

Unit Strategic Plan: Penn State Shenango

2014/2015 through 2018/2019

A more detailed version of this plan can be found at:

<http://shenango.psu.edu/Information/mission.htm>

**Strategic Plan**

*2014-2019*

Penn State Shenango Campus

147 Shenango Avenue

Sharon, Pennsylvania 16146

Prepared by:

Jo Anne Carrick, D.Ed.

Campus Director and

Chief Academic Officer.

# Executive Summary

The Shenango campus has been and continues to be challenged by four key factors; the decline in area high school graduates, the high cost of tuition resulting from the steep decreases in state funding, increased local competition among area higher education institutions and a declining economy our service area of Mercer and Lawrence counties. A number of other variables contributed to these challenges.

First, the opening of a satellite campus of Butler Community College at Linden Pointe in Hermitage represented a loss of approximately 200 students over the course of a three-year period 2009-2012. The second area of declining enrollment is in the traditional age freshman 2 + 2 student. While the campus has managed this decline by increasing adult student enrollment, adding two new majors, and administering strong existing majors in the health and human services field, it is felt that we are certainly not getting our share of this student population.

Second, our SWOT analysis and environmental scan indicated that we do not have strong institutional recognition in our community nor have we strategically leveraged our relationships with community leaders and support from our advisory and alumni boards. Last, a focused enrollment management plan that encompasses both recruitment and retention was needed.

Therefore, the goals in our strategic plan are specifically targeted to bring new students into our existing majors and grow our base of the freshman 2 + 2 students. Other goals include strengthening our current majors assuring academic rigor and quality. In addition, Shenango students continue to represent a diverse student body of adult and first-generation college students. Therefore, our plan stipulates goals and action items that improve support services and student engagement that recognizes the needs of a student who has to manage multiple life responsibilities.

Since the last strategic plan, declining enrollments have decreased tuition revenue needed to meet operating expenses. With improvement in operational efficiencies and increasing enrollment, it is our goal to increase revenue, decrease costs and restore operating reserves at modest levels. To accomplish this, our plan incorporates improving operational efficiencies and adding new majors that leverage our regional partnerships with other western campuses. In the 2014-19 plan, expanded academic and operational partnerships are specifically intended with Penn State Beaver.

# Foundations of the Strategic Plan Process

A SWOT analysis and environmental scan were completed to determine priorities and the strategic direction of the plan. Next, we formulated our vision that served as the framework to identify strategic goals. The next step was to share the strategic plan and goals with members of the campus community and our advisory board to achieve two important goals; confirm agreement with what was needed and second obtain commitment from everyone to work towards achieving these goals. Once goals were confirmed, detailed action plans and outcome measures were established. Last, we determined whether our goals aligned with the President’s imperatives and the Provost’s themes that are the foundation of the University’s strategic plan. This activity confirmed that our goals were in concert with our University’s plan.

## Our Vision

*Utilizing the power of Penn State University resources, Penn State Shenango will be regarded as a premiere educational institution meeting the needs of a diverse student population that is representative of our community. All members of the campus will be active participants contributing to the economic development and revitalization of the local community. Last, we will be leaders within Penn State University demonstrating collaboration, ethical behavior, fiscal accountability, sustainability and respect for diversity.*

# Mission Statement

As a campus of The Pennsylvania State University system, Penn State Shenango shall serve students in the region who want to remain local while pursuing a limited number of highly desirable baccalaureate degrees, and students who want to start locally but complete their pursuit of a wide array of baccalaureate degrees elsewhere within the University. The Shenango campus shall provide a rigorous learning environment to engage students in the college experience. This is accomplished through small classes, individualized attention, and the opportunity to participate in undergraduate research, public service, and co-curricular activities and programs. Campus faculty members shall serve their profession and society through research, scholarship, and creative activities that promote the creation of knowledge, enhanced quality of life, outreach, and economic development, supporting a well-educated workforce positioned to assume leadership roles in the workplace and society.

# Penn State Shenango Strategic Goals

Our campus community established eight goals to realize our vision. These goals along with key strategies and action steps to achieve the goal are listed below. In addition, above each goal are excerpts of the campus vision statement that demonstrate how each strategy contributes to the achievement of the vision.

**Goal 1** –Enhance our academic portfolio of credit courses to provide our students with a robust educational experience that prepares them for the rigor associated with degree completion and entering into the work force.

Vision statement alignment - *will be regarded as a premiere educational institution meeting the needs of a diverse student population that is representative of our community.*

* Expand our academic portfolio in the health career and human service fields
* Expand our processes for monitoring student retention, learning outcomes, and success
* Deliver academic program support services that meet the needs of a diverse student population that include adults, veterans, and first generation college students
* Recruit and retain qualified faculty with a broad range of expertise and national recognition within the core disciplines of our academic portfolio
* Enhance our digital future through learning opportunities and support services for faculty, staff and students
* Ensure that our students obtain a core group of skills including information, communication, financial and quantitative literacies, critical and creative thinking and analysis, problem solving, and effective teamwork and collaboration
* Develop program assessment plans that include student learning outcomes for Human Development and Family Studies, Liberal Studies, Information Sciences and Technology and Business

Action items for the above strategies encompass a critical assessment of our academic programs to determine level of rigor and to strengthen existing initiatives to improve student success and retention. This includes identifying areas to improve academic support services to improve core skills. Our learning center has followed the same model for the past several years; therefore we will benchmark our process with others to determine opportunities to redesign services for better student outcomes. Other action items include completing the development of comprehensive assessment plans for all existing majors at the campus. There is also a need to improve the faculty complement to increase the number of tenured faculty along with diversification of faculty to better reflect the student population we serve.

Our strategic indicators will include first-year and third – year retention rates. However, given the large number of adult students, there will be a need to closely study retention patterns to determine how they may differ from traditional age students. We will continue evaluate student performance on core skills, aggregate GPA tracking, student performance on licensing exam and post graduation job placement. Last, an ongoing assessment of the diversification of faculty and department staff will continue to be part of our search processes when hiring new employee of all types.

**Goals 2 –** As part of the Beaver-Shenango partnership, explore and implement shared or regional

academic and operational collaborations.

Vision statement alignment - *we will be leaders within Penn State University demonstrating collaboration, ethical behavior, fiscal accountability, sustainability and respect for diversity.*

* Assess current collaborations and identify new and identify new opportunities for sharing academic programs
* Identify credit and non-credit programming for CE to deliver in BR/SV service areas that meet the needs of the regional workforce
* Assess current operational collaborations and identify potential for future staff sharing as opportunities arise with retirements or resignations
* Explore and implement shared marketing and recruitment opportunities across both service areas

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

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

**Goal 3** – Enhance marketing and recruitment to support increased student enrollment.

Vision statement alignment - *will be regarded as a premiere educational institution meeting the needs of a diverse student population that is representative of our community.*

* Enhance Penn State Shenango’s presence in the service area through marketing, advertising and public relations
* Target Mahoning and Trumbull counties in Ohio to grow enrollments
* Improve relationships and outreach with area community colleges to enhance transfer student enrollment in Penn State Shenango four-year degree programs
* Enhance Penn State Shenango’s market position by working more closely with service area high schools

Action items for the above strategies encompass creating a focused campaign to revamp or marketing and recruiting approaches. This includes redesign of our website, establishing partnerships with the local community college, and resuming prior programs that bring high school students on the campus for academic related events.

Strategic indicators will include enrollment data by student type, location and major. We will also evaluate the recruitment presence in high schools and Butler Community college sites in Mercer and Lawrence counties. We will compare our data with our competitors and conduct focus groups with students for feedback on marketing initiatives to identify factors that may impact enrollments that haven’t been considered.

**Goal 4 -** Increase visibility and support through alumni & advisory board connections,

fundraising, and community-centered programs.

Vision statement alignment - *will be active participants contributing to the economic development and revitalization of the local community.*

* Re-engage Advisory Board and alumni in the development and support of the campus initiatives
* Through a variety of outreach activities, establish the Shenango campus as a partner with the local community to foster economic development and revitalization of the region

Action items for the above strategies include working with the executive committee and current board members to determine ways to improve advisory board functions and engagement. This includes filling current board vacancies with new members and reaching out to community leaders that represent the students we serve. Next, all members of the campus community will be charged to increase participation in community events and engagement opportunities to support the growth and revitalization of the region.

Strategic indicators include diversification of the board membership, re-activation of board committees, and holding annual planning meetings for the campus leadership and board to identify goals for each year. In addition we will initially examine our existing involvement in community outreach and board membership as a benchmark for comparison of prior involvement of all members of the campus.

**Goal 5 –** Cultivate a diverse, inclusive, and ethical environment to enhance cultural competence and promote equality, dignity, and respect for all.

Vision statement alignment - *we will be leaders within Penn State University demonstrating collaboration, ethical behavior, fiscal accountability, sustainability and respect for diversity*

* Identify new ways to enhance the cultural and intellectual experiences of our students
* Identify new ways in which to increase our students’ awareness of regional, national, and global issues
* Assess the ethical environment on our campus, identifying opportunities for improvement
* Assess diversity at our campus, identifying opportunities for improvement
* Monitor recruitment of faculty, staff and students that represent diversity and our community
* Improve communication materials and website to better reflect the campus diversity programs to provide easy access to diversity initiatives and programs.
* Establish outcome measures that assess impact and learning outcomes on cultural competence and sensitivity that result from our campus diversity initiatives

Action items focus on expanding courses focused on diversity, cultural, social, and global issues, continuing faculty/staff diversity development and training, continuing to educational events that expand the awareness and understanding of culture and diversity. An examination of the campus climate and ethical environment will be done to identify opportunities for improvement. Some action items will focus on proving support for diversity-related student organizations, and utilize community service projects and structured service-learning opportunities outside the classroom to expose students to social issues and community needs. In addition, the campus committee on Diversity will be charged to develop learning outcome-based indicators to assess impact, inclusion, and cultural sensitivity and competence that is achieved from our diversity initiatives. While the campus has launched a number of cultural diversity initiatives, outcome measures do not fully assess the impact, inclusion and cultural competence of the participant. Therefore, the campus diversity committee will examine current assessment processes and establish more effect ways to assess impact on initiatives that foster diversity and cultural sensitivity.

Strategic indicators identified are percentage of underrepresented students, percentage of multi-cultural faculty, number of courses with diversity content/criteria, number of events, programs, and/or trainings with content related to cultural competency/equity issues, yearly retention rate for underrepresented students, student satisfaction survey results (global diversity question and study abroad question and campus-based climate questions). Other indicators include revision of campus website to include link to diversity page, enhancement of resources for learning about diverse cultures. Last, learning outcomes based assessments that a.

**Goal 6 –** Integrate wellness, sustainability, and the responsible and restorative use of resources to add value to the campus and community while promoting these values in teaching, research, and partnerships.

Vision statement alignment - *we will be leaders within Penn State University demonstrating collaboration, ethical behavior, fiscal accountability, sustainability and respect for diversity.*

* Incorporate principles of sustainability into the classroom to prepare our students to become leaders who can meet the challenges of a 21st century economy
* Encourage faculty, staff, and students to adopt sustainability practices in their learning and work environment
* Increase wellness programming for faculty, staff, and students that represent a holistic view of wellness (physical and mental health)

Action items include designating a representative from faculty and from staff to lead this initiative. Examine course offerings to determine course that align with goal – i.e. environmental science and sustainability. Participate in University sponsored wellness programs.

Strategic indicators will include level of participation in programs, number of programs offered and evaluation of quality, evidence of student engagement based on participation in sustainable practices and events (Earth Fest).

**Goal 7 –** Enhance facilities, processes, and procedures to meet educational, research, and aesthetic requirements of the campus.

Vision statement alignment - *will be active participants contributing to the economic development and revitalization of the local community.*

* Establish a 10-year facility improvement plan that includes capital and annual investment in facilities improvements that support academic instruction, improve campus environment and support the efforts made by the community to revitalize the downtown area of Sharon, Pa.
* Implement improvements to facilities in ways that reduce waste and improve energy efficiency
* Establish and implement a clear campus signage and way-finding program

Action items for this area include completing a facilities assessment to identify and prioritize major capital and major maintenance improvements. The recent renovation to the Forker Lab provided progress improving a key area for academic instruction. However, the age and safety concerns of other buildings will include: upgrades to the auditorium electrical system and adding HVAC and windows and external side doors, finishing both the front entrance and courtyard areas as part of the campus beautification plan, and upgrading classroom furniture and technology.

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

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

Vision statement alignment - *will be active participants contributing to the economic development and revitalization of the local community.*

* Establish mandated training needs, ethical standards, and compliance requirements for every campus position
* Provide campus-based employee training, orientation, professional development, and mentoring programs/services
* Identity and/or create databases to track employee compliances, certifications, and mandated training requirements

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

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

# Alignment with Penn State University’s Strategic Plan

The Shenango campus is part of Penn State’s large University system; therefore it is necessary that our strategic goals align within the University’s strategic plan as a whole. To further validate the alignment of our strategic goals with aspects important to University leadership and the University’s strategic direction, we cross-referenced our strategic goals with the President’s imperatives and the strategic themes described by our Provost. As illustrated below our goals aligned with areas important to our senior leadership of the University.

# President Barron’s 6 imperatives:

1. *Excellence*
2. *Student Engagement*
3. *Economic Development and Student Career Success*
4. *Diversity & Demographics*
5. *Access and Affordability*
6. *Technology and Curriculum Delivery*

# Provost’s Themes – Strategic Plan development

1. Enhancing Our Health and Well-Being
2. Managing and Stewarding our resources
3. Transforming Education and Access
4. Leveraging our Digital Future
5. Exploring and Promoting Our Cultures

# Alignment of our Strategic Goals related to President’s imperatives and Provost’s themes

* Goal 1 - Develop and enhance our academic portfolio of credit courses to provide our students with a robust educational experience that prepares them for the rigor associated with degree completion and entering into the work force
	+ *Excellence, student engagement, student career success*
	+ *Transforming education*
* Goal 2 – As part of the Beaver/Shenango partnership, explore and implement shared or regional academic and operational collaborations
	+ *Access, demographics, technology*
	+ *Transforming education, Leveraging our digital future*
* Goal 3 – Enhance marketing and recruitment to support increased student enrollment
	+ *Accessibility, demographics, economic development*
	+ *Managing and Stewarding our resources*
* Goal 4 – Increase visibility and support through alumni & advisory board connections, continued fundraising, and community-centered programs
	+ Economic development, student success
	+ *Managing and Stewarding our resources*
* Goal 5 – Cultivate a diverse, inclusive, and ethical environment to enhance cultural competence, equality, dignity, and respect for all.
	+ *Diversity and Demographics*
	+ *Exploring and Promoting our cultures*
* Goal 6 – Integrate wellness, sustainability and the responsible and restorative use of resources to add value to the campus and community while promoting these values in teaching, research, and partnerships
	+ *Enhancing our Health and Well-Being*
	+ *Stewarding our resources*
* Goal 7– Enhance facilities, processes and procedures to meet educational, research, and aesthetic requirements of the campus.
	+ Excellence, accessibility, technology
	+ *Stewarding our resources, Building our digital future*
* Goal 8 – Develop programs and implement mandates to ascertain that: ethical and compliance requirements are met; employees are effectively trained and mentored; and our existing areas of competence are built upon and shared.
	+ Excellence, diversity and demographics
	+ *Promoting our health, Valuing and exploring our cultures*

# Framework to Foster Diversity

Shenango’s progress in reaching 2010-15 Framework to Foster Diversity Plan included goals from the 2008-13 Campus Strategic Plan. We have implemented a number of initiatives in our student programming. Examples of these include an annual series in diversity entitled "Same Planet, Different Worlds," which seeks to expand our campus community's understanding and appreciation of a variety of diverse populations.  New student orientation sessions include an open discussion of diversity that challenges students to consider their personal biases while establishing the Shenango campus as a safe, inclusive learning environment.  Shenango students also participate in annual domestic and international Alternative Spring Break trips that involve service-learning projects in an immersive cultural experience.   To assure that these opportunities continue for students, funds have been allocated to cover any short fall in student fund raising that is needed to make the cost affordable for students. Other activities include LGBTQA Training for faculty, staff and students and professional development trainings for staff on several topics related to diversity.  The student-run International Cultures club hosts a foreign film festival and partners with the counseling center to host a celebration of the Mexican holiday known as Dia De Los Muertos/Day of the Dead, which gives students an opportunity to learn about an aspect of Latin-American culture while also providing them with an opportunity to address the sensitive issue of grief and loss.

In our current plan we identified a need to expand our diversity mission to include some specific initiatives. As defined in Goal 1, our next steps will be to increase integration of diversity as part of the quality assessment and development of our academic programing. This includes offering courses with a diversity focus – i.e. Iberian history as a humanities option. The leadership of the faculty senate and senate academic affairs committee have established an assessment plan that includes review of diversity presence in course content on syllibi, choice of reading materials, service learning projects with a diversity theme, and collaborations between faculty of different disciplines and cultures. In addition, the action step in strategic goal one includes designing student support tailored to address unique needs of our student population and to improve success with students-at-risk.

Other initiatives include targeted recruitment of students, staff, faculty and department leadership positions and advisory board membership to better representative the diversity of our community and student population. Since 2010 we continue to recruit adults, females and students of multiple cultural groups. However, in evaluating the progress we have made, with faculty, staff and leadership positions, we identified a need to improve in this area. Action steps for these groups are addressed in Goals 3, 4 and 5. We will seek to increase board membership to include more female and African American representation. In our first year of this plan we have hired an African American male to serve as our Director for Business Services, a female African American to our advisory board and hired a faculty member of the LGBT population.

However, despite this progress, we will need to continue to focus on our commitment of providing a welcoming, equal opportunity environment for students, faculty and staff. One critical element that is missing in the plan is clearly articulated metrics for assessing the impact and learning outcomes related to our diversity initiatives. To address this limitation, the Campus Diversity Committee will be charged to develop and execute an outcomes assessment plan. Incorporated in this plan will be an assessment of the current status since the launch of the Diversity plan in 2008. Next, a plan for ongoing assessment will be developed to incorporate both ongoing and new initiatives.

Our commitment to diversity continues with strong support from our faculty staff and students. It is our hope with the implementation of these goals we will continue to make progress in creating and open and welcoming campus culture that values diversity.