



Strategic Plan

2014-2015 through 2018-2019

Vision

Penn State Greater Allegheny, as a student-centered campus, will be a first choice for students seeking a small campus where they can be successful in a challenging and diverse academic environment. With an accomplished faculty and staff, emphasis is placed on providing new knowledge for a global society, building personal competence, and introducing new skill sets to students who must be prepared for careers in today's competitive workplace. The campus also focuses on enhancing the students' vision of the world by having them reach out to both local and global communities where they can personally invest in the future by becoming a member of a responsible citizenry.

Mission

Penn State Greater Allegheny fosters the potential for student success by offering excellent and distinctive programs that serve a diverse population. Greater Allegheny students come from different local communities, states, and countries and represent a wide spectrum of sociological and economic segments of the world population. The campus community provides extraordinary institutional resources found in one of the premier land-grant universities in the United States, coupled with the richness found in the City of Pittsburgh and local communities and suburbs in the Greater Pittsburgh region. The campus environment is built around its students where academic excellence is woven into the fabric of its teaching, learning, research, outreach, engagement, and service; this yields a quality higher education experience that includes but is not limited to the following attributes:

- Excellent foundation for the first two years of almost all Penn State baccalaureate degrees
- Established, successful baccalaureate degree programs, new and redesigned programs recently launched, and the potential for adding programs
- Outstanding experienced and credentialed faculty members who support undergraduate research and creative activity in many different disciplines
- Emphasis on global issues and sustainability
- Center for outreach activities and community engagement
- Community economic generator and potential career development pathway

Penn State Greater Allegheny Strategic Plan
Executive Summary
2014/15 to 2018/19

As the years covering the last strategic planning cycle of 2008-09 to 2012-2013 have moved forward, it is obvious that it has been a time of considerable change for The Pennsylvania State University. There is a new president, a new provost and new leadership in many colleges, campuses and department units. Departed expertise has had to be replaced and with change comes transfusions of new energy and new perspective. It is a time for big ideas and new collaborations.

The Commonwealth Campuses, with their enrollment driven budget model, are also experiencing transformation which is a direct result of national, state and local demographics, greater competition from a shrinking tax base, a reduction in the number of high school graduates in Pennsylvania. There are also powerful political pressures exerted by groups questioning the value of the higher education product and its impact of student loans and the effect they have on the students and their families.

Because of these factors, the campus is now looking a little differently at how it will and should function over the next five years. As strategic indicators and demographics were examined it was concluded that many of the strategies outlined in the past plan were appropriate and have been successfully completed. These include the following:

- Diversity was increased in terms of students, faculty, and staff
- The Capital Campaign was tremendously successful with this campus contributing by completing and exceeding its goal
- Steps were taken to enhance community engagement by students working with faculty and staff as well as administrators, campus directors, and athletics
- Through the Pittsburgh Marketing initiative, new approaches to making the western campuses a viable presence in the Pittsburgh area
- Sustainability as a discipline was introduced and explored as a program potential for the region taking into consideration the work that needs to be done on natural resources and water (rivers) in the area
- Work done with sister campuses in the Western Region has created new ideas about program collaboration.

Strategic investments have increased and some new opportunities have presented themselves to the campus that have potential to generate revenue into the next budget cycle.

- The rescinding of the 1% recycling dollars provides a small increase to the permanent funding base for the campus
- EQT lease opportunity to garner revenue from wet gas drilling looks very promising

- Pittsburgh Film Industry will be paying to film scene sequences on the campus property
- AT&T is entering into an agreement to put new communications towers on the campus
- Successful small grants have provided funding in support of campus operational needs and some salary savings.

The campus has undergone extensive physical plant renovations over the last year including a major sewer rebuild, and new windows for the Frable and Ostermayer buildings, and the Kelly Library. A new patio is being added between the residence hall building and the fitness center/theater building.

But in the final analysis, there are four major goals that remain. They are examined in the building of this strategic plan:

- **Increase enrollment and retention** efforts
Step up enrollment initiatives with local school districts;
Establish a strong local identity;
Use proximity to the Pittsburgh metropolitan area as a positive;
Create a retention plan for current enrollments;
Identify a plan for adult recruitment including military .
- **Deliver additional academic programs** including
Bio-behavioral health
Energy engineering
Environmental science
- **Work closely with regional sister campuses** to bring more baccalaureate degree opportunities to smaller campuses through collaboration and cooperation, ones that insure PSU quality/value while carefully insuring completion of program requirements in keeping with disciplinary standards
- **Restructure of a new development plan** for the campus, one that begins with the hiring of a new Director of Development that is both experienced and knowledgeable

The campus is committed to working to achieve these four major goals.

I. Increase enrollment

The key goal for the campus is to increase enrollment. The data over the past five years show both strengths and weaknesses. A key strength is the high proportion of full-time students. Potential strength is clearly present in advanced standing students, whose numbers have been steady while other groups have declined. The weaknesses include the decline in first-time baccalaureate students and dual enrollment students and the closure of associate degree programs. Some part of the decline (in new baccalaureate students and in associate students) resulted from a strategic decision by the campus to raise admissions standards and close programs that were inefficient and had low success rates for the students.

For each group identified below, there are also linked strategies under other related goals.

1. Target students in the following groups (some of which overlap) with tailored recruitment and marketing campaigns.
 - a. First-time baccalaureate students

As noted above, the numbers in this group have declined recently. Some of this decline is related to demographics in the region, and some to the increase in the campus admissions standards.

 - i. Increase outreach to service area schools
 - ii. Form faculty-to-faculty partnerships with local schools
 - iii. Expand variety of workshops for counselors, teachers, or parents (e.g., careers, advising)
 - iv. Increase recruitment of international students (I.1.f), out-of-state students (I.1.c), and student athletes (I.1.g)
 - v. Increase marketing of programs and opportunities (III.2)
 - b. Adult students, transfer students, community college students, degree completion students
 - i. Complete articulation agreements currently in progress with local community colleges
 - ii. Increase on-site recruiting at community colleges
 - iii. Develop strategies for the promotion of transfer and degree completion opportunities for adults
 - iv. Increase promotion and marketing of flexible offerings (I.3)
 - c. Veterans
 - i. Explore new ways to reach veteran populations
 - ii. Explore options for veterans bridge programs
 - d. Non-degree students
 - i. Seek additional funding for dual enrollment students from low-income districts
 - ii. Increase promotion of dual enrollment opportunities to service area schools
 - iii. Continue partnership with local hospital to offer RN students needed general education courses

- iv. Explore new partnerships for credit non-degree students
- e. Out-of-state students
 - i. Partner with other campuses to market campuses and recruit students
 - ii. Target states/regions that have traditionally enrolled at the campus while identifying new areas for recruitment
- f. International students
 - i. Continue participation in BQL project
 - ii. Use networks of current and past students to identify prospects
- g. Student athletes
 - i. Monitor and promote strong academic performance
 - ii. Continue reaching out to out of state talent in recruitment
 - iii. Promote new sports administration certificate

Strategic indicators: Total enrollment (head count, FTE) and enrollment in the categories cited above; Numbers of strategies employed; Success rates of strategies.

- 2. Collaborate in the region and beyond on recruitment and marketing
 - a. Promote the region through the Pittsburgh Marketing Council and the associated Penn State Pittsburgh website
 - b. Work closely with the Pittsburgh Recruitment Center and Philadelphia Recruitment Center
 - c. Work with other Penn State campuses beyond the region to accommodate temporary COA students or students needing a residence hall

Strategic indicators: Numbers of collaborative ventures, outcomes of the collaborations in terms of inquiries and enrollment.

- 3. Increase flexible academic offerings
 - a. Expand existing weekend programs
 - b. Build on our existing strengths in online, accelerated and hybrid classes
 - c. Increase course and program sharing in the region
 - d. Explore opportunities at the new Pittsburgh Center facility

Strategic indicators: Numbers of flexible courses and programs offered, numbers of shared courses and programs, enrollments associated with the courses and programs.

- 4. Retain existing students. Campus retention rates for first-time baccalaureate students have been consistently within the 70-75% range expected, given the student population, but part of the goal would be to more consistently be at the higher end of that range (72-74%).

- a. Increase available financial support for students, whose profile is consistently at the lower income ranges for Penn State and many of whom are also first-generation college students.
- b. Tailor academic support services to support the following groups of students, each of which is a higher risk population.
 - i. Provisional students
 - ii. Undecided students (DUS)
 - iii. First-generation college students
 - iv. ESL students (both international students and US immigrants)
 - v. Students in STEM majors
- c. Assess the effectiveness of campus and university remediation and support pilots and adjust if needed.
 - i. Campus alternatives to remedial courses in English and math (ENGL 001W and MATH 296, respectively)
 - ii. World language tutorial support
 - iii. University math testing and remediation program (ALEKS)
- d. Increase support and services for students with the following challenges
 - i. Socioeconomic (e.g., housing, food, transportation, family issues)
 - ii. Mental health (e.g., substance abuse, depression, stress)
- e. Enhance student activities and out-of-class experiences, including providing more access to Pittsburgh and regional resources
- f. Increase opportunities for honors and undergraduate research involvement

Strategic indicators: Increases in the programs and opportunities cited above, overall retention rates, retention rates in high-risk groups.

II. Increase and strengthen academic programs

Academic programs are the core of the campus mission and also are important in increasing enrollment. As recommended by the University Core Council and in order to better balance campus resources, the campus appropriately closed the associate degree programs that were not successful. Also, as recommended, the campus needs to quickly replace those programs with new academic offerings and is working to have that occur as rapidly as the University will allow.

1. Add new baccalaureate programs in collaboration with other campuses
 - a. Bio-behavioral health (BBH)
 - b. Energy engineering
 - c. Environmental science
 - d. Other majors that are attractive to students and can be shared with other campuses (per the Core Council recommendations)
2. Add or promote minors that enhance the current majors and use existing resources

3. Develop and promote credit certificates that enhance the current majors and use existing resources
4. Explore new models for sharing and delivery of programs (e.g., 1+3, 3+1)
5. Enhance existing programs
 - a. Increase sharing of courses across campuses
 - b. Expand successful campus cross-disciplinary academic initiatives
 - i. *Teaching International*
(www.ga.psu.edu/Academics/InternationalPrograms/teaching_international.htm)
 - ii. *ABSENCE* (www.ga.psu.edu/Academics/absence.htm)
 - iii. Honors program (www.ga.psu.edu/Academics/honors.htm)
 - c. Develop appropriate assessment plans for each program, in collaboration with other campuses where appropriate

Strategic indicators: Numbers of majors, minors, and certificates added; enrollment in majors, minors, and certificates; shared options added; enhancements to academic initiatives added; effectiveness of programs as indicated by assessment

III. Position the campus in the region

1. Generate new sources of outside revenue
 - a. Develop and execute a plan for the new University capital campaign
 - b. Explore local foundation support for existing programs
 - c. Continue to pursue federal, state, and local funding options
 - d. Continue annual scholarship fund-raising event, *All That's Jazz*

Strategic indicators: Amount of money raised; numbers of grants applied for; numbers of grants funded and amounts

2. Increase marketing
 - a. Continue collaboration with Pittsburgh Marketing Council to increase Pittsburgh presence
 - b. Work with University team on development of new web design while continuing to enhance current web site
 - c. Provide vehicle for and track effectiveness
 - d. More effectively package current successful programs to target traditional-aged first time baccalaureate students
 - e. Identify and employ more effective marketing of flexible options for adult, transfer, and degree completion students

- f. Increase the visibility of faculty and staff and showcase their accomplishments and expertise (e.g., place articles by faculty and staff in local magazines; promote a campus speaker's bureau)
- g. Increase social media presence
- h. Host local, national, and international academic events at the campus
- i. Form partnerships with organizations in the region

Strategic indicators: Numbers of collaborative marketing ventures; Numbers of web initiatives; Effectiveness of marketing efforts via the usual metrics; Increases in faculty and staff articles, publicity, speaking engagements, etc.; Increases in social media activity and effectiveness via the usual metrics; Numbers of events; Numbers of partnerships

- 3. Increase noncredit programming that relates to baccalaureate programs and increases contact with prospective student populations
 - a. Continue successful programs for CPAs, lawyers, health care professionals
 - b. Explore new offerings such as SAT prep classes
 - c. Identify programming that appeals to employees of local businesses including municipal workers

Strategic indicators: Income generated by professional noncredit programs; Increased applications and enrollments from participants in noncredit programming

- 4. Improve physical plant
 - a. Pursue funding for renovations of or upgrades to existing facilities:
 - i. Library (including conversion to a knowledge commons, IV.2)
 - ii. Residence Hall
 - iii. Gymnasium
 - iv. Science labs
 - v. Explore new funding options for athletics including baseball/softball fields
 - b. Refresh key areas of the campus with smaller upgrades to enhance appearance

Strategic indicators: Funding raised and renovations completed

IV. Build on existing technology for the future

- 1. Continue upgrade and modernization of multimedia classrooms and conference center facilities
- 2. Convert Kelly Library to a Knowledge Commons
- 3. Add additional digital signs and upgrade digital sign software; expand use
- 4. Improve wireless access on campus
- 5. Install cell tower to improve campus phone coverage for better telephone service, student satisfaction, and campus safety

6. Continue to upgrade technology teaching skills for faculty
7. Continually monitor and upgrade software in labs, classrooms, and on desktops

Strategic indicators: Numbers of classrooms and meeting rooms upgraded; Successful knowledge commons installation; etc.

V. Promote and enhance key values

1. Diversity

The campus has a long tradition of serving diverse populations and recruiting and retaining diverse faculty and staff. The University's framework is used below to address the campus strategies.

- a. Developing a shared and inclusive understanding of diversity
In both academics and student life, the broad definition of diversity has been embraced by the campus, and is present in teaching, research, and student activities.
 - i. Continue to offer programs for students on diversity
 - ii. Promote research by faculty on all aspects of diversity
 - iii. Continue to offer a range of classes on all aspects of diversity
 - iv. Assess campus understanding of diversity on a regular basis (see also V.1.b)

Strategic indicators: Numbers of students attending diversity events and workshops; Numbers of articles and other promotion of faculty research; Numbers of classes on diversity; Campus climate survey results

- b. Creating a welcoming campus climate

The data cited below suggest that the campus is a welcoming place for a diverse student body and workforce. The University recently conducted a climate survey that included 97 Greater Allegheny students. Although the results appear positive, the response rate is low and the questions do not address all aspects of diversity.

- i. Continue to offer programs for students and employees on diversity
- ii. Assess campus climate on a regular basis (see also V.1.a)

Strategic indicators: Numbers of students and employees attending diversity events and workshops; Campus climate survey results

c. Recruiting and retaining a diverse student body

Based on Fall 2013 enrollment data, the campus continues to be a leader among the Commonwealth Campuses in the diversity of the student population. According to the data in the Fact Book, Greater Allegheny had 30% of the students who identified themselves as belonging to a diverse ethnic or racial category, which was tied for third highest in the Commonwealth Campuses. The percentage of African American students (18%) was second highest, and the percentage of international students (7%) was second highest.

In regard to gender, the Fall 2013 data from the Fact Book shows Greater Allegheny at 45.7% female, close to the Commonwealth Campuses average of 46.4%.

Strategic indicators: Percentages of students by ethnicity and nation of origin; Percentage of students by gender

d. Recruiting and retaining a diverse workforce

The Fall 2013 data on diversity of faculty and staff (from iTwo) show that the employee diversity is similarly positive. The percentage of employees who are international or of a diverse race/ethnicity is 21%, second highest among the Commonwealth Campuses.

The iTwo data for Fall 2013 also show that the campus has 56% female employees, slightly above the Commonwealth Campus average of 53%. Looking just at the faculty, Greater Allegheny's faculty is 51% women, also above the Commonwealth Campus average of 45%.

Strategic indicators: Percentages of students by ethnicity and nation of origin; Percentage of students by gender

e. Developing a curriculum that fosters U.S. and international cultural competencies

The campus has excelled in this area through the *Teaching International* program (see II.5.b.i), now in its 10th year, and through other curricular initiatives, such as the development of the Africana Studies certificate in 2013. Also in 2013, the campus was funded for a conference, *Without a Passport*, which brought together University College faculty, and representatives from Global Programs and the Schreyer Institute, to consider ways to expand the internationalization of the curriculum.

- i. Continue *Teaching International* program
- ii. Continue the collaboration between *Teaching International* and other aspects of diversity in the curriculum, as well as other key values, such as sustainability
- iii. Expand *Teaching International* partnerships across the University and beyond
- iv. Continue to work with the General Education task force on incorporating the *Teaching International* ideas into Gen Ed reform efforts
- v. Promote the Africana Studies credit certificate and develop new certificates that represent a wide range of diversity

Strategic indicators: Numbers of Teaching International partnerships developed within the campus and beyond; engagement of faculty in General Education reform efforts related to diversity; numbers of students enrolled in and completing the Africana Studies certificate; new certificates developed.

- f. Coordinating organizational change to support diversity goals

The expectation on the campus has been that every unit has a key responsibility to support diversity efforts and every director must be engaged in those efforts, and therefore accountable to the chancellor for making the efforts successful. We believe that the data cited above support the contention that Greater Allegheny has been successful in supporting a wide spectrum of diversity goals.

Strategic indicators: Improvement or continued success in the key diversity indicators.

2. Community engagement

- a. Increase the community program presence on campus through sponsorship of programs and speakers (see III.2)
- b. Program enhancement
 - i. Increase opportunities for mentoring for campus students by community members or organizations
 - ii. Continue internship development efforts
 - iii. Develop other (non-internship) program connections to local businesses, services, and cultural organizations
 - iv. Improve relationships with local governments and municipalities
 - v. Continue the encouragement of student involvement in community service (such as in Habitat for Humanity)

- vi. Create more opportunities for faculty expertise to be used in the community
- vii. Promote minors in civic and community engagement and in sustainability leadership as vehicles for community engagement

Strategic indicators: Numbers of community events on campus; Numbers of internship sites; Numbers of connections to local organizations by students, faculty and staff.

3. Sustainability

- a. Grow the new sustainability leadership minor
- b. Continue to promote faculty interest and engagement in sustainability as a discipline; build on existing sustainability efforts in *Teaching International* (e.g., 2012-13 water theme) and *ABSENCE*
- c. Increase student research opportunities in sustainability
- d. Continue collaboration with civic and community engagement minor on sustainability issues

Strategic indicators: Numbers of students in the sustainability leadership and civic and community engagement minors; Numbers of new sustainability initiatives by faculty

4. Collaboration and partnerships within Penn State

One form of collaboration, community engagement is addressed above. The Core Council report stressed the importance of collaboration and sharing within the University as well. This section identifies the strategies for increasing these activities internally.

The eight campuses in the western region (Altoona, Beaver, Dubois, Erie, Fayette, Greater Allegheny, New Kensington, Shenango) have many baccalaureate majors. The major problem is that while Altoona and Erie have a wide spectrum of baccalaureate degree options, the small campuses are limited by a lack of educational product. Thinking in terms of new models for shared delivery of programs has to be the next step. The existing variety provides opportunities for additional course and program collaboration in new and different configurations. This is an area that will be explored and implemented. Also, there is a large Penn State alumni presence in the Pittsburgh region; from a state-wide perspective, this alumni group is second only to the Philadelphia area. This alumni resource provides options for student mentoring and internship options in addition to fund-raising potential. Campuses more strongly collaborating in the west would position Penn State differently in regard to recruiting students and would provide better visibility for the smaller campuses located in the region.

- a. Increase academic partnerships
 - i. Continue to add shared academic programs (II.1)
 - ii. Continue to add shared courses (II.1.5.a)
 - iii. Explore other means of collaboration between students and between faculty
- b. Increase regional marketing efforts (II.2.a)
- c. Increase campus involvement in economic development efforts in the region
- d. Increase connections between alumni and students
- e. Identify other opportunities for Pittsburgh regional collaboration

Strategic indicators: Numbers of new shared programs, courses, or other types of sharing; Numbers of new regional marketing efforts; Number of economic development connections established; Numbers of new alumni-student events or connections

5. Integrity and ethical behavior
 - a. Continue emphasis on Penn State principles for new students during Welcome Week
 - b. Increase events and workshops for students and employees on ethics
 - c. Incorporate academic integrity and ethical behavior conversations into student orientations, student affairs meetings and any other opportunity for enriching campus climate

Strategic indicators: Numbers of new ethics programs; Number of programs with integrity or ethical behavior included