
*Fall 2014*

*Penn State Beaver*

Penn State Beaver incorporated the elements of *A Framework to Foster Diversity at Penn State* into its strategic plan for 2010–15. A variety of measurable indicators was used to address each of the seven Challenges during this cycle. It appears that the implementation of most of the diversity initiatives has been fruitful.

The Penn State Beaver strategic plan for 2014–19 includes a majority of the initiatives that were launched during the previous cycle. It also includes some new ways by which to address the seven Challenges and follows the Core Council’s recommendation to mainstream diversity planning into overall strategic planning. The campus has made significant investments into sustaining its diversity initiatives during the current planning cycle.

Penn State Beaver’s strategic planning for 2015–19 includes nine goals to address upcoming challenges and opportunities. Among these, Goals 2 and 6 focus on the main initiatives related to the seven Framework Challenges. Although most of these proposals have sound indicators, they lack specific data, and the plan is vague in the implementation process for these initiatives. Particularly for Goal 2, it is unclear how each sub-goal is related to diversity and how each is going to be put into effect. In addition, it was noted that despite the success of some key undertakings during the previous cycle, they are not highlighted in the current plan. The review team thought that perhaps this shortcoming was due to the structure of the plan. Had the plan reflected the outline of the seven Challenges and provided measures of success to assess progress toward diversity goals, it might have better showcased the campus’ diversity achievements.

The review team notes Penn State Beaver’s lack of resources, staff/faculty expertise, sudden change in leadership, and ongoing issues with recruitment and retention as serious threats to their diversity plan.

**Campus Climate and Intergroup Relations**

**Challenge 1: Developing a Shared and Inclusive Understanding of Diversity**

- A central webpage entitled, “Diversity, Fairness, and Equity,” provides resources, contacts, and information for the campus community is a potential best practice.
- Penn State Beaver includes diversity in its campus values. The plan notes, “A campus mission statement was updated and general definition to inform campus intercultural competency outcomes was adopted,” however, the mission presented in the document does not mention diversity. The Campus may be able to benefit from a broad interpretation of diversity. *RESPONSE: The campus Strategic Plan Mission Statement will be amended as follows:*

  **Mission Statement**

  *Penn State Beaver, as a campus of The Pennsylvania State University system, shall serve students in the region who want to remain local while pursuing a limited number of highly-desirable baccalaureate degrees, and students who want to start locally but complete their pursuit of a wide array of baccalaureate degrees elsewhere within the University. In addition, the campus shall serve students from throughout the United States and abroad who wish to start and/or finish their academic career at Penn State in a small campus environment. The campus will deliver academic and out-of-class programs that foster intercultural understanding, diversity, and the free expression of practices and beliefs. The Beaver campus shall provide a rigorous learning environment with highly-engaged students supported through small classes, individual attention, and the opportunity to participate in undergraduate research, public service, and co-curricular activities and programs. Campus faculty members shall serve their profession and society through research, scholarship, and creative activities that promote the creation of knowledge, enhanced quality of life, outreach, and economic development, supporting a well-educated workforce positioned to assume leadership roles in the workplace and society.*
A definition for cultural competence educational outcomes has been established to be utilized for expanding the quality of co-curricular programming and creating a new programming model to engage various groups of staff, faculty and students. However, it is unclear how this model and/or definition are to be put into service. It is also unclear how such a definition will be used by the entire community.

RESPONSE: The current definition is used as a driver in the development of many out-of-class programs on campus via the campus climate and diversity committee and student affairs. Relevant programs and workshops with such content are broadly marketed to students, faculty and staff on campus. These events are often linked with faculty courses to require student attendance. Similarly, directors encourage staff attendance at events and personnel may document their attendance at these events in their annual review materials. It is anticipated that as the diversity dialog continues within University Faculty Senate, the Beaver Campus Faculty Congress may revisit these outcomes as such efforts unfold.

- In the SWOT analysis in appendix 1, diversity is listed as a strength. It would be interesting to understand how the Campus interprets and plans to act on this finding. RESPONSE: Several key campus plan actions (see items below) express this interpretation and seek to build efforts to further educate campus, explore issues, and celebrate diversity.


**Challenge 2: Creating a Welcoming Campus Climate**

- Several new student organizations have formed since the previous planning cycle that may help the campus move forward on this Challenge. The review team understands that on a campus where the majority of students are first- and second-year students, the resulting student turnover makes it difficult to cultivate continuity within student leadership. What approaches does Beaver anticipate taking to attend to this issue? RESPONSE: The campus continuously seeks FT faculty and staff advisors per university policy to receive supervisory approval as assigned student organizations advisers to ensure greater continuity for emerging student leaders as turnover takes place within groups. This represents some challenges as personnel are limited and these are volunteer roles beyond base job expectations for staff and/or fulfill service roles for faculty. The campus supports such involvement where appropriate via supervisory encouragement, support, and facilitation. Additionally, the office of staff activities now conducts an officer transition program at the end of the spring semester for rising student organization leaders.

- Beaver campus is commended for continued investment in Goal 6.A., which includes funding and expanding various on- and off-campus heritage and cultural events as well as faculty and staff diversity development and training. The campus is encouraged to develop metrics by which to gauge the impact of such activities. RESPONSE: Campus annual reports often detail such workshop and events within units and the Campus Executive Council will be engaged to develop annual criteria to better inform this type of activity reporting on campus.

- Goal 6.D.2 regards the Campus Climate and Diversity Committee membership, role, and function and is unchanged from the previous cycle. The review team would have been interested to know what has happened in the interim. RESPONSE: A joint appointment of co-chairs as the DSA and a faculty member has been established. The group is now comprised primarily of student affairs staff members, two student representatives, and four interested faculty members. The goal is to further expanded participation among other campus functional unit staff and engage new interested faculty as appropriate.

- The numerous discussions of facilities renovations throughout the plan might provide an opportunity to mention improved accessibility for disabled students, faculty, staff, and visitors. RESPONSE: This has been integrated into planning although it may not be apparent. Many of the noted renovations have included updates including: New wheelchair-accessible doors in the Student Union Building; a new...
elevator installed in the Gym with the Wellness Center addition; a new wheelchair-accessible door/entry for Gym access and events. Additionally, eight restrooms in two buildings will be re-assigned as gender-neutral for Fall '15. These types of updates will continue to be noted as new projects/renovations are completed.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Goal 2 includes initiatives to recruit students. As the comprehensive recruitment plan is developed, it is hoped that it will include more details regarding targeted students and be clearly linked to diversity goals. **RESPONSE:** While it is not explicitly stated within the plan, primary out-of-state recruitment areas the campus targets in Washington D.C., California, Texas, and Florida pull from regions and high schools with large numbers of underrepresented/underserved students. Additionally, strategic efforts related to athletic recruitment engage the campus in many high schools inside and outside the service area to connect with underrepresented/underserved students. Additionally, goals 2.B.2., and, 2.B.3., shown in the addendum provide more detail regarding efforts to engage adults and underrepresented youth in the service area.

- During the 2010–15 planning cycle, Goal 2.F.1 yielded a positive result: an increase of 21% in underrepresented/underserved students. It was unclear whether Penn State Beaver plans to continue with this initiative. If so, inclusion of an implementation plan, as well as data by which to measure effectiveness, are recommended. **RESPONSE:** The campus plans to maintain the recruitment of these students. Several key efforts have been implemented in concert with the increase observed over prior cycle and will continue. These were not detailed again in the new plan as they have been operationalized. Bullets below show some of these efforts:

  - An EMG at-risk student profile is utilized to reach out, support, and follow at-risk student success.
  - Identified students meet with a with a campus “success consultant” during orientation in to receive additional guidance, support, and information. Students are encouraged to enroll in a section of PSU008 “Student Success” transition to college course.
  - Enhanced resources, tutors, and staffing added to the Learning Center with a specialist hired leading efforts and coordinating disability services.
  - Ongoing training of academic advisors on topics such as intrusive advising and student self-efficacy are conducted.
  - A campus-wide Student Success Committee meets to examine and improve student support services.
  - Ongoing intervention strategies are executed by an Early Progress Report (EPR) team that reaches out to students demonstrating academic concerns at mid-semester.
  - An adult/transfer admissions counselor position was created and continues.
  - Basic international student support services and a University liaison were developed and continue.
  - Financial aid coordinator actively identifies and markets scholarship opportunities available to low income and at-risk students.
  - An emphasis on campus-based visit programs for underrepresented/underserved high school/middle school students was developed and continues.
  - Enhancing awareness and the early identification of majors for DUS students. (This group contains the largest at-risk student cohort).
The Enrollment Management Group created an at-risk student table to inform retention of students as one measure of the effectiveness of efforts. This information is shown in Addendum B. The at-risk student cohort table contains the majority of underrepresented/underserved students on campus.

**Challenge 4: Recruiting and Retaining a Diverse Workforce**

- Goal 6.D.1 states, “Increase diversity among faculty and staff positions.” However, the data do not indicate a noticeable change in workforce diversity as result of previous initiatives, and the plan does not offer any detail on the implementation process. Information on progress in regard to this challenge would strengthen the plan as well as indicating a direction for the future. What specifically has been tried, and what have been the results?

**RESPONSE:** Gender-based ratios among faculty represented some change when comparing F2014 Budget Office data to 2008 Framework Data Tables. In 2014, the female percentage was 61.8% compared to 2008 at 54.3%. The male faculty percentage in 2014 was 38.2% compared to 45.7% in 2008. Staff observed some change with a 2014 female percentage of 61.4% compared to 59.3% in 2008, while the 2014 male percentage of 38.6% compared to 2008 at 40.7%. The Race/Ethnicity percentages among faculty compared 2008 at 25.7% with 2014 at 20.6%. Staff showed change as 3.7% in 2008 compared with 2.4% in 2014.

Direction for future efforts may require the further development of new HR support services to enhance progress based on Race/Ethnicity. An objective is that of advocating additional campus-based support centrally to assist and train personnel. It is anticipated that the implementation of a new regional-based HR model for the Beaver, Shenango, and Dubious, will provide such new resources and tools.

**Education and Scholarship**

**Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies**

- Penn State Beaver’s efforts to promote study abroad have been successful, resulting in educational trips to Germany, Turkey, Trinidad, Italy, and Spain during the last strategic planning cycle. Penn State Beaver is commended for this achievement.

- The inclusion of a cultural competency definition in the FYE orientation is noteworthy. However the definition itself is rather narrow. The campus is encouraged to revisit this in an effort to make it more inclusive.

- Several programs are found under Goal 6.A. including “Expand diversity programs and events,” for which the use of strategic indicators to measure outcomes would be useful. **RESPONSE:** Campus annual reports often detail such workshops and events within units and the Campus Executive Council will be engaged to develop annual criteria to better inform this type of activity reporting on campus. Also, per the previous Framework plan, the campus will again continue its aspiration to ensure at least one international travel experience for students on a yearly basis.

**Institutional Viability and Vitality**

**Challenge 6: Diversifying University Leadership and Management**

- No explicit goals were presented to address this Challenge. Penn State Beaver is encouraged to explore this area. **RESPONSE:** While leadership based on gender is balanced at 50/50 at the director-level, it is expected that additional efforts will be developed as several persons in this group are expected to retire over the next five years. The role of the Chancellor and Human Resources will be critical in ensuring additional focus in this area.
Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- The inclusion of A Framework to Foster Diversity at Penn State as one of the nine “Campus Roles and Principles” in this plan is laudable. The review team is pleased to see the Framework being used as a guide and would suggest this as a potential best practice.

RESPONSE: See Attached
ADDENDUM – A

Embedded Strategic Plan Framework Items
The campus again engaged the Framework within its overall planning process for 2013–18. Below represents specified items from the campus plan as they correlate with the Framework Challenges.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity
Challenge 2: Creating a Welcoming Campus Climate

1.A.8. Connect students to relevant campus activities, events, and programs (i.e., cultural competency, speakers, and arts/entertainment) through course connections supporting attendance via the classroom. (SSC/DSA/DAA; FA14/ongoing; Funding by SAF proposal)

1.B.8. Expand content for summer NSO advising program with a focus on student assessment to include major/minor identification, learning style, and consultation based on available resources and personnel. (DUS/DAA/SSC; FA18/ongoing)

6.A.1. Continue and expand heritage and cultural event offerings such as “Black History Month”, “Hispanic History Month”, and “Cultural Fiesta”. (CCDC/DSA; FA14/ongoing; $3,500/Funding by SAF proposal)

6.A.4. Continue films, speakers, educational events, and entertainment programming and cultural events linked to courses and programming to support activities and initiatives. (CCDC/DSA/DOD; FA14/ongoing; $6,000 annually)

6.B.3. Provide residential student cooking options and Bistro menu opportunities via housing and food services to facilitate student needs, interests, and campus education. (DHFS/DSA/HFS; FA14/ongoing)

6.B.4. Facilitate connections with Global Pittsburgh and other relevant community organizations. (DEM/DSA; Ongoing)

6.D.3. Continue to provide opportunities and support for the development of diversity-related student organizations. (DSA; Ongoing; Funding by SGA/SAF proposal)

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body
Challenge 4: Creating a Welcoming Campus Climate

1.A.2. Provide more reading and writing support to students in concert with FYE/FYS. (SSC/DAA; FA14/ongoing)

1.A.3. Provide a financial aid and personal finance literacy program for students. (SSC/DEM; FA15/ongoing)

1.A.4. Provide basic career and goal-setting sessions for FY students. (SSC/DSA; FA14/ongoing)

1.A.5. Introduce students to important campus resources and offices through FYS/FYE and other relevant courses. (SSC/DSA; FA14/ongoing)
1.A.6. Develop a paid/stipend FY mentor program and utilize and engage students on campus via selected cohorts and/or campus majors. (SSC/DAA/DSA; FA16/ongoing; $6,000 annually)

1.A.7. Provide a basic research and information literacy program for Beaver majors. (SSC/DAA; FA16/ongoing)

1.B.2. Engage intrusive models per National Academic Advising Association best practices on campus among academic advisors. (DUS/DAA; FA14/ongoing)

1.B.3. Provide workshops for students in areas such as self-efficacy/self-advocacy. (SSC/DSA; FA15/ongoing)

1.B.5. Track themes and issues via Early Progress Reports (EPR) and other sources and develop appropriate interventions. (SSC/DAA/DSA; FA15/ongoing)

1.C.1. Explore and benchmark opportunities for a summer academic bridge program for relevant PDACC students. (SSC/DAA; FA17)

1.E.3. Educate students (especially FY) on the implications and impacts of poor academic performance upon financial aid. (SSC/DEM; FA15/ongoing)

2.B.2. Conduct young prospect programs with schools with large populations of under-represented students. (DEM; FA14/ongoing; $2,500 annually)

2.B.3. Host transfer workshops and other programs for area community college advisors and prospective transfer students to facilitate seamless processes. (DEM/DAA; FA16/ongoing)

2.B.4. Improve online transfer materials to facilitate the transfer process. (DEM/DAA; FA15/ongoing)

2.D.1. Create an athletic recruitment and retention position. (DEM/DSA/CHN; FA17; Salary)

3.A.8. Review and update draft articulation agreement with the Community College of Beaver County as/where supported by the Office of the Vice-President at University Park. (DAA/DUS; SU14)

6.A.2. Provide transportation services for off-campus cultural events and facilitate such opportunities on campus. (CCDC/DSA; FA14/ongoing; $3,500/Funding by SAF proposal)

6.B.1. Assess and expand International Student Organization (ISO) membership and programming offerings. (DSA/DEM; FA14/ongoing)

6.B.2. Assess and expand international and out-of-state student support services on campus as needed. (DSA/DEM; FA16/ongoing)

7.D.2. Continue to focus fundraising activities on building student scholarship endowments.
Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters United States and Intercultural Cultural Competencies

1.A.1. Establish core experiential curriculum for FYS courses and FYE offered. (DAA/DSA/SSC; FA14/ongoing; $3,200 annually)

3.D.3. Host at least 1 campus based international trip for students per year. (DAA; Ongoing)

6.D.4. Enhance support for the implementation of new and existing courses and activities focused on diversity, cultural, social, and global issues. (DAA/DSA/CCDC; FA15/ongoing; Funding by SAF/EOPC/External proposals)

6.D.5. Utilize community service projects and structured service-learning opportunities within courses and activities outside the classroom to expose students to social issues and community needs. (DAA/DSA; FA15/ongoing; Funding by SAF/PSU scholars proposals)

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

1.B.4. Increase student referrals to support services through enhanced faculty/staff training. (CAA/DAA/DSA; FA16/ongoing)

6.A.3. Continue faculty and staff diversity development and training. (CEC; FA14/ongoing)

6.C.1. Interface with University Park offices and communicate with other campuses to leverage diversity resources where applicable. (CCDC/DSA/DAA; Ongoing)

6.C.2. Facilitate, collaborate, and communicate within the service area and the regional community related to diversity programming opportunities and event offerings. (CCDC/DCCR; Ongoing)

6.C.3. Explore a Center for Regional Employment, Diversity and Equity working with relevant Beaver County and advisory board leadership. (CHN/DOD/CCDC; FA18)

6.D.1. Increase diversity among faculty and staff positions. (CHN/CEC; Ongoing)

6.D.2. Examine Campus Climate and Diversity Committee membership, roles, and functions to ensure broader campus representation and ownership. (CHN/DAA/CEC; FA15/ongoing)
ADDENDUM – B

At-Risk Student Cohort
| Year | No. in Cohort | Avg. NS EI | Avg. 1st sem GPA | Avg. cr. Attempt | Avg. cr. Completed | No. withdraw | Avg. cr. 2nd sem GPA | Avg. cr. Completed | No. withdraw | Avg. cumm. GPA | GPA range >3.0 | GPA range 2.5-2.99 | GPA range 2.0-2.49 | GPA range <2.0 | Retention to Sem 2 | Retention to Sem 3 |
|------|--------------|------------|------------------|------------------|---------------------|-------------|---------------------|---------------------|-------------|----------------|----------------|----------------|----------------|----------------|---------------|----------------|----------------|
| 2013 | 91           | 2.35       | 2.21             | 15.76            | 13.97               | 2           | 2.02                | 15.47               | 14.39       | 2              | 4              | 2.08           | 13%             | 18%             | 27%           | 41%           | 95.6%          | 63.7%          |
| 2012 | 70           | 2.32       | 1.74             | 16.96            | 13.8                | 5           | 1.73                | 16.55               | 14.47       | 3              | 19             | 1.63           | 4%              | 16%             | 26%           | 50%           | 74.3%          | 42.9%          |
| 2011 | 93           | 2.33       | 2.19             | 16.09            | 11.84               | 5           | 2.22                | 16.06               | 12.53       | 3              | 15             | 2.04           | 15%             | 26%             | 20%           | 39%           | 84.0%          | 56.0%          |
| 2010 | 94           | 2.22       | 2.11             | 14.48            | 13.55               | 6           | 1.98                | 14.29               | 14.1        | 1              | 12             | 2.05           | 10%             | 28%             | 16%           | 46%           | 85.0%          | 66.0%          |
| 2009 | 71           | 2.34       | 1.68             | 15.65            | 10.34               | 3           | 1.76                | 15.32               | 11.06       | 4              | 11             | 1.67           | 13%             | 10%             | 18%           | 59%           | 84.5%          | 50.7%          |
| 2008 [control] | 108 | 2.07       | 1.81             | 15.59            | 10.47               | 5           | 1.89                | 15.33               | 10.42       | 6              | 24             | 1.68           | 11%             | 11%             | 20%           | 57%           | 77.7%          | 53.7%          |
Penn State Beaver Strategic Plan

Plan Update - April 2, 2015
Introduction

Penn State Beaver has been and continues to be challenged by the decline in area high school graduates, the high cost of tuition resulting from the decline in state funding, and the increased level of local competition in the service area from many higher education institutions. Under this new strategic plan, the campus is positioned to sustain enrollment, enhance community support and workforce development, and grow faculty, staff, and a number of programs that will further strengthen its value to the community, region, and the Penn State system.

Specifically, efforts outlined in this strategic plan build enrollment and institutional capacity over the next five years. Strategies have also been identified to enhance staffing and operational funding levels to ensure the campus environment will continue to attract and retain qualified students in an ever more competitive environment in higher education. While the 2+2 program will continue to enroll the largest number of students, the plan stipulates for the addition of several more baccalaureate degrees that will be key to workforce development. Academic programming has been and will continue to be delivered regionally as partnerships have been developed with western campuses, and particularly, between Penn State Beaver and Penn State Shenango.

The plan builds on Penn State Beaver’s strengths, which include the Penn State brand name, its small campus environment which results in students receiving personalized attention in and out of the classroom, an attractive physical setting, a dedicated and talented faculty and staff, and the availability of Penn State degrees locally. Marketing will continue to emphasize the concept of a world class education in a small campus setting.

In short, the campus vision statement reads: *Penn State Beaver will fulfill its unique 21st Century land-grant responsibilities by providing student access to one of the nation’s premier universities through the integration of teaching, research, and service in a small, student-centered learning environment.*

Penn State Beaver, The Next Ten Years

From both an academic program perspective, and more importantly, a budget perspective, much will depend on whether or not Royal Dutch Shell constructs the anticipated natural gas cracking facility in Beaver County. If that happens as expected, it will almost certainly drive a manufacturing renaissance in the county and region, which will result in an increase in population. These developments should spin-off many new businesses and economic revitalization efforts growing higher enrollments and related opportunities at the campus.
Given this, it is anticipated the campus enrollment can reach or even exceed 1000 students within the next five to ten years.

With the advent of new industry, several new baccalaureate degree programs are being considered which include project and supply chain management, biology, and possibly energy engineering, among others. Continuing education initiatives are geared to provide credit and non-credit training aligned with local workforce needs. Several of these new academic initiatives will require increased use of technology as well as expanded intercampus collaborations and partnerships, including those with the World Campus.

From a facilities perspective, the possible addition of both a new academic building and additional residence hall space will be necessary if the campus enrollment grows significantly. The Michael Baker Science and Engineering Building renovation will be completed in one year and additional renovations will be necessary in the not too distant future as many campus buildings were constructed in the 1960’s. A new residence hall should be built and configured in suite style units. This amenity should help student recruiting and retention.

Having noted that, Penn State Beaver will continue to support a talented faculty who excel in the classroom and are scholars in their field. Academic rigor will continue to be both supported and celebrated in the face of pressures to “water down” courses to increase student retention. Instead, intrusive practices supporting student academic and personal success will be a cornerstone of the campus culture engaging students. Providing a Penn State quality experience in a small setting will continue to be the primary value the campus brings to the region, supporting both students and area businesses.

**Vision**

Penn State Beaver will fulfill its unique 21st Century land-grant responsibilities by providing student access to one of the nation’s premier universities through the integration of teaching, research, and service in a small, student-centered learning environment.

**Mission Statement**

Penn State Beaver, as a campus of The Pennsylvania State University system, shall serve students in the region who want to remain local while pursuing a limited number of highly-desirable baccalaureate degrees, and students who want to start locally but complete their pursuit of a wide array of baccalaureate degrees elsewhere within the University. In addition, the campus shall serve students from throughout the United States and abroad who wish to start and/or finish their academic career at Penn State in a small campus environment. The
campus will deliver academic and out-of-class programs that foster intercultural understanding, diversity, and the free expression of practices and beliefs. The Beaver campus shall provide a rigorous learning environment with highly-engaged students supported through small classes, individual attention, and the opportunity to participate in undergraduate research, public service, and co-curricular activities and programs. Campus faculty members shall serve their profession and society through research, scholarship, and creative activities that promote the creation of knowledge, enhanced quality of life, outreach, and economic development, supporting a well-educated workforce positioned to assume leadership roles in the workplace and society.

Nine goals were established by the campus community to realize this vision. These goals, along with several key strategies and action items under each, are listed below. Several of the strategic indicators that will be used to measure each strategy/goal are also summarized. In addition, each goal is aligned with one or several of President Barron’s six imperatives (CAPITALIZED) and Provost Jones’ strategic plan themes and supporting strategies (italicized). Our mission statement reflects the President’s imperative on Excellence.

**Goal 1**: Strengthen and support a retention-focused campus culture that fosters academic success through curricular and co-curricular student engagement. *(STUDENT ENGAGEMENT, ECONOMIC DEVELOPMENT and STUDENT CAREER SUCCESS; ACCESS AND AFFORDABILITY; transforming education)*

- Establish a first year experience for students focused on college success skills
- Increase student support through enhanced academic advising
- Explore bridge programs to support student transition and success
- Develop career core competencies/outcomes for students

Action items for the above strategies encompass providing academic support in areas of basic skills (reading, writing, financial literacy), engage in intrusive advising models, benchmark opportunities for a summer academic bridge program, create a menu of core career workshops and implement/expand the use of career assessment and readiness tools, job shadowing, and internships, and expand student roles and responsibilities to develop career competencies.

Strategic indicators include first-year and third-year retention rates, six-year graduation rate within Penn State system, aggregate GPA tracking for students enrolled in FYS, at-risk student data report, yearly retention rate for underrepresented students (Also tied to Goal 6.), student satisfaction rates, formal academic experience and out-of-class experience.

**Goal 2**: Create and implement integrated recruitment and marketing campaigns to increase visibility and advance recruitment among a diverse population, utilizing a variety of approaches.
STUDENT ENGAGEMENT; DIVERSITY AND DEMOGRAPHICS; ACCESS AND AFFORDIBILITY; 
exploring and promoting our cultures

- Expand recruitment and develop a more comprehensive recruitment plan
- Develop partnerships, programs, and resources to prepare students for success
- Develop a multifaceted marketing plan to tell Penn State Beaver’s story
- Use athletics as a vehicle to build overall enrollment

Action items for the above strategies include assessing out-of-state recruitment and identify new areas to target, streamline/enhance communication plans to prospects, applicants, and offered students, offer renewable scholarships, host transfer and regional workshops, conduct young prospects program, utilize social media along with traditional public advertisements (print, billboards, online venues) to enhance visibility in areas of student success and athletics and create an athletic recruitment and retention position.

Strategic indicator used to measure this goal are enrollment (headcount and FTE), number of baccalaureate and advanced standing applicants, offers, and paid accepts and yield rates, number of OOS/INT students admitted per targeted areas per year, number of varsity athletes, number of adult students, number of HS Dual Enrollment students who apply and become full-time students at PSU, dollars spent marketing in service area and PSU Pittsburgh, and yield rates on various scholarship programs for new admits.

Goal 3: Enhance the quality and scope of academic programming by supporting faculty development and by fostering student/faculty collaboration to meet the highest academic standards. (EXCELLENCE; STUDENT ENGAGEMENT, ECONOMIC DEVELOPMENT and STUDENT CAREER SUCCESS; transforming education; academic infrastructure and support; leveraging our digital access)

- Refine and develop credit academic programming to prepare students for regional, national, and international opportunities
- Develop/broaden programming/training to support community and workforce needs
- Foster faculty development in areas of teaching and research to enhance the academic reputation of the campus
- Enhance faculty/student collaborations inside and outside of the classroom
- Seek opportunities for enhancing collaborations with the World Campus

Action items for the above strategies are as follows: add/share new baccalaureate degrees, independently or as regional collaborations with other campuses and Colleges, expand minors, maintain/enhance faculty appointments to support current/future 4-year degree programs and
2+2 programming, complete articulation agreement with local community college, broaden portfolio of professional development offerings, design on-site contracted corporate learning programs for workforce, support/fund programs to support faculty teaching and research/scholarship, ensure basic e-learning technology tools training for faculty, increase exposure of faculty expertise in community, balance course offerings delivered face-to-face, online and via interactive video conferencing, develop formal mentoring program, increase faculty/student undergraduate research collaborations, host one international travel experience per year, explore living/learning communities, identify faculty to support course delivery for World Campus, and upgrade classrooms by adding technology podiums.

Strategic indicators include student enrollment in baccalaureate degree programs, CE gross revenue generated in public credit and non-credit programming, ratio of full time to part time faculty, number of faculty and students engaged in undergraduate research, number of faculty and students engaged in study abroad programs and discipline-based trips, and number of courses delivered via technology.

**Goal 4**: Improve facilities and operations to meet the current and anticipated needs of the campus. (*STUDENT ENGAGEMENT, ECONOMIC DEVELOPMENT and STUDENT CAREER SUCCESS; TECHNOLOGY AND CURRICULUM DELIVERY; transforming education; academic infrastructure and support; leveraging our digital access*)

- Develop campus facilities focused on planned, priority-driven enhancement and growth
- Maintain, improve or replace building infrastructure and facility systems
- Develop academic environments that support learning and research
- Improve/expand on-campus residential life options
- Maintain/improve recreational and activities facilities
- Maintain/improve aesthetics/cosmetics of campus
- Create a culture of safety and security on campus

Action items for this area include maintaining updated physical facilities planning lists, develop plan and secure funding for replacement of various systems (electrical, HVAC), conduct IT/communications assessment, complete the renovation of the Michael Baker Science and Engineering Building, develop plans for residence hall renovations and/or new residential living options on campus, complete the Sports Deck feasibility and construction, complete Integrated Safety Plan certification and conduct safety training and develop a concept plan for Learning Commons in the Library.

Strategic indicators identified include number of projects completed and dollars spent on facilities projects, completed planning initiatives, number of projects completed and dollars
spent on technology upgrades and support, number of campus-based training activities (and participants) related to compliance, safety, and others.

**Goal 5:** As part of the Beaver-Shenango partnership, explore and implement shared or regional academic and operational collaborations. (EXCELLENCE; ECONOMIC DEVELOPMENT and STUDENT CAREER SUCCESS; TECHNOLOGY AND CURRICULUM DELIVERY; academic infrastructure and support; leveraging our digital access)

- Assess current collaborations and identify new opportunities for sharing programs
- Identify credit and non-credit programming for CE to deliver in BR/SV service areas
- Assess current operational collaborations and identify future additional staff sharing
- Share marketing and recruitment opportunities across both service areas

Action items for the above strategies include establishing a set of tools for assessing effectiveness of current shared program (IST and Nursing), identifying future opportunities for course and program sharing (2PTA, 2OTA, Psychology, HDFS), identify community/business locations to offer on-site credit/non-credit programming, broaden current portfolio of professional development offerings for the workforce, conduct annual assessment to evaluate the effectiveness of current staff sharing arrangements (Director of Enrollment Management, Police Chief, Web Master, Counselor), explore future staff sharing arrangements, and collaborate on various student recruitment initiatives (shared marketing efforts, cross promote programs and services, and develop a one-stop web site for transfer students that promote programs from both campuses).

Strategic indicators considered are number of annual collaborations/efforts as shared courses, faculty, and staff support/operations, number of joint recruitment initiatives/collaborations, first-year and transfer applications/offers/paid from Lawrence County to Beaver, Shenango and any other PSU campus, and web analytics on targeted transfer web pages.

**Goal 6:** Cultivate a diverse and inclusive environment to enhance cultural competence and promote equality, dignity, and respect for all. (DIVERSITY AND DEMOGRAPHICS; STUDENT ENGAGEMENT; ECONOMIC DEVELOPMENT and STUDENT CAREER SUCCESS; ACCESS AND AFFORDABILITY; exploring and promoting our cultures)

- Expand diversity programs and events
- Expand support for international students
- Increase campus and external community collaboration and communication
- Integrate content focusing on diverse groups on campus and in the curriculum
- Make student retention a top campus priority
Action items focus on expanding courses focused on diversity, cultural, social, and global issues, continuing faculty/staff diversity development and training, continuing to present films, speakers, and education events linked to courses/programming that support activities/initiatives, expand international and out-of-state student support services, facilitate connections with Global Pittsburgh and other relevant community organizations, provide residential student cooking options and Bistro menu opportunities to facilitate international student needs/interests, explore a Center of Regional Employment, Diversity and Equity, increase diversity among faculty/staff positions, examine Campus Climate and Diversity Committee membership, roles, and functions to ensure broader campus representation, provide opportunities and support for diversity-related student organizations, and utilize community service projects and structured service-learning opportunities outside the classroom to expose students to social issues and community needs.

Strategic indicators identified are percentage of underrepresented students, percentage of multi-cultural faculty, number of courses with diversity content/criteria, number of events, programs, and/or trainings with content related to cultural competency/equity issues, yearly retention rate for underrepresented students, student satisfaction survey results (global diversity question and study abroad question and campus-based climate questions).

**Goal 7:** Increase campus visibility and support through alumni connections, continued fundraising, and community centered programs. *(STUDENT ENGAGEMENT; ECONOMIC DEVELOPMENT and STUDENT CAREER SUCCESS; TECHNOLOGY; stewarding our resources; enhancing our health and well-being; outreach and engagement)*

- Engage and celebrate alumni connections to the campus
- Offer multiple opportunities to attract the community to the campus
- Continue/expand programming for local schools, educations, and students
- Continue/enhance established fundraising efforts
- Provide opportunities for businesses to benefit from campus expertise/resources
- Provide additional opportunities for campus community social interactions

Action items for the above strategies are develop a young alumni event on campus, use social media to connect with campus alums, establish the Penn State Beaver Athletic Hall of Fame, establish a new position dedicate to alumni relations and event planning, host public service meetings with groups like Beaver County Chamber of Commerce and state/local governmental agencies, evaluate the viability of the Brodhead Cultural Center (outdoor summer programming), strengthen STEM partnerships with area schools, build upon inter-school academic competitions hosted at the campus, establish ties with local businesses for purposes
of financial or in-kind support, internships and capstone course projects, and/or life-long learning/training, and recognize employee service time awards at appropriate campus events.

Strategic indicators include gift income (endowed and non-endowed), number of annual gifts and total dollar amount, number and value of donor funded annual awards and endowed scholarships, number of campus events and activities marketed to alumni and community, number of events focused on STEM-related topics.

**Goal 8**: Develop programs and implement mandates to ascertain that: ethical and compliance requirements are met; employees are effectively trained and mentored; and our existing areas of competence are built upon and shared. *(EXCELLENCE, business processes)*

- Establish mandated training needs, ethical standards, and compliance requirements for every campus position
- Establish resources/processes/personnel necessary to host events/activities involving minors on campus
- Provide employee training, orientation, professional development and mentoring
- Create databases to track employee certifications/training requirements

Action items are as follows: establish step-by-step process detailing hiring, training, and compliance requirements for campus full time and part time employees, ensure that all required campus-based educational programming is provided on an annual basis, determine need to hire full time staff focused on compliance/HR mandates, identify best practices related to safety, security, reporting and meeting policy requirements, and assign each new employee an experienced mentor to assist in learning how to navigate university/campus policies, procedures and office/personnel as needed.

Metrics are mandated training completed (% of employees), JRW Updates (number and percentage of employees), and number of compliance and ethics training sessions and number of participants in attendance.

**Goal 9**: Integrate wellness, sustainability, and the responsible and restorative use of resources to add value to the campus and community while promoting these values in teaching, research and partnerships. *(STUDENT ENGAGEMENT; stewarding our resources; enhancing our health and well-being; outreach and engagement)*

- Develop campus Green Team Along with reporting and facilitating practices
- Develop campus programs, processes, and partnerships related to sustainability and renewable resources
- Facilitate and provide health and wellness programming for students, faculty and staff
• Expand usage of sustainable practices in new projects

Action items for the above strategies include re-activating the campus Green Team, engage faculty to develop relevant class projects and co-curricular programming around sustainability topics, recognize sustainability leadership in annual review process for faculty and staff, actively promote OHR empower programs (nutrition, smoking cessation, stress), continue to offer the wellness fair and other health development programs throughout the year, identify wellness-centered activities (e.g., yoga/personal trainer) for campus, ensure one hydration station in every building, develop option for creating a campus composting program, install recycling receptacles across campus, eliminate paper-based forms/processes by adapting to web-based applications, develop sustainability partnerships in the community, and incorporate new sustainable technologies and explore opportunities for improved campus systems (lighting, HVAC, electrical).

Metrics identified are yearly report on hydration station usage, tons of solid waste recycled annually, annual energy savings, health center and other programming reports, and yearly updates on programs/projects/classes offered per Green Team.

Current Plan Components Aligned with the Framework to Foster Diversity Plan

Many of the primary elements in this plan focused upon the Framework to Foster Diversity are defined within Goal 1 and Goal 6. However, additional components are embedded within several other areas. Throughout the last strategic planning cycle, one of the most significant accomplishments was that of recruiting underrepresented students and efforts to support student success. As the result of data developed through the Enrollment Management Group (EMG) and efforts formulated during the last plan, the campus has observed changes in student demographics, available services, support, and overall dialog. One of the primary drivers for this change was the following item:

Define, collect, examine and act upon leading indicators regarding at-risk populations to enhance recruitment and retention of students of color, female students, adult learners, first generation students, and low-income students (Penn State Beaver Strategic Plan, 2009-13).

Given significant budget, staffing, and resource challenges, targeted retention improvement strategies extracted from organizations such as the National Academic Advising Association now support several basic student success initiatives at Penn State Beaver. Efforts continuously evolve targeting resources, service collaborations, and interventions for at-risk students, which increase the overall quality and scope of campus student support. This has assisted the campus in framing a retention dialog to that of facilitating a student “help-seeking” culture. Hands-on
faculty/staff engagement with all students and referral to support personnel is an expectation for employees regardless of position. Many structural changes realized in the last plan have been integrated and are not detailed in this plan as they have been operationalized.

The campus will continue previous initiatives such as at-risk student “consultant” meetings during New Student Orientation, enhanced academic and disabilities support, staff and faculty training and development on relevant diversity topics, and, a “Student Success” curriculum for targeted First Year Seminars. Additionally, a host of intrusive advising, support, outreach and engagement practices will be continued. Core strategies and goals detailed in the 2013-18 Plan engage challenges and opportunities given assumptions of very limited new resources and significant staffing constraints at the campus.

It is envisioned that the solidification of senior campus leadership will further support and direct future efforts. The diversity mission statement below will continue to communicate campus aspirations:

*Penn State Beaver is committed to providing a welcoming, equal opportunity environment for students, faculty, and staff. The campus will recruit a diverse student body and workforce. The campus will deliver academic and cultural programs that foster intercultural understanding and the free expression of practices and beliefs. The campus will not accept or ignore discriminating or harmful behavior or actions. The Beaver campus community will provide a peaceful, tolerant environment in which all members can live and work.*