



Building on 50 years of excellence



PENN STATE BERKS 2008–2013 STRATEGIC PLAN

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PENNSTATE



Berks



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PART I: INTRODUCTION

Message from the Chancellor

In today's society flying blind simply cannot work. There is more competition for students, resources, and time. With that in mind, it is more critical now than ever before to plan for the future. The strategic planning process allows us to look at our strengths, weaknesses and opportunities; it allows us to envision where we want to be in the next five years and beyond. More than just planning, strategic planning at Penn State Berks informs our budgetary decisions, hiring decisions and degree planning decisions.

Strategic planning at Penn State Berks is not something that happens as a result of one person sitting in an office and charting the future of the college, it is a collaborative process that seeks and garners the input of a wide variety of folks.

In the development of *Building on 50 Years of Excellence*, the 2008- 2013 strategic plan about 60% of the faculty, 30% of the staff and a significant number of students, community leaders and Advisory Board members participated in designing the future pathway for Penn State Berks. The collaborations took place over the span of about 9 months. What was amazing was the consistency with which teams approached the future of the college. I am very grateful for all of the participation in the process and I am particularly thankful for the outstanding leadership provided by Dr. Mary Lou D'Allegro, Mr. James Laurie, and Dr. Blaine Steensland. Their leadership and coordination has been absolutely critical to the success of this strategic plan. As with all strategic plans, the Penn State Berks 2008- 2013 strategic plan, *Building on 50 Years of Excellence*, is a guidepost. Unforeseen events in the future may require adjustments along the way, but the foundation is sound and will be an excellent guide to the future.

Dr. Susan Phillips Speece,
Chancellor

Mission

The College, known as Penn State Berks (BK), provides a Penn State education in a small campus setting that integrates individualized teaching, research, and dynamic community outreach. As part of a premier land-grant institution, the College stresses excellence in all areas while providing opportunities for students from a range of abilities to reach their full potential. BK is committed to engaged-learning that encourages individual growth, cultural awareness, ethical decision-making, and civic responsibility for all members of the community.

Teaching

Penn State Berks (BK) offers programs that are responsive to the needs of a diverse student population and the communities we serve. The College is dedicated to equip students with the ability to think critically, to solve problems, to apply their knowledge and skills in diverse settings, to engage in genuine inquiry, and to communicate effectively in different contexts. It pursues this goal through student-centered learning both in and out of the classroom, curricular connections, and the integration of teaching, research, and outreach. The College is characterized by its commitment to pedagogies and instructional technologies that actively engage students in their education and that encourage them to take increasing responsibility for learning. By involving students in undergraduate research, internships and experiential learning, the College seeks to motivate students to pursue life-long learning and to cultivate a sense of civic responsibility. To ensure the quality and vitality of its programs, the College is committed to the ongoing professional development and personal growth of faculty and staff and dedicated to the ongoing assessment and continuous improvement of the curriculum and programs.

Research

Penn State Berks is committed to faculty research, scholarship, and creative activities. Research in all forms contributes to improving society, educating students, advancing knowledge in the disciplines, and enhancing the College's reputation as an institution of higher learning. The College recognizes that both faculty research and teaching skills weigh heavily in promotion and tenure decisions. BK values and supports all forms of scholarly inquiry and creative

activity and encourages the integration of research, teaching, and service

Outreach

Penn State Berks encourages faculty and staff to engage in service to the College and University, to their Profession, and to Society. In fulfilling Penn State's land-grant mission, BK fosters collaborative relationships with business, educational, agricultural and community organizations. Through these partnerships the College enhances the educational experiences of its students, responds to area needs for workforce development and retraining, and provides public service and support to citizens of Pennsylvania



Vision

Penn State Berks will be a regional leader in the delivery of quality academic programming, scholarly research, and community enrichment. Penn State Berks is an integral part of a University system dedicated to excellence and efficient use of resources.

Penn State Berks

Provides exceptional undergraduate programs that prepare students for regional, national, and worldwide civic and professional participation

Fosters a diverse learning environment offering small class sizes, productive student-faculty and student-staff interactions, and cutting-edge technologies that maximizes professional and personal potential

Offers programming that engage learners through educational, social, political, cultural, artistic, athletic, and recreational opportunities

Produces research, scholarship, and creative accomplishments recognized by leading academic communities, professional associations, and cultural affiliations

Engages in partnerships with regional educational, cultural, governmental, and industrial/economic entities

Commits to excellence by systematic evaluation of learning outcomes and institutional operations that adhere to the principles and benefits of continuous improvement

We are...Penn State.



History of the College

In 1958, Wyomissing Polytechnic Institute (WPI) offered their facilities to Penn State to establish Penn State Wyomissing Center. The campus occupied the original Sacred Heart Church building on Hill Road. The campus moved to its present Spring Township location in 1972. Two generous gifts of real estate were received during the 1976- 1977 academic year, which included fourteen acres of land near the corner of Tulpehocken and Broadcasting Roads and ten acres and six buildings adjacent to Tulpehocken and Broadcasting Roads. In 1980, the Beaver Community Center was completed. The first phase of residence halls (200 residents) was completed in 1990, and a freestanding bookstore was completed in spring 1991. A new administrative/classroom building, the Franco Building, and the second phase of residence halls were completed in 1992. The Information Commons, a 16,000-square-foot addition to the Thun Library, was completed in 2001. An addition to the Perkins Student Center was completed in 2001, and an expansion of the Franco Building was completed in 2002. Currently, Penn State Berks includes 15 buildings on 258 acres of land.

Penn State Berks-Lehigh Valley College became one of the first university campuses to be a stand-alone college. The College began to offer baccalaureate degree programs that could be completed in its entirety at Penn State Berks-Lehigh Valley. In 2005, as part of University restructuring, Penn State Berks-Lehigh Valley College was separated into two entities, the Lehigh Valley campus and the Berks campus.

Student enrollment has increased steadily since 1972, when approximately 500 students attended. In fall 2007, almost three thousand students (2,824) were enrolled. Over 800 students now live in residence halls on campus, a four-fold increase from 1990.

Presently, 109 full-time faculty and 87 part-time faculty are dedicated to the student experience in and out of the classroom. Faculty are expected to engage in research with the same rigor and excellence expected by the land-grant tradition.

Currently, Penn State Berks offers eight associate degrees, 13 baccalaureate degrees, seven minors, and the first two years of more than 160 degrees that can be completed at other Penn State locations. In addition, the College offers challenging academic opportunities through two programs: the College Honors Program and the Schreyer Scholars Program. Each program permits exceptionally talented students to create a course of study suited to their abilities and intellectual curiosities.

PART II: STRATEGIC PLANNING PROCESS

Development of the Strategic Plan

The 2008- 2013 strategic plan, *Building on 50 Years of Excellence*, represents the third iteration of strategic planning at Penn State Berks. In 2002, the College put forth its first campus plan encompassing 24 objectives. In 2005, the strategic plan articulated four goals. These goals were aligned with Penn State University's seven strategic initiatives.

Accordingly, the campus culture is deeply ingrained in strategic planning. Since the last strategic plan, several student service and academic areas have developed mission and goals specifically for their areas. Importantly, these areas have implemented appropriate assessment activities to ascertain the realization of those goals and its alignment with student learning outcomes. Recognizing the success of these organizations, several additional areas are considering the benefits of deliberate planning and resource allocation. These areas include but are not limited to First Year Experience, Career Services, Academic Advising, and Disability Services.

Penn State Berks began initial discussion for the 2008- 2013 institutional strategic plan in spring 2007. Concurrently, the strategic planning committees were developed. The committee structure consists of three tiers. First, the Core Strategic Planning Group is responsible for the logistics of developing a strategic plan and assembling the final document. The Core Strategic Planning Group consists of the two strategic plan chairpersons, a faculty senate representative, and the heads of several key departments. Second, the larger group, the Strategic Planning Council (SPC) is comprised of faculty, staff, students and alumni. Representing a wide range of campus areas and units, the SPC is responsible for the approval of the College's strategic vision, development schedule, planning assumptions, and the strategic plan. Third, five taskforces were convened, each addressing one of the five goal areas.

In June 2007, the SPC participated in a daylong retreat. At that meeting, the SPC and the task force chairpersons were given the opportunity to practice their leadership skills by conducting SWOT (Strengths, Weaknesses, Opportunities, & Threats) analyses. Group dynamics and other issues regarding leading focus group and small group discussions were also practiced. Over 30 participants including the five task force chairpersons were present at the June 2007 retreat. In fall 2007, the task force leaders partook in additional task force training. The training consisted of the key points to conduct a successful SWOT analysis, using the SWOT to develop strategic initiatives, and focusing group discussions on the future direction of the College.

The five task forces met in October 2007 to develop the strategic initiatives in their areas. Focus groups and informal discussions with students, Student Government Association (SGA), and the Advisory Board also took place in October 2007. Feedback from all these sessions was incorporated into the final strategic plan. Overall, approximately 100 internal and external constituents were responsible for the content of the strategic plan.

The 2008- 2013 strategic plan, *Building on 50 Years of Excellence*, centers around five goal areas. Based on the environmental scan (see Appendix A), campus gap analysis, and examination of the *2005-2008 Strategic Plan, An Agenda for Growth*, these five goal areas hone on the strategic challenges and opportunities for the next five to ten years. The five goal areas are Student Learning & Educational Excellence, Enrollment Management, Diversity & Sense of Community, Community Outreach, and Research & Scholarship. Collectively, these five goal areas explicate the strategic focus of Penn State Berks for the next five years.

Penn State Berks enters into its second decade as a stand-alone college with many opportunities and challenges. However, the College does not face these prospects alone. Contrary, the College has a rich history of community service and involvement in Berks County and its service region. That said, the campus community recognizes that to remain viable the College must be futuristic, deliberate, and purposeful in its strategic planning efforts. In addition, the College must continue to focus on the mission of Penn State Berks and the overreaching goals of the land-grant tradition. In short, the 2008- 2013 strategic plan, *Building on 50 Years of Excellence*, addresses those opportunities and challenges by articulating initiatives that are tactical in relation to the internal and external circumstances in which the College is situated.

Committee Members

2008- 2013 Strategic Plan Chairpersons

Blaine Steensland, Student Affairs & Enrollment Management

James Laurie, EBC Faculty & Internal Consultant

Strategic Planning Core Group

Kim Berry, Operating Officer

Mary Lou D'Allegro, Research & Assessment Officer

Paul Esqueda, Associate Dean

Laurie Grobman, HASS Faculty

Jim Laurie, EBC Faculty & Internal Consultant

Dennis Mays, Finance Officer

Blaine Steensland, Student Affairs & Enrollment

Management

Susan Phillips Speece, Chancellor (ex officio)

Strategic Planning Council

Mohamad A. Ansari, Berks Senate Chair

Martha Aynardi, Support & Projects

Pradip Bandyopadhyay, SCI Division Head

Dave Bender, Registrar

Kim Berry, Operating Officer

Mary Lou D'Allegro

Paul Esqueda, Associate Dean

Ken Fifer, HASS Division Head

Walt Fullam, Continuing Education

Laurie Grobman, HASS Faculty

Zachary Karazsia, SGA President

Pat Kohrman, Information Officer

Abdullah Konak, EBC Faculty

Janelle Larsen, EBC Division Head

Jim Laurie, EBC Faculty & Internal Consultant

Dennis Mays, Finance Officer

Deena Morganti, Library

Teri Sabatelli, Admissions & Financial Aid

Blaine Steensland, Student Affairs & Enrollment

Management

John Walker, Housing & Food Services

Lisa Weidman, University Relations

Susan Phillips Speece, Chancellor (ex officio)

TASKFORCES

Goal 1: Student Learning & Educational Excellence

Abdullah Konak, Chairperson, EBC Faculty

Susan Anderson, Learning Resource Center & Disability Services

Dave Bender, Registrar

June Brown, Student Representative

Tracy Hoffman, Advisory Board Member

Michelle Mart, HASS Faculty

Daniel Russell, SCI Faculty

John Shank, Librarian & Instructional Design

Ike Shibley, SCI Faculty

Matthew Werner, Student Representative

Goal 2: Enrollment Management

Janelle Larson, Chairperson, EBC Division Head

Terry Baker, HASS Faculty

Yuriko Beaman, Educational Opportunity Program

Kelly Burr, Admissions

Stefanie L. Kerns, Planning, Research & Assessment

Cassandra Hallacker, Student Representative

Ann Gallen Moll, Advisory Board Member

Alice Shaparenko, SCI Faculty

Bill Sutherland, Athletics

Goal 3: Diversity & Sense of Community

Rosario Torres, Chairperson, HASS Faculty

Lauren Aument, Student Representative

Karen Badinger, Human Resources

**Goal 3: Diversity & Sense of Community
(Continued)**

Daniel T. Brown, Residence Life
Karen Kihurani,
Multicultural/International Students
Sadan Kulturel, EBC Faculty
Lorena Tribe, SCI Faculty

Goal 4: Community Outreach

*Mike Zigner, Chairperson, Continuing
Education*
Heather Angstadt, Alumni Relations
Tish Jepsen, Career Services
Edward McCann, Berks County
Workforce
Investment Board
Thomas McKeon, Berks County Industrial
Development Authority
Mary Ann Mengel, Multimedia Specialist


Candace Moore, Student Representative
Lolita Paff, EBC Faculty
Doris Turkes, HASS Faculty
Jon Scott, Advisory Board (Executive
Director of
Berks Economic Partnership)

Goal 5: Research & Scholarship

*Leonard Gamberg, Chairperson, SCI
Faculty*
Khaled Abdou, EBC Faculty
Morgan Boyer, Alumni Representative
and Staff
Claire Digiacomio, Student Representative
Lisa Glass, Information Technology
Eric Lindsey, HASS Faculty
Neil McNutt, Maintenance & Operations
Marga Row, Grants & Proposals
Dong Hee Shin, EBC Faculty



Planning Priorities

- ✓ Increase academic quality of students enrolled.
 - ✓ Effectively manage enrollment.
 - ✓ Enrollment management and development of faculty & students will be commensurate with the Campus Master Plan.
 - ✓ Increase baccalaureate program offerings consistent with comprehensive needs assessment.
 - ✓ Increase external grants acquisition.
 - ✓ Fundraise to support the key areas of capital expansion and student scholarships.
 - ✓ Reaffirm campus culture of continuous improvement. Establish benchmarks for key functional areas.
 - ✓ Position Penn State Berks as the regional leader of career and professional education and research.
 - ✓ Continue to garner institutional commitment to environmental stewardship.
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PART III: 2008- 2013 STRATEGIC PLAN

The Plan

Goals 2008- 2013

1. **Student Learning & Educational Excellence:** Examine and improve educational programming to maximize student learning.
2. **Enrollment Management:** Effectively recruit and retain a diverse population that aligns with the Penn State Berks mission, priorities, and University enrollment projections.
3. **Diversity & Sense of Community:** Foster a caring, collegial, and diverse campus community aligned with Penn State University Principles.
4. **Community Outreach:** Enhance existing and promote new partnerships between Penn State Berks and its service area.
5. **Research & Scholarship:** Support research and scholarship to advance knowledge and creativity, promote ongoing intellectual vitality, enhance the reputation of Penn State Berks, and model lifelong inquiry.

GOAL 1: Student Learning & Educational Excellence

Examine and improve educational programming to maximize student learning.

INITIATIVE 1 Sets goals, assess student learning outcomes, and promote continuous improvement.

ACTION STEP 1	Align student learning outcomes with core University-wide learning outcomes.
<u>Unit Responsible</u>	Academic Affairs; Planning, Research & Assessment
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Student learning outcomes are articulated for each program and general education areas. Student learning outcomes are determined to be aligned with University-wide student learning outcomes.

ACTION STEP 2	Establish assessment plan cycle for general education. Use results to improve student learning outcomes.
<u>Unit Responsible</u>	Academic Affairs; Planning, Research & Assessment
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Assessments are established for general education student learning outcomes.

ACTION STEP 3	Review existing baccalaureate and associate program assessments. Develop assessment plans for new programs. Implement program assessment cycle.
<u>Unit Responsible</u>	Academic Affairs; Planning, Research & Assessment
<u>Resource</u>	Use of Schreyer Institute for Teaching Excellence assessment consultants
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Existing program assessments are reviewed. Degree program assessment cycle for existing and new programs is being adhered to by 100% of program areas.

ACTION STEP 4	Establish a College Assessment Committee to facilitate and promote institutional, program, co-curricular, and general education assessment.
<u>Unit Responsible</u>	Academic Affairs; Student Affairs; Planning, Research & Assessment
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	College Assessment Committee is formed. Charges of Assessment Committee are established.

INITIATIVE 2 Improve co-curricular (e.g. community service, service learning, internships, study abroad, leadership development, student organizations) learning experiences.

ACTION STEP 1	Continue to assess co-curricular and support areas that contribute to student learning.
<u>Unit Responsible</u>	Academic Affairs; Student Affairs; Planning, Research & Assessment
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Assessment is conducted in academic support areas. Assessment results are used to improve co-curricular programs.

ACTION STEP 2	Expand co-curricular experiences (e.g. student research, internships, learning communities) that have proven positively to impact student learning.
<u>Unit Responsible</u>	Academic Affairs, Faculty Senate, Student Affairs, SGA
<u>Resource</u>	Existing
<u>Time Start</u>	Year 3
<u>Duration</u>	1 Year
<u>How will we know action is achieved</u>	Number of students participating in co-curricular experiences increased compared to 2007-08.

ACTION STEP 3	Identify new physical plant needs to support co-curricular experiences and services that enhance learning.
<u>Unit Responsible</u>	Academic Affairs, Business Services
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Physical Plant needs are identified and articulated to the University.

INITIATIVE 3 Enhance support services that strengthen student learning.

ACTION STEP 1	Improve student advising through enhanced faculty training
<u>Unit Responsible</u>	Faculty, Academic Advising
<u>Resource</u>	Fifteen new faculty undergoing 5-10 hours initial training. Ten existing faculty undergoing training for updates/refreshers.
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Faculty advising training is developed and implemented. Students report improved faculty advising experiences.

ACTION STEP 2	Increase level of faculty-student engagement outside of class.
<u>Unit Responsible</u>	Academic Affairs, Student Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in satisfaction ratings of faculty interaction outside of class on National Survey for Student Engagement (NSSE) compared to 2007.

ACTION STEP 3	Increase mentoring networks: student-to-student and professional-to-student.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in satisfaction ratings of mentoring experiences on NSSE compared to 2007.

ACTION STEP 4	Assess and develop comprehensive plan for tutoring and supplemental education.
<u>Unit Responsible</u>	Learning Center, Academic Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Comprehensive tutoring and supplemental education plan is completed.

ACTION STEP 5	Teach and develop student responsibility for their learning.
<u>Unit Responsible</u>	Faculty, Learning Center
<u>Resource</u>	Existing
<u>Time Start</u>	Year 3
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in student responsibility items for learning reported on NSSE compared to 2007. Increase in difference between Senior and Freshmen NSSE participants on student responsibility items for learning items compared to 2007.

INITIATIVE 4 Adopt instructional methods that improve the delivery of instruction.

ACTION STEP 1	Improve utilization of the Center for Learning and Teaching (CLT) to help faculty improve teaching and experiment with new pedagogical methods.
<u>Unit Responsible</u>	Academic Affairs, Information Technology
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in number of faculty consulting with CLT annually compared to 2007-08. New pedagogical methods are experimented in classroom. Best Practices based on these field experiments are shared with other faculty.

ACTION STEP 2	Further promote the adoption of pedagogically appropriate technology including various types of e-Learning.
<u>Unit Responsible</u>	Academic Affairs, Information Technology
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Faculty increase use of technology compared to 2007-08. Students report increase in faculty use of technology compared to 2007-08.

ACTION STEP 3	Increase resources for activities and projects that enhance learning.
<u>Unit Responsible</u>	Academic Affairs, Development Office
<u>Resource</u>	Development Plan
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Funding dedicated to learning improvement is distributed to faculty. "Learning Enhancement Grant" or other internal grant program developed.

ACTION STEP 4	Design, construct, and use more learner-centered classrooms.
<u>Unit Responsible</u>	Academic Affairs, Information Technology
<u>Resource</u>	Approved capital projects
<u>Time Start</u>	Year 3
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Number of learner centered classrooms increases compared to 2007-08.

GOAL 2: Enrollment Management

Effectively recruit and retain a diverse population that aligns with the Penn State Berks mission, priorities, and University enrollment projections.

INITIATIVE 1 Sustain modest enrollment growth for the college while increasing standards for admission and improving retention rates. The primary market for new students will continue to be full-time traditional enrollments.

ACTION STEP 1	Enhance recruitment efforts to emphasize Penn State Berks' college status and quality degree programs.
<u>Unit Responsible</u>	University Relations, Student Affairs, Admissions
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Applications increase compared to fall 2007.

ACTION STEP 2	Expand efforts to identify and address factors (negative/positive) that improve student retention/graduation rates.
<u>Unit Responsible</u>	College; Planning, Research & Assessment; Retention Council
<u>Resource</u>	5 staff hours per week for data warehouse training
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Factors that affect student retention are identified. Retention/graduation rates improve after factors are addressed.

ACTION STEP 3	Increase awareness of college-wide programs that are designed to improve student success.
<u>Unit Responsible</u>	Student Affairs, Academic Affairs, Retention Council
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Retention Plan initiatives are achieved.

ACTION STEP 4	Provide institutional financial aid such as need-based and merit scholarships and grants to attract and retain qualified students.
<u>Unit Responsible</u>	Student Affairs, Financial Aid, Development Office
<u>Resource</u>	Development
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in scholarships available to students.

INITIATIVE 1 (continued) Sustain modest enrollment growth for the college while increasing standards for admission and improving retention rates. The primary market for new students will continue to be full-time traditional enrollments.

ACTION STEP 5	Increase financial aid staff support.	
	<u>Unit Responsible</u>	Student Affairs
	<u>Resource</u>	Increase staff commensurate with need
	<u>Time Start</u>	Year 1
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Financial aid support increase per student compared to 2007-08.

ACTION STEP 6	Develop initiatives to increase interaction between students and their faculty advisors.	
	<u>Unit Responsible</u>	Academic Advising
	<u>Resource</u>	Existing
	<u>Time Start</u>	Year 1
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Initiatives are developed and implemented. Students report advising has improved compared to 2007-08.

ACTION STEP 7	Explore feasibility of collaborating with local organizations to offer child-care.	
	<u>Unit Responsible</u>	Chancellor
	<u>Resource</u>	Existing
	<u>Time Start</u>	Year 1
	<u>Duration</u>	1 Year
	<u>How will we know action is achieved</u>	Feasibility study completed. If results of feasibility warrant, child-care partnerships are executed.

INITIATIVE 2 Examine current academic programming to attract high achieving students.
Develop new academic programs that are aligned with Penn State Berks' vision and mission, market research, and regional/ state economic need.

ACTION STEP 1 Develop definition of a "viable" program.

<u>Unit Responsible</u>	Academic Affairs, IT
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	2 Years
<u>How will we know action is achieved</u>	Definition of a "viable" program is established.

ACTION STEP 2 Based on viable program definition, review all academic programs.

<u>Unit Responsible</u>	Academic Affairs, IT
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	2 Years
<u>How will we know action is achieved</u>	All academic programs reviews completed.

ACTION STEP 3 Offer new academic programs consistent with comprehensive needs-assessment.

<u>Unit Responsible</u>	Academic Affairs; Planning, Research, & Assessment; University Market Research
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	New degree programs are offered based on needs-assessment.

ACTION STEP 4 Align faculty staffing consistent with course enrollment and enrollment management.

<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	New full-time faculty as needed
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Faculty (full-time/part-time) is aligned with course enrollment.

INITIATIVE 3 Develop an integrated, comprehensive marketing plan that identifies strategies to recruit potential students and continues to enhance the College's image within the community.

ACTION STEP 1	Establish Marketing Advisory Council.	
	<u>Unit Responsible</u>	University Relations, Academic Affairs, Student Affairs
	<u>Resource</u>	Existing
	<u>Time Start</u>	Year 1
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Marketing Advisory Council is formed. Charges for Marketing Advisory Council are established.

ACTION STEP 2	Develop and implement comprehensive Marketing Plan.	
	<u>Unit Responsible</u>	University Relations, Academic Affairs, Student Affairs
	<u>Resource</u>	\$1,500 per year
	<u>Time Start</u>	Year 2
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Comprehensive Marketing Plan is established. Marketing Plan is being implemented successfully as reported by Student Affairs, Development, and Program Coordinators.

ACTION STEP 3	Collaborate with other Penn State campuses to ensure adequate resources for recruitment and marketing efforts that consolidate the Penn State brand.	
	<u>Unit Responsible</u>	University Relations, Academic Affairs, Student Affairs
	<u>Resource</u>	Contacts with other campuses, pooled funding
	<u>Time Start</u>	Year 1
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Collaborations with Penn State campuses has occurred.

GOAL 3: Diversity & Sense of Community

Foster a caring, collegial, and diverse campus community aligned with Penn State University Principles.

INITIATIVE 1 Create a campus culture that embraces faculty, staff, and students of diverse backgrounds.

ACTION STEP 1	Offer formal diversity programming to students, faculty, and staff.
	<u>Unit Responsible</u> Campus Diversity Committee, Division Diversity Committees, Human Resources
	<u>Resource</u> Existing
	<u>Time Start</u> Year 2
	<u>Duration</u> Ongoing
	<u>How will we know action is achieved</u> Diversity training is developed. Diversity programming is offered by the College. All faculty and staff participate in diversity program across planning cycle.

ACTION STEP 2	Support efforts to infuse globalization and diversity issues in the curriculum.
	<u>Unit Responsible</u> Each academic program
	<u>Resource</u> Existing
	<u>Time Start</u> Year 2
	<u>Duration</u> Ongoing
	<u>How will we know action is achieved</u> Students report increase in awareness in diversity and globalization compared to 2007-08. There is an increase in major courses incorporating globalization and diversity compared to 2007-08.

ACTION STEP 3	Promote Global Studies, American Studies, Elementary Education & Kindergarten programs and associated multi-cultural activities.
	<u>Unit Responsible</u> Program Coordinators, Faculty, University Relations
	<u>Resource</u> Existing
	<u>Time Start</u> Year 1
	<u>Duration</u> Ongoing
	<u>How will we know action is achieved</u> Enrollment in Global Studies, American Studies and Elementary & Kindergarten Education programs increase compared to 2007-08. Promotion of associated multi-cultural programs increase compared to 2007-08.

ACTION STEP 4	Increase faculty awareness and participation in multi-cultural and global events and activities.
	<u>Unit Responsible</u> Academic Affairs
	<u>Resource</u> One faculty member to create "globalization across the curriculum" initiatives
	<u>Time Start</u> Year 1
	<u>Duration</u> Ongoing
	<u>How will we know action is achieved</u> Faculty participation in multi-cultural and global events increase compared to 2007-08.

INITIATIVE 2 Develop and integrate program and services to maximize the educational opportunities, access, and experiences of underserved students.

ACTION STEP 1	Increase the partnerships between the Multi-cultural/ International Counselor and students. Expand collaborations between the Multi-cultural/ International Counselor and faculty.
<u>Unit Responsible</u>	Diversity Committee, Multi-cultural/ International Counselor
<u>Resource</u>	Ten staff hours to propose partnership initiatives
<u>Time Start</u>	Year 2
<u>Duration</u>	1 year
<u>How will we know action is achieved</u>	Increase in both number of students and faculty partnerships with Multi-cultural/ International Counselor.

ACTION STEP 2	Improve the campus experience of commuter students.
<u>Unit Responsible</u>	Student Affairs; Planning, Research & Assessment; Maintenance & Operations
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	1 Year
<u>How will we know action is achieved</u>	Commuter students report they are satisfied with personal storage capabilities, study areas, food choices, and other campus services.

ACTION STEP 3	Continue public transportation so that students can get to campus from surrounding areas (e.g. shuttle service, bus from downtown Reading, BARTA bus stop.)
<u>Unit Responsible</u>	Business Services
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	BARTA continues bus service to campus.

ACTION STEP 4	Create student lounge areas for formal and informal study opportunities.
<u>Unit Responsible</u>	Chancellor, Business Services
<u>Resource</u>	new classroom building
<u>Time Start</u>	Year 1
<u>Duration</u>	2 Years
<u>How will we know action is achieved</u>	Students report improvement in formal and informal areas to study compared to 2007-08.

INITIATIVE 3 Increase enrollment and retention of underserved students.

ACTION STEP 1	Encourage qualified minority high school students to enroll by engaging local organizations.
<u>Unit Responsible</u>	College
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Current number of partnerships with local community organizations focused on diversity (e.g. Hispanic Center/Centro Hispano de Reading) increases compared to 2007-08.

ACTION STEP 2	Create brochures and web resources for parents of bilingual students and community groups to assist in the recruitment of underserved students.
<u>Unit Responsible</u>	University Relations, Multimedia Specialist
<u>Resource</u>	Existing
<u>Time Start</u>	Year 3
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Bilingual brochures and web resources are developed and disseminated as part of the recruitment/ application process. Minority students report that he/she were influenced to submit an application as a result of the new brochures and web resources.

ACTION STEP 3	Hire an admissions representative to work with underserved populations.
<u>Unit Responsible</u>	Student Affairs/Admissions
<u>Resource</u>	Increase staff commensurate with need
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Admissions Counselor is hired.

ACTION STEP 4	Train minority student ambassadors to assist in minority recruiting efforts.
<u>Unit Responsible</u>	Student Affairs, Admissions, University Relations
<u>Resource</u>	Existing
<u>Time Start</u>	Year 3
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Minority student ambassadors are trained. Minority student ambassadors engage in minority recruitment initiatives and activities.

GOAL 4: Community Outreach

Enhance existing and promote new partnerships between Penn State Berks and its service area.

INITIATIVE 1 Position Penn State as a recognized regional provider of career and professional education, research, and programs that address demonstrated public need.

ACTION STEP 1	Increase participation in community outreach.	
	<u>Unit Responsible</u>	Continuing Education, Academic Affairs
	<u>Resource</u>	Commensurate with community outreach activities and programs
	<u>Time Start</u>	Year 2
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Faculty are engaged in community outreach efforts compared to 2007-08 and across the planning cycle.

ACTION STEP 2	Improve internal communication and coordination of outreach activities among University campuses.	
	<u>Unit Responsible</u>	Continuing Education, Academic Affairs, Career Services, Development Office, University Industrial Research Office
	<u>Resource</u>	Existing
	<u>Time Start</u>	Year 1
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Aggregated database of regional companies and Penn State (e.g. Berks and University campuses) activities is created. Usage of database is tracked. Database usage increases across planning cycle.

ACTION STEP 3	Participate in local and regional economic development initiatives (e.g. Keystone Innovation Zone [KIZ], Wall Street West.)	
	<u>Unit Responsible</u>	Continuing Education, Academic Affairs
	<u>Resource</u>	Existing and external funding (TBA)
	<u>Time Start</u>	Year 1
	<u>Duration</u>	Ongoing
	<u>How will we know action is achieved</u>	Leadership roles (e.g. board membership) in regional economic development initiatives increase across planning cycle.

INITIATIVE 2 Increase the number of credit program offerings and alternative delivery methods to meet the needs of service area.

ACTION STEP 1	Determine extent of alignment between faculty expertise and current and proposed programs.
	<u>Unit Responsible</u> Academic Affairs
	<u>Resource</u> Existing
	<u>Time Start</u> Year 4
	<u>Duration</u> Ongoing
	<u>How will we know action is achieved</u> Faculty expertise analysis is completed. Comparison of existing programs, proposed programs, and faculty expertise analysis are completed. Faculty expertise is at least one criteria in consideration of new programs.

ACTION STEP 2 Offer courses and programs to meet the needs of students, including accelerated and blended course delivery. This includes the development of accelerated and blended course delivery and bundling courses with existing programs.

<u>Unit Responsible</u>	Continuing Education, Academic Affairs, Center for Learning and Teaching (CLT)
<u>Resource</u>	\$10,000 per year (e.g. curriculum development, faculty release, materials)
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in alternative delivery courses are offered compared to 2007-08. Enrollment in these courses increase compared to 2007-08.

ACTION STEP 3	Explore feasibility of professional Master's degree programs to meet regional needs. Explore partnerships with Penn State Great Valley and other Penn State Colleges/ campuses to offer jointly Master's degree programs.
	<u>Unit Responsible</u> Continuing Education, Academic Affairs
	<u>Resource</u> \$10,000 per year (e.g. market research studies, faculty release, materials)
	<u>Time Start</u> Year 2
	<u>Duration</u> 1 Year
	<u>How will we know action is achieved</u> Viability study of Master's degree program is completed.

ACTION STEP 4 Expand academic and student services to meet the unique needs of adult learners.

<u>Unit Responsible</u>	College
<u>Resource</u>	Increase staff commensurate with need (e.g. 1/2 time adult enrollment coordinator)
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	New academic and support services identified as unique to adult learners are operational. Existing academic and student service hours increase compared to 2007-08. Adult learners report satisfaction with availability of academic and student services compared to 2007-08.

INITIATIVE 3 Initiate workforce development and public programming.

ACTION STEP 1	Align Penn State Berks' competitive advantage with industry clusters (PA Labor & Industry) to offer programs on a public and contract basis.
<u>Unit Responsible</u>	Continuing Education, Academic Affairs, University Relations
<u>Resource</u>	Existing and external funding (TBA)
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Assessment of regional market/service area confirms that programs meet essential educational needs.

ACTION STEP 2	Establish an Outreach Sub-Committee of the Advisory Board to help identify needs and guide new program development.
<u>Unit Responsible</u>	Chancellor, Continuing Education, Academic Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Outreach sub-Committee is formed. Charges for Outreach sub-committee are established.

ACTION STEP 3	Develop and offer non-credit programs that are aligned community needs, Penn State Berks' academic strengths, and University delivery capabilities.
<u>Unit Responsible</u>	Academic Affairs; Continuing Education; Planning, Research, & Assessment
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	New non-degree programs are offered based on needs-assessment.

ACTION STEP 4	Position Penn State Berks as the primary contract education provider for workforce development and public programming.
<u>Unit Responsible</u>	University Relations, Continuing Education, Academic Affairs
<u>Resource</u>	\$5000 per year (e.g. Marketing)
<u>Time Start</u>	Year 2
<u>Duration</u>	1 Year
<u>How will we know action is achieved</u>	External regional organizations will report that Penn State Berks is the best resource for training, research, and specific educational needs.

ACTION STEP 5	Offer credit courses leading to a degree or certification at job-site (e.g. onsite credit programs).
<u>Unit Responsible</u>	Continuing Education, Academic Affairs
<u>Resource</u>	Commensurate with job-site offerings
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Job-site credit courses leading to a degree or certification.

INITIATIVE 4 Offer youth programming that encourages and prepares students for science and technology degrees.

ACTION STEP 1	<p>Expand efforts to improve Science, Technology, Engineering, and Mathematics (STEM) education in the community.</p> <p><u>Unit Responsible</u> Continuing Education, Academic Affairs</p> <p><u>Resource</u> Existing</p> <p><u>Time Start</u> Year 1</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> Efforts to improve STEM education in the community have been implemented. Community organizations and corporations report STEM education improved workforce skills compared to 2007-08.</p>
ACTION STEP 2	<p>Collaborate with the Reading School District to improve science education.</p> <p><u>Unit Responsible</u> Continuing Education, Academic Affairs</p> <p><u>Resource</u> Existing and available external Funding (e.g. Carpenter Technology)</p> <p><u>Time Start</u> Year 1</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> Collaboration with Reading School District has occurred.</p>
ACTION STEP 3	<p>Develop a model for improving science education training in urban school districts.</p> <p><u>Unit Responsible</u> Continuing Education</p> <p><u>Resource</u> Carpenter Technology funding and external grant proposal</p> <p><u>Time Start</u> Year 3</p> <p><u>Duration</u> 2 Years</p> <p><u>How will we know action is achieved</u> Model for improving science education has been developed. Research indicates that model improves science education in urban school districts.</p>
ACTION STEP 4	<p>Increase science and technology youth camp offerings for middle and high school students.</p> <p><u>Unit Responsible</u> Continuing Education</p> <p><u>Resource</u> Existing</p> <p><u>Time Start</u> Year 1</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> Youth science and technology camp offerings have increased compared to 2007-08.</p>
ACTION STEP 5	<p>Increase the number of dual-enrollment partnerships with local school districts.</p> <p><u>Unit Responsible</u> Continuing Education, Academic Affairs, Bursar's Office, Admissions</p> <p><u>Resource</u> Increase staff commensurate with need</p> <p><u>Time Start</u> Year 1</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> Increase the number of dual-enrolled partnerships compared to 2007-08.</p>

GOAL 5: Research & Scholarship

Support research and scholarship to advance knowledge and creativity. Promote ongoing intellectual vitality, enhance the reputation of Penn State Berks, and model lifelong inquiry.

INITIATIVE 1 Continually enhance the scholarship and research environment.

ACTION STEP 1	Provide faculty development opportunities that will attract, recruit, and maintain excellent and exceptionally talented faculty.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	New full-time faculty will report satisfaction with faculty development activities and opportunities compared to 2007-08. Increase in faculty development activities across planning cycle.

ACTION STEP 2	Secure University and Penn State Berks funding for research.
<u>Unit Responsible</u>	Academic Affairs, Development
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	4 years
<u>How will we know action is achieved</u>	Increase in University & Penn State Berks funding projects compared to 2007-08.

ACTION STEP 3	Increase level of externally sponsored research.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	5 years
<u>How will we know action is achieved</u>	Grant proposal clearinghouse with usage tracking capabilities developed. Externally sponsored research grants increase compared to 2007-08 and across planning cycle.

ACTION STEP 4	Establish a research mentor network of faculty to share external funding expertise and experience.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Faculty service
<u>Time Start</u>	Year 1
<u>Duration</u>	1 year
<u>How will we know action is achieved</u>	Mentor network established. Faculty participating in mentoring network report favorably with regards to grant proposal and grant obtainment.

INITIATIVE 1 (continued) Continually enhance the scholarship and research environment.

ACTION STEP 5	Strengthen both formal and informal research interest groups (RIG) in each division to better facilitate faculty and undergraduate research.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Existing
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Faculty in each division report that RIGs has improved compared to 2007-08. Participation increases across planning cycle.



INITIATIVE 2 Increase research partnerships with various community constituencies.

ACTION STEP 1	Identify and respond to community research needs.
<u>Unit Responsible</u>	Academic Affairs, Continuing Education
<u>Resource</u>	Existing
<u>Time Start</u>	Year 3
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Community research needs are identified. External constituents report that Penn State Berks responsiveness to research needs has improved compared to 2007-08.

ACTION STEP 2	Involve advance level students in community research needs.
<u>Unit Responsible</u>	Academic Affairs, Continuing Education
<u>Resource</u>	Existing
<u>Time Start</u>	Year 4
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Increase in advance level students participating in community research projects compared to 2007-08.

ACTION STEP 3	Increase collaboration among faculty across disciplines and among faculty and external constituents.
<u>Unit Responsible</u>	Academic Affairs, Continuing Education
<u>Resource</u>	Existing
<u>Time Start</u>	Year 4
<u>Duration</u>	1 year
<u>How will we know action is achieved</u>	Collaborations among faculty and with external constituents increase compared to 2007-08. Innovative collaborations are implemented.

ACTION STEP 4	Increase public scholarship (e.g. service-learning , community based research) initiatives.
<u>Unit Responsible</u>	Faculty
<u>Resource</u>	Existing
<u>Time Start</u>	Year 3
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Public scholarship initiatives increase compared to 2009.

ACTION STEP 5	Promote faculty research expertise and student research projects internally and externally (e.g. web pages, database, intranet capability).
<u>Unit Responsible</u>	Academic Affairs, IT
<u>Resource</u>	Existing
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Web pages, database(s), and intranet capability for promoting faculty research expertise and student research projects are developed. External constituents report that access to faculty research expertise and student research projects is easy and useful.

INITIATIVE 3 Increase undergraduate research (e.g. student participation in research and scholarship).

ACTION STEP 1	Provide resources to increase undergraduate research to students in all majors.
<u>Unit Responsible</u>	Faculty
<u>Resource</u>	Existing, Request Higher Education Council of Berks County (HECBC) funding increase
<u>Time Start</u>	Year 1
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Number of student research projects has increased compared to 2007-08 and across planning cycle.

ACTION STEP 2	Identify and promote specific four-year degree programs to provide a qualified pool of students for assistantship programs.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Program funding, faculty and space
<u>Time Start</u>	Year 2
<u>Duration</u>	Ongoing
<u>How will we know action is achieved</u>	Four-year programs to be promoted are identified. Qualified students are hired for assistantship programs and utilized by faculty in those targeted programs.

ACTION STEP 3	Explore feasibility of Master's degree programs that align with faculty expertise and regional needs.
<u>Unit Responsible</u>	Academic Affairs
<u>Resource</u>	Program funding, faculty & space
<u>Time Start</u>	Year 5
<u>Duration</u>	1 year
<u>How will we know action is achieved</u>	Master's degree programs that align with faculty expertise are proposed. Viability studies of proposed Master's degree programs are completed.

INITIATIVE 4 Develop, maintain, and promote Center(s) for Excellence in scholarship.

ACTION STEP 1	<p>Identify core competencies of faculty and staff to establish disciplinary Center(s) for Excellence.</p> <p><u>Unit Responsible</u> College</p> <p><u>Resource</u> Existing</p> <p><u>Time Start</u> Year 2</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> Other University colleges/campuses will equate Penn State Berks with specific faculty expertise. These faculty will be recognized by the University as leaders in research & scholarship.</p>
ACTION STEP 2	<p>Support and enhance disciplinary Center(s) for Excellence.</p> <p><u>Unit Responsible</u> Chancellor, College</p> <p><u>Resource</u> Existing</p> <p><u>Time Start</u> Year 3</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> At least one disciplinary Center for Excellence established.</p>
ACTION STEP 3	<p>Position Penn State Berks as a recognized leader in specific disciplinary Center(s) for Excellence.</p> <p><u>Unit Responsible</u> Chancellor, University Relations, Academic Affairs</p> <p><u>Resource</u> Existing</p> <p><u>Time Start</u> Year 3</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> External constituents and University will identify at least one disciplinary Center for Excellence as the leader in research and scholarship in that area.</p>
ACTION STEP 4	<p>Perform peer-analyses, benchmarking, and/or "best-in-class" studies for each disciplinary Center(s) for Excellence.</p> <p><u>Unit Responsible</u> Chancellor; Academic Affairs; Planning, Research & Assessment</p> <p><u>Resource</u> Existing</p> <p><u>Time Start</u> Year 4</p> <p><u>Duration</u> Ongoing</p> <p><u>How will we know action is achieved</u> Benchmarking studies for each disciplinary Center for Excellence are completed. Study results used to improve Center(s) for Excellence.</p>

Action Plans by Year

Year 1: 2008-2009

Goal 1: Student Learning & Educational Excellence

Initiative 1:

Action Step 1: Align student learning outcomes with core University-wide learning outcomes.

Action Step 2: Establish assessment plan cycle for general education. Use results to improve student learning outcomes.

Action Step 3: Review existing baccalaureate and associate program assessments. Develop assessment plans for new programs. Implement program assessment cycle.

Action Step 4: Establish a College Assessment Committee to facilitate and promote institutional, program, co-curricular, and general education assessment.

Initiative 3:

Action Step 2: Increase level of faculty-student engagement outside of class.

Action Step 3: Increase mentoring networks: student-to-student and professional-to-student.

Initiative 4:

Action Step 2: Further promote the adoption of pedagogically appropriate technology (e.g. e-Learning).

Goal 2: Enrollment Management

Initiative 1:

Action Step 2: Expand efforts to identify and address factors (negative/positive) that improve student retention/graduation rates.

Action Step 3: Increase awareness of college-wide programs that are designed to improve student success.

Action Step 4: Provide institutional financial aid such as need-based and merit scholarships and grants to attract and retain qualified students.

Action Step 5: Increase financial aid staff support.

Action Step 6: Develop initiatives to increase interaction between students and their faculty advisors.

Action Step 7: Explore feasibility of collaborating with local organizations to offer child-care.

Initiative 2:

Action Step 1: Develop definition of a "viable" program.

Initiative 3:

Action Step 1: Establish Marketing Advisory Council.

Action Step 3: Collaborate with other Penn State campuses to ensure adequate resources for recruitment and marketing efforts that consolidate the Penn State brand.

Goal 3: Diversity & Sense of Community

Initiative 1:

Action Step 3: Promote Global Studies, American Studies, Elementary Education & Kindergarten programs and associated multicultural activities.

Action Step 4: Increase faculty awareness and participation in multicultural and global events and activities.

Initiative 2:

Action Step 2: Improve the campus experience of commuter students.

Action Step 3: Continue public transportation so that students can get to campus from surrounding areas (e.g. shuttle service, bus from downtown Reading, Bieber bus stop.)

Action Step 4: Create student lounge areas for formal and informal study opportunities.

Initiative 3:

Action Step 3: Hire an admissions representative to work with underserved populations.

Goal 4: Community Outreach

Initiative 1:

Action Step 2: Improve internal communication and coordination of outreach activities among University campuses.

Action Step 3: Participate in local and regional economic development initiatives (e.g. Keystone Innovation Zone [KIZ], Wall Street West.)

Initiative 3:

Action Step 1: Align Penn State Berks' competitive advantage with industry clusters (PA Labor & Industry) to offer programs on a public and contract basis.

Action Step 3: Develop and offer non-credit programs that are aligned community needs, Penn State Berks' academic strengths, and University delivery capabilities.

Action Step 5: Offer credit courses leading to a degree or certification at job-site (e.g. onsite credit programs).

Initiative 4:

Action Step 1: Expand efforts to improve Science, Technology, Engineering, and Mathematics (STEM) education in the community.

Action Step 2: Collaborate with the Reading School District to improve science education.

Action Step 4: Increase science and technology youth camp offerings for middle and high school students.

Action Step 5: Maintain the number of dual-enrollment partnerships with local school districts.

Goal 5: Research & Scholarship

Initiative 1:

Action Step 1: Provide faculty development opportunities that will attract, recruit, and maintain excellent and exceptionally talented faculty.

Action Step 4: Establish a research mentor network of faculty to share external funding expertise and experience.

Initiative 2:

Action Step 5: Promote faculty research expertise and student research projects internally and externally (e.g. web pages, database, intranet capability).

Initiative 3:

Action Step 1: Provide resources to increase undergraduate research to students in all majors.

Year 2: 2009-2010

Goal 1: Student Learning & Educational Excellence

Initiative 2:

Action Step 1: Continue to assess co-curricular and support areas that contribute to student learning.

Action Step 3: Identify new physical plant needs to support co-curricular experiences and services that enhance learning.

Initiative 3:

Action Step 1: Improve faculty training of student advising.

Action Step 4: Assess and develop comprehensive plan for tutoring and supplemental education.

Initiative 4:

Action Step 1: Improve utilization of the Center for Learning and Teaching (CLT) to help faculty improve teaching and experiment with new pedagogical methods.

Action Step 3: Increase resources for activities and projects that enhance learning.

Goal 2: Enrollment Management

Initiative 1:

Action Step 1: Enhance recruitment efforts to emphasize Penn State Berks' college status and quality degree programs.

Initiative 2:

Action Step 2: Based on viable program definition, review all academic programs.

Action Step 3: Offer new academic programs consistent with comprehensive needs-assessment.

Action Step 4: Align faculty staffing consistent with course enrollment and enrollment management.

Initiative 3:

Action Step 2: Develop and implement comprehensive Marketing Plan.

Goal 3: Diversity & Sense of Community

Initiative 1:

Action Step 1: Offer formal diversity programming to students, faculty, and staff.

Action Step 2: Support efforts to infuse globalization and diversity issues in the curriculum.

Initiative 2:

Action Step 1: Increase the partnerships between the Multicultural/ International Counselor and students. Expand collaborations between the Multicultural/ International Counselor and faculty.

Initiative 3:

Action Step 1: Encourage qualified minority high school students to enroll by engaging local organizations.

Goal 4: Community Outreach

Initiative 1:

Action Step 1: Increase participation in community outreach.

Initiative 2:

Action Step 2: Offer courses and programs to meet the needs of students, including accelerated and blended course delivery. This includes the development of accelerated and blended course delivery and bundling courses with existing programs.

Action Step 3: Explore feasibility of professional Master's degree programs to meet regional needs. Explore partnerships with Penn State Great Valley and other Penn State Colleges/ campuses to offer jointly Master's degree programs.

Action Step 4: Expand academic and student services to meet the unique needs of non-traditional students.

Initiative 3:

Action Step 2: Establish an Outreach Sub-Committee of the Advisory Board to help identify needs and guide new program development.

Action Step 4: Position Penn State Berks as the primary contract education provider for workforce development and public programming.

Goal 5: Research & Scholarship

Initiative 1:

Action Step 2: Secure University and Penn State Berks funding for research.

Action Step 3: Increase level of externally sponsored research.

Action Step 5: Strengthen both formal and informal research interest groups (RIG) in each division to better facilitate faculty and undergraduate research.

Initiative 3:

Action Step 2: Identify and promote specific four-year degree programs to provide a qualified pool of students for assistantship programs.

Initiative 4:

Action Step 1: Identify core competencies of faculty and staff to establish disciplinary Center(s) for Excellence.

Year 3: 2010-2011

Goal 1: Student Learning & Educational Excellence

Initiative 2:

Action Step 2: Expand co-curricular experiences (e.g. student research, internships, learning communities) that have proven positively to impact student learning.

Initiative 3:

Action Step 5: Teach and develop student responsibility for their learning.

Initiative 4:

Action Step 3: Design, construct, and use more learner-centered classrooms.

Goal 2: Enrollment Management

Goal 3: Diversity & Sense of Community

Initiative 3

Action Step 2: Create brochures and web resources for parents of bilingual students and community groups to assist in the recruitment of underserved students.

Action Step 4: Train minority student ambassadors to assist in minority recruiting efforts.

Goal 4: Community Outreach

Initiative 4:

Action Step 3:

Develop a model for improving science education training in urban school districts.

Goal 5: Research & Scholarship

Initiative 2:

Action Step 1: Identify and respond to community research needs.

Action Step 4: Increase public scholarship (e.g. service-learning, community based research) initiatives.

Initiative 4:

Action Step 2: Support and enhance disciplinary Center(s) for Excellence.

Action Step 3: Position Penn State Berks as a recognized leader in specific disciplinary Center(s) for Excellence.

Year 4: 2011-2012

Goal 1: Student Learning & Educational Excellence

Goal 2: Enrollment Management

Goal 3: Diversity & Sense of Community

Goal 4: Community Outreach

Initiative 2:

Action Step 1: Determine extent of alignment between faculty expertise and current and proposed programs.

Goal 5: Research & Scholarship

Initiative 2:

Action Step 2: Involve advance level students in community research needs.

Action Step 3: Increase collaboration among faculty across disciplines and among faculty and external constituents.

Initiative 4:

Action Step 4: Perform peer-analyses, benchmarking, and/or "best-in-class" studies for each disciplinary Center(s) for Excellence.

Year 5: 2012-2013

Goal 1: Student Learning & Educational Excellence

Goal 2: Enrollment Management

Goal 3: Diversity & Sense of Community

Goal 4: Community Outreach

Goal 5: Research & Scholarship

Initiative 3:

Action Step 3: Explore feasibility of Master's degree programs that align with faculty expertise and regional needs.



PART IV: APPENDICES

A. Planning Assumptions

PENN STATE BERKS STRATEGIC PLANNING ASSUMPTIONS

Penn State Berks strategic planning for 2008- 2013 should be undertaken with a realistic understanding of the following factors that have a reasonable probability of influencing the College's future.

<p>Institutional Parameters</p> <ul style="list-style-type: none"> • Consistency with the land-grant mission of the University and its core strategic goals. • Expected enhancement of operating effectiveness and efficiency. • Expected increased utilization of World Campus. • Increased emphasis on identifying and assessing learning outcomes. 	<p>Financial Parameters</p> <ul style="list-style-type: none"> • Expected recycling each year equal to 1% of the permanent operating budget. • Central University funding and private sources of financial support will continue to be available to help fund innovative programs. • Capital campaign Berks \$13 million targeted for specific programs: <ul style="list-style-type: none"> ❖ Expanded scholarship opportunities; ❖ Enhancing honors education; ❖ Enriching the student experience; and ❖ Building faculty strength and capacity.
<p>Physical Plant Parameters</p> <ul style="list-style-type: none"> • High occupancy rates for classrooms, office, and multi-purpose space will preclude new hires and limit new programs. • Physical plant expansion planned during strategic planning period includes <ul style="list-style-type: none"> ❖ New classroom building of approximately 60,000 square feet. ❖ Renovations to Luerksen ❖ Renovations to Beaver Community Center. ❖ Expansion of Beaver Community Center. ❖ Movement of athletic fields. 	<p>Enrollment Parameters</p> <ul style="list-style-type: none"> • Continued university control of new baccalaureate students; enrollment expected to increase moderately. • Physical plant precludes growth in student enrollment. • Expensive public university option for prospective students. • No appreciable change in federal and state financial aid. • Increased outreach to underrepresented student populations.
<p>Relationship to Communities/Constituencies</p> <ul style="list-style-type: none"> • Strong demand for higher education within campus service area. • New opportunities to enter or expand services within this marketplace. • Expected increase in regional employment opportunities in service industries, health care, engineering, and technology. 	

B. Environmental Scan

GOAL 1: STUDENT LEARNING & EDUCATIONAL EXCELLENCE

SWOT Summary:

Penn State Berks provides a quality education. Because of its small size (fall 2007: 2,824 students) and manageable faculty to student ratio (18:1: fall 2007), students receive individualized feedback and interact frequently with faculty. Moreover, the number of course sections has increased by sixteen percent (15.9%) between fall 2003 and fall 2007 further accommodating educational experiences amenable to deep and active learning.

The use of technology abounds in the classroom. Faculty engage students in active learning, in part, by adopting innovative technological pedagogies with the use of computer projectors, “smart boards,” and “clickers.” Many students benefit from experiential learning through internships and co-ops. The number of students in 2006- 2007 enrolled in internships or experiential learning increased twenty-eight percent (27.6%) from 2005-06 and increased more than fifty percent compared to 2002- 2003 (52.3%).

One notable challenge is the increase in the number of students enrolled into remedial courses. Between fall 2002 and fall 2007 the number of students enrolled into remedial courses has increased by approximately sixteen percent (15.8%) outpacing overall enrollment. A recent Penn State Berks study indicates that students enrolled in remedial courses are less likely to graduate in four, five or six years compared to their non-remedial counterparts.

In addition, many students do not fully benefit from the “campus experience” because most students also work off-campus in addition to attending full-time. According to the results of the 2006 National Survey of Student Engagement (NSSE), two-thirds of the Penn State Berks respondents worked off campus. Further, one-fourth of the 2006 NSSE respondents reported that they worked 20 or more hours a week. About two-thirds of students commute to campus providing additional obstacles to making meaningful connections to the campus. There are limited facilities designated as student study areas or lounges. Research and service demands deemed as necessary by some tenure and promotion committees further reduce student opportunities to interact with faculty outside the classroom.

The Educause Center for Applied Research (ECAR) conducted a student survey in 2006 to ascertain student technology and computer usage. Among the findings,

First-year student respondents are experienced social users of information technology, (IT) (e.g. Facebook, instant messaging, gaming). However, these same students are often not well-versed in academic uses of IT tools such as Excel, PowerPoint, course management systems.

Student respondents prefer moderate integration of information technology in their courses compared to no or exclusive use of IT in their courses.

The majority of the student respondents agree that the use of IT improved their learning. In addition, students perceived that prompt faculty response was the result of IT.

Student respondents appreciate the convenience afforded by IT used in their courses.

Student respondents expressed frustration of faculty members that were not proficient in the academic uses of IT. Student respondents indicated that faculty need additional IT training

Based on surveys and focus groups conducted during fall 2006 and the results of the ECAR study, the Joint Senate-Academic Affairs Committee on e-Learning made the following recommendations:

1. When a course is significantly revised to include e-Learning elements, the faculty member's student evaluations (SRTE's) should be assessed in light of the new method of teaching.
2. The administration is encouraged to provide appropriate training and support resources for faculty including release time for e-Learning initiatives.
3. Faculty is encouraged and supported in the use of ANGEL as a mechanism for communication and feedback.
4. Faculty is encouraged to explore the options for providing training to students on the academic applications of information technology tools. Possibilities include workshops offered by the IT department and coordination with the First Year Seminars. Trainers might also be invited to classes for training on specific topics.
5. Faculty is encouraged with the Center for Learning Technologies Staff to explore appropriate uses of instructional technology in their classes, and ways to create a learner-centered environment to enhance the learning experiences of their students. Faculty should be rewarded for these efforts (*Berks Senate Approved Document, September 29, 2007.*)

Rising costs for tuition and college-related expenses have made Penn State less affordable than other public institutions. However, the confluence of two factors will partially offset this increase. First, the number of alumni at Penn State Berks continues to increase. The number of baccalaureate degrees conferred at Penn State Berks more than doubled (146.6%) between 2001- 2002 and 2006- 2007 (2006- 2007: 217 Bachelor's degree conferred; 2001- 2002 Bachelor's degree conferred: 88). Second, there is a demonstrated willingness to support the campus financially. The Office of Development exceeded its 2006- 2007 gift-giving goal by twenty-five percent. These factors should partially offset the rising cost of tuition through scholarship support.

Increasing pressure for public accountability is palpable at Penn State. In response to the 2005 Middle State Commission of Higher Education (MSCHE) self-study recommendations concerning assessment, Penn State is revisiting its assessment policies. Proactively, Penn State Berks is developing a comprehensive general education plan and reviewing its current cycle of academic program evaluations. The College is instituting additional co-curricular assessments in several areas. These co-curricular areas include the Academic Advising, Learning Center, Disability Services, Career Services, and first year experience programs.

Taskforce Recommendations:

- ❖ Implement comprehensive, systematic assessment of student learning outcomes for all academic programs and key academic and student support areas. Cultivate a campus culture that embraces the use of assessment results and continuous improvement.
- ❖ Reinforce the link between in and out-classroom learning. Strengthen campus connections by creating physical space for student-student interaction, faculty-student consultation, academic advising, and peer and professional tutoring opportunities. Optimize physical space for staff interactions with students and support operation.
- ❖ Encourage innovative teaching including e-Learning strategies that are demonstrated to be effective. Consider non-traditional course delivery and formats that align with Penn State Berks student characteristics.

GOAL 2: ENROLLMENT MANAGEMENT**SWOT Summary:**

The Penn State name continues to be one of the most significant recruitment tools for Penn State Berks. Another recruitment advantage is the campus location. Half the Pennsylvania population is situated within a 90 minute drive. The residence halls are reasonably new and in a wooded setting. The range of associate and baccalaureate programs attracts a quality applicant base. In addition, students have the flexibility to start at Penn State Berks and complete their degree either at Penn State Berks or at another University campus.

Enrollment growth has been consistent in the last five years with a six percent (6.1%) increase between fall 2006 and fall 2007 and twelve percent (12.1%) increase in the last five years. However, the College continues to serve mainly traditional college students. An opportunity to increase the diversity of the student body lies in the region's continued population growth among ethnic minorities. According to the US Census, the Hispanic population in Berks County is estimated to increase by forty-two percent (41.5%) between 2000 and 2006. Additionally, the percent of adults, ages 25 and older who have earned a bachelor's degree will only increase slightly between 2000 and 2006 to 21.4% further reinforcing the need to encourage adult students to enroll at Penn State Berks.

Although six-year graduation rates have increased steadily in the last five years (fall 1999 cohort: 29.2%; fall 2003 cohort: 36.4%), the six-year graduation rate has increased modestly (1997 overall cohort: 53.2%; 2001 overall cohort: 56.3%). Cohort, defined by the National Center of Educational Statistics (NCES), is first-time, baccalaureate degree seeking students. The average combined SAT score for 2007 new freshmen for Penn State Berks is eighteen percent (18.3%) less than that of students at University Park. Several national studies have demonstrated a correlation between SAT score and graduation propensity. As mentioned, students placed in remedial courses do not graduate at the same rate. Table 1 lists the six-

year graduation rates of students enrolled in remedial courses, MATH 001, MATH 004 and ENGL 004 and the overall cohort.

Table 1: Six-Year Graduation Rates of Remedial vs. Overall Cohort Students

Course/ Cohort	Six-Year Graduation Rate	
	ALL	Grade "C" or Better
MATH 001	27.4%	34.1%
MATH 004	45.2%	55.3%
ENGL 004	42.2%	48.2%
Overall Cohort	56.3%	

Comparable to larger colleges, Penn State Berks has an appropriate array of student support services that include but is not limited to a Learning Center, Academic Advising, Disability Services, Career Services, Counseling and Multi-cultural/ International Office. Staff work closely with students, especially those at risk as evidenced by the College's 2006- 2009 Retention Plan, Retention Council, and Academic Recovery Program. Several academic programs collaborate with local K-12 schools. The purpose of these programs is two-fold. First, the programs assist local students develop the necessary skills and strategies to be successful in college. Second, the programs enhance community visibility.

Penn State Berks is at a disadvantage with regards to cost. Tuition is considerably less at the Pennsylvania community colleges and the Pennsylvania State System of Higher Education (PASSHE) institutions. In addition, unlike many private institutions, Penn State Berks cannot discount its tuition. In fall 2006, a majority of first year students demonstrated financial need. In 2004- 2005, seventy-four percent obtained student loans; the average amount of those loans was \$4,500. An increase in institutional scholarships will help to lessen the fiscal burden.

Another potential student recruitment disadvantage is the recreational facilities. No major renovation has been completed on the Beaver Community Center since it was built in 1980. There is no dedicated weight or training room at this facility. This shortcoming should dissipate as the Beaver Community Center renovation, slated in the first stage of the Campus Master Plan, becomes a reality. Despite these facility limitations, 12 intercollegiate teams currently compete at the NCAA Division III level and an additional five sports have club team status. There has been a thirty-three percent (33.1%) increase in students participating in intercollegiate sports in the last two years (2006- 2007: 197 athletes, 2004- 2005: 148 athletes).

Likewise, the residence hall capacity is limited. Typically, there is a waiting list of 400 students each semester. Anticipated is the construction of new residence halls with 400-bed capacity that will eliminate this waiting list and will enhance the quality of the student applicant pool. According to the National Survey of Student Engagement (NSSE), students who live on campus are more engaged and more likely to persist and graduate than those who do not live on campus. An examination of Penn State Berks residents reinforces this result. For the fall 2002

cohort, residents had a markedly higher four-year graduation rate (52.2%) than commuter students (31.9%).

The number of baccalaureate degrees offered at Penn State Berks is slated to increase in the next five years. In addition, the number of Berks County high school graduates is projected to decrease slightly (0.6%) between 2008 and 2013. In short, a marketing plan that highlights the College as a comprehensive baccalaureate institution is especially critical to sustain enrollment growth.

Taskforce Recommendations:

- ❖ Increase the quality of the applicant pool by sustaining moderate enrollment growth. Continue to serve traditional students while increasing underserved student enrollment.
- ❖ Provide quality support services and co-curricular programming that focuses on students that may be at risk. Consider both campus plan and moderate enrollment growth in the expansion of existing services and the establishment of additional student recreational and cultural activities.
- ❖ Develop and implement an integrated marketing plan that promotes Penn State Berks as a premier Penn State University college campus. Showcase programs, cultural activities, and new facilities as part of the promotion of the College.

GOAL 3: DIVERSITY & SENSE OF COMMUNITY

SWOT Summary:

Penn State Berks embraces diversity as a core value. There is an institutional awareness of the importance of diversity, as seen in the existence of an active campus Diversity Committee and the three division diversity committees. The Framework to Foster Diversity was incorporated into the 2005- 2008 strategic plan. In fact, Penn State Berks' Framework to Foster Diversity is considered a model for all campus diversity strategic plans. The varied ethnic and religious backgrounds of faculty and staff provide evidence of this commitment to diversity. Many faculty members are very active in local multi-cultural projects and other areas of service to the community.

In addition to the University course requirements of diversity, first year seminar workshops emphasize the value and benefits of diversity and the need to respect one another. Penn State Berks is one of five Penn State campuses designated specifically for international students. Diverse cultural programming offerings are available throughout the year. Notwithstanding, minority enrollment has increased by thirty-three percent in the last five years (fall 2002: 315; fall 2007: 452). Approximately sixteen percent (16.0%) of the students enrolled in fall 2007 are ethnic minorities.

That said, budgetary and time constraints limit faculty involvement in campus activities and service to the community. The tenure and promotion process looks

more favorably on research than on community service. The lack of a dedicated student lounge and meeting space makes it difficult for commuter students to befriend other students, especially students of different cultural backgrounds.

Efforts to better utilize the resources of local community groups and University Park could facilitate a better campus awareness of the values of diversity. A core of bilingual faculty, staff, and students could initiate informal and formal campus discussions to improve the awareness and appreciation of different cultures. A more definitive working relationship with the Multicultural /International Counselor and faculty would also enhance the awareness of cultural diversity across campus.

Development of more bilingual materials targeted at parents, guardians, and teachers could enhance recruiting efforts of minority students. These materials would also increase the awareness of Penn State Berks programs and resources to a more diverse audience. Again, the collaboration with community groups would abet these recruitment efforts.

Taskforce Recommendations:

- ❖ Partner with area organizations to recruit local area high school graduates. Provide marketing materials that are user-friendly and appropriate for specific cultural audiences.
- ❖ Cultivate a campus climate that embraces cultural diversity. Encourage faculty and staff to participate in cultural activities with students. Schedule activities to maximize student participation.
- ❖ Provide informal student meeting places and space for student programming to increase the opportunity for students to interact with other students from different ethnic and cultural backgrounds.

GOAL 4: COMMUNITY OUTREACH

SWOT Summary:

Penn State Berks is clearly committed to the land-grant mission “to make education more relevant to society’s emerging needs.” The College currently provides the community with broad based programs and initiatives that address many of the educational, economic, and industrial needs of a diverse and growing community. Among its educational services, the College offers off-campus programs and workshops in technology, engineering, humanities, and business. The College also hosts high school youth programs. Several student internships provide opportunities for interaction with local private, civic, and non-profit entities.

The College is well-established as a respected resource within the community. There is a growth in the number of alumni that remain in the region. These alumni remain active and influential in many government and corporate domains. However, based on several focus groups with external constituents in fall 2007, participants revealed that the community is unaware of the tremendous resources,

educational opportunities, and research available at Penn State Berks. In addition, several programs offered by Penn State Berks cost more than programs offered by other educational providers.

Moreover, attempts to meet community requests are not coordinated across the University. As a result, there is much duplication of effort. The University Park's program review and approval process often delays the delivery of educational and community services, further inhibiting Penn State Berks from being proactive in its delivery of community educational programs. Improved communications among program areas internally and to other campuses would significantly improve the effectiveness and efficiency of delivering educational services to the community. A coordinated approach to identify and secure funding opportunities would improve the likelihood of obtaining these resources.

Sponsorship of periodic business and economic seminars that feature outstanding faculty and research from Penn State Berks or the University would increase the College's visibility and help to establish the Penn State Berks Center for Excellence in scholarship.

The Penn State name may attract partnerships with major civic and non-profit organizations. The long standing reputation of agricultural science at Penn State Berks could position the College to provide leadership in the Industrial Development Authority's (IDA) initiatives concerning Biology-Agricultural-Industrial Research.

The feasibility of offering professional master's degree programs such as a Masters in Food Science should be explored. Certainly, this degree would attract students not typically enrolled at Penn State Berks to attend the College.

Collaboration with the local middle school teachers addressing science, technology, engineering, and mathematics (STEM) and English as a Second Language (ESL) would meet increasing regional needs for a qualified workforce with these skill sets.

Taskforce Recommendations:

- ❖ Develop new ways to encourage and reward faculty participation in community outreach. Identify priority areas in community and economic development to focus faculty engagement activities (e.g. the Berks County KIZ and the Wall Street West initiatives). Coordinate and leverage University-wide expertise to better address local and regional needs.
- ❖ Position Penn State Berks as the most qualified, capable and accomplished higher education institution to address community and economic development. Align this position with efforts to improve the regional visibility of Penn State Berks.
- ❖ Build a resource database to help identify the most appropriate workforce education needs in the community. Accordingly, address workforce education needs at the following levels: non-credit (e.g. LPN certificate program), undergraduate (e.g. accelerated certificate and degree programs), and graduate



level (e.g. Master's of Science in Food Science). Ensure that educational programs are linked to Pennsylvania and regional industry clusters.

- ❖ Continue to partner with the K-12 public education system to address vital needs in STEM education. Also collaborate with K-12 institutions to provide language, literacy education, and ESL to the growing regional non-English speaking population.

GOAL 5: RESEARCH & SCHOLARSHIP

SWOT Summary:

Penn State Berks employs an extremely qualified and talented team of faculty and staff who are not only actively engaged in research and scholarship but also committed to the education of their students. As of July 2007, Penn State Berks had 45 active external grant awards totaling \$2.2 million and five pending proposals totaling more than \$300,000. Increased external research grants provide additional non-tuition funds and enhance the Colleges' academic standing.

Faculty research is garnering national and international attention. Faculty and staff have seen modest increases in Research and Development Grants (RDG) and travel funds to attend workshops and conferences. The International Fund continues to build global collaborations in teaching and research while the Research Interest Groups foster campus discussion of current research. Research faculty published, on average, in 1.35 peer-reviewed publications in the 2006 calendar year.

Penn State Berks promotes undergraduate research. In May 2007, Berks hosted the Eighth Annual Undergraduate Research Conference sponsored by the Higher Education Council of Berks County (HECBC). Fifty-six of 140 presentations at this conference were given by Penn State Berks students. In addition, students also participate in other professional meetings and workshops and have co-authored peer-reviewed publications. These research accomplishments reward the scholarship and creative initiatives of both the faculty and students. In addition, these achievements serve to attract a better quality student applicant pool that, in turn, will improve student success.

Nonetheless, limited internal research funding, inadequate office and lab space, and the lack of certain four-year baccalaureate degree programs limit the creative accomplishments of faculty, staff, and students. External sponsoring funding agencies do not recognize certain majors as legitimate four-year programs. Potential faculty applicants and students could seek other opportunities due to the perception that research facilities and programs of study at Penn State Berks were inadequate to meet their academic and professional aspirations.

Taskforce Recommendations:

- ❖ Establish Penn State Berks as a Center for Excellence in scholarship.
- ❖ Promote professional research communities by providing networking opportunities with research colleagues at University Park, other regional colleges and universities, and private corporations and entities. Establish a faculty reward systems for research, grant proposals, and research service to the community.
- ❖ Build on current student and faculty research accomplishments to attract quality student and faculty applicants. Encourage more students to engage in faculty research.
- ❖ Increase funding for faculty-mentored undergraduate research. Develop initiatives to encourage more students to conduct undergraduate research.



C. Executive Summary, Campus Master Plan

The Berks Campus Master Plan approved by the Board of Trustees on September 7, 2007 provides guidance for the physical development of the campus. The plan is divided into three time frames. The first part looks at current priorities - opportunities in the University's Capital Plan (funded by the University) - and projects that may be funded by the campus over the next five years. While approval of the plan does not guarantee specific projects will be funded and endorsed by the Trustees, the projects have made significant progress in the planning process and it is reasonable to base other planning efforts on their completion.

The construction of a 60,000 square-foot classroom building is the focus of the first stage. Parallel to the increase in enrollment, especially in Information Science & Technology (IST) and Engineering majors at Penn State Berks, the new building will house the Engineering; Business; Hotel, Restaurant, Institutional Management; and IST programs. When the new classroom building is completed, attention will turn to renovating the Luerksen Building more appropriately to support the science programs, as well as student and faculty research.

Other current priorities include an addition and renovation of the Beaver Community Center. The addition will provide recreation and fitness space to support the college's participation in NCAA Division III athletics, kinesiology research and instruction, as well as the recreational needs of the growing student population.

The second portion of the plan addresses current capacity limitations. As an example, the current waiting list for the Residence Hall exceeds 400. A new residence hall with 400 beds is proposed in the second stage. To support the increased resident population, a two-story addition to the Perkins Student Center, connecting to the Beaver Community Center will be constructed. This bridge will provide additional dining, as well as space for student organizations and support services.

Other future opportunities include relocation of the campus soccer field to a new athletic field complex on the north side of Broadcasting Road. Plans call for the main campus entrance on Broadcasting Road to get new campus and way-finding signage with enhanced landscaping. An agriculture research center for the horticulture programs and upgraded utilities at the Peiffer Farm and Janssen Estate are also planned.

The third stage of the plan examines long-term possibilities, which illustrate a vision for the campus that may be decades in the future, but will inform near-term decisions regarding physical development. These include adding another classroom building between the Bookstore and Luerksen Buildings, construction of an event/sports center complex, expanding athletic fields, adding tennis courts, renovating the Beaver Community Center, improvements to the outdoor quad area, an expansion of the Thun Library, construction of a nondenominational spiritual center and renovations to the Janssen Conference Center.

D. Alignment of Building on 50 Years of Excellence, the 2008- 2013 Penn State Berks Strategic Plan, to Penn State University, Fulfilling the Promise

2006-09 Fulfilling the Promise: University Park Strategic Goals						
	Goal 1:	Goal 2:	Goal 3:	Goal 4:	Goal 5:	Goal 6:
Building on 50 Years of Excellence: 2008-2013 Penn State Berks Strategic Plan	Enhance academic excellence through the support of high quality teaching, research and service.	Enrich the educational experience of all Penn State students by becoming a more student-centered University.	Create a more inclusive, civil, and diverse University learning community.	Align missions, programs, and services with available fiscal resources to better serve our students and their communities.	Serve society through teaching, research, and creative activity, and service.	Develop new sources of non-tuition income and reduce costs through improved efficiencies.
Goal 1: Student Learning & Educational Excellence	x	x		x		x
Goal 2: Enrollment Management	x	x	x	x	x	
Goal 3: Diversity & Sense of Community			x	x	x	
Goal 4: Community Outreach	x	x		x	x	x
Goal 5: Research and Scholarship	x		x		x	x



E. Alignment of Building on 50 Years of Excellence, the 2008-2013 Penn State Berks Strategic Plan with A Framework to Foster Diversity

Building on 50 Years of Excellence, the 2008- 2013 strategic plan, aligns with *A Framework to Foster Diversity at Penn State 2004- 2009 for Berks-Lehigh Valley College*. Note that, as explained in the *Mid-point Report of A Framework to Foster Diversity at Penn State 2004- 2009*, the University's restructuring in 2005 separated the Penn State Berks Lehigh Valley into two separate campuses. The *Mid-term Report* reflects the refinement of the *Framework* as it applies to Penn State Berks as a stand-alone college of the University.

A Framework to Foster Diversity at Penn State 2004- 2009 has four central goals:

1. Work toward an inclusive and respectful campus climate and intergroup relations,
2. Improve representation through access and success,
3. Create opportunities for educating faculty, staff, and students about diversity issues, and
4. Institutionalize diversity as a value and practice at the administrative, staff, and faculty levels.

Building on 50 Years of Excellence, the 2008- 2013 strategic plan, supports these goals. Initiative 1 of Goal 4, Diversity and Sense of Community, states, "Create a campus culture that embraces faculty, staff, and students of diverse backgrounds." Action items for this goal include increasing the partnerships between the Multicultural/ International Counselor and students and expanding collaborations between the Multicultural/ International Counselor and faculty.

Initiative 2 of Goal 4, Diversity and Sense of Community, states "Develop and integrate program and services to maximize the educational opportunities, access, and experiences of underserved students," and Initiative 3 is "Increase enrollment and retention of underserved students." Among the action items are increasing enrollment and retention of underserved students, creating brochures and web resources for parents of bilingual students to assist in the recruitment of underserved students.

Several action items are designed to create opportunities for educating faculty, staff, and students about diversity issues. Among these are offering formal diversity programming to students, faculty, and staff; supporting efforts to infuse globalization and diversity issues in the curriculum; and promoting the Global Studies, American Studies, Elementary Education & Kindergarten programs and associated multicultural activities.

The 2008- 2013 strategic plan institutionalizes diversity as a value and practice at the administrative, staff, and faculty levels. Action items to this end include:

- hiring an admissions representative to work with underserved populations,
- training minority student ambassadors to assist in minority recruiting efforts, and
- improving the campus experience of commuter students.

Goal 2, Enrollment Management, also attempts to institutionalize diversity as a value and practice through increasing financial aid staff support and increasing awareness of college-wide programs that are designed to improve student success.

Building on 50 Years of Excellence, the 2008- 2013 strategic plan, reinforces Penn State Berks commitment to diversity. Diversity and underserved students are the focus of several initiatives and action plans in the 2008- 2013 strategic plan. In sum, Penn State Berks continues to recognize the importance and value of embracing diversity.



F. Assessment Plan

Penn State Berks is committed to continually improving the academic programs and support services offerings. This is reflected in the 2008- 2013 strategic plan, *Building on 50 Years of Excellence*. In particular, Goal 1, Student Learning & Educational Excellence, focuses on the continuous improvement of student learning and experiences.

As such, learning outcomes and corresponding assessment have been identified for each of the thirteen baccalaureate and eight associate degrees offered at Penn State Berks. These learning outcomes and assessments have been identified by several constituent groups including faculty, graduates, Advisory Councils, and professionals working in these specific fields.

The academic program review cycle is listed below. A specific list of student learning outcomes by academic programs and the corresponding assessment measures are available upon request.

Academic Program Review Cycle-Penn State Berks		
Program	Degree Level	Review Cycle/Accreditation Agency
American Studies	Baccalaureate	2007-08
Applied Psychology	Baccalaureate	2007-08
Hotel, Restaurant & Institutional Management	Associate	2007-08
Professional Writing	Baccalaureate	2007-08
Science-Life Science Option	Baccalaureate	2007-08
Agriculture Business	Associate	2008-09
Business	Associate	2008-09
Global Studies	Baccalaureate	2008-09
Kinesiology	Baccalaureate	2008-09
Communication Arts & Sciences	Baccalaureate	2009-2010
Kinesiology	Baccalaureate	2009-2010
Letters, Arts & Sciences	Associate	2009-2010
Science-General Science Option	Baccalaureate	2009-2010
Information & Sciences Technology	Baccalaureate	To be decided by University
Information & Sciences Technology	Associate	To be decided by University
Security & Risk Analysis	Baccalaureate	To be decided by University
Business	Baccalaureate	Associate to Advance Collegiate Schools of Business (AACSB)*
Electro-Mechanical Engineering Technology (EMET)	Baccalaureate	Accreditation Board for Engineers & Technology (ABET)
Elementary & Kindergarten Education	Baccalaureate	National Council for Accreditation for Teacher Education (NCATE)
Mechanical Engineering Technology	Associate	Accreditation Board for Engineers & Technology (ABET)
Electro-Engineering Technology	Associate	Accreditation Board for Engineers & Technology (ABET)
Occupational Therapy	Associate	Accreditation Council for Occupational Therapy Education (ACOTE)

* Planned for 2012-13

G. Budget Considerations

The 2008- 2013 strategic plan, *Building on 50 Years of Excellence*, reflects careful introspection of the direction of the College while taking into consideration future factors that influence higher education and Penn State Berks in particular. The rising cost of tuition, increasing competition, dynamic demographics, and the changing and uncertain economy were factored into the development of the 2008- 2013 Penn State Berks strategic plan. Accordingly, the College has affirmed a conservative stance on spending while aggressively seeking external funding.

As directed for the 2008- 2013 planning cycle, Penn State Berks considered the following three budget situations. Note that the scenarios are summative. That is, the initiatives considered for the second budget scenario includes initiatives outlined in the first budget scenario. Likewise, the initiatives in the third budget scenario implicitly include the initiatives articulated in both the first and second budget scenarios.

1. Strategic planning funds equal to half of those centrally recycled.

Goal 2, Enrollment Management, focuses on student success factors and programs to improve student retention and graduation rates. Underway for 2008- 2009 is a summer “bridge” program to enhance the first year experience of underserved students, mainly minority freshmen. Although the participation for the first summer bridge program is limited, the College hopes to extend its efforts to include other freshmen cohorts and to collaborate with other Penn State campuses in similar projects. The cohorts slated for inclusion are those identified in the Goal 2, Enrollment Management, SWOT summary. Expansion of this intensive submersion into college life would require additional staff to coordinate the program and a student services professional cross-functional in academic advising, financial aid, and counseling. Unfortunately, budget restraints would prohibit expansion of the summer bridge program or implementation of similar programs.

The strength of academic program relies on advising that affords adequate face-to-face experience with students, resources that assist in advisement, and faculty willingness to expend time in advisement responsibilities. With the advent of new programs and moderate enrollment increase projected for upper-division students, additional academic advising staff is warranted. Additional staff would address increased academic advising load, conduct additional faculty training, and provide additional outreach to at-risk students.

Penn State Berks understands the importance of a diverse enrollment and the opportunity to participate in campus cultural activities. This is evidenced in Goal 3, Diversity & Sense of Community. Additional funding would help to entice faculty and staff participation in cultural events and faculty training. In addition, an increase in student involvement in annual diversity roundtables would be possible. Information from the roundtables

and feedback from campus cultural events would be used to augment classroom discussions on sensitive and politically charged diversity issues.

At the heart of the land-grant mission is community outreach. The 2008-2013 strategic plan addresses feedback from several external constituent groups including the Advisory Board, Workforce Development Board (WIB), Berks Economic Partnership, and the Berks Business & Education Coalition (BBEC). Specifically, the 2008- 2013 strategic plan entails the increase in the number of Berks County business and non-profit collaborations. Although faculty recognize the commitment needed to nurture these partnerships successfully, additional funding will be used to cultivate these community outreach projects.

2. Strategic planning funds equal to those centrally recycled.

Goal 1, Student Learning & Educational Excellence, explicates several assessment initiatives aligned with Penn State Berks' continuous improvement efforts and directives from the Coordinating Committee on University Assessment (CCUA). An example is the current effort to seek Associate to Advance Collegiate Schools of Business (AACSB) accreditation for all Penn State Berks business programs. To meet those accreditation standards, additional resources have been identified including a new tenure-track faculty position. Another example of the College's commitment to the assessment of student learning outcomes is the development and use of authentic assessment instruments. Additional funding is needed to administer commercially available instruments as well as the development of internally developed assessments.

Outlined in Goal 3, Diversity & Sense of Community are initiatives to improve the student success of underserved students. The College currently has a Retention Council that develops and reviews the success of campus retention initiatives. The Committee also examines key factors that may impede retention and graduation. As seen in the Goal 2, Enrollment Management, SWOT summary, several student sub-groups are not as successful as the overall cohort. The efforts of the Retention Committee could continue and be enhanced by resources that would increase at-risk student advising, establish a minority peer mentor ambassador program, and improve campus facilities for commuter students.

External competition for potential students is multifaceted. Not only does Penn State face competition from the numerous Pennsylvania private colleges, Pennsylvania State System of Higher Education (PASSHE) institutions, and other Research I universities but also commercial vendors that posit to provide post secondary educational training in a myriad of formats. To meet the needs of students Penn State Berks has established the Center for Learning and Teaching (CLT). The Center provides faculty the opportunity to adapt new instructional technologies and pedagogical methods to meet not only the needs of underserved students but to improve overall student learning. Expanding on the current faculty CLT grant program would capitalize on the instructional talent of the faculty and ensure that Penn State Berks is meeting the post-secondary needs of the

region. The CLT would also address the diverse learning styles of the College's current enrollment.

3. Strategic planning funds equal to those centrally recycled plus an increment of strategic investment funds equal to approximately five percent of its current base budget.

In 2011, the new classroom building will be completed. With approximately 60,000 square feet, the building will afford additional classroom space, engineering, information science technology, and computer laboratories, meeting and study rooms, and area for student and faculty collaborations. The building will also be the site of the "Bits & Bytes" café that will be staffed by the Hotel, Restaurant, & Institutional Management students and supported by Housing & Food Services. The College recognizes that additional resources will be needed to maintain the facility, to keep the technology and laboratories current, and to facilitate student-centered learning.

As mentioned in Goal 2, Enrollment Management SWOT summary, enrollment has increased by twelve percent (12.1%) between fall 2003 and fall 2007. Anticipating continued growth, the College must implement feasibility and market studies to identify potential new academic programs. Further, these programs must have adequate tenure-track faculty and resources to ensure the viability of the programs.

To support the initiatives of Goal 2, Enrollment Management, additional institutional scholarships must be available to increase the quality of new freshmen. Subsequently, the quality of the incoming freshmen should improve both Penn State Berks and University retention and graduation rates.

As a regional college campus and as its vision indicates, Penn State Berks strives to be a leader in instruction, research, and technology. In the next five years, Penn State Berks will establish at least two Centers for Excellence. These Centers will consolidate current research and community outreach initiatives of faculty and staff. The Centers will also encourage additional research and instructional endeavors. Importantly, the Centers will reinforce the College's regional leadership in such areas as engineering technology, life science, global studies, professional writing, and teacher training.

Complicit with the Centers for Excellence is the commitment to increase undergraduate research. As an example, adapting the University's Discovery Grant program to Penn State Berks has been proposed. At least three Penn State Berks students per year who submitted meritorious research proposals to the University's Discovery Grant Program but who were not funded through the University's program would be considered for additional Penn State Berks research grants.

Faculty are dedicated to the Penn State Berks Research Interest Groups (RIGs) and rely on internal Research Development Grants (RDG) to conduct their research. Funding for both areas are needed to increase faculty and staff participation, encourage additional research activities, and attract national

and world prominent researchers, authors, and speakers to formal RIG meetings. That said, the purpose of this funding is three-fold. The RIGs would work with the Centers for Excellence to collaborate with the guest researchers, authors, and speakers on joint research initiatives. In addition, the faculty recipients of RDG monies would contribute to the Centers' research and outreach. The confluence of the RIGs, RDG funding, and Centers for Excellence would certainly position Penn State Berks at the core of academic and research distinction.



H. Enrollment Projections

Enrollment Projections					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
New 1st Year Students:					
Baccalaureate (Freshman Admits)	890	850	875	900	925
Associate	90	85	85	85	85
Provisional	15	15	15	15	15
Graduate	0	0	0	0	0
New Advanced Standing Students:					
Baccalaureate	65	80	90	100	110
Associate	15	15	15	15	15
Continuing Students:					
Baccalaureate	1370	1405	1411	1430	1450
Associate	130	145	140	140	140
Provisional	11	10	10	10	10
Graduate	0	0	0	0	0
Nondegree Students	230	230	240	240	250
Total Campus Enrollment	2816	2835	2881	2935	3000
Full-Time Equivalent (FTE)	2551.6	2579.8	2621.7	2700.2	2760.0
FTE/Total Campus Enrollment (Ratio)	0.91	0.91	0.91	0.92	0.92
Admissions Planning					
Freshman Baccalaureate Admissions Target (Su/Fa)	800.00	850.00	875.00	900.00	925.00
Actual/Estimate Paid Accepts (Su/Fa)	890.0	850.0	875.0	900.0	925.0
Change of Assignment					
Target Change of Assignment to UP	356	356	356	356	356
Actual/Estimate (Fa/Sp) Change of Assignment to UP	505	480	500	480	470
Change of Assignment to Other Penn State Campuses (except UP)	92	85	85	85	85
Change of Assignment from UP to Your Campus	30	30	35	35	35
Change of Assignment from All Other Campuses (except UP) to Your Campus	100	105	105	110	110
Enrollment Indicators					
Upper Division Enrollment (1)	520	555	575	585	600
Your College	360	390	410	415	425
On Behalf of Another College	90	95	95	100	100
Approved Exceptions	30	30	30	30	30
Remaining Common Year/DUS	40	40	40	40	40
Campus Baccalaureate Graduates (Fall/Spring/Summer)	200	210	210	220	230
Campus Associate Graduates (Fall/Spring/Summer)	60	65	65	70	75

I. Definitions

Center for Excellence- The convergence of available infrastructure and researchers with a unique set of characteristics in a regional area constitutes a Center for Excellence.

Club Sports- Intercollegiate team competition that is not provided by the athletic varsity program. Club sports provide an opportunity for students to participate in athletic activities although the sport may not be sanctioned by the NCAA or there are insufficient intercollegiate competitive opportunities available.

Cohort- First time baccalaureate degree-seeking students. Transfer students are excluded from the definition. Defined by the National Center for Educational Statistics (NCES), the cohort is used to track and compare retention and graduation rates among post-secondary educational institutions.

Environmental Scan- Comprehensive examination of internal and external factors that have possible impacts on an organization. Environmental scans include the review of previous strategic plans, competitors, census information, and internal structure. Environmental scans include an analysis of how the organization relates to the larger environment. The purpose of environmental scans is to help organizations respond to the environment effectively while improving its operations and competitive advantage.

Peer-Reviewed Publications- Articles and documents that are chosen to be included in a periodical or journal by other professionals, faculty, and editors. In most cases, a unique research project that abides by strict and rigorous methodology and reporting is required to submit and to be published in a peer-review journal.

SWOT Analysis- S-Strengths, W-Weaknesses, O-Opportunities, T-Threats. A SWOT Analysis is an examination of organization's internal strengths and weaknesses and external opportunities and threats. SWOT analyses are usually performed as a part of a larger environmental scan.

Undergraduate Research- faculty-mentored research conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline and aims for dissemination (modified from Council on Undergraduate Research)