

2014-19 Priorities for Penn State Lehigh Valley

*BASED ON THE 2014-19 CAMPUS STRATEGIC PLAN:
A COLLECTION OF KEY INFORMATION AND DATA TO
PROMOTE PROGRESS*



Collaboration of Penn State Lehigh Valley Visioning Committee
and the PSU-LV Office of Institutional Planning

VISION FOR PENN STATE LEHIGH VALLEY

Penn State Lehigh Valley will offer an integrated Penn State collegiate experience for all students which focuses on academic excellence in and out of the classroom. The campus will develop a strong, marketed portfolio of academic offerings and support services to attract high quality students and faculty members of diverse backgrounds who can bring varying academic perspectives to Penn State Lehigh Valley. There will be an enhanced focus on innovative teaching, research, and service to continue the strong Penn State tradition for the entire campus community (faculty, staff, students, alumni, community members and stakeholders). Penn State Lehigh Valley will pursue creative development opportunities, utilizing its significant connections with industry and alumni, while simultaneously serving as an economic engine for the Lehigh Valley by providing highly-skilled students who remain in the area and can contribute to the local workforce and economy. The campus, in order to be competitive among many Lehigh Valley colleges and universities, will need to provide adequate facilities for basic infrastructure, academics, and athletics, all of which may require campus expansion in the future. The ultimate goal of Penn State Lehigh Valley will be to create well-rounded, well-prepared citizens who can contribute to their local and global societies.

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PRIORITIES FOR PENN STATE LEHIGH VALLEY

Student Engagement (One Campus)

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|-------------------|-----------------------------|
| Priority 1 | ACADEMIC EXCELLENCE |
| Priority 2 | INCREASED ENROLLMENT |
| Priority 3 | ACCESS |

Campus Planning (Part of One University)

- | | |
|-------------------|------------------------------|
| Priority 4 | MASTER PLAN |
| Priority 5 | PROGRAMMING PORTFOLIO |

Community Engagement (Within Larger Society)

- | | |
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| Priority 6 | INCREASED DEVELOPMENT |
| Priority 7 | ENHANCED REPUTATION/ECONOMIC ENGINE |

Student Engagement

The focus on both academic excellence and student support services should be of major focus for PSU-LV over the next 5+ years. PSU-LV should utilize its significant connections with Schreyer Scholars and the Honors College in marketing campaigns and at targeted events, such as orientation programs for both students and parents, to enhance the educational reputation of PSU-LV. Efforts aimed at ensuring student success once students are on campus are increasingly important. The campus should leverage the considerable efforts that are already being implemented and continue to promote the services offered to students, including an expanded emphasis on counseling and healthcare services. It is crucial to note that students enter PSU-LV with unique financial situations, and many have financial hardships that make a college education difficult to pursue. Scholarships are very important (both as recruitment and retention tools), and financial literacy and education programs are also critical components to help students become more independent and make well-informed decisions as they move beyond college. High impact educational practices (including online education and professional development for faculty/staff around creative approaches to learning) should be considered high priorities as the campus strives to remain innovative within the higher education arena. PSU-LV is well-poised to continue developing recruitment pathways to a PSU-LV education, particularly through dual enrollment programming. The highly successful models of the Health and Engineering Programs should be leveraged to design new programs in key educational/workforce areas. PSU-LV has a significant opportunity to continue marketing its growing global study abroad programs and to expand to new areas of travel in order to prepare students with the global competencies needed to enter the 21st century society and workforce.

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Priority 1: ACADEMIC EXCELLENCE

Priority 2: INCREASED ENROLLMENT

Priority 3: ACCESS

Aligns with Penn State Lehigh Valley Campus

Goal 1:

One Campus

“Enhance academic excellence to provide students with an integrated collegiate experience.”

Aligns with President Barron’s Initiatives:

-Excellence

-Student Engagement

-Diversity & Demographics

-Access & Affordability

-Technology & Curriculum Delivery

PRIORITY 1: ACADEMIC EXCELLENCE

High Impact Practices (Teaching, Research, and Service) Online Education Study Abroad Programs

Significance and Impact

- ❖ Academic excellence at the campus directly aligns with President Eric Barron's initiative of excellence for the University and promotes the academic mission of teaching, research, and service to enrich the learning experience for all PSU-LV constituents- students, faculty and staff, the community, and alumni- and to create a lifelong desire to seek knowledge and answers.
- ❖ High quality degree completion options at the campus are connected to local and global workforce needs that prepare students to enter career fields with strong backgrounds supported by well-developed curricula, learning outcomes, and experiential opportunities.
- ❖ Online education offers flexible and innovative course delivery options for both traditional and non-traditional students (including working adults, veterans, and under-served students), allowing for differentiated instruction for an array of learners.
- ❖ Short-term, credit-embedded study abroad opportunities prepare students with global competencies and rich, varied experiences that inspire them to give back in research and service to the world beyond their immediate communities.
- ❖ An ongoing dedication to academic excellence creates a strong reputation for PSU-LV in the competitive educational arena, thereby supporting enrollment and retention plans, accreditation, and marketing efforts.

Key Data

- ✓ The campus currently offers 8 degree completion options and anticipates adding 2 in the next few years. (see *Programming Portfolio, Priority 5*)
- ✓ FlexLearning course options (a method of delivery piloted by PSU-LV in which students can choose how they take a course- either fully online, fully face-to-face, or hybrid) continue to grow; 35 FL courses (53 classes) have run since summer 2013, with 15 instructors involved in course development and teaching, and 1,007 student enrollments. 67% of FL students say they would enroll again after taking an FL course; 44% prefer partially online/partially face-to-face, while nearly a quarter (24%) prefer entirely online options.¹
- ✓ In 2013-14, more than 75 students participated in credit-embedded, short-term study abroad experiences (this represents 8% of the total student body).
- ✓ In 2013, students rated various statements associated with academic excellence. The findings include: 93% were satisfied with the quality of teaching; 89% were satisfied with the quality of courses in their

¹ FlexLearning Survey and Research Study 2013-15, additional information available at <http://sites.psu.edu/lvflexcourses/>

major/field of study; and 90% were satisfied with the extent that faculty members included diversity/multicultural perspectives in class (each of these had a 45% highly satisfied rating).²

- ✓ A 2012 campus climate survey found that 84% of faculty and staff are satisfied with the level of intellectual stimulation in their jobs; 91% believe that PSLV's campus climate is conducive to teaching and learning. 94% agree that their job is essential to making life better at Penn State Lehigh Valley.³
- ✓ A new faculty development initiative named COLT (Certificate in College Teaching) enrolled 1 part-time and 6 full-time PSU-LV faculty members from various disciplines in a series of modules to enhance instruction, learning outcomes development, and assessment. The certificate is facilitated by PSU-LV Education faculty.
- ✓ The PSU-LV Honors Program enrolled 55 students in Fall 2014 (this represents approximately 6% of the total student body); 2 of these students are Schreyers Scholars. Six PSU-LV students qualified in 2013-14 to go to Schreyers Honor College at University Park.
- ✓ The campus will hold its fifth annual Undergraduate Research Symposium in April 2015. There are two judging categories: Arts & Humanities and STEM. Poster sessions display research completed by students in all disciplines with academic research projects in: Independent Research, Honors Research, and Traditional Courses which require research. Students who win at the local level will advance to the regional level (PSU-LV was the regional host site in 2014).

Next Steps

- Continue pursuing degree completion options aligned with local and global workforce needs (see Priority 5) and conduct ongoing program reviews to ensure Learning Outcomes match the needs of local and global industries.
- Continue to build capacity for differentiated curriculum delivery, including FlexLearning, through the ongoing assessment of the efficacy and impact of new courses. Use this information to refine courses, increase faculty involvement, and meet students' needs for flexible curriculum delivery models.
- Expand study abroad opportunities to include additional sites and to involve additional students; increase the current involvement of 8% of students each year.
- Enhance and express the importance of student involvement as a valuable component to the wellness model and provide linkages to workforce and career success through innovative strategies, such as the Student Empowerment Initiative which would connect students to campus jobs.
- Continue to expand faculty and staff professional development opportunities and collaborations to strengthen academic ties. Increase the number of faculty who participate in COLT.

² Student Satisfaction and Demographics Survey, 2013

³ Faculty/Staff Climate and Organizational Culture Survey, Spring 2012

PRIORITY 2: INCREASED ENROLLMENT

Non-Traditional and Underserved Students Dual Enrollment and Pre-College Programs Retention Strategies

Significance and Impact

- ❖ Increased enrollment is an essential factor in the progress and success of the campus, as it is tied to funding allocations, the campus master plan, and the competitiveness of the University in the educational arena and economic marketplace.
- ❖ In direct alignment with Dr. Barron's initiative of diversity and demographics, the campus is committed to enrolling non-traditional and underserved students to promote educational diversity and to serve the range of cultures and backgrounds found in our local and global communities.
- ❖ Pre-college programs, including dual enrollment courses, present significant opportunities to attract prospective college-bound students in our local communities through established and clear pathways to a Penn State education and to help them build the skills necessary to succeed in college.
- ❖ Well-researched and strategically implemented retention strategies are imperative to retaining the students who are already enrolled at PSU-LV, thereby maintaining enrollment growth from one year to the next.

Key Data

- ✓ Enrollment on campus witnessed a 35% growth between 2004 and 2014. Campus growth slightly declined after 2012 (945 total enrollments)- in 2013 (925 enrollments) and 2014 (913 enrollments). A variety of strategies are being employed to increase enrollment, particularly the yield from offers to paid accepts (currently this is approximately 50% for direct applications, 18% for referral applications).⁴
- ✓ A recent market share study found that PSU-LV captured 1% of all students who attended a Lehigh Valley college or university in 2013-14. Competition for prospective college students remains high among the 12 higher education institutions in the Lehigh Valley.⁵
- ✓ Population in the Lehigh Valley is expected to grow by 35% from 2010-2040; however high school enrollments are anticipated to decrease by 1.5% in the Lehigh Valley between 2012-13 and 2020-21.⁶
- ✓ A Fall 2014 Enrollment Management Retreat focused on Pre-College programming. 419 high school students were served in 4 major pre-college programming areas in 2013-14; Dual Enrollment accounted for 18% of these students in two programs: Emerging Health and Emerging Engineers.⁷
- ✓ 79% of students come from Lehigh and Northampton counties. Counties outside of the Lehigh Valley represent potential prospects. 5% come from out-of-state (1% international).⁸

⁴ Enrollment Management Strategic Plan, <http://pslvplanning.com/campus-strategic-plans/enrollment-management-strategic-plan/>

⁵ Penn State Lehigh Valley Market Share Study, Fall 2014, PSU-LV Office of Institutional Planning

⁶ Campus Strategic Plan 2014-19, Local Context, pages 11-14

⁷ PSU-LV Pre-College Programming Data PowerPoint, CCE and Office of Institutional Planning

⁸ EIS and iTwo data systems, Penn State University pulled 2014 by Office of Institutional Planning

- ✓ The campus diversity figure is 33% (non-white population). This includes 17% Hispanic/Latino, 8% Asian/Asian American, and 5% Black/African American. Slightly more than half (51%) consider themselves first generation students, and 21% say that English is a second language. The veteran population is nearly 10%. 95% of students agree that, “Penn State Lehigh Valley is a campus that welcomes and celebrates diversity.”⁹
- ✓ PSU-LV’s official retention rate stands at 79% for 2014-15. This is a drop from 81.7% in the previous year, but a significant increase from 71.9% in 2009-10 (when the Core Council recommended increasing the PSU-LV retention rate to the all-campus average of 80%). In 2013, about 50% of degree-seeking, full-time PSU-LV students remained at PSU-LV to complete their degree, while 20-25% transferred to University Park, and 3% moved to another campus.¹⁰
- ✓ A new Cohort Study is being conducted to analyze the retention rates and factors of the first-time, degree-seeking students who entered PSU-LV in Fall 2013. The study has found that of the 230 who entered, 172 were retained (58 were not). Factors such as grades in the First Year Experience (FYE), Cumulative GPA, and Adjusted Gross Income showcase correlations to retention rates. The data is being used to inform new retention strategies.¹¹
- ✓ In 2010, only 55% of students agreed that they “could progress towards a degree at PSU-LV.” By 2013, with an increased focus on student success and an enhanced programming portfolio, the percentage of students who agreed that “they could succeed at PSU-LV” was 95%.¹²
- ✓ See Priority 4 (Master Plan) for additional information about the Enrollment Prospectus through 2020.

Next Steps

- Increase the overall official enrollment numbers of the campus (to above the 2014-15 number of 914) and increase the market share of PSU-LV of college students in the Lehigh Valley who attend Penn State Lehigh Valley (currently 1%).
- Continue to update and utilize the Enrollment Strategic Plan to collect key enrollment-associated data and to coordinate/organize efforts.
- Investigate and increase the conversion rate of prospective pre-college students who attend PSU-LV programming by expanding pre-college programs, including dual enrollment opportunities, and developing strategies to further connect these students to PSU-LV. Monitor application, offer, and paid accept rates.
- Increase the campus’ retention rate of full-time, first-time degree-seeking students to above 80% by continuing to research and analyze retention data and develop strategies (programs and initiatives) to focus directly on retaining students as part of the campus’ enrollment plan.

⁹ iTwo Database and 2013 Student Satisfaction and Demographics Survey

¹⁰ Retention Data Report, Office of Planning and Assessment (OPIA) at UP, Spring 2014

¹¹ Retention Cohort Study, 2014-15, Academic Support Services and Office of Institutional Planning

¹² Student Satisfaction Surveys 2010 and 2013

PRIORITY 3: ACCESS

Scholarships Financial Literacy Initiatives Preparing Underprepared Students

Significance and Impact

- ❖ Penn State's land-grant mission is for the University and campuses to be accessible to all constituents of the Commonwealth, including under-served and at-risk students.
- ❖ This directly upholds Dr. Barron's initiative of Access & Affordability, in which he states, "We need to be extremely careful that we do not put every lost dollar on the backs of our students. We need to do everything we can to be efficient and effective."¹³
- ❖ Financial literacy is key for assisting students in making well-constructed and thoughtful plans for their financial present and future. A student who understands financial implications while in college will be better equipped to do so upon entering the workforce.
- ❖ Offering support services to better prepare underprepared students for success in college is critical. Courses such as the First Year Seminar and Lion Academy provide structures and information to students that build their connections to advising, tutoring, study skills, etc.- all of which aid in retaining underprepared students.

Key Data

- ✓ Federal Financial Aid data for Penn State Lehigh Valley (2013-14) reports the following: 82% of degree-seeking undergraduates applied for need-based aid; 64% of these students were awarded financial aid (18% did not receive aid); 63% took out loans (with an average principal borrowed of \$36,935).¹⁴
- ✓ Recent campus data shows that PSU-LV students with an adjusted gross income (AGI) of \$100,000 or higher are more likely to be retained than students with an AGI lower than \$99,999. Specifically, students whose AGI was less than \$60,000 (there were 95 students) were retained at 68%, while those in the \$100,00-199,00 AGI range (there were 57 students) were retained at 90%.¹⁵
- ✓ A PSU-LV survey of students who were in an FYE (First Year Experience) course in 2011 found that less than half (49%) felt that high school prepared them well for English in college. Even smaller percentages felt that high school prepared them well for writing (41%) and math (37%) in college. Since then, the FYE team has developed a new set of comprehensive Learning Objectives for FYE. In 2011, 62% of students agreed with the statement, "FYE helped me with the transition from high school to college." In 2015, 78% agreed with this statement, and 65% agreed with the statement, "I feel better prepared for other college classes after taking an FYE course."¹⁶
- ✓ The Lion Academy (first piloted in Fall 2014 with two cohorts) enrolled a total of 25 students (a cohort of

¹³ <http://news.psu.edu/story/315948/2014/05/14/administration/barron-introduces-six-major-topics-spark-discussion-across>

¹⁴ Penn State FactBook, Common Data Set, 2014-15, <http://budget.psu.edu/factbook/>

¹⁵ Retention Cohort Study, 2014-15, Academic Support Services and Office of Institutional Planning

¹⁶ PSU-LV First Year Experience Survey 2011, Faculty Administrative Advisory Board for Core Council and the 2015 FYE "Man of the Street" Survey, Dallas Presentation, Student Affairs and Institutional Planning

10 females and a cohort of 15 males). 5 students withdrew from the course, all females. Of those who completed, 80% of females achieved a higher actual semester GPA than predicted and 63% of males achieved a higher semester GPA than predicted (there was no info available for three of the males students and 1 male student had the same predicted and actual). Overall, 71% of students who completed the Lion Academy ended with a higher semester GPA than was predicted for them.¹⁷

Next Steps

- Enhance scholarship funding for needs-based and merit-based students. Continue to use financial aid data to develop strategies and to continue advocating for this funding at the University level.
- Infuse Financial Literacy in many aspects of student life and curriculum, including the First Year Experience (FYE), New Student Orientation (NSO), family financial aid workshops, etc.
- Continue to strengthen the First Year Experience Course (HDFS 287W) through a better understanding of first-year student data, including the retention cohort study, student satisfaction, FYE grades, and qualitative data from both faculty and staff involved with first-year students.
- Continue the Lion Academy as a unique, targeted retention strategy. Involve additional students and collect data to analyze course effectiveness.
- Investigate a Student Work Experience Program (based on a University model) that employs students in a variety of campus jobs to gain both work experience and financial resources while in school.

¹⁷ Lion Academy Data, 2014-15, Retention Committee

Campus Planning

Penn State Lehigh Valley, as a growth campus within the university system, is situated within a competitive region among other higher education institutions. It is a priority of the campus to maintain its high PSU-based standards, while offering both traditional collegiate and innovative forward-thinking services, programs, and facilities to current and prospective students. In the immediate short-range, the campus should focus on small changes that can have big impacts, such as re-inventing the use of current spaces to accommodate the needs of a growing campus. However, with the addition of several degree completion programs over the next few years, the campus will undoubtedly face the positive challenge of serving additional students (which translates into the need for additional faculty offices, additional classrooms, and additional spaces for student services and activities). Due to this, the campus must focus on continually investigating the need to expand its capacity. While expansion of the current building may be desirable in the future, this assessment includes considering the expansion of the campus through a variety of means, such as acquiring additional land and/or available properties in locations near to the campus. Each opportunity should be evaluated based on its return on investment, including identifying short, mid, and long-range plans. Yet, it is important that PSU-LV (with the support of UP) act quickly in most situations due to the dynamic nature of the real estate market and the limited availability of prime locations within proximity to the campus. In the future, community use of expanded facilities may present opportunities to increase the exposure of PSU-LV and its offerings, as well as to supplement income/revenue through contracted agreements. Overall, time is of the essence to be strategic and innovative. PSU-LV needs to be well-prepared with a detailed master plan so the campus can work with UP to seize significant opportunities as they arise.

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Priority 4: MASTER PLAN

Priority 5: PROGRAMMING PORTFOLIO

*Aligns with Penn State Lehigh Valley
Campus Goal 2:*

*Part of One University
"Operate as a viable and sustainable
campus within the larger university
system."*

Aligns with President Barron's Initiatives:

*-Excellence
-Student Career Success
& Economic Development*

PRIORITY 4: MASTER PLAN

Total Enrollment Goal Appropriate Facilities Expansion of Space and Land

Significance and Impact

- ❖ A comprehensive master plan is a priority for the PSU-LV campus. Such a plan will organize and support the growth of the campus and outline the imperative steps to be taken to make necessary enhancements of the current physical plant of the campus.
- ❖ The campus must have appropriate facilities to meet, and ideally exceed, the standards, established for a Penn State campus. PSU-LV must remain a competitive choice among the 12 colleges and universities that are in the Lehigh Valley, which includes offering students a true collegiate experience with appropriate facilities, both academic and athletic. Furthermore, it is important that the campus continues to have a critical mass of students to support the viability of each of its academic programs, which is incumbent on providing competitive, standards-based facilities. This upholds Dr. Barron's imperative of Excellence throughout the University system.
- ❖ Expansion of the campus continues to be a discussion as PSU-LV adds additional degree completion programs, grows its retention rate, and anticipates increased enrollment. Adequate space is necessary to meet the needs of current and prospective students and to better serve community members and the workforce, including our local alumni.

Key Data

- ✓ Although the move to Center Valley tripled the square footage of the campus (from the size it was in Fogelsville), PSU-LV now finds itself seeking additional space to accommodate its growing programs and offerings. Since the move to Center Valley, PSU-LV has grown its official enrollment by approximately 100 students, increased its retention rate by nearly 10%, and has added additional degree completion programs which continue to draw students to the campus. The campus is in need of additional research and student study spaces, classrooms and faculty offices to accommodate the addition of new programs, and student engagement/athletic spaces to remain a competitive choice in the Lehigh Valley.¹⁸
- ✓ Each year the campus updates its Enrollment Management Plan, which outlines goals and strategies for increasing enrollment and for engaging and retaining various student populations. The plan contains an Enrollment Prospectus, as part of the University Integrated Planning Process. The goal established is to increase the campus enrollment to 1500 by 2020. The model is based on an aggressive increase of approximately 7% per year. It is recognized (and noted) that this growth can only occur at the campus if the campus continues "to enhance the competitive nature...through increased programming, additional scholarship funds, and expanded academic and student facilities." An important component of this growth is the retention of students once they begin at PSU-LV. This, too, will only continue to increase if students have the appropriate services and facilities in place.¹⁹
- ✓ Recently, the University contracted Sightlines, a national research firm that analyzes facilities and financial performance of colleges and universities and provides suggestions to optimize operational

¹⁸ Needs Analysis Based on Local and Global Contexts, 2014-19 Campus Strategic Plan, Page 23

¹⁹ Enrollment Prospectus, 2014-20 Campus Strategic Plan, Page 146

efficiency and effectiveness. Sightlines found that PSU-LV's student FTEs grew by 15% (from 2010-14), while the campus peers' average (they are all PSU campuses) decreased by over 20%. The peer group member average of total space per student is slightly more than 300 sq. ft/student. In contrast, PSU-LV's total space per student is slightly more than 100 sq. ft/student (the lowest ratio among all PSU peer campuses). Furthermore, Sightlines calculated that "to be at peer average, Lehigh Valley would need an additional 152,343 GSF for a total of 249,461 GSF." In regards to athletic facilities, Lehigh Valley's ratio is 0 GSF/student, while the peer average is 72 GSF/student. In its concluding comments, Sightlines suggested, "Space per student is the lowest in the peer group and enrollment is on an increasing trend. In order to be able to accept additional students, consider adding additional square footage."²⁰

- ✓ Penn State Lehigh Valley currently offers the two required PSUAC core sports: men's basketball and women's volleyball, as well as golf, cross country and women's basketball. In 2014-15, the campus had a total of 55 student athletes participating in PSU-LV athletic programs, more than tripling the amount of student athletes over the past five years. 26 of the 55 student athletes were recognized as PSUAC Academic all-conference with a minimum of 3.0 GPA during their season (average GPA of all athletes was 2.94). PSU-LV had 5 PSUAC first team All-conference, 2 second team PSUAC All-conference, 3 PSUAC Newcomer of the Year, and 2 USCAA second team All-Americans. The campus also won the 2014 PSUAC golf championship and qualified for playoffs in volleyball and men's/women's basketball. The women's basketball team was given a bid to the 2015 USCAA National basketball tournament. *(Considering PSU-LV has no athletic facilities, all athletic programs needed to be held at other locations, incurring rental fees and limiting the time that PSU-LV student athletes engaged with the actual campus.)*

Next Steps

- Support the development of a campus master plan, working with the Office of Physical Plant and other necessary university departments.
- Continue to build a case and advocate for expanded space for the PSU-LV campus to at least meet the square footage peer campus averages for student spaces, as recommended by the Sightlines Report. This includes conducting a room utilization report, market analysis, and scenario planning.
- Focus on high impact actions of planning, including the costs and resources associated with each planning scenario/decision, the implications of those scenarios, and the benefits created through the implementation of such scenarios.
- Continue to be aware of expansion possibilities (either to the current campus building or another location) and support the investigation of such opportunities as they avail themselves.
- Investigate the ways in which adding a Student Engagement facility would open up the current campus building by moving out the Fitness Center, athletic programming/offices, auditorium, and other student-based spaces- allowing for the current campus to be used as a mainly academic-based building for additional classrooms, labs, faculty offices, etc.

²⁰ Sightlines FY2014 ROPA (Return on Physical Assets) Presentation to Lehigh Valley Campus, PowerPoint, December 2014; GSF refers to Gross Square Footage.

PRIORITY 5: PROGRAMMING PORTFOLIO

Credit Programs Non-Credit Options

Significance and Impact

- ❖ Increased credit options, including degree completion programs, are critical to the success and growth of the Lehigh Valley campus. As more programs are added, the number of PSU-LV graduates grows, adding increased capacity to the Lehigh Valley workforce. This aligns with President Barron's imperative of Student Career Success and Economic Development.
- ❖ Transfer-friendly articulation agreements continue to be a priority because of their attraction to local community college students, who can value from direct pathways to a PSU degree within their local community.
- ❖ Significant, well-designed non-credit options offer professional and management development which adds to the local workforce skill set and expertise. Included in the non-credit portfolio are youth programs, which attract potential future PSU-LV students, and personal development programs that appeal to a range of ages and populations and connect local citizens to PSU research, speakers, and resources, as part of the PSU mission to "make life better" in the Commonwealth.
- ❖ Internships linked to a wide variety of business and industry sites are critical to linking course curriculum to real-world experiences, as well as connecting students to potential employers in the local community and global-based industries.

Key Data

- ✓ Official 2014 enrollments by PSU-LV undergraduate degree: Business 9%, Psychology 7%, Rehabilitation and Human Services 7%, Corporate Communication 6%, Information Sciences and Technology 3%, and Childhood and Early Adolescent Education 1%.²¹
- ✓ As the number of degree completion programs grows, the number of bachelor degrees offered at PSU-LV has grown. In 2013-14, PSU-LV graduated 88 students from its programs. This is an increase from 85 in 2012-13 and 53 in 2011-12.
- ✓ Of those students not enrolled in a PSU-LV degree program, 32% are planning to transition to an upper division PSU campus, 17% are undecided, and 18% are other (non-degree, dual enrollment, etc.).²² The campus has also recently added Arts Administration and Health Policy Administration and plans on adding Supply Chain Management in the near future.
- ✓ Transfer students continue to be a priority for PSU-LV. A recent study highlighted the fact that there are over 62,000 students enrolled at the 6 community colleges within a close proximity to PSU-LV. The two nearest community colleges in Lehigh and Northampton counties (LCCC and NCC) enroll about 24,000 of these students. National figures show that between 12-15% of community college students transfer to a 4-

²¹ iTwo Database for PSU, pulled spring 2015 by Office of Institutional Planning

²² EIS database and Official Figures, <https://institutionalplanninglv.files.wordpress.com/2015/01/pslv-official-numbers-2014.pdf>

year institution upon completion of the community college level. In Fall 2013, PSU-LV enrolled 79 degree-seeking transfer students.²³

- ✓ There are five targeted industry clusters in the Lehigh Valley: Healthcare and Life Sciences; Diversified Manufacturing and Services; Business, Financial, and Professional Services; Information and Communication; and Energy/Green Manufacturing and Services.²⁴ PSU-LV strives to link its programming portfolio to these needs. One example is the Healthcare programs offered through Corporate and Community Education. The long-standing Licensed Practical Nursing program enrolled 24 students in 2014. A new Clinical Medical Assistant program begins in March with 5 enrollments.²⁵
- ✓ According to the Lehigh Valley Chamber of Commerce's January 2015 survey, "We [can] expect the Valley's economy to show real growth over the next 6 months. Companies with 51 to 100 employees will lead the expansion, growing at a higher rate than others. And employment is expected to continue to show higher growth rate over the next 6 months."²⁶
- ✓ Non-credit options, including youth programs and adult sessions, continue to attract local residents. In 2014, over 150 youth participated in programming, while other streams of non-credit programming enrolled over 1,000 participants (ranging from educator professional development to management development and community-based courses). Additionally, the SAGE Program (Senior Adults Gaining Enrichment) had 251 enrollments in Spring 2014 and 234 in Fall 2014 throughout the five-course series each semester.²⁷

Next Steps

- Continue pursuing degree completion options aligned with local and global workforce needs and conduct ongoing program reviews to ensure Learning Outcomes match the needs of local and global industry.
- Support Lehigh Valley business and industry by remaining a viable economic engine that helps prepare students for successful entry into the workforce through the offering of programs aligned with Lehigh Valley targeted industry clusters and high priority occupations.
- Finalize articulation agreements with local community colleges to better capitalize on the large numbers of transfer students within the Lehigh Valley who could transition into PSU-LV degree completion programs.
- Continue to provide quality internships for PSU-LV majors that link these students to real-world opportunities in the local community. Ensure that all PSU-LV graduates have engaged in an internship.

²³ Local Community College Enrollment Information, 2011-12, and PSU FactBook, Common Data Set

²⁴ CareerLink Lehigh Valley, <http://careerlinklehighvalley.org/>

²⁵ Corporate and Community Education Enrollment Data, pulled March 2015

²⁶ <http://www.kaa-inc.com/category/kaablog/> February 9, 2015 Blog Entry by Kamran Afshar Associates Market Research Firm)

²⁷ Corporate and Community Education Enrollment Data, pulled March 2015

Community Engagement

The focus on institutional advancement, particularly in the areas of development, marketing, and engagement with business and industry, should remain a key focus for Penn State Lehigh Valley as a means for supporting the growing campus and sustaining its viability. There is a significant need to capitalize on the strong relationships already established with business, industry, and alumni through the Office of Alumni and Corporate Relations and the Department of Corporate and Community Education. This would most appropriately and effectively be handled by filling the Director of Development position at the campus. Without this position and a dedicated commitment to development, the connections to potential scholarship funds, linkages to alumni support, and partnerships with key donors cannot realistically be leveraged to their full potential. In the meantime, however, PSU-LV needs to be creative in the ways in which it effectively markets the campus' programs, strengths, and innovations. This includes fostering ongoing partnerships with community colleges, particularly through articulation agreements, internship connections, and increased community and business rentals of PSU-LV facilities, all of which showcase the campus' dynamic offerings. Connections to new corporations coming into the Lehigh Valley and an increased awareness of local workforce needs are important as PSU-LV continues to develop programming based on student interest and employer demand. Healthcare programming represents a strong educational need in the Lehigh Valley, and PSU-LV should capitalize on the recent changes in the health care arena with the Affordable Care Act. The campus has the great potential to become an economic partner with other agencies in the Lehigh Valley and should continue to grow its alumni support within the economic arena to ensure strong connections back to the local community.

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Priority 6: INCREASED DEVELOPMENT

Priority 7: ENHANCED REPUTATION/ ECONOMIC ENGINE

*Aligns with Penn State Lehigh Valley
Campus Goal 3:*

Within Larger Society

“Serve as a leader in our local and global societies through engaged citizenship and professional, academic collaborations.”

*Aligns with Dr. Barron's Initiatives:
-Excellence*

*-Student Career Success & Economic
Development*

PRIORITY 6: INCREASED DEVELOPMENT

Donors/Alumni Engagement Capital Improvement National and State Research Grants

Significance and Impact

- ❖ The University Campaign is a coordinated joint effort of fundraising among the University and the campuses that involves staff and faculty commitment to energizing potential donors and connecting with valued alumni who support the ongoing mission of Penn State University. The raising of funds through the University campaign is a significant endeavor in the creation of new scholarships and in the funding of groundbreaking research to allow faculty the opportunity to innovate in the classroom. Penn State University's *For the Future*, which ran for seven years through June 2014, was a major campaign with an impact that continues to reach each of the University's campuses.
- ❖ One of the most significant and important yearly initiatives for the University is THON, a 46-hour dance marathon to raise funds for the fight against pediatric cancer. 2015's THON raised more than \$13 million for the Four Diamonds Fund.
- ❖ Capital improvement funds (along with donors that give directly to the PSU-LV campus) are critical for the campus to continue offering a collegiate experience for all students that meets Penn State standards for both academic and social/recreational development. It is only by meeting these standards and continuing to provide excellent services and facilities that PSU-LV can remain a viable, growing campus within the Lehigh Valley region.
- ❖ The acquisition of national and state research-based grants allows the campus to engage in valuable research in a variety of disciplines and educational/scientific areas and to add to the collective wisdom within these areas. Many, if not all, of these grants are used to create initiatives that work both with and for communities (both local and global) to engage in research-based practices and in the collection of important findings, while providing programming/services to these community members and further involving students in real-world research processes.

Key Data

- ✓ Penn State is one of only 12 public universities in the nation to have exceeded a \$2 billion campaign goal, receiving support from 167,500 alumni, which is believed to be the most alumni donors to any campaign in the country.²⁸ During the campaign, 91,000 new scholarships were awarded (16,000 to first generation students). As a result of *For the Future*, the PSU-LV campus received its largest ever single major gift and successfully exceeded its goal of \$3 million (raising \$3,286,986.21) by the conclusion of the campaign in June 2014.
- ✓ In February 2015, three PSU-LV students joined hundreds of other Penn State students in THON at University Park. After a year of fundraising, PSU-LV raised \$44,449.48. This total was the sixth highest out of Penn State University's 19 Commonwealth Campuses.²⁹

²⁸ <http://news.psu.edu/story/311758/2014/04/12/academics/future-exceeds-goal-raises-2158-billion-private-support>

²⁹ <http://www.thon.org/>

- ✓ Since the move to Center Valley, PSU-LV has completed renovations and projects to upgrade the campus, all totaling over \$4.4 million in funding from a variety of capital improvement sources.³⁰ These include:
 - 2009-10: \$1.75 million of Capital Improvement Funds (CIFs) from the campus and University for preliminary design work; renovations to Administrative Hallway; Faculty Offices; Bookstore; Library; Science Labs, etc.; and electrical wiring and signage
 - 2010-2011: \$500,000 was raised through a variety of sources to construct the Art Gallery, Art Studio Classrooms, 2nd Floor Student Lounge, Fitness Center, and various exterior projects
 - 2011-12: \$285,000 to create a large Lecture Hall (302), Physics Lab (324), and conference rooms
 - 2012-13: \$735,000 included donor funds for the creation of the Markowitz Music Room, while other funds provided for additional faculty offices, classroom improvements, the Learning Center, and Molecular Biology Labs
 - 2013-14: \$485,000 for the creation of the Multimedia Innovation Center (MIC), Student Clubs and Organizations Suite, Health and Wellness Suite, and Computer Lab (220) improvements.
- ✓ Projects in progress include the Pond Beautification Project and the Organic Chemistry Labs. Donor funding has been acquired to support these initiatives.
- ✓ One recent significant gift came with the naming of the PSU-LV Art Gallery (now called the Ronald K. De Long Art Gallery) by campus instructor, artist, and benefactor Ron De Long in July 2014. The naming included the establishment of the Charles R. McAnall III Scholarship. Since its inception in 2010, the Gallery has raised more than \$230,000 in grant and donor support, from sources including Friends of the Gallery, PA Council on the Arts, the Lehigh Valley Community Foundation, and naming/scholarship awarding.³¹
- ✓ The campus has been awarded over \$4.5 million in state and federal grants over the past several years. These include:

STATE: PHEAA Nursing Grants \$58,657.00

FEDERAL: US Department of Education

MODELL (2007-2011)	\$1,315,044.00	CTELL (2011-2016)	\$1,669,718.00
NWP (2007-2012)	\$642,616.00	NSF (2013-2014)	\$19,998.00
NSF (2009-2011)	\$184,268.00	WIB (2013-2014)	\$107,321.00
PIC (2009-2012)	\$567,167.00		

Next Steps

- Ensure the Director of Development position is filled in a timely manner to provide the best support for campus development.
- Continue to find creative ways to leverage current donors and alumni and to cultivate new sources of funding to support campus projects, such as utilizing students and active alumni at events.
- Create a development plan of action that earmarks desired funding to specific projects and initiatives to better support funding request proposals. This could include crowd-funding/Kickstarter campaigns.
- Encourage faculty and staff to continuing pursuing research grants.
- Focus on organizing events, such as PSU-LV Day in Bethlehem, in meaningful ways that engage and inform potential donors about PSU-LV.

³⁰ Capital improvement sources include, but are not limited to: Capital Improvement Funds, Student Information Technology Fee, Student Facility Fee, Board of Trustees Visit Improvement Funds, University Classroom Improvement Funds, Commonwealth Campus Beautification Plan Funding, Lehigh Valley Alumni Chapter, Lehigh Valley Campus, and Facilities Resource Committee, and Individual Donor Funds. Funding information available through the PSU-LV Business Services Office.

³¹ The Ronald K De Long Art Gallery and Exhibition Schedules: <http://www.lv.psu.edu/StudentLife/CampusLife/29121.htm>

PRIORITY 7: ENHANCED REPUTATION/ECONOMIC ENGINE

Marketing/Branding Advocacy within the University Partnerships with Industry and Economic Development Alumni Network

Significance and Impact

- ❖ A strong reputation in the community is essential for the growth and efficacy of PSU-LV. Effective marketing of the campus is critical to ensuring that prospective students and educational consumers are aware of the campus' offerings and significant accomplishments. Media outlets, particularly social media, have become a significant way to share campus highlights and student perspectives. The campus needs to remain visible and engaged within the local community, including sharing expertise and research findings with the media and local/global communities.
- ❖ PSU-LV operates within the larger Penn State University system. Goal two of the Campus Strategic Plan focuses on viability and sustainability within this system to mutually share resources and expertise, including areas in which PSU-LV is a forerunner (such as online courses and the Eastern Alliance). Important components include working with other regional campuses, the World Campus, and University Park departments to enhance and grow campus-based initiatives.
- ❖ Partnerships with local economic development and planning agencies are an important way to connect PSU-LV with local and global industry leaders, as well as to collect data reports and to leverage resources that can aid in the planning and assessment of campus initiatives that connect to economic prosperity for both students and local/global communities. Internships linked to a wide variety of business and industry sites are critical to linking course curriculum to real-world experiences, as well as connecting students to potential employers in the local community and global-based industries. This aligns with Dr. Barron's imperative of Student Career Success and Economic Development.
- ❖ Partnerships with and in the local community are essential to creating strong collaborations of outreach among higher education and the local population. These range from opportunities for action research to contracting together on grants, cultivating sponsorships for campus initiatives, and working on projects that build community health and well-being. These types of actions are mutually beneficial and directly support the campus' ultimate goal of creating "well-rounded, well-prepared citizens who can contribute to their local and global societies."³²
- ❖ A strong, active alumni network is important in connecting PSU-LV and PSU grads with all that the local campus has to offer, including alumni events and programming, professional and management development, personal interest seminars, internship host sites, fundraising opportunities, etc.

Key Data

- ✓ The campus piloted a University Relations Strategic Plan in 2013-14 to focus on the ongoing branding and marketing of the PSU-LV campus. The mission statement establishes that, "The Department of University Relations (UR) conducts strategic marketing and public relations for Penn State Lehigh Valley with the

³² Campus Strategic Plan 2014-19, Articulated Vision, pg. 37, <http://pslvplanning.com/campus-strategic-plans/campus-strategic-plan-2014-2019/>

purpose of enhancing the reputation of the campus and promoting positive engagement with key internal and external audiences. The Department strives to uphold brand identity standards in publications, media and community relations, the website, and social media.” The plan was assessed in December 2014, with the following outcomes: 106 media hits from January-December 2014 that mentioned PSU-LV, 13,000 copies of Tradition magazine sent to alumni, community members, and stakeholders, 10 total weeks of billboards throughout the Lehigh Valley featuring PSU-LV in 2014, 7 online advertising spots via news outlets, and signage at Iron Pigs and PPL Center. Social media stats showed an 85% increase in followers of PSU-LV from 2013 to 2014 (over a 1,000 total) and a weekly total reach of 4,282 unique people on Facebook.³³

- ✓ The Eastern Alliance continues as a regional campus partnership. In Fall 2014, 23 alliance sections and 17 eLearning sections were offered (the campus delivered 1 eLearning section). For Spring 2015, 34 alliance sections and 21 eLearning were offered (the campus is delivering 1 eLearning section). Additionally, the campus has offered summer online courses open to other campuses. For summer 2015, PSU-LV is offering 34 online sections; to-date there are 311 enrollments in these sections. This is an increase from summer 2014, when PSU-LV offered 26 online sections with an enrollment of 201 (enrollment snapshot at the same time period). The current summer 2015 headcount is 268, which is up 17% from this point in 2014, suggesting that the availability of online courses is assisting in enrollment growth.³⁴
- ✓ Partnerships with economic and local planning agencies continue to be important. In Spring 2015, the campus was asked to provide feedback related to a new report coming from the Lehigh Valley Economic Development Corporation (working with consultant Oxford Economics) that focuses on “Talent Supply and the Lehigh Valley Workforce.” The report will feature the degree program offerings and completion rates for Lehigh Valley colleges and universities and should allow PSU-LV to further represent itself as a viable engine towards economic development in the region.³⁵
- ✓ In a March 2015 news brief, the Lehigh Valley Economic Development Corporation announced that the Lehigh Valley was ranked the top region for economic development in the Northeast and was the only PA region of any size to make the Top 10 rankings. As noted, “The Lehigh Valley’s Top 10 finish helped Pennsylvania rank eighth in the country for top-performing states for economic development. Pennsylvania was also the highest-ranking state in the Northeast for 2014. With no other regions from the state ranking in the Top 10, the Lehigh Valley’s strong performance gave Pennsylvania an undeniable boost. The Allentown-Bethlehem-Easton metro falls under arguably the most competitive category of all of the *Site Selection* Governor’s Cup rankings. A total of 164 metropolitan areas have populations between 200,000 and 1 million, compared to only 52 with populations over 1 million, according to U.S. Census Bureau classifications.”³⁶
- The campus continues to offer internships in a range of majors, allowing students to gain exposure to business and industry throughout the Lehigh Valley and beyond. In the period of Summer 2014- Spring 2015, a total of 109 internships were arranged for students: Business: 23, Child & Early Adolescent Education: 25, Corporate Communication: 8, Information Sciences & Technology: 7, Psychology: 30, and Rehabilitation & Human Services: 16.³⁷

³³ University Relations Strategic Plan and Progress Log: <http://pslvplanning.com/campus-strategic-plans/university-relations/>

³⁴ Data obtained via the Penn State Lehigh Valley Office of the Registrar, March 2015

³⁵ LVEDC and Oxford Economics, Presentation available through the Office of Institutional Planning

³⁶ <http://www.lehighvalley.org/news/lehigh-valley-ranked-top-region-for-economic-development-in-the-northeast/>

³⁷ Internship Data available through the PSU-LV Career Services Office, Spring 2015

- The campus engages in a variety of outreach initiatives within the local community. America Reads is a national program that promotes literacy and calls on college students to assist local school children in learning to read. Since its inception in 1997, PSU-LV has trained and placed over 200 America Reads Reading Partners.³⁸ Other outreach includes the annual Thanksgiving Dinner Drive for the 6th Street Shelter, the 5K for Breast Cancer, and Martin Luther King Jr. Day of Service. The campus currently operates the Center at Overlook Park, a collaboration with the Allentown Housing Authority, which hosts the Academic and Employment Program with funding from the Lehigh Valley Workforce Investment Board. The center also contracts with the Adult Literacy Center for community-based services.³⁹ Our new degree programs, including Health Policy and Administration, align directly with local healthcare entities, providing action research and outreach opportunities in the Lehigh Valley for PSU-LV degree-seeking students.⁴⁰
- ✓ PSU-LV has one of the largest alumni networks in its service area. There are currently 572,709 alumni living in the United States. 30% of these are members in the Alumni Association. Over 13,000 of these alumni are currently living in the Lehigh Valley (8,120 in Lehigh County and 5,217 in Northampton County), with 35% being members in the Alumni Association (one of the highest participation rates in PA).⁴¹

Next Steps

- Continue to find creative ways to brand and market the campus. Design an Events Calendar and utilize an Events Template to better organize events (purpose, target audience/s, desired outcomes, tangibles, etc.)
- Increase partnerships and collaborations within the University system (among other PSU campuses) to mutually share resources and programming, thereby increasing visibility and leveraging additional programming, enrollments, and resources.
- Seek ways to further guide and support economic development in the Lehigh Valley region, including partnerships with regional healthcare entities and community organizations. Increase knowledge distribution to, and memberships on, local planning and economic boards, while also supporting downtown businesses through localized events.
- Continue to cultivate partnerships in the local community, including educational and healthcare-based entities, to enhance the academic experience of PSU-LV students, as well as to provide valuable community outreach through educational services and programming throughout the Lehigh Valley.
- Create a more comprehensive database of current alumni with email lists from those who register and attend events (Dance for a Cure/THON, SteelStacks Football Viewing Party, Ice Cream Sale, etc.) to better leverage this information and continue to build the Alumni Society.

³⁸ <http://www.lv.psu.edu/StudentLife/ClubsAndOrganizations/28155.htm>

³⁹ <http://www.lv.psu.edu/CE/28557.htm>

⁴⁰ <http://www.lv.psu.edu/Information/News/31147.htm>

⁴¹ http://alumni.psu.edu/about_us/Alumni-Maps.pdf/view