

PENNSSTATE



Erie The Behrend
College

STRATEGIC PLAN

2008-09 THROUGH 2012-13

July 1, 2008

**PENN STATE ERIE, THE BEHREND COLLEGE
STRATEGIC PLAN
2008-09 THROUGH 2012-13**

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MISSION STATEMENT

As a four-year and graduate college within a land-grant and research university, Penn State Erie, The Behrend College, provides a high-quality, student-centered teaching and learning environment. The College also provides strong research and outreach programs with a particular focus on serving regional economic, social, and intellectual development.

Specifically:

- Behrend offers carefully selected baccalaureate, graduate, and associate degree programs in a technically advanced academic environment. Students select an academic major in a traditional liberal arts and sciences discipline or professional program, and all students broaden their knowledge and perspective through a strong general education component.
- A student-centered philosophy prevails, one which emphasizes student success and involvement, teaching excellence, and close student-faculty-staff interaction. Students are provided with significant undergraduate research opportunities and with a wide range of out-of-class programs and services that complement their in-class educational experiences.
- Behrend's research, scholarship, and outreach activities are highly integrated with its teaching mission.
- Behrend provides a climate that promotes international understanding and multicultural awareness and respect.
- Integral to its land-grant role, Behrend offers a comprehensive outreach program through educational programming, applied research, technology transfer and commercialization, cultural and social activities, and intellectual and organizational leadership.

VISION STATEMENT

Penn State Erie, The Behrend College, will be recognized regionally as a high-quality, student-centered college embedded in a land-grant university and research university.

Achievement of this vision will be reflected in:

- Consistent ranking as one of the top three regional public institutions in Pennsylvania on quality indices.
- Consistent ranking as the best among all Commonwealth Campuses on measures of student-centeredness and success, research grants and expenditures, fund-raising, and World Campus programming.
- Recognition of niche undergraduate and graduate programs in national publications/rankings.
- Inter-school and interdisciplinary programs that enhance academic and research opportunities.
- A campus community that embraces and achieves diversity.
- Recognition regionally as the high-quality partner of choice for instructional, research, and outreach/technology transfer services.
- Significant income derived from licensing and commercialization as well as Knowledge Park activities.

ACCOMPLISHMENTS: 2005-06 THROUGH 2007-08

Goal 1. Strengthen Existing Academic Programs and Expand Academic Programming

1. The number of full-time faculty positions was increased by twelve.
2. Software Engineering received EAC-ABET accreditation.
3. Online modules to support instruction of the First-Year Seminars were developed.
4. Additional resident instruction evening credit opportunities were introduced and support for the Center for Adult Students was enhanced.
5. Lab space in support of the School of Science was greatly increased as this unit moved into the complex of laboratory buildings formerly occupied by the School of Engineering.
6. Turnbull Hall was reassigned from the Black School of Business to the School of Humanities and Social Sciences and converted to a modern Psychology Lab and faculty offices.
7. The baccalaureate program in Electrical Engineering Technology was reoriented to Electrical and Computer Engineering Technology.
8. A new interschool major in Interdisciplinary Business with Engineering Studies was created (starts in fall 2008) along with two associated minors, one in Technical Sales and another in Operations and Supply Chain Management (all P1).
9. The School of Humanities and Social Sciences revised its English major, introducing a new option in Professional Writing.
10. The School of Science introduced a new B.S. major in Secondary Education Mathematics in fall 2007 (P3).
11. The University-wide Civic and Community Engagement minor was implemented.
12. A new certificate program in Crime, Psychology, and Public Policy was introduced by the Political Science and Psychology programs.
13. An associate degree in Nursing was implemented in fall 2007 (P3) and the follow-on RN to B.S. in Nursing program (P3) received approval for implementation in summer 2008.
14. The masters program in Manufacturing Systems Engineering was phased out.

15. The Masters in Project Management degree, delivered by the Black School of Business via the World Campus, was revised and opened to a public audience, complementing its contracted corporate program.
16. The School of Science developed an articulation agreement with the Ohio State University School of Optometry.
17. The College expanded its participation (imported courses) in the University's eLearning Cooperative.
18. The Black School of Business created four online courses focusing on SAP and created an SAP certificate program.
19. A new instructional designer position was created using recycled funds. This individual will assist faculty in developing online courses.

Goal 2. Improve the Teaching and Learning Environment

1. The College dedicated and occupied the \$30 million Research and Economic Development Center (REDC) in fall 2006.
2. A permanent position to support ANGEL and teaching development was established in the Center for Teaching and Educational Technologies (CTET).
3. CTET enhanced its role in teaching development, expanding its workshop series significantly and instituting a classroom observation program.
4. FTCAP was reengineered to improve its effectiveness and efficiency.
5. A new DUS position to support a school-based approach to advising lower-division students was established for a fall 2008 start-up of a pilot program.
6. Wireless networking capabilities were extended to all major academic buildings and public spaces.
7. Networking infrastructure and network security were improved and the campus backbone was extended to Knowledge Park.
8. Greater support for remote access to servers was provided as was a "server sandbox" -- a crashable server used for teaching purposes. An additional computer support specialist was hired.
9. A simulated trading floor was established in the Black School of Business in support of its Finance major.

10. A remotely operated support system for classroom technology in the REDC building was established by the Copy and Multimedia Center. This system will eventually be extended to all classrooms on campus to increase efficiency and service.
11. The College provided special matching funds to the University Libraries to build the library book collection.
12. The printed journal collection was culled further and funds were reallocated to electronic serials.
13. External funds were secured to help establish a permanent archives (Behrend family, Hammermill Paper Company, and Behrend College) which was established in the Lilley Library.
14. Technology in the bibliographic instruction classroom was updated and library spaces temporarily used for instruction were returned to their original uses.
15. A 200-seat lecture/conferencing facility, the Samuel "Pat" Black Conference Center, was dedicated in fall 2007.
16. The School of Science developed a comprehensive and phased plan to expand its instructional and research space into the Behrend, Nick, Hammermill, and Zurn buildings and the former engineering lab complex as well. Several labs have already been upgraded per this plan.
17. A full-time lab coordinator position was established to support the Biology program.
18. Science purchased a high-field NMR instrument and secured foundation funding to purchase a confocal microscope that will be made available to Behrend faculty and researchers at local hospitals and colleges as well.
19. The Learning Resource Center created new on-site locations in support of engineering and science students and expanded its online and residence hall tutoring services.

Goal 3. Enhance Student Centeredness and Success

1. New First-Year Interest Groups (FIGs), the College's living-learning program, were developed.
2. The three traditional on-campus residence halls were all renovated and sprinklers were installed.
3. A private developer constructed substantial student housing (350 spaces with plans for a total of 500) contiguous to campus, providing off-campus students with substantially improved living arrangements and creating a greater critical mass of residential students.

4. An electronic Parents and Families Newsletter was initiated by Student Affairs and an emergency text-messaging service was introduced.
5. The Personal Counseling function was enhanced with the creation of an additional permanent counseling position.
6. Support for the College's Undergraduate Research program was increased and a new summer program was introduced to support student entrepreneurs.
7. Collaborative research and study spaces for students were created in the REDC and Science buildings as well as the Psychology Lab.
8. Behrend students won the top three prizes in the regional student business plan competition.
9. Support for undergraduate students interested in graduate study was expanded, and GRE and other graduate test preparation services are hosted on campus at a reduced cost for Behrend students.
10. A new leadership development and scholarship program was initiated by Student Affairs.

Goal 4. Build a More Diverse and Supportive Campus Community

1. The College implemented strategies from its 2004-09 Framework Plan and responded to feedback from the Review Team.
2. The Educational Equity and Campus Environment Committee (EECEC) was created to evaluate strategies and policies related to enhancing diversity and improving the campus climate.
3. The College identified several metrics to track its progress toward meeting the goals of the Framework Plan.
4. The Institutional Research Committee developed and administered a Campus Climate Survey to students and staff. This survey will be repeated on a triennial basis.
5. The College reviewed assessment data to determine the effectiveness of its multiple outreach and recruitment initiatives targeted at prospective students from underrepresented groups.
6. A comprehensive definition of diversity was developed and widely circulated among students, faculty members, and staff.

7. In spring 2006 the College created the Women-to-Women mentoring program to increase the number of female students. Select female students in offer status were invited to attend an overnight program on campus and to enter into a mentoring relationship with a current female student. Approximately 75 percent of these attendees eventually enrolled at Penn State.
8. The College created an online diversity module for First-Year Seminars. Some faculty members are using the module in other undergraduate classes.
9. The number of female and adult students enrolled in the College was increased through the addition of a Nursing program and a degree in Secondary Education.
10. The substantial enrollment growth experienced by the College was matched by a larger proportional increase in the number of minority students, with the percentage of minority students increasing from 7.6 percent of the undergraduate student body in fall 2004 to 8.3 percent in fall 2007.
11. The College added two major programs that could be completed entirely with evening classes (General Arts & Sciences and Management). By scheduling these programs outside of traditional class hours, additional adult students are able to pursue degrees.
12. The School of Engineering launched several initiatives to increase the number of female students who want to pursue studies in a traditionally male-dominated discipline. Specific examples include Women in Engineering Day for high school students (started fall 2006) and a Women in Engineering FIG (fall 2006).
13. Student Affairs strengthened its multicultural performance series Rhythms of Life and increased financial support for diversity programming by 60 percent.
14. The Office of Development pursued gifts that would support students from underrepresented groups. One such example is a \$1 million Trustee's Scholarship to support students from Erie's inner-city high schools.
15. The College received a \$500,000 National Science Foundation grant to support scholarship opportunities for female students and students from underrepresented groups enrolled in science, technology, engineering and math (STEM) fields of study.

Goal 5. Enhance the College's Role as a Highly Engaged, Regionally Oriented Unit of a Research and Land-Grant Institution

1. The College established permanent funding for its Research Initiative Grant program for new faculty members and a permanent funding increase was made to the Scholarly Activity Fund.

2. A permanent research position, assistant coordinator of grants and contracts, was created using funds from the Office of the Vice President for Research matched by College dollars.
3. The Samuel Black III Chair in Insurance and Risk Management in the Black School of Business was filled, providing additional research leadership for that School.
4. Additional dedicated research space for faculty members was provided for all four schools.
5. The Black School of Business established the Center for Credit and Consumer Research (CCCR), which will soon move to a self-funded model. The CCCR also partners with Junior Achievement, which is housed in the REDC.
6. The School of Engineering reorganized its research centers, creating an Applied Energy Research Center and an Applied Research and Design Center. It also increased its support for research, outreach, and commercialization by establishing an associate director position focused on this function.
7. The externally funded RFID Center was elevated to a Ben Franklin Center of Excellence, joining the existing Ben Franklin Center for eBusiness and Advanced Information Technology.
8. The College created a position to head up a new research support unit, the Behrend Technology and Innovation Center (BTIC), in support of economic development and technology transfer. This initiative will also focus on commercialization of intellectual property developed at the College.
9. As part of its commercialization effort, the College partnered in two Small Business Innovation Research (SBIR) projects.
10. Knowledge Park occupancy has increased to near capacity, with eleven tenants and employment over 500. Two companies in the Park were created by Behrend faculty. Services and support for tenants has been enhanced.
11. Keystone Innovation Zone (KIZ) status was secured for Knowledge Park.
12. Pennsylvania Sea Grant attained Institutional Program status from the National Oceanic and Atmospheric Administration. This is the third of a four-stage process culminating in Sea Grant College status.
13. Permanent administrative and research space was secured for Sea Grant in the Tom Ridge Environmental Center at Presque Isle and the program's activities were extended to the Delaware River watershed with staff located in Philadelphia.

14. The Fasenmyer Lab was established as a dedicated research lab for plastics and other engineering projects.
15. The Center for Organizational Research and Evaluation, housed in the School of Humanities and Social Sciences, extended its scope with external funding for healthy youth development.

Goal 6. Raise the College's Profile in the Region and Beyond

1. The Office of Development and University Relations was reorganized into two units, the Office of Development and the Office of Marketing Communications.
2. A successful local radio and TV marketing campaign was launched and an advertising budget was established with temporary funding.
3. After a thorough review and assessment, the College has adapted the Weblion content management system as a first step in improving its Web site.
4. Coordination between the Office of Marketing Communications and the University's Public Information Office as well as the College's Sports Information function was enhanced. University policy regarding the College's name was clarified.
5. A successful pilot program was launched where out-of-state students (New York and Ohio) in counties contiguous to the College's service area are charged in-state tuition rates.
6. Enhanced marketing efforts aimed at adult students and the MBA market were initiated.
7. Recruitment efforts by Admissions and Athletics were integrated further.
8. The Institutional Research Committee and the Enrollment Management Group collaborated to review and improve the College's recruitment and retention efforts.

Goal 7. Continue to Make Progress on Campus Development

1. The College occupied the 160,000-square-foot Research and Economic Development Center (REDC) in fall 2006, moving the Schools of Engineering and Business to that facility and moving the School of Science into the space previously occupied by Engineering.
2. The Samuel "Pat" Black Conference Center was opened in fall 2007.
3. Turnbull Hall was converted into a Psychology Lab and occupied in spring 2008.

4. Phase I funding was secured for upgrading and expanding the College's chemistry labs in the Otto Behrend Building.
5. Architectural planning for the Dobbins Dining Hall project was initiated and funding is in place for this renovation and expansion project.
6. The Lawrence and Niagara residences were renovated and upgrades to the on-campus apartments have begun. Sprinklers have been installed in all on-campus residences.
7. A campus "Lion Shrine" was established and dedicated.
8. The tennis courts were resurfaced and new lights installed.
9. A program statement for a proposed Admissions and Alumni Center was prepared and fund-raising was commenced.
10. The College purchased an additional adjacent property and the balance owed on the Kanty Prep property has been paid in full.
11. A new 182-vehicle parking structure was constructed adjacent to the REDC facility.
12. The campus "Main Street" and related circulation projects were completed to accommodate changing pedestrian traffic patterns associated with the REDC's opening. Other sidewalk upgrade projects were also completed in preparation for the July 2008 Board of Trustees meeting.
13. Construction of Technology Drive was completed, providing a second vehicular connection between Jordan Road and Knowledge Parkway and opening up additional sites for development in Knowledge Park.
14. Funding was secured to complete the campuswide wayfinding and signage/banner program.
15. Two temporary buildings in the historic core of the campus were razed as were vacant College-owned houses.
16. The Maintenance and Operation Building was renovated and expanded.
17. Several campus beautification projects were undertaken, including additions to the arboretum and the installation of benches and garden areas.
18. The Nursing Technology Lab and Simulation Center was created with over \$1 million in external grants and contracts.
19. A major upgrade to the College's phone switch was implemented.

Goal 8. Continue Aggressive Fund-Raising Efforts in Support of the College's Growth and Development

1. Membership on the Council of Fellows was greatly expanded and diversified, creating the next generation of leadership for the College's fund-raising efforts.
2. The Office of Development and University Relations was reorganized into two functions, permitting the Office of Development to focus more on fund-raising efforts.
3. A comprehensive program for REDC naming opportunities was developed and to date, five spaces have been named in the facility.
4. A "Pioneer Reunion" of the campus' earliest alumni was held and another has been scheduled.
5. The silent phase of the new capital campaign, "For the Future - the Campaign for Penn State Students," was initiated, and planning for a focused fund-raising effort on intercollegiate athletics has commenced. Fund-raising goals and priorities have been set for the campaign.
6. A new major gifts officer position has been created with matching funds from the Office of Development and the College.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

Strengths

1. **Faculty and Staff.** Behrend's greatest strength is its people: the faculty and staff members that support the teaching, research, and outreach missions of the College. These individuals are committed to offering a quality Penn State education in an intimate, student-centered environment. The College's committed faculty members provide a challenging education in the classroom and offer professional career guidance outside of it. The Behrend staff provides a supportive and nurturing environment that promotes student success.
2. **High-Quality Academic Experience.** The College provides students with a high-quality education in a student-centered environment that includes small classes, dedicated faculty members, rigorous instruction, multiple undergraduate research opportunities, a comprehensive student activities program, and intercollegiate athletics emphasizing the student-athlete. A hallmark of a Penn State Behrend undergraduate education is close student-faculty interaction inside and outside of the classroom. Every year the College funds over \$200,000 in undergraduate research in order to enhance the educational experiences of its students.
3. **Facilities.** The College enjoys exceptional academic facilities that support the teaching and research for most of its programs. Highlights include the 160,000-square-foot Research and Economic Development Center (REDC) that houses the School of Engineering and the Black School of Business; and the state-of-the-art Psychology labs in the newly renovated Turnbull Building. The College's residence halls -- a mixture of traditional dormitories, suites, and apartments -- provide space for more than 1,650 students. The Junker Center and the Reed Union Building provide numerous co-curricular opportunities for students.
4. **Campus Beauty.** The natural beauty of the campus is a major strength. In keeping with the campus master plan, the College has taken considerable strides to maintain the look and feel of a prestigious private institution, and there is a "pride of ownership" among all stakeholders. The campus is well maintained, inspirational, and safe, and it serves as a component of our recruiting strategy. In addition, the campus has an arboretum aimed at conserving the "campus in the trees" aspect of the master plan as well as providing a natural laboratory for teaching and outreach.
5. **Range of Programs.** The College offers a broad range of academic programs, extending from majors in the traditional liberal arts and sciences to highly technical professional programs. These include 34 baccalaureate programs, 6 associate programs, 3 master's programs, and 22 minors. These include degrees in engineering, business, humanities, social sciences, natural sciences, nursing, and education. The programs prepare students for immediate employment after graduation or further academic work in graduate school, business school, medical school, or law school.

6. **Outreach Activities.** A special strength at Behrend is its comprehensive outreach programs and strong working relationship with regional business, civic, social, and educational organizations. Behrend is viewed as the “go to” partner of choice by the economic development community and the business sector. All of the College’s 13 economic outreach and research centers are integrated with its teaching and research mission. The College also has multiple outreach initiatives supporting K-12 education, including innovative programs such as Math Options and the Penn State Educational Partnership Program (PEPP).
7. **Accreditation.** All of the College’s professional programs carry or are pursuing the highest level of accreditation possible in its respective field. Current accreditations are extended from the following organizations: the Association to Advance Collegiate Schools of Business (AACSB) for all business programs; the Accreditation Board for Engineering and Technology (ABET) for all eligible engineering and engineering technology programs; the National Council for Accreditation of Teaching Education (NCATE) for the College’s secondary education program; and the National League for Nursing Accrediting Commission (NLNAC) for the associate degree in Nursing. The Behrend baccalaureate program in Chemistry meets the standards of the American Chemical Society (ACS).
8. **PSU Brand.** The national and international reputation of Penn State University greatly benefits Behrend in terms of prestige and name recognition. Being associated with a top-ranked university provides immediate credibility to the College among multiple constituencies, including prospective students and their families, industry, governmental agencies, and other educational institutions. As part of Penn State, Behrend has access to resources -- particularly information and information technology -- that a primarily undergraduate institution of its size would otherwise not be able to offer.
9. **Enrollment Patterns.** Despite the shrinking college-age population in western Pennsylvania, Resident Instruction enrollment at Behrend has increased from 3,350 FTE in fall 2005 to an estimated 4,150 FTE in fall 2008. The addition of 800 FTE represents an increase of 24 percent over the three-year period. In addition, the increasing number of applicants has permitted the College to raise its enrollment index standards and improve its already high-quality student body. These numbers do not include substantial World Campus enrollments.
10. **Balance of Teaching and Research.** Behrend faculty members equally balance their time between teaching and research responsibilities, using their accomplishments in each to support the other. The College seeks a faculty with strengths in both arenas. Faculty members are able to bring into the classroom their disciplinary expertise to supplement course content and enrich the academic experience for their students.
11. **Strong Tradition of Fund-Raising.** Over the last twenty years Behrend has established a strong tradition of raising money to support its educational mission. In 2003 the College received \$20 million to name the Sam and Irene Black School of Business, a transformational gift that has attracted high-quality students and faculty members. The College recently surpassed the \$1 million mark in annual scholarships awarded from endowed funds, and much of its bricks and mortar have come from philanthropy.

Weaknesses

1. **Loss of Autonomy.** Behrend is part of two significant organizations that limit its ability to act in its own interests. The first of these is Penn State itself, which often applies to Behrend the policies and procedures of a large university that do not align well with the smaller size and more limited resources of the College. Second, Behrend is part of the nineteen-campus Commonwealth Campus system, thus limiting its ability to act independently. Whereas other local colleges and universities are able to act quickly to address problems or take advantage of opportunities, Behrend must work through a governance/administrative structure that includes multiple locations and levels.
2. **High Overhead and Complexity.** The organizational costs and complexities of a large institution such as Penn State are substantial. Many policies and procedures, while they may help the University as a whole, have unintended consequences on smaller units, such as a campus. Unfunded mandates and “invisible recycling” from University Park units limit the College’s flexibility and often result in increased operating costs.
3. **Lack of Distinctiveness.** As a Commonwealth Campus, Behrend is marketed as one of nineteen identical “branch campuses.” Until the 2005 reorganization of the University, the College had developed its own brand within the Penn State brand across the Commonwealth and beyond. As a result, Penn State Behrend was reviewed in the *U.S. News and World Report America’s Best Colleges* and ranked in the Top Ten public master’s institutions in the fourteen-state northern region. However, after the reorganization and the loss of Behrend’s distinctiveness in the Penn State system, *U.S. News* stopped including Behrend in its ratings.
4. **Lack of Capacity in Residence Halls.** Every fall the College is unable to meet the demand of students wanting to live in a residence hall; waiting lists normally consist of several hundred students. The shortcoming is especially damaging to the College, as the housing space is crucial for student recruitment and retention. The 2007 “Commonwealth Campus Research Study” conducted by the Department of University Marketing noted that “Behrend’s challenges center on the need for additional housing” and that in its interviews with high school students who applied to College, “[t]he most prominent theme for Behrend is the lack of adequate housing.”
5. **Absence of a Fine and Performing Arts Facility.** Growth in academic programs in the visual and performing arts is severely hampered by the lack of facilities. Currently there are no dedicated classrooms for drawing, painting, sculpture, photography, applied art, graphic design, theater, music, or dance. A facility is needed that will provide space for teaching and creative endeavors, along with facilities for displaying creative works and for theatre production and performance.
6. **Tight Classroom and Faculty Office Space.** As the College has grown over the last several years, the number of classes taught and faculty members hired has tapped out existing academic spaces. The number of full-time faculty members has increased from 205 to more than 225 in the last two years, without the addition of office space; the 24 percent increase in FTE students over the last three years has required the scheduling of many additional class sections, although no new classrooms have been made available.

7. **Diversity.** Despite considerable efforts to diversify its students, faculty and staff members, and administration, the College has not yet achieved the level of diversity to which it aspires. Underrepresentation is particularly problematic among African-Americans and women. The College's current curricular offerings are often not attractive to those underrepresented groups. In addition, the Erie community is often not attractive to minority faculty and staff members.
8. **Location.** The College is among the most remote and isolated of all the Penn State campuses, thus limiting its ability to interact and collaborate with other campuses. Furthermore, the ability to recruit students is limited, since it is surrounded by Ohio, New York, and Lake Erie on three sides; and has a limited four-county service area in Pennsylvania. Finally, the external image of Erie is often negative, being associated with the "Rust Belt" and lake-effect snow. As a result of these factors, the College often finds it challenging to recruit students and faculty members.
9. **College's Organizational Structure.** Over the last decade the College has grown in size and complexity, but its organizational structure has largely gone unchanged. The size of the Chancellor's Office is smaller in 2008 than it was ten years ago, when the College had 1,000 fewer students. Moreover, the College's four schools each boast faculty rosters larger than some University Park colleges. The current administrative structure is no longer appropriate for a student body in excess of 4500 students and for a unit that is larger than half of the universities in the Commonwealth. In addition, the College's ambitious program to increase diversity among its students and workforce is not adequately staffed.
10. **Absence of Nearby Retail Shopping.** The campus lacks nearby shopping opportunities and amenities. Student surveys consistently indicate a lack of satisfaction with the complete lack of shopping opportunities around the campus, as they must travel several miles by car or bus to reach any commercial establishment. Students have indicated that they are especially interested in nearby restaurants, grocery stores, coffee shops, and drug stores.

Opportunities

1. **Leveraging the PSU Brand.** Penn State University has a strong reputation around the Commonwealth and nation, bringing instant recognition and credibility. The Erie region associates Penn State with rigorous academic programs and a commitment to regional economic development. Behrend has relied on this association in the past and must continue to do so in all its future endeavors.
2. **Leveraging the Behrend Brand.** In the Erie region Behrend's reputation for delivering high-quality academic programs and outreach activities has been growing. Because of local competition in the region (there are four colleges in the county), Behrend has focused on developing high-quality academic and outreach programs to differentiate itself from its local competitors. The College will continue to build on its positive reputation through greater promotion at the local, regional, and national levels.

3. **Student-related Facilities Fee.** The new facilities fee will result in the College bringing in about \$800,000 per annum to use for renovating existing and creating new facilities for student use. The College will work with representatives of Student Affairs and the Student Government Association to identify worthy capital improvements in the Reed Union Building and in student recreation. Possible projects include renovation of the Reed auditorium to create a theater, enhanced exercise facilities, additional meeting rooms, etc.
4. **Online and Blended Learning.** Research has consistently demonstrated that blended classes (i.e., partially face-to-face and partially online) result in positive learning outcomes for students, while also allowing the institution to reduce its costs. The College already has achieved considerable success teaching fully online courses in its Master in Project Management program and as part of the shared iMBA program. One of the first online programs to be offered is an SAP certificate, in which there is already considerable interest both inside and outside of the Commonwealth.
5. **Integrating General Education and Academic Majors.** The College has the opportunity to be a model for improving general education outcomes. Faculty members in the four academic schools are identifying strategies for more explicitly linking general education courses with academic majors. This planning among the faculty will result in more consistent general education classes and will be prepare students for the rigor of their academic major. For instance, faculty members in the School of Engineering are working with faculty members in the School of Humanities and Social Sciences to integrate ABET “educational objectives” into general education classes.
6. **Interdisciplinary Academic Programs.** The addition of the Research and Economic Development Center (REDC) in fall 2006 allowed the College to start focusing on interdisciplinary programs. Two interdisciplinary minors were added in the 2007-08 academic year, and the Interdisciplinary Business with Engineering Studies program will be offered starting in fall 2008. The College is investigating the adoption of additional interdisciplinary programs. Examples are Arts Management, in which students would take a series of courses to prepare them for careers in the cultural arena, and Humanities and Computing, in which students would pursue career interests in multimedia production and Web design.
7. **Markets for Professional Graduate Programs.** The College has a well-earned reputation for high-quality undergraduate academic programs, but beyond a Masters in Business Administration degree and its participation in two online business degrees, it does not offer graduate programs. The College’s faculty expertise and state-of-the-art facilities would allow it to offer professional masters degrees in select areas. Students would develop advanced skills and strategies that they could immediately apply to the workplace upon their graduation.
8. **Commercialization.** The College has the opportunity to build upon its strong technology and business base to develop innovative processes and products both internal and external to the College, leading to potential new sources of income and economic development through product licensing and patenting.

9. **Knowledge Park.** Knowledge Park, with eleven companies and 500 employees, has the potential to grow substantially over the next five years. The park must be marketed more aggressively to attract additional knowledge-driven companies that would subsequently interact with faculty members, staff members, and students in research and technology transfer, and that would provide internship, senior design, co-op, and career opportunities for students.

Threats

1. **Future of the Campuses.** The University has not espoused a clear vision for the campuses: are they assets to be leveraged or problems to be managed? Is Penn State truly “one University geographically distributed,” or does it consist of a flagship campus with nineteen other campuses feeding it students and funds? These questions are especially appropriate for Behrend, which currently is experiencing record enrollments and has been forced to limit its growth because of inadequate academic and residential facilities. As resources become more limited, there is a danger that University Park will be protected to the detriment of the other campuses.
2. **Demographics.** The College’s service area is located in a region of the state whose high school population is shrinking at a fast rate. Data drawn from the University Fact Book predicts that the number of high school graduates in Behrend’s service area will decline by 23.3 percent over the next eight years. Other institutions of higher learning in the Erie region are reacting to the shortage of undergraduate students by increasing their advertising presence, adding a broad array of specialized academic programs that appeal to students, steeply discounting tuition for high-achieving students, and by recruiting international students.
3. **The Possibility of Future Reorganizations.** It is very difficult for campuses to plan for the future because of the possibility of additional University reorganizations with unknown impacts. Although the most recent reorganization had several positive results, it diminished the status of Behrend, relegating it from “one of five” to “one of nineteen,” while at the same time imposing unexpected financial requirements on the College. These types of University reorganizations often have unintended consequences, such as the 1997 reorganization resulting in a significant decline of change-of-assignment students coming to Behrend.
4. **Budget Model.** In addition to the new budget model associated with the 2005 reorganization, recent developments in the University suggest that demands will be placed on Behrend to return a greater share of its tuition dollars. Aggressive building campaigns, the addition of a second law school, diminishing support from the Commonwealth, high overhead costs, and the increased costs of healthcare threaten to further diminish the proportion of tuition dollars being retained at Behrend. The College received its withheld growth money (30%) for the 2006-7 academic year, but will this pattern continue? More specifically, what will happen with growth money starting with the 2009-2010 academic year when the money is held centrally?

5. **U.S. Economy.** Over the last few years growth in the U.S. economy has slowed significantly, while energy costs have risen steeply and the cost of healthcare has continued to grow. These unfortunate developments have the potential to result in added operating costs for the College and lower enrollments, since students and families view higher education as an investment whose high costs will be offset by future employment in a high-paying job immediately upon graduation.
6. **Decline of Manufacturing and IT Industry.** The recent national and regional decline in both the manufacturing and information technology sectors threatens the long-term viability of related Behrend academic programs. A large number of engineering technology students upon graduation accept jobs in local manufacturing companies, but a continued decline of the manufacturing industry would result in less demand for graduates of these academic programs. The tendency of the national media to exaggerate the effects of globalization in manufacturing and IT exacerbates the problem.
7. **Local Competition.** Local colleges are more autonomous than Behrend, thus providing more predictability and flexibility. They are able to respond more quickly to demands of local markets and to plan more strategically, without regard to the demands of being part of a larger organization. Although none of them offer the same level of high-quality undergraduate academic programming -- as the general public is beginning to realize -- they are able to market themselves far beyond Behrend's four-county service area.
8. **Proposed Community College.** Would the proposed local community college result in lower summer school enrollments? Would a new 2+2 pattern emerge in which students receive an associate degree at a community college and then enter Behrend for two years to complete a baccalaureate degree, thus resulting in a significant financial hit for the College? How well would a community college prepare students for classes at the junior and senior level at Behrend? To what extent would the College's CE contract training program be impacted?

STRATEGIC GOALS, STRATEGIES, AND ACTION PLANS

The strategic planning guidelines issued by the University are flexible in approach, permitting each unit to develop a plan that makes the most sense for them. The approach adopted by the College was to develop an action-oriented plan that identifies areas in which we need to make progress (goals) and list strategies and action items relevant to each goal.

GOAL 1. Strengthen Existing Academic Programs and Outcomes and Expand Academic Programming

1.A. Strengthen Existing Academic Programs

- 1.A.1. Behrend will continue pursuing the strategy of increasing the number of full-time and tenure-track faculty in each school. As budgets permit, part-time faculty positions will be consolidated into fixed-term multiyear and tenure-track appointments to fill gaps in the curriculum. (*Chancellor's Office, School Directors; ongoing*)
- 1.A.2. Program and learning outcomes assessment will be continued and extended to all academic programs.
 - The Black School of Business will meet the AACSB assessment requirements that will culminate in a reaccreditation visit in 2012. (*Black School; ongoing*)
 - The School of Engineering will undergo EAC-ABET (fall 2008) accreditation for all of its engineering programs and the TAC-ABET review for all of its engineering technology majors. The new Electrical and Computer Engineering Technology major will undergo its first TAC-ABET accreditation review in 2010. (*School of Engineering; ongoing*)
 - Over the five-year planning horizon, all academic majors will identify key program and course objectives, link courses to program objectives, and identify and implement outcome measures. These outcomes will be used to make improvements to both programs and courses. (*School Directors, Associate Dean*)
 - Greater use will be made of standardized testing to assess curricular and co-curricular outcomes, including the National Survey of Student Engagement (NSSE) instrument. (*School Directors, Associate Dean*)

(See next section, pages 38-39, which deals with the College's statement on the assessment of learning outcomes.)

1.A.3. Improvements will be made to the general education curriculum.

- A faculty development program, delivered by the University's Writing Center, will focus on improving instruction and outcomes in W-courses. (*CTET; 2008-09*)
- A Collegewide discussion will be held on ways to improve writing instruction and outcomes, resulting in a committee tasked with identifying ways to graduate students with strong written communications abilities across all majors. (*Chancellor's Office; 2008-09, ongoing*)
- The introduction of a diversity emphasis in English 015 will be considered. (*School of HSS; 2009-10*)
- Intercultural and international course offerings (diversity) will be increased, and, wherever appropriate, faculty with intercultural and international experience or expertise will be sought to address gaps in the curriculum. (*School Directors; Associate Dean; 2009-10, ongoing*)
- A Collegewide discussion will be held on the role of general education in the overall curriculum and ways to engage students better in the study of the liberal arts and sciences. A committee will be charged with developing strategies to improve student engagement and outcomes. (*Chancellor's Office; 2008-09*)
- Cross-disciplinary approaches to meeting the general education - science (GN) requirement for non-science majors will be explored. (*School of Science; 2008-09*)

1.A.4. The College will continue to pursue teaching innovations to improve learning outcomes.

- The highly successful SCALE-UP program will be extended to Physics 212. (*School of Science; 2008-09*)
- The Nursing Technology Lab and Simulation Center will be integrated fully into the curriculum. (*Nursing; ongoing*)
- New ways to encourage additional faculty members in all four schools to adapt blended learning into their courses will be explored and an instructional designer will be hired to support these efforts. (*Chancellor's Office; ongoing*)
- The possibility of requiring an online course experience will be assessed by select academic programs. (*School Directors; 2009-10*)

- 1.A.5. In light of the recent academic policy changes, the College will decide how to approach the First-Year Seminar in future programming. (*School Directors, Associate Dean; 2008-09*)
- 1.A.6. Additional resident instruction programming for adult students will be assessed, including World Campus courses, and the associate degree in General Business will be modified to serve adult students better. (*School Directors, Associate Dean; ongoing*)
- 1.B. Expand Academic Programming
- 1.B.1. Several majors will consider adding or reorienting options, including Biology (adding a Biomedical option), Math (adding a Statistics/Biostatistics option), and Management (reorienting the General option to a Human Resources option). (*School Directors, Associate Dean; ongoing*)
- 1.B.2. Three recently authorized baccalaureate degree programs will be fully implemented: Secondary Education, Mathematics; Interdisciplinary Business with Engineering Studies; and Nursing (RN to BSN), including possible contract programming with regional health care providers. (*School Directors, Associate Dean; ongoing*)
- 1.B.3. New low-cost interdisciplinary and interschool baccalaureate degree programs will be studied for possible development and implementation, including:
- Environmental Studies
 - Secondary Education, Science
 - Arts Management
 - Interdisciplinary Humanities and Computing
 - Humanities, Business, and Leadership
- (*School Directors, Associate Dean; ongoing*)
- 1.B.4. New masters-level programming will be assessed for possible development and implementation.
- Extension of an online or hybrid Masters of Business Administration degree to the Pittsburgh region (in partnership with Penn State campuses in that region). (*Black School, CE; 2009-10*)

- Masters in Psychology (Applied Clinical/Counseling) taught in a hybrid format. (*School of HSS; 2010-11*)
 - An online and/or hybrid masters program in engineering. (*School of Engineering; 2011-12*)
- 1.B.5. New short-term foreign study opportunities in Germany and France will be explored to complement those already in place in Spain, Italy, China, and Canada. (*School of HSS; ongoing*)
- 1.B.6. A number of new no-cost interdisciplinary and interschool minors and certificate programs will be assessed for possible implementation, including:
- Crime, Law, and Behavior minor
 - Political Economy minor
 - Spanish minor
 - Human Factors Engineering certificate
 - International Studies certificate
 - Advertising and Public Relations certificate
 - Enterprise Resource Planning certificate
- (*School Directors; ongoing*)
- 1.B.7. The development of an English Language Institute consistent with those in place at other Commonwealth Campuses will be explored. (*School of HSS; 2010-11*)
- 1.B.8. World Campus-delivered programming will be expanded.
- The public version of the Masters of Project Management will be extended.
 - Additional cohorts of the iMBA will be absorbed.
 - An SAP certificate and possibly other Enterprise Resource Planning programming will be implemented.
- (*Black School; ongoing*)
- Faculty participation in the online RN to BSN program will be explored. (*Nursing; ongoing*)

- 1.B.9. Innovative ways to add critical foreign languages to the curriculum via technology or partnering with other academic units will be explored. (*School of HSS, Associate Dean; ongoing*)

GOAL 2. Improve the Teaching-Learning Environment

2.A. Increase Support for Faculty Instructional Development

- A redesigned funding mechanism will be introduced to support eLearning instructional innovation and development, one that provides enhanced incentives to promote greater faculty involvement. (*Chancellor's Office; 2008-09*)
- An instructional designer position will be filled to provide dedicated support for the eLearning instructional development program, including course redesign workshops. (*Associate Dean; 2008-09*) (*Also see 1.A.1.*)

2.B. Improve the Information Technology Environment

2.B.1. Networking capabilities will be strengthened.

- Wireless computing capabilities will be extended to all appropriate campus facilities.
- The wiring infrastructure in Lilley-Kochel will be upgraded.
- The College will meet all University-mandated network and information security requirements.
- A comprehensive disaster recovery/business continuity plan will be developed.

(*Computer Center; ongoing*)

2.B.2. Improvements will be made to the academic computing environment.

- Remote access to academic resources will be enhanced.
- Additional digital storage will be purchased to support faculty and student needs.
- Additional collaborative computing spaces and cyberlounges will be developed in response to evolving faculty-student preferences for the use of computers.

- A Digital Commons will be created to support faculty members and student needs and possible collaboration with the Communication program will be explored.

(Computer Center, School of HSS; ongoing)

2.C. Continue to Expand Library Resources

- Continued matching-fund support from the University Libraries to expand the book collection will be sought. *(Chancellor's Office; 2009-10)*
- A permanent archives will be established. *(Chancellor's Office, Library; 2008-09)*
- The printed journal collection will continue to be culled in an effort to reallocate funds to expand access to electronic resources and add to the book collection. *(Library; ongoing)*

2.D. Improve Academic Advising

- A Sophomore Interest Group (SIG) initiative will be explored, one that would complement and extend the successful First-Year Interest Group (FIG) program. *(Director of Student Affairs, Associate Dean; 2009-10)*
- The Health Care Advisory Committee will be reorganized to include representation from additional academic disciplines. *(School of Science; 2008-09)*
- The Learning Resource Center's role in the administration of study-abroad initiatives will be strengthened. *(LRC; ongoing)*
- An experimental DUS-school-based approach to lower-division advising will be assessed for possible Collegewide adoption. *(Associate Dean, School Directors; ongoing)*

2.E. Make Additional Improvements to Classrooms and Teaching Laboratories

- Integrated AMX audio-visual technology will be extended to all classrooms, using a combination of grants and College funds. *(CMC; ongoing)*
- The simulated trading floor in the REDC will be completed. *(Black School; 2008-09)*
- The classroom-assignment policy will be reviewed to match the current needs of each school and the possibility of creating a seminar classroom for the School of Humanities and Social Sciences will be explored. *(Associate Dean; 2008-09)*

- The chemistry labs in Behrend Building will be renovated and expanded, and planning for a second phase of upgrades to that building will be initiated. (*School of Science; 2009-10, 2012-13*)
- The feasibility of converting space in Lilley-Kochel for use as a Communication lab will be explored as will the possible co-location of the planned Digital Commons lab to that space. (*Associate Dean; 2009-10*) (*Also see 2.B.2.*)
- The addition of an on-campus student-run radio station will also be explored in tandem with the Communication lab feasibility study. (*Director of Student Affairs, Associate Dean, School of HSS; 2008-09*)
- An assessment of technology appropriate for foreign language instruction will be conducted to determine the requirements for updating the Language Lab. (*School of HSS; 2009-10*)
- Major scientific and engineering equipment upgrades and enhancements will be continued and the associated requirements for technician support will be assessed, and, where necessary, new technical support will be provided. (*School Directors, Chancellor's Office; ongoing*)

GOAL 3. Enhance Student Centeredness and Success

3.A. Strengthen the Focus on Student Retention and Success

- Emphasis on student clubs and organizations, particularly those focused on academic majors and underrepresented groups will be increased.
 - Active clubs and professional associations will be promoted for all academic majors.
 - A campus chapter of the Model United Nations will be created.

(*Director of Student Affairs, School Directors; ongoing*)

- Growth of the undergraduate research program will be continued and greater endowment support will be sought. (*Senior Associate Dean, School Directors, Development; ongoing*)
- Sophomore Interest Groups (SIGs) will be considered to complement and extend the successful First-Year Interest Group (FIGs) living and learning program. (*Also see 2.D.*)
- The Black School of Business will evaluate implementation of a student-run investment fund. (*2009-10*)

- The schools of Business and Engineering will investigate the creation of a student innovation center in support of entrepreneurship. (*School Directors, Senior Associate Dean; 2010-11*)
- Improvements will be made to the advising system: a distributed advising center with DUS staff embedded in schools will be assessed for possible Collegewide adoption. (*Also see 2.D.*)
- The creation of a Director of Student Retention position will be considered, one that would support the College's growing array of educational equity activities. (*Director of Student Affairs; 2009-10*)
- New ways to involve Career Development in the curriculum will be explored given possible changes in the First-Year Seminar program, and additional resources for this function will be assessed given projected upper-division enrollment growth. (*Director of Student Affairs, Associate Dean; ongoing*)
- The Leadership Scholarship program will be expanded. (*Director of Student Affairs, Development; ongoing*)

3.B. Prepare for and Implement the Student-Related Facilities Fee

- Development of a master plan for the Reed Union Building will be finalized. (*Director of Operations, Chancellor's Office; 2011-12*)
- The College will propose additional space for student-related activities, including a convenience store, a copy center, an upgraded theatre/lecture hall, and a fitness center. (*Director of Student Affairs; 2009-10*)
- The feasibility of a campuswide electronic student information system will be explored. (*Director of Student Affairs, CMC; 2010-11*)

3.C. Improve and Expand Services to Students

- The Health and Wellness Center will be expanded and upgraded to increase service capabilities, improve patient privacy, and bring recordkeeping into compliance with HIPAA 2012 requirements. (*Director of Student Affairs; 2009-10*)
- The College will construct a new ADA-compliant facility for Admissions and Financial Aid and consider additional staffing for that function in light of increased enrollments and the growth of College-based scholarship awards. (*Chancellor's Office; 2010-11*)
- 24/7 ID card access and camera security systems will be expanded where appropriate. (*Director of Operations; ongoing*)

- The College will expand Reed Union space in support of student clubs and organizations as well as Career Development and DUS by decking the current bookstore space. (*Director of Student Affairs, Chancellor's Office; 2010-11*)

3.D. Continue to Strengthen the Intercollegiate Athletics Program

- New men's sports programs will be assessed to achieve Title IX compliance.
- The College will make improvements to athletic facilities with a focus on developing a soccer and track and field complex.

(*Director of Athletics, Chancellor's Office; ongoing*)

GOAL 4. Building a More Diverse and Supportive Campus Community

4.A. Develop a Shared and Inclusive Understanding of Diversity

- The Educational Equity and Campus Environment Committee (EECEC) will create a Web site to keep members of the College community informed of its activities. (*ongoing*)
- Through the gathering and analysis of institutional data, the College will develop a culture of assessment to track its progress toward meeting diversity goals. (*Institutional Research Committee, Associate Dean, Assistant Dean; ongoing*)
- The new Assistant Dean for Educational Equity (See 4.G. below) will provide annual reports to Faculty Organization and to the campus community on progress toward meeting this challenge. (*ongoing*)

4.B. Create a Welcoming Campus Climate

- EECEC will recommend and evaluate strategies and policies related to enhancing diversity and improving the campus climate. (*ongoing*)
- The College will review the results of the triennial campus climate surveys and make appropriate policy recommendations and changes. (*IRC, EECEC; ongoing*)
- EECEC will identify practices that promote a shared sense of responsibility to create and maintain a welcoming campus climate. (*ongoing*)

4.C. Recruit and Retain a Diverse Student Body

- A CQI team will be appointed to recommend new approaches to minority student recruitment. (*EECEC, EMG, Associate Dean; 2008-09*)

- The College will implement a summer academic workshop to improve the transition into college of first-time students with weak English language skills. (*DUS, LRC, Associate Dean; pilot summer 2008, then ongoing*)
- The schools will support a variety of activities to increase recruitment and retention of students from underrepresented groups. Examples:
 - The School of Engineering will sponsor chapters of the Society of Women Engineers and the National Society of Black Engineers. (*ongoing*)
 - The School of Science will host the Pennsylvania Junior Academy of Science (PJAS) each spring semester. (*ongoing*)
 - The School of Business will continue its relationship with Junior Achievement (*ongoing*)
 - The School of Humanities and Social Sciences will submit an EOPC grant to create a summer bridge program in the humanities for women and students of color. (*2009-10*)
 - The School of Humanities and Social Sciences will consider establishing a “Frederick Douglass Speaking Contest” for eighth and tenth graders. (*2008-09*)
 - All schools will continue supporting the Math Options program for middle-school girls. (*ongoing*)
- A focus of College fund-raising efforts will be on scholarships that support students from underrepresented groups. (*Development; ongoing*)

4.D. Recruit and Retain a Diverse Workforce

- EECEC will develop best practices for conducting and assessing faculty searches. (*2008-09*)
- The Assistant Dean for Educational Equity (See 4.G. below) will meet regularly with school directors and faculty member search committees to discuss best practices on recruiting a diverse workforce. (*ongoing*)
- If a search committee for a tenure-track faculty position does not place a female or minority applicant on its short list, the school will forward to the Associate Dean for Academic Affairs the application material of the highest ranked female and highest ranked minority candidates. (*School Directors, Associate Dean; ongoing*)
- EECEC will develop best practices for conducting and assessing faculty mentoring. (*2008-09*)

- EECEC will identify and recommend diversity-related activities that relate to the teaching, research, and service criteria in HR-23 and the bullets in the promotion and tenure rainbow dividers. (2008-09)
- The four schools will develop action plans for faculty hires to ensure that they meet or exceed their EEO targets for tenure-track faculty. School directors will identify academic programs that would benefit from recruitment of women or minority faculty members at the associate- or full-professor level and they will review and identify to the Associate Dean for Academic Affairs vacant faculty positions whose job description could be revised to attract a more diverse pool of applicants. (*All Schools; ongoing*)
- New Faculty Orientation will be restructured to extend over the entire fall semester. (*Associate Dean; 2008-09*)
- The Assistant Dean for Educational Equity (See 4.G. below) will identify additional “family friendly” policies and programs. (2009-10)

4.E. Develop a Curriculum that Fosters Intercultural and International Competencies

- The Faculty Council will charge an existing committee or appoint an *ad hoc* committee to develop strategies for increasing the intercultural and international elements of the curriculum. (2008-09) (*Also see 1.A.3.*)
- The College will promote the use of the diversity module in its First-Year Seminars. (*Assistant Dean; ongoing*)
- New short-term foreign study opportunities will be explored to complement those already in place. (*All Schools, Assistant Dean; ongoing*) (*Also see 1.B.5.*)
- The school directors will review existing academic majors and minors and identify to the Associate Dean for Academic Affairs potential revisions that could be made to increase intercultural and international offerings. (2008-09)
- Possible new certificate/minor programs will be assessed (e.g., International Studies certificate, Spanish minor, etc.). (*All Schools, Chancellor’s Office; ongoing*) (*Also see 1.B.6.*)
- Innovative ways to add critical foreign languages to the curriculum via technology or partnering with other academic units will be explored. (*Humanities and Social Sciences, Chancellor’s Office; ongoing*)

4.F. Diversify Leadership and Management

- The College will create the Behrend Administrative Fellowship Program to provide professional development opportunities for female and minority members of the faculty and staff. (*Chancellor’s Office; 2008-09*)

- EECEC will develop and recommend to the Chancellor a standardized statement on the importance of diversity that will be included in all job descriptions for academic leadership positions. The statement will require applicants to demonstrate their commitment to diversity in higher education. (*ongoing*)
- Whenever the College opens a search for an academic leadership position, the Chancellor will determine the feasibility of using the services of a professional search firm to attract a diverse pool of candidates. (*ongoing*)
- If a search committee for a leadership position does not place a female or minority applicant on its short list, the search committee will forward to the appointing administrator the application material of the highest ranked female and highest ranked minority candidates. (*ongoing*)
- The Assistant Dean for Educational Equity (See 4.G. below) will serve on all academic leadership search committees. At the conclusion of each search, s/he will assess the search process by reviewing demographic data for the pool of candidates, meeting with the chair of the committee and/or committee members, and requesting relevant feedback from candidates. The Assistant Dean will forward to the Chancellor any suggested changes to College search procedures. (*ongoing*)

4.G. Coordinate Organizational Change to Support Diversity Goals

- The College will create a new administrative position, the Assistant Dean for Educational Equity, to support diversity initiatives. This position will report directly to the Chancellor. A staff position will also be created to support the Assistant Dean position. (*Chancellor's Office; 2008-09*)
- The College will provide funding for the Behrend Administrative Fellowship Program (See 4.F. above). (*Chancellor's Office; 2008-09*)
- The College will assess the costs and benefits of creating a new staff position in the Office of Educational Equity and Diversity programs to support international students, eLink, student mentoring, and Far-Reaching Internal Empower New Diverse Students (FRIENDS). (*Chancellor's Office, Student Affairs; 2010-11*) (*Also see 3.A.*)

GOAL 5. Expand the College's Role as a Highly Engaged, Regionally Oriented Unit of a Land-Grant Institution

5.A. Increase Support and External Funding for Research

- The Black School of Business will initiate an internal seed grant program aimed at generating greater external funding. (*2009-10*)
- The College will seek to jointly fund a new faculty position with the Penn State Institutes of Energy and the Environment. (*Chancellor's Office; 2009-10*)

- Technician and research associate support will be provided for the School of Engineering and the School of Science to create additional capacity to support externally funded research. (*Chancellor's Office; ongoing*)
- Temporary funding will be used to create a grant writer position to assess its efficacy. (*Chancellor's Office; 2009-10*)
- A permanent increase will be made to the Scholarly Activity Fund in support of faculty research and scholarship. (*Chancellor's Office; 2009-10*)
- Additional research leadership will be obtained with the filling of the remaining two chairs in the Black School of Business with nationally recognized scholars. (*ongoing*)

5.B. Continue the Development and Promotion of Research and Outreach Centers

- Existing signature research centers in the School of Engineering will be promoted and the development of new centers will be explored. Possible new areas include, but are not limited to: diagnostics; design and modeling; RFID; and sensors and controls. (*School of Engineering; ongoing*)
- At least one additional research and outreach center will be developed into a Ben Franklin Center of Excellence. (*Senior Associate Dean; ongoing*)
- A full-time director will be hired for the Center for Credit and Consumer Research with a target of self-sustaining funding in two years. (*Black School; 2008-09*)
- As part of an enhanced emphasis on commercialization, the new Business and Technology Innovation Center (BTIC) will work with other research centers to promote the licensing of intellectual property developed at the College. BTIC will also help identify corporate and individual research collaborators to work with the signature research areas in the School of Engineering. (*Senior Associate Dean; ongoing*)
- The College will implement a new outreach activity, the Young Peoples' Chorus of Erie, supported by fund-raising. (*School of HSS, Development; 2008-09 and ongoing*)

5.C. Continue Developing Knowledge Park

- Grant funding will be sought to underwrite the next multi-tenant building in the Park.
- WPSE, the College's commercial radio station focused on a business news format, will be relocated to Knowledge Park.

(*Senior Associate Dean; 2008-09*)

- Development of an Angel Investment Fund will be explored, one aimed at helping grow new business start ups. (*Senior Associate Dean, Development; 2009-10*)

5.D. Continue Development of the Sea Grant Program

- Sea Grant College status, the next and final phase of the Sea Grant program, will be sought. This status includes considerably more research support.
- Sea Grant outreach services will continue to be expanded across the Commonwealth.

(*Senior Associate Dean; ongoing*)

5.E. Continue to Develop New Markets and Services for Continuing Education

- Continuing Education will take on a primary role in the region's K-12 STEM initiative. (*ongoing*)
- The proposed development of a regional community college based in Erie will be monitored and potential areas of threat and opportunity will be identified and addressed. (*ongoing*)
- Refinement of the Plastics Technical Academy (PTA) for corporate training will continue. (*ongoing*)
- In partnership with the Office of Marketing Communications, the costs and benefits of creating an events/conference coordinator position to serve the campus will be determined. (*CE, OMC; 2008-09*)
- The development and marketing of off-campus contract credit programs, including partnerships with the World Campus where appropriate, will continue. (*ongoing*)
- A new contract program to deliver the General Electric Apprenticeship Program (2MET) will be implemented. (*CE, School of Engineering; 2008-09*)

GOAL 6. Raise the College's Profile and Competitiveness in the Region and Beyond

6.A. Enhance the College's Overall Marketing and Public Relations Efforts

- The Office of Marketing Communications (OMC) will be relocated to the Glenhill Farmhouse, providing that function with additional space in a central-campus location. (*2010-11*)
- A comprehensive and integrated marketing and advertising plan will be developed and will include a publications audit. (*OMC; 2008-09*)

- Graphic design services in support of OMC will be enhanced with the conversion of a part-time designer to full-time. (*OMC, CMC; 2008-09*)
- Significant additional resources will be devoted to support the College Web site.
 - A Web programmer will be hired to support WebLion, the content management system recently adopted by the College, as well as support the redesign of the Web site.
 - A Web master/video marketing position will be created to support the new Web site and e-marketing efforts.

(*Computer Center, OMC; 2008-09*)

- The Sports Information Director role will be assessed and ways to enhance that function will be identified and implemented. (*Chancellor's Office; 2008-09*)

6.B. Maintain Admissions Momentum While Enhancing Quality

- *U.S. News and World Report* will be petitioned to reinstate the College in that publication's annual rankings guide. (*Chancellor's Office; 2008-09*)
- To enhance admission's yield rates, the College will work with University Housing and Food Services and with off-campus housing developers to increase housing spaces in a measured fashion. (*Chancellor's Office; ongoing*)
- K-12 engagement across all four schools will be expanded and supported using Educational Improvement Tax Credit (EITC) funds to underwrite programming. (*School Directors, Development; ongoing*) (*Also see 4.C.*)
- Greater visibility for select programs will be developed through sponsorship of statewide contests and awards programs (e.g., computer science competitions, creative writing competitions). (*School Directors; ongoing*)
- Special marketing strategies to increase applications from in-state minority students and female students will be identified and implemented. (*Director of Admissions; ongoing*)
- In light of the University Commonwealth Campus marketing study, student recruiting policies that permit the College to recruit beyond its assigned service area will be proposed. (*Chancellor's Office; 2008-09*)
- A new ADA-compliant Admissions and Financial Aid Office will be planned and constructed. (*Also see 3.C.*)

- Additional admissions marketing strategies centered on the Web, videos, and targeted publications will be developed. (*Admissions, OMC; ongoing*)
- Improvements to the campus visitation process will be initiated and involvement of the Behrend Ambassadors program in campus tours will be explored. (*Admissions, Alumni Relations; 2008-09*)

6.C. Reorganize the College's Organizational Structure to Achieve Greater Competitiveness

- To remove operational bottlenecks, achieve operational efficiencies, and provide for greater focus on new-resource generation and fund-raising, functions in the Chancellor's Office will be reorganized.
- Senior staff will be reassigned to be responsible for enrollment management and for general administration.
- An Assistant Dean position will be created with a focus on diversity, educational equity, and faculty development. Staff support will also be provided for this position. (*Also see 4.G.*)
- The organizational structures in each of the four schools will be assessed to achieve greater efficiency and support for students and faculty.

(*Chancellor's Office; 2008-09*)

6.D. Continue Aggressive Fund-Raising Strategies and Prepare for the Public Phase of the Campaign for Penn State

- Alumni Relations and the involvement of alumni in the life of the College will be strengthened and the Alumni Relations Office will be relocated to the new Admissions/Alumni Center to align it more closely with campus life.
- Additional ongoing activities and stewardship events involving Fellows, friends, and donors in the life of the College will be developed.
- A corps of new fund-raising volunteers will be engaged and trained with a focus on the Council of Fellows Board of Directors.
- Fund-raising capacity will be expanded with the hiring of a new fund-raising professional.
- Focused appeals within the overall campaign in areas such as music, athletics, commercialization/entrepreneurship, and leadership scholarships will be conducted.

- Efforts to engage and collaborate with major corporate partners to secure their philanthropic support will continue.

(Development; ongoing)

GOAL 7. Continue to Make Progress on Campus Development and Support

7.A. Improve/Expand Academic Facilities

- A Fine and Performing Arts facility will be proposed for the University's next capital plan. This is a major missing piece in the College's academic infrastructure. *(Chancellor's Office; 2008-09)*
- Develop a program statement for a modest academic building or addition and identify funding sources. This facility would be largely for offices and it would permit the College to abandon and raze the five remaining temporary structures. *(Chancellor's Office; 2008-09)*
- Architectural planning for phase one of the Behrend Science Building's chemistry lab renovation and expansion will be completed and construction will commence in spring 2009. Planning for phase two of the Otto Behrend Building renovation will be initiated and funding secured. *(Also see 2.E.)*
- Planning for the proposed Admissions and Alumni Center will be completed and construction will begin in 2009. *(Also see 3.C.)*
- A feasibility study will be undertaken to allocate space in Lilley-Kochel to support laboratory needs in the Communication major. *(Also see 2.E.)*
- The greenhouse attached to Hammermill Building will be modernized. *(School of Science; 2011-12)*
- Retrofit of Science labs in the former engineering complex will continue. *(School of Science; ongoing)*

7.B. Improve the Student Life Environment

- 7.B.1. The College will work with Housing and Food Services to improve and expand services.
- The Dobbins Hall renovation and expansion project will be completed by 2010.
 - A commitment will be secured for construction of Trippe Hall in the next Housing capital plan.

- Where appropriate, the College will partner with Food Services in planned upgrades to the Reed Union Building, including the possible creation of a convenience store operation. (*Also see 3.B.*)

(*Chancellor's Office; ongoing*)

7.B.2. Behrend will make improvements to student activity and support spaces.

- Using the newly established Student-related Facilities Fee, a master plan for Reed Union Building will be developed and possible additions and/or renovations will include a fitness space, a theatre, and a copy center. (*Also see 3.B. and 3.C.*)
- The Health and Wellness Center will be renovated and expanded. (*Also see 3.C.*)
- Improvements to the intramural/recreation fields will be made, including the provision of new soccer and track and field facilities. (*Also see 3.D.*)
- The College will try to identify developers to secure retail development, especially food services, adjacent to the campus. (*Chancellor's Office; ongoing*)

7.C. Improve Campus Infrastructure and Support

7.C.1. The College will continue to make improvements to pedestrian and vehicular circulation and safety.

- Working with Harborcreek Township, Jordan Road will be rebuilt and pedestrian safety and traffic control initiatives will be negotiated.
- Campus circulation will be improved and lighting/safety will be enhanced.
- Once the Admissions and Alumni Center is on line, the second floor of Glenhill Farmhouse will be renovated for use by the Office of Marketing Communication and other administrative support functions. (*Also see 6.A.*)

(*Operations; Chancellor's Office; 2008-09 and ongoing*)

7.C.2. The College will continue to acquire strategic properties adjacent to campus.

- Ownership of the Kanty Prep property will be transferred to the College in 2009.

- The College will attempt to acquire the Gospel Hill Golf Course partially through a bargain sale to support future campus development.
- Strategic properties in the campus core will be purchased when available.

(Chancellor's Office; ongoing)

7.C.3. Initiatives to enhance the beauty of the campus will continue.

- The College will continue to push for increases to the major maintenance budget and will routinely apply for support from the new Campus Improvement Fund.
- Temporary buildings will continue to be razed at the time when new permanent office space comes on line.
- A funding plan will be developed to restore the Federal House.

(Chancellor's Office; ongoing)

7.D. Continue to Develop Knowledge Park

- The feasibility of another multi-tenant facility will be assessed.
- The debt on the Early Learning Center will be retired by 2010.

(Senior Associate Dean; ongoing)

7.E. Other Initiatives in Support of Campus Development

- A new Campus Master Plan will be developed. *(Also see 3.B.)*
- Security and card-access systems will be upgraded and expanded. *(Also see 3.C.)*
- A new campus emergency plan will be developed. *(Director of Operations; 2009-10)*
- The College will consider devoting additional resources to Police and Safety Services to improve campus safety and security. *(Chancellor's Office; 2008-09)*

COMMITMENT TO ASSESSMENT OF LEARNING OUTCOMES

Penn State Behrend has embraced the University's call to focus more purposefully on assessing its academic programs. Throughout its sixty-year history the College has been committed to providing its students with a "high-quality, student-centered teaching and learning environment," and a great deal of its success has been due to the strategic use of assessment data to measure its progress and refine its academic programs.

In the past the College demonstrated its commitment to providing excellent education opportunities by seeking and maintaining the highest level of accreditation available for its professional programs, and it will continue with this policy. These designations indicate to internal and external audiences that the programs adhere to the highest professionally recognized standards for faculty quality, rigorous course content, program learning outcomes with their concomitant assessment measures, and continuous improvement.

In 2003 the Association to Advance Collegiate Schools of Business (AACSB) accredited all the baccalaureate and masters programs in the Black School of Business and the school is now undertaking continuous assessment activities in preparation for the reaccreditation review scheduled for 2012-2013. The Black School uses a variety of nationally normed instruments. For example, the school's MBA students just scored in the ninetieth percentile among 157 MBA programs on the Educational Testing Service's Major Field Test.

Accreditation for programs in what is now the School of Engineering was first awarded in 1956. Today, all of the school's baccalaureate programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering Technology (EAC-ABET), with a reaccreditation visit scheduled for fall 2008. In addition, all of the school's eligible baccalaureate engineering technology programs are accredited by the Technology Accreditation Commission of ABET (TAC-ABET). A new program in Electrical and Computer Engineering Technology is to be reviewed for initial accreditation in 2009.

The recently added baccalaureate program in Nursing is accredited by the National League for Nursing Accreditation and Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE), while the Secondary Education program has received its accreditation from the National Council for Accreditation of Teaching Education (NCATE). In order to maintain all of these accreditations, the faculty of each professional program is monitoring assessment data and ensuring that its students are meeting and surpassing their program learning objectives.

In accordance with University assessment guidelines announced in January 2008, the remainder of the College's degree-granting baccalaureate programs have begun identifying program learning outcomes and assessment measures to track student progress toward meeting the outcomes. This process has been challenging for some of the traditional liberal arts and sciences programs, which historically have not been subject to such practices. A number of these programs have undergone external reviews and the chemistry program has already undergone American Chemistry Society review, receiving that body's approval.

With assistance from the Schreyer Institute for Teaching Excellence, the College has begun to develop a culture of assessment in measuring the quality of student learning in all its degree-granting academic programs. In early summer 2008 each of Behrend's thirty-four academic programs began posting the learning outcomes graduates are expected to attain as well as the assessment measures adopted to determine student success in achieving these outcomes.

To support the faculty of the academic programs as they develop and refine their assessment plans over the five-year period of the strategic plan, the College is redefining the job responsibilities of an existing senior staff member. A significant part of the duties of the Senior Director for Enrollment Management will include working with program chairs to identify and administer assessment tools to track student progress in meeting their program's learning objectives. This individual will also work with the Behrend Institutional Research Committee and other staff members to analyze assessment data and communicate findings to program chairs. The Senior Director will serve as a liaison with the Schreyer Institute and arrange for assessment workshops when necessary to assist faculty members.

FIVE-YEAR RECYCLING / NEW FUNDING PLAN

Table 1. Estimated Recycling and Reinvestment Targets for Each Planning Scenario

	2008-09	2009-10	2010-11	2011-12	2012-13	Total
1% Cut	\$295,000	\$304,000	\$313,000	\$322,000	\$332,000	\$1,566,000*
.5% Reinvest	148,000	152,000	157,000	161,000	166,000	783,000
1% Reinvest	295,000	304,000	313,000	322,000	332,000	1,566,000
1% Reinvest plus 5% of base	\$1,566,000 + 1,770,000 = \$3,336,000					

*Assumes dollar-for-dollar for growth at the margin, not the current \$.70 per dollar.

Table 2. Proposed Plan for Meeting 1.0 Percent Recycling Targets, 2008-09 – 2012-13

Year	1% Recycling
<u>2008-09</u> Return temporary-to-permanent funds owed the College from the tuition differential program (\$403,250 total received in FY 2008-09).	\$ 295,000
<u>2009-10</u> Return remaining temporary-to-permanent tuition differential funds from 2008-09. Salary savings from anticipated retirements. Reduction of non-standing academic appointment budget.	\$ 108,000 90,000 <u>106,000</u> \$ 304,000
<u>2010-11</u> Return from proposed 1% tuition differential for Behrend which generates approximately \$500,000.*	\$ 313,000
<u>2011-12</u> Return from second proposed 1% tuition differential for Behrend which generates approximately \$500,000.*	\$ 322,000
<u>2012-13</u> Return remaining dollars from tuition differentials in 2010-11 and 2011-12.	\$ 332,000
Total Recycled:	\$1,566,000

*From a strategic point of view, to continue budget cutting on top of the substantial cuts that have already occurred would seriously undermine the College's quality as well as its competitiveness. We propose that a one-percent tuition differential be levied at Behrend for two years, 2010-11 and 2011-12, generating approximately \$1 million in new revenue which would cover three years of recycling: 2010-11 through 2012-13. Behrend has had a different tuition rate than the other campuses previously.

Table 3. Use of Strategic Investment Funds: Scenario 1: + 0.5 Percent

Year	\$ Available	Investment
2008-09	\$148,000	Re-invest in general education component of curriculum, particularly the diversity component, and fill curricular gaps and strengthen areas weakened by past recycling. Create an Assistant Dean for Educational Equity position.
2009-10	\$152,000	Re-invest in general education component of curriculum, particularly the diversity component, and fill curricular gaps and strengthen areas weakened by past recycling.
2010-11	\$157,000	Continue to invest in diversity component of curriculum and fill curricular gaps. Invest in new business and engineering curriculum with emphasis on entrepreneurship and commercialization.
2011-12	\$161,000	Continue to invest in new business and engineering curriculum with emphasis on entrepreneurship, commercialization, and research support.
2012-13	\$166,000	Continue to invest in business and engineering initiative and strengthen majors experiencing enrollment growth.

Table 4. Use of Strategic Investment Funds: Scenario 2: + 1.0 Percent

Year	\$ Available	Investment
2008-09	\$295,000	Re-invest in general education component of curriculum, particularly the diversity component, and fill gaps and strengthen areas weakened by past recycling. Create an Assistant Dean for Educational Equity position.
2009-10	\$304,000	Continue to invest in diversity component of curriculum and fill curricular gaps. Invest in new business and engineering curriculum, with an emphasis on entrepreneurship and commercialization.
2010-11	\$313,000	Continue to invest in new business and engineering curriculum, with emphasis on entrepreneurship, commercialization, and research support. Strengthen majors experiencing enrollment growth.
2011-12	\$322,000	Strengthen majors experiencing enrollment growth. Invest in new interdisciplinary academic programs shown viable by market research (e.g. Humanities and Computing; Environmental Science; Arts Management).
2012-13	\$332,000	Continue to develop new interdisciplinary majors and expand graduate programming.

Table 5. Use of Strategic Investment Funds: Scenario 3 – Net New Investment of \$3,336,000

A. Receive 1% New Investment Each Year (2008-09 through 2012-13): \$1,566,000

These funds would be invested in the same way outlined in Scenario 2 in Table 4 above. These investments serve to strengthen the College’s existing curricular base, enhance diversity, and add new programming in areas that build on current and emerging strengths.

B. Receive New Investment Equal to 5% of Current Base Budget: \$1,770,000

With the stronger foundation achieved in “A” above, the College would be well-poised to expand its scope. A recent marketing study conducted by the Department of University Marketing asked the question if Behrend should be allowed to grow to its full potential. With a five-percent strategic investment, the College proposes to expand existing programs and develop new programs in engineering and education as well as graduate programming in business-engineering and psychology. The College also proposes to recruit statewide, establishing admissions criteria that would avoid negatively affecting other campuses. Additional academic space and housing would be necessary.

APPENDIX A
BEHREND HALLMARKS

BEHREND'S HALLMARKS

Penn State Behrend's mission, vision, and values are reflected further in eight interrelated distinctions or hallmarks that define our institution.

1. **Quality**

We seek to achieve the highest academic standards, recognizing that we can never be good enough and that we must always strive to be better.

Quality is our overarching hallmark. We want to be better today than yesterday, and better tomorrow than today. We must strive always to be the best, and to avoid ever settling for being "good enough." Quality is an institutional advantage; complacency is a major threat.

Quality and high standards are made manifest by a challenging academic and co-curricular environment, high expectations for excellence in teaching, research, and outreach, and in meeting the highest levels of accreditation in all programs.

2. **Student-Centeredness**

As a primarily undergraduate institution, we value close faculty-student interaction, small classes, a supportive co-curricular and residential learning environment, and high standards for students.

We seek to provide a transformational educational experience and to be a difference-maker in students' lives. Students are afforded many opportunities for intellectual and personal development, through challenging degree programs and a comprehensive range of activities including undergraduate research, intercollegiate athletics, student clubs and organizations, leadership development, and career development opportunities.

In this student-centered or high-touch environment, faculty and staff practice a variant of the golden rule: treating students like they would their own family members; supporting them; seeking to understand and guide their goals and aspirations; having a keen interest in their success; and showing them the importance and wonders of a comprehensive education, while holding them to high standards of academic and personal responsibility. Student success is the desired outcome.

In the support areas, a service attitude is promoted, with interactions with staff and systems being efficient and friendly.

3. **Engagement**

As part of a land-grant and research university, our mission includes serving as an economic, social, and cultural catalyst in northwestern Pennsylvania and beyond.

We must be collaborative, entrepreneurial, and outwardly focused. We are positioned to be a national model for outreach, and for integrating teaching, research, and outreach for the benefit of both our students and the region we serve. For our friends and supporters, an investment in the College is an investment in the future of northwestern Pennsylvania and its people.

Engagement takes many forms and includes the whole range of our outreach activities: applied research, technology-transfer, cultural and arts programming, workforce development, Knowledge Park, and internship and senior design projects.

4. **Teamwork**

Our strength is people: our spirit, our “can do” attitude, our institutional pride, our mutual respect, and our shared vision.

Behrend is great people doing great things: it is our people who make the College a special place to work and learn. Everyone’s hard work is appreciated, and everyone contributes to the collective success and the greater good. All faculty and staff members take ownership to make Behrend a better and more supportive place, and that requires fairness, integrity, cooperation, collaboration, consultation, and communication.

5. **Focus**

We have succeeded by not trying to be all things to all people and by having a strong focus on our core mission.

By focusing on our core mission of excellent teaching, with significant research and outreach components, we concentrate on what we can do well and cost-effectively. We must say “no” to taking on programs and activities that do not fit well with our strengths or do not have positive fiscal returns. A corollary is that we value a flat organizational structure.

6. **Technologically Advanced**

We are committed to providing our students and faculty with a sophisticated, high-tech environment.

We must provide a state-of-the-art teaching and learning environment in our classrooms, labs, and library. Our faculty must stay current in their fields, and our students must learn the latest technologies. Our students can use these experiences to be difference-makers and to make contributions to their employers or graduate programs

immediately after graduating. Our support environment must also be state-of-the-art, using the most efficient information-processing technologies to communicate with a technologically savvy student body.

7. **Inspiring Environment**

The beauty of our campus attracts potential students and provides an inspirational environment for the entire College community.

The campus master plan calls for a “college in the trees” and for us to take great care to maintain the scale and architectural coherence of the campus. We believe in maintaining the historical integrity of the Behrend family’s gift and in leaving a legacy for our future generations. The creation of an arboretum reflects our wish to conserve and showcase our landscape.

The attractiveness and cleanliness of the indoor and outdoor environments is a matter of special pride, a pride of place. The campus will always be a work in progress, and we are forever responsible for the creation and maintenance of a comfortable, beautiful, and inspiring place to study, work, live, and visit.

8. **Diversity**

We need to build a more diverse and supportive campus community and climate.

We have yet to realize this hallmark. We believe institutions of higher education are laboratories for ideas, and the more backgrounds, opinions, and perspectives that can be brought to bear, the better the ideas and the greater the learning. A liberal education asks students to investigate new worlds and to look at familiar problems from fresh perspectives. Multiple viewpoints provide us with a better understanding of issues and enable us to attach meaning to the events of our world.

Achieving greater diversity among our student body and faculty and staff continues to be a difficult struggle, and it calls for a much stronger commitment as well as new approaches to achieving this desired outcome.

APPENDIX B

STRATEGIC PERFORMANCE INDICATORS

STRATEGIC PERFORMANCE INDICATORS

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
1. <u>Enrollments</u>			
Headcount (RI + CE)	3542	3839	4171
World Campus	189	248	301
Total Enrollments	3731	4087	4472
BD Majors \geq 05 Semester	1472	1544	1518
2. <u>Admissions</u>			
Mean First-Year SAT	1080	1046	1051
First-Year Admissions	843	1035	1180
Change of Location to BD	99	118	102
Advanced Standing Transfer	96	138	112
MBA	92	102	77
Mean GMAT	507.6	515.1	518.6
3. <u>Faculty Resources</u>			
Full-time Headcount	204	202	214
Percentage Tenure Track	55.3%	54.5%	51.4%
FTE Student-to-FTE Faculty Ratio	15.1	16.3	16.9
SCH Taught by Full-time			
- Percentage	79.1%	81.1%	NA
- Rank Among University Locations	1 st	1 st	NA
4. <u>Student Success/Engagement</u>			
First-Year Retention Rate	82.7%	83.9%	NA
Six-Year Graduation Rate	63.2%	68.3%	NA
Student Satisfaction w/ Faculty Interaction	92%	92%	92%

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
5. <u>Educational Equity</u>			
Headcount Minority Faculty and %	23 (11.3%)	20 (9.9%)	23 (10.7%)
Number of Tenured Minority Faculty and %	9 (13.6%)	9 (13.2%)	12 (16.0%)
Headcount Female Faculty and %	57 (27.9%)	57 (28.2%)	70 (32.7%)
Number of Tenured Female Faculty and %	14 (21.2%)	14 (20.6%)	15 (20.0%)
Headcount Minority Staff and %	8 (5.0%)	9 (5.3%)	9 (5.2%)
Headcount Female Staff and %	112 (70.0%)	117 (69.2%)	118 (68.2%)
Headcount Minority Students and %	260 (7.3%)	300 (7.8%)	320 (7.8%)
Headcount Female Students and %	1174 (33.1%)	1321 (34.4%)	1467 (35.2%)
Six-Year Graduation Rate for Minority Students	49.3%	45.1%	NA
Six-Year Graduation Rate for Female Students	63.6%	68.0%	NA
Number of Schools Meeting AAO/EOP Targets	1	1	2
6. <u>On-Line Curricula</u>			
Number of World Campus Courses Taught	16	33	25
Number of e-Learning Courses Imported	7	11	18
Number of e-Learning Seats Imported	54	62	100
7. <u>Academic Program Quality</u>			
Number of Accredited Programs vs. Eligible	21 of 21	21 of 21	23 of 23
Student Satisfaction w/ Educational Experience	91%	91%	91%
Student Satisfaction w/ Faculty in Major	91%	96%	91%

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
8. <u>Research and Outreach</u>			
Undergraduate Research Expenditures	\$217,000	\$234,000	\$242,000
Research Expenditures	\$4.3 million	\$3.8 million	NA
Number of Funded Research Centers	11	12	13
Number of Grant Proposals Submitted	48	32	41
Patents and Licenses Disclosed/Awarded	NA	2	1
Knowledge Park Employment	176	402	509
9. <u>Financial and Capital Resources</u>			
Endowment	?	?	?
Annual Scholarship Awards (\$)	\$841,788	\$1,044,592	\$1,095,534
Assignable Classroom Space per FTE	12.1	11.2	10.3
Total E&G Space per FTE student	125.8	116.1	107.3
10. <u>Intercollegiate Athletics Excellence</u>			
Teams Participating in NCAA Post-Season Play	5	2	5
AMCC Cup Standing	1 st	1 st	1 st