

Penn State Harrisburg Final Diversity Report: 2004-2009

CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

In the strategic planning process, Penn State Harrisburg identified four performance indicators to measure success in *Developing a Shared and Inclusive Understanding of Diversity*. These indicators included:

1. Increase community participation in block book and cultural/arts programming in the current planning period by 5% annually, using 2003 as a baseline (430 community attendees). In this planning cycle, the goal was exceeded. In 2008-09, there were 25 separate programs, with over 1,700 attendees.
2. Increase traffic to the diversity web site by over 10% in the current planning period from 1,800 hits per year to 2,000 hits per year. Improvements to the site, such as an added link to the Diversity and Educational Equity Committee (DEEC) web site, site redesign and links to the college calendar were completed. Currently, there are on average 700 visitors to the DEEC site and 6,000 visitors to the college events calendar annually.
3. Create links to the college events calendars on community-based web sites. College diversity programming appears regularly on www.witf.org, the region's public radio station web site, and www.pennlive.com, the Patriot News web site.
4. Increase the column inches of publicity generated for diversity-based programming by 10% in the current planning period, from 650 inches per year to 715 inches per year. This goal was exceeded—on average 1,000 column inches of publicity regarding diversity-based programming is published each year.

Challenge 2: Creating a Welcoming Campus Climate

Penn State Harrisburg identified ten performance indicators to measure success in *Creating a Welcoming Campus Climate*. These indicators included:

1. Distribute *The Capital College Climate Assessment - 2003* results. The survey results were presented to the DEEC and the Strategic Planning Steering Group and results were posted on the web.
2. Create and maintain a web site with climate assessment results. The Executive Summary can be accessed from the DEEC web site: <http://php.scripts.psu.edu/dept/iit/hbg/diversity/>.
3. Hold regularly scheduled faculty, staff, and student fora to discuss findings, goals, and strategies for meeting goals (a minimum of one per year).

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Faculty, staff, and student forums are held each semester, with diversity topics included in forum content. Open forums to discuss an issue of diversity are held at a minimum of once per semester. The forums are open to all campus constituents and are facilitated by the training sub-committee of DEEC.

4. Using *The Capital College Climate Assessment - 2003* as a baseline, identify and communicate goals to the college community. The College Climate Assessment was administered in spring, 2006, and results were compared to the 2003 baseline survey, and made available through the DEEC web site:
<https://www.harrisburg.psu.edu/diversitydocs/Executivesummary2006.pdf>.
5. Establish measurement criteria for each of the goals. Based on the final analysis of the 2003 and 2006 survey comparison and the findings of the various focus groups, the DEEC created subcommittees to meet the needs of the college community. The subcommittees include Academic Engagement, Awards, Climate Assessment, Outreach, Programming, Public Relations, and Training.
6. Create and distribute an annual report on progress toward goals. This goal was not met, and will be carried over into the 2010-15 planning cycle.
7. The DEEC, in consultation with the college Faculty Senate's Human Resources and Business Committee and the Office of the Chancellor, will identify programming opportunities and strategies for improving the learning, teaching, and working climate for the college with regard to faculty/staff relations, gender issues, and civility. Addressing these concerns is ongoing within the DEEC subcommittee structure, specifically the Outreach, Programming, and Training subcommittees. As an example, the Outreach Subcommittee has a primary goal of outreach initiatives within the local Hispanic community.
8. Provide regular, monthly programming opportunities for faculty, staff, and students. The college has implemented a variety of diversity-focused programming under the leadership of the DEEC, in cooperation with the offices of Academic Affairs, Research and Graduate Studies, and Student Affairs.
9. Develop and implement feedback mechanisms designed to measure the success of the programming. The college implemented the use of a brief Linker Scale assessment, distributed at each event.
10. In the Noel/Levitz Center's Student Satisfaction Inventory, maintain student satisfaction levels above the national mean for defined student populations. In 2003, all six student categories of the Noel Levitz Inventory demonstrated satisfaction levels above the national averages. The

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college is now utilizing the NSSE Student Engagement Survey. Data from the 2008 survey results indicate that student satisfaction among senior students tracks with peer group data. Seventy-nine percent of surveyed seniors rate their overall experience as good or excellent—among peers that percentage is 80%.

REPRESENTATION (ACCESS AND SUCCESS)

Challenge 3: Recruiting and Retaining a Diverse Student Body

In the strategic planning process, Penn State Harrisburg identified four performance indicators to measure success in *Recruiting and Retaining a Diverse Student Body*. These indicators included:

1. Using fall 2003 data as a baseline, increase the percentage of minority undergraduate students (12% of total undergraduate enrollments) in the current planning period to or above the University Park percentage (13%), as reported in the University Fact Book. Penn State Harrisburg exceeded the undergraduate goal. In the fall 2009 official enrollment report, Penn State Harrisburg's minority undergraduate enrollment is 20.4% and University Park's is 14.4%. Penn State Harrisburg graduate minority enrollment exceeded the University Park percentage of minority graduate students (9.4% and 8.4%, respectively), as reported in the 2003 University Fact Book. In the current planning cycle, Penn State Harrisburg has sustained the percentage of minority graduate students. According to fall 2009 official enrollment, Penn State Harrisburg's minority graduate enrollment is 10.6% and University Park's is 10.7%.
2. Using three-year retention data from 2004 (the year the campus began admitting first-year students), achieve a retention rate for underrepresented groups at or above the University's average minority retention rate. Four- and five-year graduation rates will also be measured with the expectation that graduation rates for underrepresented student cohorts will be at or exceed overall student graduation rates for the college and University Park. The fall 2004 freshman class was 164 students with 38 (23%) minorities. At the end of two years, the college had a 75.5% retention rate, at the end of four years a 30.2% retention rate (and a 39% graduation rate), and at the end of five years a 6.3% retention rate (and a 57.9% graduation rate).
3. Increase the percentage of minority undergraduate students being retained or transferring to upper-division programs in the current planning period. For example, in fall 2003, 17% of those students transferring from HACC were from underrepresented groups. Using fall 2003 HACC transfer rates as a benchmark, Penn State Harrisburg will increase the percentage of minority undergraduate students retained or transferring to upper-division in the current planning period to 20%. These data are no longer available since the elimination of the advanced standing flag from the data warehouse.

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4. Implement a minimum of one summer outreach program for minority high school students to facilitate the transition from high school to college. For example, during summer 2004, the college hosted 20 participants from the Camp Curtin YMCA Black Achievers program and 135 participants (the entire rising senior class) from the Milton S. Hershey School for summer programming featuring college life and expectations. The Milton S. Hershey School summer program has become a cornerstone of the Hershey School's senior student college transition program. The Center for the Improvement of Teaching and Learning (CITL) staff are providing technical assistance to the Milton Hershey School, in the areas of research, curriculum development, professional development, and technology.

Challenge 4: Recruiting and Retaining a Diverse Workforce

In the strategic planning process, Penn State Harrisburg identified seven performance indicators to measure success in *Recruiting and Retaining a Diverse Workforce*. These indicators include:

1. Meet minority availability and goals for tenure-track faculty positions in the School of Behavioral Sciences and Education. As of fall 2008, the School of Behavioral Sciences and Education exceeds availability and goals at 28.1%.
2. Meet women availability and goals for tenure-track faculty positions in the School of Humanities, the School of Public Affairs, and the School of Science, Engineering, and Technology. As of fall 2008, the School of Humanities and the School of Public Affairs meet availability and goals for women. The School of Science, Engineering, and Technology has not met the goal. Currently, 16.7% of the faculty are women, with the goal of 26.3%.
3. Meet minority availability and goals for (04) Secretarial/Clerical, and (06) Skilled Crafts at Penn State Harrisburg. As of fall 2008, although the percentage of Secretarial/Clerical minority employees has increased from 3% to 6.6%, availability and goals (9.2%) have not been met. Availability and goals for Skilled Crafts was exceeded due to an increase from 3% minority employees to 13.6%.
4. Meet women availability and goals for (05) Technical/Paraprofessional, (06) Skilled Crafts, and (07) Service/Maintenance at Penn State Harrisburg. As of fall 2008, the women availability and goals has been exceeded for Service/Maintenance, from 36.3% to 46.5%. The availability and goals for women in Technical/Paraprofessional and Skilled Crafts has not been met.
5. Meet or exceed overall University retention rates among women and minority faculty and staff. Since the base year of 2003, the college has

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increased its overall complement of full-time minorities and women including 224 (51.9%) females of 431 full-time employees in 2008. Since the base year of 2003, the college has seen incremental growth in the number of minority employees from 66 (16.8%) of 394 full-time employees in 2004; to 79 (18.3%) of 431 in 2008.

6. Increase participation in the Penn State Leader and Mastering SuperVision programs by 10% among women and minority staff. In this reporting cycle, the goal was not met.
7. In the current planning cycle, the college will have at least one representative participating on every University-level diversity-related commission/council (e.g. CORED, etc.). The current chair of the University Commission for Women is a Penn State Harrisburg employee.

EDUCATION AND SCHOLARSHIP

Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies

In the strategic planning process, Penn State Harrisburg identified six performance indicators to measure success in *Developing a Curriculum that Fosters Intercultural and International Competencies*. These indicators include:

1. During the current planning cycle, the college will maintain or exceed the 2002-2003 number of students (52) participating in study abroad programs. In 2008/2009, the college had over 100 participants in five international study tours.
2. The college will increase the number of programs available for students. Each academic school will offer a minimum of one international study tour course annually. Four of the five academic schools have offered at least one international study tour course during this planning cycle.
3. Increase enrollment in international/intercultural courses proportionate to undergraduate enrollment. In this reporting period, the number of international/intercultural courses has remained constant, while enrollment in these courses has increased. Since fall 2004, enrollment in US, IL, and USI courses has increased by 53%, from 855 students to 1,311 students in fall 2009.
4. Publish an annual report of scholarly contributions in the study of diversity. This goal has not been met.
5. Using 2003/2004 as a baseline, maintain the percentage of faculty engaged in scholarly contributions in the study of diversity (20%). This percentage has been maintained in this reporting period at 18.5% of total faculty.

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6. Place select diversity courses from the college on the University's E-Learning Cooperative. The college's AMST 105, Popular Culture and Folklife, was added to the University's E-Learning cooperative portfolio in 2007. AM ST 196 Introduction to American Folklore was added to the eLearning Cooperative in 2008. The college's B.S. in Criminal Justice is now being offered in partnership with the World Campus. Finally, the college regularly offers the following iMBA courses on-line in conjunction with the World Campus: iMBA 551, Management of Organizational Change, iMBA, 516, Organizational Behavior and Performance. The latter courses have considerable content related to global issues.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

In the strategic planning process, Penn State Harrisburg identified two performance indicators to measure success in *Diversifying University Leadership and Management*. These indicators include:

1. Develop a database of women and minority community leaders. The database has not been developed, but will be continued as a goal in the 2010-15 planning cycle.
2. Increase the percentage of women and minorities on college advisory boards by five percent in the current planning cycle. Currently women and minorities account for 25% of total board membership (20% women, 5% minorities). The composition of the college Board of Advisers has been stable in its diversity in this reporting cycle; however, two women now serve on the Executive Committee of the Board: One as Chair of the Development Committee, and the second as Chair of the Board.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

In the strategic planning process, Penn State Harrisburg identified two performance indicators to measure success in *Coordinating Organizational Change to Support Our Diversity Goals*. These indicators include:

1. Complete the diversity initiatives. Work was completed on over 90% of diversity initiatives identified in the Strategic Plan. Those initiatives not completed will be continued in the current planning cycle.
2. Present/distribute periodic updates of diversity planning and progress at faculty forums, strategic planning steering group meetings (open to the broader college community), and the DEEC. Annual Diversity Plan updates are presented to the Strategic Plan Steering Committee.