herald-Standard in 2010 to host community forums on important topics, such as crime, with campus faculty participating as topic experts.

AA—Academic Affairs programs include Science Forensics and STEM. See Goal 3, Strategy B/2 below.

E. Design a program that recognizes high school academic, artistic, and athletic achievers

ADM—The Student Activities Office works with the International Programs Office (IPO) to coordinate the annual MLK Day. Thirty-nine students from area middle and high schools participated in this program. Faculty, staff, students, and members of the community participated in the awards program and presentation. In addition, the Student Activities Office works with the western Pennsylvania Penn State campuses to coordinate the MLK Day of Service (approximately eighty Penn State students participated, twenty from Fayette). The IPO also organizes a French Day, which includes competitions in recitation, poetry, and art for high school students from Fayette County.

Fayette currently has no presence at high school graduations. However, the Admissions Office has started a 4.0 Club, which recognizes all students in the Fayette service area who have achieved a GPA of 4.0 or higher. The Admissions Office hosts an awards brunch and provides certificates to the students.

MKT—The Marketing and Communications Office alerts local media about select photo ops and story ideas when high school students participate in academic events on campus, such as Science Forensics, Math Counts, the JETS/TEAMS competition, and Pi Day. On occasion, a press release will be issued.

Strategic Indicators: enrollment and retention data; number of courses and workshops offered; total scholarship dollars awarded

Objective 4: Establish continuous and effective strategic planning within all campus departments and programs

Strategies

A. Develop the functions and resources of the campus Strategic Planning and Institutional Effectiveness (SPIE) committee

SPIE—SPIE consists of representatives from administration, faculty, staff, and students.

B. Institutionalize annual strategic planning and implementation timelines and procedures

SPIE—In 2010, SPIE conducted a “mid-term” review of progress of the campus strategic plan and will conduct meetings with the campus management group (CMG) and a town hall meeting to present its findings and explore if any changes to the plan are needed in light of changing local, state, and national circumstances since the plan’s inception. In the fall 2010, the chancellor asked each director to create a mission, vision, and values statement for their unit.

C. Increase data collection and sharing from University Park and campus data sources

AA—Staff in the Academic Affairs Office are being trained in the Data Warehouse to allow increased use of data for analysis from system-wide databases. Data will be used to analyze retention, academic success, program enrollment, and under-enrolled sections.

AA—The library received training in 2010 on Director Station, a data warehouse relating to library operations. One goal will be to more efficiently track how our collection funds are spent.

D. Establish campus support for surveying graduates of each program and other data collection

AA—The School of Nursing regularly collects data from graduates of the 2NURS and NURN majors on graduation and employment rates, graduating student satisfaction, alumni satisfaction (one year following graduation), employer satisfaction (one year following graduation) and professional development (one year following graduation). Much of this data is aggregate,

not campus specific, but is used by the School of Nursing for planning and assessment.

ADM—“Grad Day” was created to facilitate the end process for graduating students by providing them a “one-stop-shop” to complete the tasks all in one day. During Grad Day, students met with representatives from various departments on campus and community organizations including the Career Services and Internship Center, Office of Registrar/Academic Affairs, Office of Student Aid, Office of Student and Enrollment Services, Student Activities Office, Penn State University Bookstore, Jostens, and Penn State Fayette Alumni Society. Fifty-five students participated and received information from this event. On April 6, 2010, the CSIC hosted an additional session for Nursing Students (thirty-two students).

The Student Affairs office administers and collects the Student Satisfaction Survey and the CSIC administers and collects an Exit Interview Questionnaire.

The data collected on the Questionnaire includes “long-term” (non-Penn State related) demographic data, current employment status, degree/major, post-graduation employment plans, and post-graduation education/professional development plans. The demographic data is used to contact graduates via e-mail and mail when the CSIC distributes newsletters, job postings, graduate school opportunities, etc. Other data has yet to be effectively used at this time.

E. Provide training to faculty on “Best Practices” for curricular and outcomes assessment

AA—The Assessment Committee will provide training for faculty. Best practices are also shared through faculty attendance at departmental meetings that occur among disciplines across the Penn State system. Financial support is provided for faculty members to attend departmental and disciplinary meetings. IST, English, business, arts and humanities, and social sciences have all held system-wide meetings which Fayette faculty have attended. Records are kept for FAR reviews and travel support.

F. Set campus-wide goals for learning outcomes to guide programs by:

1. Developing program goals and learning outcomes for all academic programs

AA—Penn State Fayette has an assessment committee to analyze program goals and learning outcomes. Mary Ann Walters is chair, a function of her role as director of the Teaching and Learning Center. There are four

additional faculty members on the committee. Also, program coordinators meet monthly as part of the Academic Leadership Council.

2. Establishing campus-wide strategies for assuring intellectual rigor in all courses

AA—Program coordinators, in conjunction with the DAA, are establishing a mechanism for review of adjunct instruction. Program coordinators, in conjunction with the DAA, review GPAs for courses. The DAA reviews all syllabi. The function of program coordinators is evolving to include input on course scheduling and overall leadership for their academic area.

3. Explore innovative ways to measure performance in crucial areas, including oral and written communication skills and teamwork.

AA—Schreyer teaching workshops have addressed innovation in general education courses. Teamwork was encouraged through presentations in First-Year Experience courses.

4. Integrate campus program assessment with University-wide efforts

AA—In the fall of 2008, Dr. Osagie established the Program Assessment Committee, and appointed Mary Ann Walters as chair. The committee's primary charge is to review the assessment outcomes for each of Fayette's academic programs and determine to what degree these outcomes correlate with the outcomes established by University Park and other branch campuses. In 2011, Dr. Achampong will merge the Assessment Committee with some members of the SPIE Committee to more effectively monitor institutional effectiveness.

Strategic Indicators: data collection; programs assessment, mission/vision/values statements

Objective 5: Continue to build the campus honors program and undergraduate research activities

Strategies

A. Increase the number of honors-only courses including interdisciplinary, team-taught honors courses and the number of students enrolled in existing honors courses

AA—The Honors program continues to grow under faculty leadership in the form of an honors coordinator. There are currently fifteen honors students at Penn State Fayette. Students must maintain a 3.3 GPA and take 6.0 credits of honors classes per year. There is an Honors Committee on campus. Proposals for Honors Options, adding an honors component to a non-honors course, are reviewed by this committee. In addition to the GPA and honors course requirements, as of fall 2010, honors students will be required to attend five cultural campus events/semester. There has traditionally been an honors trip in the spring of each academic year. Eight students and three faculty members traveled to Iceland in spring 2009 as a part of the STS 201 H course.

B. Establish goals and signature activities for the honors program, such as providing annual travel opportunities for honors students

(See above.)

C. Develop funding sources for the honors programs and undergraduate research

DEV—An honors proposal that was submitted to a private donor in 2009 was rejected. As a result of this and other issues, the \$500,000 honors campaign goal for the campus has been removed and redirected to other campaign initiatives. A new proposal was submitted to a private donor in fall 2010. If funded, it would include money for honor student scholarships.

AA—University Park continues to provide funding for both the Honors program and for undergraduate research. Funded research was given to biology students working with Dr. Joseph Shostell.

D. Encourage the internationalization of honors program courses and activities

AA—The International and Intercultural program director is also the honors coordinator. While this is not a necessary combination, it facilitates this goal. Honors courses have an interdisciplinary focus, and have undertaken international travel. There has traditionally been an honors trip in the spring of each academic year. Eight students and three faculty members traveled to Iceland in spring 2009 as a part of the STS 201 H course.

Strategic Indicators: number of honors courses and student enrollment; satisfaction survey; funding to support the honors program; number of honor courses events and activities

Objective 6: Improve support for faculty professional development and maximize usage of available resources

Strategies

A. Provide systematic orientation and mentoring for faculty

AA -August 2008 – Adjunct Faculty Orientation, approximately thirty-seven attendees present. Adjuncts were provided a recently updated copy of the Adjunct Faculty Handbook. The document is due for another, and more thorough revision. It needs a more consistent and professional format.

August 2009 – Faculty Orientation

One session open to all faculty, full and part-time with various workshop sessions addressing best practices in the scholarship of teaching and learning. Topics included, but were not limited to: Designing the Syllabus, Rubric Design and Application, Clickers in the Classroom, and What’s New in ANGEL.

An expanded orientation session was provided for all faculty, full and part-time, in the fall of 2009. Mentoring opportunities were encouraged, with experienced faculty expected to mentor newer faculty.

August 2010 – Faculty Orientation Full Time Faculty

The Teaching and Learning Center is planning a full day of activities focusing primarily on pedagogical issues and concerns.

August 2010 – Adjunct Faculty Orientation

Similar to program provided in 2008.

B. Encourage campus faculty to apply for professional development funding from University-wide sources

AA—The campus Faculty Development Committee ensures systematic funding from funds that include University-wide sources. The DAA also encourages faculty to apply for relevant University-wide funding.

BUS—There is permanent funding annually for several areas of faculty development: \$4,500 for Research Development Grants (RDG), \$2,000 for Professional Development (PDG) , \$2,000 for Teaching Development Grants (TDG), \$3,500 for conference travel, and \$3,000 for international travel. In addition, the Advisory Board funds research grants, and there are campus endowments earning funds that can be used for faculty research in accordance with the donor guidelines.

C. Seek further sources of campus funding for faculty development

DEV—The Fayette campus capital campaign goal for “Building Faculty Strength and Capacity” is \$2.5 million. Only an insignificant, nominal amount has been raised toward this goal. The establishment in 2009 of the faculty endowment challenge matching program to provide early career professorships will hopefully encourage more donors to contribute to this

goal. The development office will work to identify interested donors that would help to expand capacity in new and high demand areas such as electro-mechanical or energy engineering.

D. Encourage, support, and reward faculty grant writing and faculty who engage students in research activities

AA—New faculty members are encouraged to seek grant funds to support their research. Funding is provided for undergraduate research opportunities and is recognized in annual reviews. Dr. Joseph Shostell successfully applied for a LiCor grant with campus matching funds through Eberly Science. English faculty have applied for grants through humanities organizations.

E. Emphasize faculty credentials (with photos) and professional accomplishments on campus and University Web sites

MKT—Faculty Snapshots section added to campus website; nineteen faculty are currently participating. Will stress need for greater participation. Faculty accomplishments are also featured in annual magazine, and local and regional media, and Penn State-wide publications. Faculty accomplishments are collected at year end for the annual magazine. New faculty and specific accomplishments through the year are typically shared with the Advisory Board by the DAA when there is a regular advisory board meeting and directors give reports. The chancellor shared faculty research accomplishments in his “Welcome Back” address in fall 2010.

Strategic Indicators: number of orientation sessions; number of grant applications and awards; faculty web presence; levels of funding for professional accomplishments; annual faculty activity reports

Goal 3:

Enhance and foster a more inclusive, civil, and diverse learning community.

Objective 1: Pursue aggressive strategies to assure diversity among campus personnel and the student population

Strategies

A. Provide campus hiring committees with training in “Best Practices” for recruiting a diverse workforce

BUS—A human resource representative will serve on search committees to ensure fair hiring practices in accordance with University policies. The Office of Finance and Business will gather some “best practices” documentation

from the Affirmative Action office, and make these available to all search committees.

AA—Faculty positions are crafted with the goal of attracting a diverse pool of applicants. Each committee will be issued a written charge at a meeting between the hiring decision maker and the search committee members. In addition to a written charge, a diversity advocate will be appointed and the committee will receive a copy of the Penn State “Guidelines for Recruiting a Diverse Workforce.”

B. Enhance recruitment of a more diverse student population by:

1. Make minority recruitment a priority

ADM—Student Affairs will work to implement Challenge 3 of Penn State’s Framework to Foster Diversity (recruiting and retaining a diverse student body.) Fayette’s Framework seeks to increase minority enrollment to 10 percent of the student population by 2015. Admissions will plan a minority recruitment segment for its annual job fair.

2. Using alumni, community members, and existing campus groups, such as the Coalition for Equity and Lion Ambassadors, in minority recruitment efforts.

ADM—As of now, nothing is being done to utilize these groups in minority recruitment efforts. However, Admissions will invite members of these groups to speak to minority students at its annual job fair.

C. Expanding the geographic scope of recruiting efforts

ADM—West Virginia and Maryland recruiting

Penn State allows current graduating seniors to get in-state tuition at two high schools in Maryland and seven high schools in West Virginia while they attend the Fayette campus. To encourage current graduating seniors to attend Penn State Fayette, the Admissions staff attends college fairs in Maryland and West Virginia and makes high school visits to all nine high schools to educate students on this tuition savings. Unfortunately it is hard to compete with West Virginia and Maryland college tuitions. Tuition at West Virginia University for in-state residents is \$5,304 per academic year (fall and spring) versus \$11,442 for in-state tuition at Penn State Fayette. Tuition at Garrett College is \$86 a credit (\$1,032 for 12 credits) for Garrett County residents and for West Virginia reciprocity. Admissions will continue to recruit in these high schools taking specific programs of interest to

the high school students. Admissions will stress the value of a Penn State education, especially with the *Wall Street Journal* survey showing corporate recruiter preferences for Penn State graduates, and the fact that our graduates make on average \$10,000 more than graduates of other 1A institutions.

ADM—International Campus

Penn State Fayette is listed as a campus choice for international students. International students typically want to be admitted to University Park. They must list a first and second choice campus on their application for admission. If the international student does not have the academic qualification for University Park admission but can be admitted to Penn State, they will be offered their second choice campus. Penn State Fayette Admission Office corresponds with all international students offered admission to our campus via e-mail. Dr. Susan Crampton-Frenchik has been designated the international students' liaison for the campus and she coordinates information that is sent to students about the Fayette County area, travel, activities, etc.

Strategic Indicators: diversity of resumes, vitas, and new hires; level of diversity in student body

Objective 2: Improve internal community-building

Strategies

A. Hold periodic campus-wide “town-hall” meetings

Chancellor’s Office and AA—An increasing number of meetings have been held across departments. An all-campus meeting is held during Convocation at the beginning of the fall semester. The chancellor and DAA also hold meetings with the faculty and staff, separately, throughout each semester. The chancellor has also hosted luncheon meetings with faculty in academic programs. In the spring of 2010 Dr. Achampong held two town-hall meetings, one each for faculty/staff and students. The chancellor also hosts a brown bag lunch series for faculty and staff.

B. Hold annual events to recognize excellence

ADM—Student Affairs hosts the Annual Student Awards Banquet each spring to recognize student excellence in several areas. Over 250 guests attend each year and dozens of awards are presented. We are also developing a 4.0 Club for the schools districts in our service area. This group will recognize all students in the service area with a 4.0 or higher at an awards banquet. The first banquet is expected in the Summer 2011.

BUS—Each year the campus honors several faculty and staff who have been nominated by their peers, and chosen by committees that oversee up to seven possible awards. In addition, all staff and faculty are honored on their five-year anniversary with the University, and each incremental five-year period after that.

C. Establish activities to foster informal interaction among faculty, staff, and students

AA—Informal activities include lunches during common hour, Friday lunches in the Cultural Center, an annual Holiday party, and a Coffeehouse the first Wednesday of each month, Third Friday alumni events, Author Celebrations in the library, and faculty colloquia.

D. Enhance intra-campus communication

MKT—A new Calendar of Events was integrated into the campus website. Increased the placement of campus events in the home page News & Events area.

Strategic Indicators: number of events, activities, and Town Hall meetings; Campus Climate Survey

Objective 3: Develop and monitor a welcoming campus climate

Strategies

A. Establish the position of campus diversity coordinator

AA—The International and Intercultural Programs Office was established in fall 2008 with a \$20,000 EOPC grant. The director of the office is a vital member of the Coalition for Equity (CFE), a body formed after the chancellor met with former members of the Diversity Task Force and challenged them to become re-engaged in diversity efforts. The chancellor charged the CFE to develop a mission/vision and goals statement.

Mission Statement: The Coalition for Equity is devoted to promoting and maintaining a safe, healthy, welcoming, respectful, and equitable environment for all individuals. Thus, its mission is to increase and enhance awareness and acceptance of the richness inherent in the various cultures, ethnicities, religions, genders, sexual orientations, ages, and physical abilities represented on campus and in the local and global community.

Vision Statement: To nurture a campus culture where social equity and the acceptance of differences are not only celebrated but also practiced at all

levels of campus administration, governance, instruction, and faculty and student affairs.

Slogan: *Do What's Right and Fair!*

B. Expand the resources, services, and diversity-related activities of the campus Cultural Center by:

1. Creating internships for students interested in diversity advocacy

ADM—In 2008, the Internship Coordinator (same as current CSIC Coordinator) hosted an HDFS student intern for a special diversity internship. The student's goals were to create a Diversity Chair position on SGA; work with the Diversified Students Association to host on-campus and off-campus events; and to develop and implement a week-long diversity celebration, including professional development workshops for students, staff, faculty, and community members. This student was the originator of what is now called the "Don't dis on my Abilities Challenge." For her work during that internship, the student was also recognized by University Park for her outstanding achievements and received an award sponsored by the Rock Institute. A binder, including all of the materials that the student created, was given to Dr. Susan Crampton-Frenchik to consider when developing, scheduling, and/or implementing diversity programs on campus.

During the spring of 2010, the Career Services and Internship Coordinator, in collaboration with Dr. Danielle Mitchell and Dr. Susan Crampton-Frenchik (with permission from the Registrar and the Director of Academic Affairs), created an internship opportunity in the Intercultural and International Programs Office. An English student intern completed her internship requirements in the IIPO under the direction of Dr. Crampton-Frenchik.

In spring 2010, the CSIC created a new relationship with the Pittsburgh Pirates. One of our HDFS students completed her internship with the Diversity Initiatives Department for the Pittsburgh Pirates Organization. During her internship she developed, implemented, and evaluated several projects, programs and events. Specifically, she was responsible for the Jackie Robinson Day programming and Asian Day festivities at PNC Park.

2. Developing outreach programs for students in at-risk categories

AA—The STEM program has surpassed its goal by enrolling a total of 129 local students. However, currently, only 109 9th, 10th, and 11th graders enrolled in the Science Forensics Program, as twenty students are no longer active due to non-compliance with program regulations. The curriculum mirrors local school districts. Material learned in the summer camp is covered within their upcoming school year; thus, students are exposed to topics before their peers who are not involved in the Science Forensics Program. Students in this program have increased their grades in math and science, as well as English. For instance, 54 percent of the rising 11th graders improved from one or two letter grades (from C or D to a B or an A) in math; 39 percent improved one or two letter grades in science; and 46 percent improved one or two letter grades in English.

3. Publicizing Cultural Center resources

MKT—Planned for creation in fall semester 2010, design Cultural Center webpage to highlight events, collections on display, etc.

4. Supporting faculty grant writing for Cultural Center programs

AA—The campus would be well served to hire a grants coordinator, who could assist faculty and staff in attracting grants. Currently, the director of International Programs is responsible for grant-writing.

5. Assigning a work study student or intern who can assist campus visitors with directions and distribute Cultural Center materials

ADM—As of fall 2010, no student has been selected. We will make every effort to identify a student for that assignment beginning spring 2011

6. Developing a directory of diversity and multicultural resources for students

ADM—The Student Activities Office works with the International Programs Office to provide resources to students, such as a book and movie center in the library, and serves as a liaison to University Park HUB-Robeson Cultural Center, LGBT Center, Zero Tolerance for Hate Network support, and the Penn State University reporting hate website. In addition, these offices serve the Coalition of Equity which provide a “safe zone” for the entire campus community. The CFE has also written a diversity pamphlet.

7. Developing diverse/multicultural programming for students

ADM—The Student Activities Office works with the International Programs Office to provide cultural programming based on a semester theme, such as song and dance performances, and art contests in the Cultural Center. These have included themes based on Social Justice, Glimpse of Asia, The African American Experience, Discover South America, Casualties of War, Native Americans, and Religion.

C. Conduct diversity training for all faculty, staff, and student leaders and support opportunities for staff to attend professional development activities.

ADM—The Student Activities Office works with the University Park campus to provide training for faculty, staff, and students. This includes training from the LGBT Center (approximately ten staff and thirty students) and the Vice Provost for Educational Equity Office (approximately ten staff and thirty students). In addition, the Student Activities Office also works with the campus nurse and University Park to provide training concerning disability awareness to faculty, staff, and students, including a program by Keith Jervis (approximately fifty attendees). The Student Activities Office has developed a good working relationship with the University Park offices and plans to continue to do so. We have offered disability awareness training, as well as several diversity-related programs (Drag Show, Stop the Hate Program, etc.) over the past year and will continue to do so.

The Student Activities Office works with the Diversified Students Association and Student Government Association for diverse programming such as “Vagina Monologues” (approximately 100 attendees), Drag Show (approximately 150 attendees), Erase Hate at Penn State (approximately 75 attendees), and the Don't Dis on my Abilities Challenge (approximately 50 attendees)

D. Provide reasonable accommodations to all campus facilities

ADM—Our disability liaison, the campus nurse, monitors compliance with all regulations in terms of “reasonable accommodations” to the campus and community in terms of facility accessibility.

BUS—The Business Office has worked with the University Park Office of Physical Plant to ensure that all buildings and public areas are reasonably accessible. We have worked to ensure that all automatic-opening doors continue to function properly. We provide additional staff to clear sidewalks and parking lots when there is bad weather. We obtained funding from University Park to install handicapped accessible doors to the Biomedical

Building. We provide golf-cart or van rides to students, staff, or faculty who have difficulty getting between buildings.

E. Expand the involvement of the Coalition for Equity in campus programming, decision making, and planning.

AA—The former Diversity Task Force has reorganized, and this new group of campus faculty, staff, and students is more involved in campus planning (the Coalition for Equity). See Goal 3 Objective 3/A above. The chancellor has charged the CFE with responsibility for the campus Framework to Foster Diversity. Over the summer of 2010, the CFE chair, the International Programs Coordinator, and the chancellor worked to revise the Framework Plan which was accepted by the Penn State Office for Educational Equity.

F. Enhance and market the library as a place for social interaction and diversity learning

MKT—In fall 2009 and 2010, the Coal and Coke Heritage Music Festival featured performances by NewLanders in the library adjacent to the Coal and Coke Heritage Center. Similar activities will continue with future festivals. Planned for the future: Conversation with John Riddle about better publicizing the library's public activities/special exhibits.

AA—The library has created a leisure reading area and plans to expand this area in 2011. It also has an extensive collection of feature films, popular books, CD-ROMs, and popular magazines. It also is the only library among the Commonwealth campuses to have a designated children's reading collection and area. Regarding diversity learning, the library mounts displays each year honoring celebratory months for Native-Americans, African-Americans, and Women. To market these activities, the library has created Facebook and Twitter sites. We will make especial efforts in the fall of each year to have first year students join these sites. Meetings are ongoing between the chancellor, the head librarian, the DAA, director of Finance and Planning, and the head of the Teaching and Learning Center (TLC) to consider implementing a knowledge commons concept in the library. This will expand individual and group study spaces, learning and tutoring spaces, create a classroom for use by the library and TLC, and possibly a small refreshment area.

Strategic Indicators: number of activities and programs; number of participants; Campus Climate Survey; assessment of campus accommodations; Cultural Center and library usage; inclusion of diversity information in campus publications; number of staff who attend professional development activities

Objective 4: Enhance Campus Intercultural Programs

Strategies

A. Establish an Intercultural Programs Office

AA—The International and Intercultural Programs Office was established in fall 2008 with a \$20,000 EOPC grant. The International and Intercultural Programs Office offered six \$500 incentive grants to faculty members during the 2008-2009 academic year and four courses were awarded grants. See Goal 3, Objective 3/A above for more information on this office and the Coalition for Equity.

B. Enhance the intercultural curriculum by:

1. Organizing, supporting, and leading annual international travel experiences for students

AA—There has traditionally been an honors trip in the spring of each academic year. Eight students and three faculty members traveled to Iceland in spring 2009 as a part of the STS 201 H course.

ADM— Has hired a full-time activities assistant, who has direct responsibilities to our international student population. The campus also re-launched the Diversity Task Force into the Coalition for Equity and they have developed an extensive calendar of events for the 2010-2011 school year.

2. Increasing the number of students participating in existing Penn State Study Abroad opportunities

AA—Study Abroad experiences: In addition to the short-term embedded programs to Montréal, Canada, and Iceland, one student is currently studying in Marburg, Germany (spring 2010). The “Study Abroad 101” programs offered the first Wednesday of each month via polycom from University Park provide general information and peer encouragement to study abroad. Susan Crampton-Frenchik will visit specific classes in fall 2010 and beyond to present program-specific study abroad opportunities.

3. Coordinating with the Coalition for Equity, Student Affairs, library, and other campus organizations to bring intercultural and international experiences to students on campus.

See above: Goal 1/5/A; Goal 2/1/A

4. Publicizing intercultural and international opportunities prominently on campus and to potential students

MKT—Travel blogs and student experience articles related to international travel added to the website in spring and fall 2009. Photo galleries related to international food tasting also added to the website.

5. Encouraging faculty development to increase international and intercultural expertise

AA—Meetings with disciplinary coordinators encourage international and intercultural expertise, as do campus grants for both international travel and research and teaching development. Coordinated presentations of faculty and students returning from travel abroad will be recorded and retained in the library.

6. Increasing the number of faculty Fulbright applications

AA—The Academic Affairs Office publishes Fulbright opportunities, and will continue to do so and support applications as appropriate. In the past two years we have not had applications. Faculty will be encouraged to consider combining a sabbatical leave with a Fulbright experience.

Strategic Indicators: number of intercultural courses and programs; number of Fulbright applications

Goal 4:

Plan for steady growth by aligning programs and services with available fiscal resources while seeking new sources of income and support.

Objective 1: Direct sufficient resources and leadership for student recruitment and retention efforts

Strategies

A. Enhance the campus advising process to ensure maximum service for all students

AA—The Advising Department has a new manager who is being updated to enhance student services, and procedures and policies are being implemented to assure smooth functioning within and between departments.

B. Develop data collection and dissemination processes to better understand retention issues

ADM—Enrollment Retention Management Committee is developing data collection processes and analysis. Co-chairs are Dr. Delia Conti and Maria McDonald. The chancellor has shared data on retention for the previous five years, academic profiles for new students, EPR participation rates, etc.

C. Increase recruitment of transfer students

ADM—Transfer Students since 1970

Fall 2007 – 43	Spring 2008 – 16	59 total
Fall 2008 – 52	Spring 2009 – 16	68 total
Fall 2009 – 40	Spring 2010 – 30	70 total

Westmoreland County Community College

Admissions visits the Youngwood campus once a month to provide information to WCCC students looking to transfer after they complete their associate degree. Admissions also participates in WCCC Transfers Day fair which is scheduled once in the fall and once in the spring at the Youngwood campus. Admissions is also currently working with WCCC leadership to better establish relationships and partnerships.

Seamless transitions

Penn State will continually work with students transferring from any university or college. Undergraduate Admissions at University Park establishes the rules and guidelines for transfer students. Unofficial evaluations, admissions advice, etc. will be the function of the Fayette Admissions staff. Students who transfer from schools that are not accredited will be given the option of transferring their credits by “validation.” This process is explained to them by the Fayette Admissions staff. Currently, Admissions is reviewing transfer guides, advising sheets, and articulation agreements.

CE—Continuing Education is planning to offer credit courses as part of the OLEAD Degree at WCCC’s Uniontown Campus in the 2010 Fall Semester.

D. Continue to use campus activities, such as job fairs, career fairs, and college planning workshops, as informal recruitment activities

ADM—Dozens of career fairs have been held the last two years and hundreds of students have attended.

E. Produce effective and professional marketing materials for all campus programs

MKT—All campus units work with the campus Marketing and Communications Office to review all marketing materials and advertising efforts, such as Admissions recruiting pieces, Continuing Education program fliers and mailers, Student Activity calendar mailers/poster, the Commencement program, newspaper/billboard/radio advertising, and much more.

A variety of marketing materials are being created on an ongoing basis. Examples include: annual magazine, PR/programs/fliers for special cultural events, academic program fact sheets, etc.

F. Establish programs for remedial students, such as bridge programs

CE—Established a summer bridge program for students: Ten students were enrolled in the 2009-2010 summer semester. Continuing Education also established a partnership with Intermediate Unit 1. The IU program is offered to any adult from the community and to Penn State Fayette students at no cost. Classes are held on campus in our Corporate Training Center. A variety of courses are offered including: Basic Reading, Writing, Math, English as a Second Language, Study Skills, Time and Stress Management, Test Taking Strategies, and Postsecondary Preparation. The primary goal of the program is to prepare adults for entry into postsecondary institutions.

AA—Advising will continue to promote proactive contact between faculty, advisors, and provisional students to monitor progress, promote early intervention, and increase use of tutoring and mentoring as needed. The Teaching and Learning Center is offering supplemental instruction in math.

G. Explore ways to develop on-campus housing

BUS—The Business Office and the Office of Physical Plant have worked with third-party constituents with regards to housing on or off campus. University Park has conducted a needs assessment of housing at all campuses. We are awaiting results regarding Fayette.

Strategic Indicators: recruitment, enrollment, and retention data; use of advising services; number of events and attendance; assessment of marketing and recruiting materials, number of remedial programming initiatives.

Objective 2: Increase campus financial resources

Strategies

A. Build a campus “rainy day” fund to ensure stability in times of reduced enrollment

BUS—The budgeting process at the campus has allowed us to set aside temporary funds for a “rainy day.” The enrollment-based budgeting process requires payment back to University Park if there are enrollment declines. The zero-based budgeting process allows administration to review each budget and have input into campus initiatives.

B. Seek development funding for individual campus programs and events

CE—The Pittsburgh Ballet performed on campus on May, 6, 2010. The program was funded through the Eberly Foundation

DEV—The Development Office has led efforts to secure event sponsorship funding for the Coal and Coke Heritage Music Festival and Blues and White Gala. The office also secured a private gift to promote music. The office will continue to seek funding to support the areas with the greatest potential for growth.

ADM—USCAA NATIONAL BASKETBALL CHAMPIONSHIPS

Hosting the USCAA National Basketball Championships has had a deep impact not only on the school’s athletic program, but the campus as well. There was a very high degree of public interest in the 2010 tournament. From the media coverage, corporate sponsors, advertisers, volunteers and overall community support, the 2010 event helped strategically place Fayette within the community. This effort took several big steps in helping to change the image of the campus. It legitimized the school’s athletic program by demonstrating that the department could successfully host an event of this magnitude.

It is estimated that some \$500,000 was injected into the local economy as a result of the tournament.

The 2010 event provided an opportunity to forge new community partnerships. In particular, the University’s athletic program has formed strong relationships with the U.S. Army and Nemaquin Woodlands that could lead to financial support beyond the USCAA tournament.

C. Increase support of the grant process and the administration of grants

CE—Continuing Education conducted meeting with University Park to discuss facilities and administration income from federal and state contracts. At least ten different grants have been funded since 2008. These grants have come from local agencies, state and federal agencies, and foundations. CE recommends that a campus-wide position be created to identify, develop, and submit grant proposals to broadly benefit the campus.

D. Identify programs that have income-generating potential

CE—Hundreds of classes have been offered through Continuing Education since 2008 to meet the educational needs of the communities we serve. They included: computer technology classes; individual development classes; mandatory Continuing Education for professional groups; management development training for businesses and industry; professional development workshops for educators, agency personnel, healthcare workers, engineers, and government employees; personal enrichment classes for individuals; programs for junior and senior high school students; and a college for kids for elementary school children. In addition, the Center for Community and Public Safety offered a number of courses to military, law enforcement, and first responders. Continuing Education developed a new program in spring 2009 for Pennsylvania Department of Community and Natural Resources, a one-time professional development program for state natural resources workers. Approximately fifty individuals from throughout the Commonwealth attended.

E. Take advantage of Chancellor Awards

ADM—Student Affairs has addressed our concerns to University Park and they have made positive adjustments to the number of awards our campus receives. Though this is a University Park regulated program, we will continue to push for more awards. The amount of the award has been increased.

Strategic Indicators: budget analysis; grants submitted; development success; income generating programs

Objective 3: Add new programs that address community needs and student careers

Strategies

A. Collect reliable data about regional needs and trends by surveying employers and potential students.

CE—Regional data is collected for Continuing Education programming through meetings with business and industry representatives, through discussions with professional groups, by reviewing local media information concerning workforce and economic development activities, through formal and informal personal interactions with students, and by reviewing data concerning workplace trends and employment needs generated by Continuing Education at University Park, agencies such as the Workforce Investment Board, and the local chambers of commerce.

AA—Academic Affairs surveys employers and assesses regional needs when exploring new programs. This was done in 2009-2010 in the physical therapist assistant program prospectus. The chancellor has commissioned a group of engineering faculty to conduct a study of local employment needs regarding the oil and gas industry.

B. Produce cost estimates for proposed new programs

BUS—Through the budgeting process and when new programs are being proposed, the Finance Office supports administration in understanding the budget implications.

C. Explore new academic program opportunities

AA—A Physical Therapist Assistant Associate Degree began in the Fall of 2010. The campus is currently pursuing engineering degree options through the College of Engineering and through the College of Earth and Mineral Sciences.

D. Explore adding new minors, options, or certificates that maximize the versatility of existing programs and faculty, such as:

AA—For the academic year 2010-2011, we will investigate the Civic and Community Engagement minor, HDFS minor and a gas drilling emphasis in our Mining Technology Degree. A Criminal Justice Minor has been added

E. Align programs and internships that support new initiatives, such as the recent designation of Keystone Innovation Zones (KIZ) focusing on information technology, energy, and defense technologies

CE—Continuing Education submitted a proposal to support Homeland Security faculty member. The director of Continuing Education serves on KIZ Advisory Board. A business faculty member works on KIZ entrepreneurial projects

The CETES program regularly hosts educational programs for Penn State Fayette students on various entrepreneurial opportunities.

ADM—The coordinator of Career Services will work with other campus departments to fulfill this expectation.

In November 2009, FayPenn Economic Development Council hosted the 2009 Keystone Innovation Zone Entrepreneurial Forum at W&J College. Of the five schools that participated, Penn State Fayette had the highest participation. During that same semester (fall 2009), FayPenn KIZ hired Erik Leech, a business student, to complete his internship. Leech proved to be a great asset to the organization. FayPenn KIZ continues to post internship opportunities (one per semester) with the Career Services and Internship Center.

F. Assess viability of marginally-enrolled programs

AA—Numbers in courses and programs are tracked, and course rotation is regularly examined to maintain viable class sizes. For instance, the nanotechnology program has been eliminated due to under-enrollment. The Campus Academic Review Coordinating Committee has flagged the Fayette two-year Science Degree and the Organizational Leadership program for phase out due to low enrollment. The Registrar's Office maintains enrollment figures for each major.

G. Ensure that campus classrooms and lab facilities are up-to-date by seeking periodic evaluations to ensure cutting-edge facilities and equipment

BUS—The campus has requested classroom improvement funds each year and has been granted various awards. In the last two years, the campus has upgraded classrooms in the Biomedical building (\$50,873) and the engineering drafting classroom (\$31,250). Also, 103 Eberly and Swimmer Hall have received classroom improvement funds for renovations. In all cases, University Park funded approximately two-thirds of the cost, and the campus funded the remaining third.

In addition, as lab equipment or supplies are requested, the Finance Office works with Academic Affairs to identify other funding sources, such as science-related endowments.

The Allied Health Lab was established in the fall of 2009 with a \$100,000 grant.

In addition, the campus benefitted from a Guaranteed Energy Savings Program, whereby the University invested just short of \$1 million in our campus facilities in order to save energy dollars in the future. All projects required a 10-year payback period on the investment to the University. Heating and air conditioning systems, lighting, occupancy sensors, etc. were installed, upgraded or retrofitted to achieve these savings.

Strategic Indicators: employer needs assessment; number of new programs and options, minors, and certificates; cost and budget analysis; facilities assessments; levels of external funding

Goal 5:

Enhance the social and cultural vitality, economic development, and global perspective of the community, and the region.

Objective 1: Improve community awareness of campus resources

Strategies:

A. Enhance and develop effective communication and outreach tools by:

1. Improving the campus website.

CE—Continuing Education has created an on-line registration capability starting in spring 2010. The Continuing Education website is regularly updated to include new program offerings.

MKT—Marketing and Communications Office personnel serve on the University Website Design Committee to create a new website design for Commonwealth campuses. Ongoing work continues on new initiatives (such as Faculty Snapshots and Student Experience sections) for existing website.

AA—The library has enhanced its website and developed Twitter and Facebook sites.

2. Developing and distributing materials that will encourage greater public participation in special performances, lectures, and other campus events.

MKT—Marketing and Communications created and implemented monthly events ads to run in Herald-Standard and Tribune-Review

FayWest section the last Sunday of each month. Other initiatives include e-mail blasts to promote CEO Conversations. Work is ongoing to obtain media coverage of special events (in addition to press releases).

B. Increase external campus signage

MKT—The campus began using the electronic billboard in Connellsville in spring 2009. Feedback indicates this is producing results for a variety of activities. Contract to renew for 2010.

BUS—The campus external signage was upgraded in Fiscal Year 2008-2009 using Campus Beautification funds. Directional signs, parking signs, and building signs were all installed and display the University logo.

C. Provide additional support to campus public relations and marketing efforts by adding interns and other staff assistance

MKT—The Marketing budget was increased to hire a part-time wage-payroll worker (seeking qualified student or recent graduate with PR/Journalism training).

D. Encourage and reward staff and faculty to become more involved in the community by:

1. Promoting a campus speaker's bureau

MKT—The Marketing and Communications Office solicited faculty participation in a campus speaker's bureau. Several faculty members expressed interest and provided information/topics, which currently appear on the Speaker's Bureau page that was added to the Fayette website.

2. Creating a community service section on the campus Web site

MKT—This will be a new webpage on the campus website that will list volunteer opportunities in the community. Community organizations will be able to submit information, which will be reviewed for posting on the web page so students, faculty and staff who may be interested can find volunteer opportunities more easily. This page will be created after the launch of the new website (scheduled for late 2010).

3. Placing a greater emphasis on community service in annual staff reviews

BUS—Although community service has always been recognized in faculty reviews, there has been little or no recognition for staff involvement in the community. We will discuss this change in SRDPs with University Park to understand how this change may impact our process.

4. Placing a greater emphasis on community service in annual faculty evaluations

AA—Community service is a recognized element of the service component in the annual faculty review.

E. Identify, develop, and deliver additional programs in other counties in our service area

CE—Continuing Education offered mining classes in Johnstown to twenty-one students and to twelve students in Greene County. Continuing Education offered nursing classes at the Greater Allegheny Campus in McKeesport for three students and this program has been completed. Thirty-four nursing students have also been taught at the WCCC Campus in Youngwood and this program is ongoing. The next effort will be to offer mining courses in Somerset County and, if successful, CE hopes to expand the program to Greene County. Continuing Education offers dual-enrollment classes in Mifflin County for approximately twenty-five students.

F. Promote campus resources and facilities available for community use, such as the library and continuing education resources

CE, ADM and BUS—All are working together to develop a Community Center facility use plan and rental cost structure. The rental cost structure has been approved by the University and was implemented in the 2010 spring semester. The facility use plan is in early planning stages. The issues will be reviewed in the fall 2010 semester

MKT—Photos and facilities details were added to the online room reservation program in summer 2009. A new fitness center marketing flier/brochure was created in 2010. For 2010-2011, Marketing and Communications will work with Continuing Education on developing a facilities rental brochure.

AA—Library will review what space is available for possible community use.

Strategic Indicators: Web site usage; participation in speaker's bureau; facilities usage and signage assessment; community involvement data from annual faculty reports and staff evaluations

Objective 2: Develop more programs and activities to bring people to the campus

Strategies:

A. Expand academic-related programming and opportunities by:

1. Exploring additional for-credit programs to serve community or student needs, such as in the arts and music, business, and technical industries

CE and MKT—These two offices developed and offered credit and non-credit programs in partnership with Touchstone Center for Crafts for 2009 and 2010 spring and summer sessions. Ten non-credit classes were offered. Enrollments were very small.

The OLEAD program has been recommended for discontinuance by the University. However, Dr. Achampong will see if it can be continued one more year and then make a decision.

2. Seeking funding to expand the services of the Teaching and Learning Center (TLC).

DEV—The Development Office will work to explore possible private funding sources in addition to public resources being sought by other campus departments.

AA—Local school districts have their own tutoring services. In order for our students to tutor at the districts, they will need the necessary clearances which cost around \$50. The TLC added an online writing lab in spring 2011. The TLC is also working with the CSIC to recruit students to do service learning projects through the community.

3. Enhancing programs for young students, such as “Kids in College” summer classes and library activities, to promote Penn State Fayette’s academic resources to area students

CE—Continuing Education continued the College for Kids program in 2009 and 2010 summer sessions. Approximately 300 children enrolled each summer. Summer classes for the Private Industry Council’s 21st Century program for 4th through 6th grade students in Uniontown, Brownsville, and Connellsville were offered. Approximately 100 students were enrolled in these programs.

AA—The Library has hosted Boy Scout events and the children’s reading area is used frequently by the Cub’s Den. An annual math competition, Math Counts for area school students is also held in the lower floor of the library. The Coal and Coke Heritage Center has used its space for receptions. During 2010 and 2011 we will explore the possibility of re-organizing parts of the two floors to accommodate a library and TLC classroom, and create more leisure and social areas.

4. Hosting college and career fairs on campus for the entire service area

ADM—Student Affairs hosts and will continue to host college and career fairs on campus designed to service our entire service area.

B. Expand cultural and arts-related programs and opportunities by:

1. Expanding musical and performing arts programming and events.

ADM—The Student Activities Office has created a relationship with the Pittsburgh Cultural District by organizing trips to the Benedum Center, Heinz Hall, and Byham Theatre for cultural and musical performances. These have included “STOMP,” “Phantom of the Opera,” “Wizard of Oz,” “Wicked,” “Rent,” “The Lion King,” and “Footloose.” In addition, the Student Activities Office has worked with the English department to provide the annual Shakespeare Festival, and the Lion Players to provide an annual Shakespeare play.

2. Partnering the annual film festival with community groups

AA—John Riddle, host of the campus’ annual Film Festival, has had limited success in building a partnership with external groups. He hopes to reach out to Fayette County Arts Council and similar organizations. We do however market the film festival widely and most audience members are from the community. For fall 2010 the film series theme was movies on religion and it was marketed to area churches and religious groups.

3. Establishing a campus art collection

BUS—The campus has compiled a comprehensive list of art objects on campus. We have purchased a new glass display case for the Cultural Center in the William’s Building and rotate the display of art. Some paintings are on display in various places. The

campus has invested in security cameras for the Cultural Center as some of this art is very valuable.

D. Expand athletic-related programs by seeking more opportunities to host championship sporting events.

ADM—Men’s and Women’s Cross Country has been added. The campus hosts the Fayette County Coaches Association Tip-Off Tournament every December, as well as the USCAA National Basketball Tournament in March. We also are looking at adding sports-related summer camps this year. Clinics designed for the local community are offered in volleyball, basketball, etc. We are also investigating adding wrestling. We have hired a coach who is actively recruiting prospects to wrestle for the campus.

E. Expand the marketing of the Coal and Coke Heritage Center by:

1. Promoting the Coal and Coke Heritage Center as a tourist destination

CE—The Coal and Coke Heritage Music Festival was held September 2009 and 2010 and had about 1000 participants.

MKT—A new website for the Coal and Coke Heritage Center was created. Marketing and Communications has also promoted the Coal and Coke Heritage Center via the Laurel Highlands Visitors Bureau (LHVB) in the annual travel guide since 2009. Participation in the LHVB Group Tour was tried, but this has been discontinued due to no observed results.

2. Featuring the Coal and Coke Heritage Center in Laurel Highlands Visitor’s Bureau promotions

MKT—The Coal and Coke Heritage Center has a separate listing in the annual LHVB travel guide under “Arts, Museums & Galleries.” The center is also indirectly promoted through the Coal and Coke Heritage Music Festival co-op advertising with LHVB.

3. Exploring the feasibility of creating a separate entrance for the Coal and Coke Heritage Center

BUS—The thought of adding a separate entrance to the Coal and Coke Heritage Center was discussed with University Park. This entrance is very problematic because of the extremely steep grade of land outside of the center. At this time, this initiative is no longer under consideration.

4. Enhance Coal and Coke Heritage Center program opportunities for area elementary and secondary students.

AA—The director of the Coal and Coke Center retired in the spring 2010 and the Center Advisory Board, campus leadership and the library are discussing the future of the center. This will include outreach activities such as programming for the school students.

E Expand global opportunities by:

1. Offering additional language classes

CE—Continuing Education offers non-credit language classes in Spanish, Italian, and French.

AA—Spanish and French credit classes offered for students during the semester

2. Encouraging students to participate in academic and service-oriented opportunities abroad, such as travel with groups for humanitarian study

AA—Service-learning coordination currently is led by the Outreach Committee of the Faculty Senate. The CSIC will begin playing a greater leadership role in coordinating service learning opportunities

F Promote opportunities for organizations to hold their activities on campus by:

1. Marketing the campus as a facility for community training

MKT—This to be addressed in the future. Meanwhile, organizations such as Pendot, Head Start and Ontility (an energy company from Houston) and have held training programs on campus.

2. Marketing campus facilities for local organization meetings and activities

MKT—For 2010-2011, will work with Continuing Education on developing a facilities rental brochure.

3. Increasing community use of sporting facilities, such as hosting community basketball tournaments

MKT—In 2010-2011, the Marketing and Communications Office will work with the athletic director to explore marketing ideas/options.

ADM—See above, Goal 5, Objective 2, Strategy C. Student Affairs is looking into adding sports-related summer camps this year, e.g. Fayette County Church league basketball and Penn Highlands volleyball league.

Strategic Indicators: number of community-oriented programs, courses and events; level of participation; funding levels; increase in marketing materials; usage of facilities

Objective 3: Address logistical challenges related to bringing people to the campus

Strategies:

A. Improve on-campus signage

BUS—Directional, parking and building signs were added throughout the campus

B. Explore opportunities to increase available parking at the Community Center and visitor's parking lot

BUS—The campus is currently looking to add a baseball and softball complex behind the Community Center. The current parking lot was reviewed during the feasibility study and was found to be sufficient. The visitor's parking lot could possibly be expanded if funds were available. At the current time, the campus has not committed funds to this project.

C. Manage parking more effectively when large groups are on campus

BUS—When large events are held on campus, additional security is scheduled to deal with the crowds.

CE—Security plan has been developed for large campus events

D. Create central database with information about campus events so that all campus staff and faculty can assist students and visitors with logistical questions

BUS—The campus has adopted a new calendar and scheduling system. This system was implemented during Fiscal Year 2008-2009 and faculty and staff were trained on the system. The calendar is easily accessible on the campus website.

MKT—Completed the integration of new calendar of events to website.

Emergency texting system has been implemented.

E. Seek funding for electronic marquis or TV at the Community Center to continuously display a campus events calendar

DEV—The development office assisted in the procurement of state funding, which provided for installation of the following:

- 1) Three ticker systems – in the Trading Lab in the Eberly Building, the entrance to the Williams Building, and in the Community Center cafeteria area. In addition to market information, the tickers display scheduled events on campus and emergency messages as needed.
- 2) A monitor in the student center of the Williams Building, which displays scheduled events on campus and emergency messages as needed.
- 3) A monitor in the Trading Lab of the Eberly Building.

BUS—Secured funding from University Park for the installation of a television set in the cafeteria area of the Community Center.

F. Designate a general information specialist for each building on campus to assist students and visitors with questions regarding a variety of issue

BUS—Specialists from each building were identified and the group met twice to discuss the purpose. The group found that this “specialist” role defaulted logically to an administrative support assistant nearest an entrance to the building. It was felt that adding signage in the building directing visitors to someone who could answer questions was a good solution. The sign would say “Building/Campus information.” These signs still need to be ordered.

G. Assure that the information booth attendant is prepared to provide needed information to all campus visitors

BUS—The campus hired a part-time information booth attendant who works to give information to campus visitors, direct parking traffic, etc. In addition, this booth is sometimes staffed with regular security officers and work-study students. All booth attendants have access to the campus calendar and events schedule in order to appropriately answer questions.

Strategic Indicators: parking analysis; assessment of facilities and signage; designation of information points; visitor surveys

Objective 4: Share campus expertise with the community

Strategies:

A. Create a speaker's bureau

MKT—Speaker's Bureau has been added to website; need to solicit additional faculty and staff to participate.

B. Team with other regional groups to provide information to the area

CE—The campus distributes Continuing Education brochures through local chambers of commerce. Campus participation on WIB Board, FayPenn, KIZ Board, Rotary Board and numerous community organizations, and campus faculty and staff serve on various regional boards and committees. Campus administrative personnel serve on various committees in these organizations. We host meetings of these organizations on the campus. We provide training programs, identify internship opportunities for our students, and pursue development funding for campus activities and degree programs through our membership in these groups. In addition, some faculty and staff have provided training for these organizations and have served as speakers at these organizational meetings.

C. Create a resource list of faculty and staff expertise for the media

MKT—Poor response to first solicitation in fall 2009. Will solicit faculty and staff again in 2010. We will pull information from faculty information already supplied to the campus website.

D. Participate in strategic planning activities of regional communities and organizations.

CE—Penn State Fayette has contributed to Fayette County's Strategic Plan effort by hosting planning meetings and by submitting requested information for the document. Continuing Education representatives also contribute to the development of strategic plans for organizations of which they are members.

Strategic Indicators: participation in speaker's bureau and community events; resource list