

**PENN STATE ALTOONA**

**Strategic Plan, 2008-2013**

**The Pennsylvania State University**

**June 27, 2008**

**STRATEGIC PLAN, 2008-2013**  
**Penn State Altoona**

I. Mission and Vision	<i>ii</i>
II. Challenges and Opportunities	1
III. Goals	
Goal 1: Cultivate academic excellence through the support of high-quality teaching, research and service.	9
Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.	13
Goal 3: Create a more inclusive, civil, and diverse University learning community.	16
Goal 4: Develop new academic programs as resources allow, and continue to expand current academic programs to better serve our students and their communities.	19
Goal 5. Serve society through teaching, research and creative activity, and service.	22
Goal 6. Develop new sources of non-tuition income, increase tuition income through enrollment growth, and reduce costs through improved efficiencies.	25
IV. Budget Recycling and Scenario Planning	
Budget Recycling Plan	27
Scenario Planning	28
V. Appendices	
A. Strategic Indicators	30
B. Program Assessment Status	37
C. Institutional Learning Goals	38
D. Top 30 Bachelor's Degrees Conferred in 2005-06	39
E. Strategic Planning at Penn State Altoona	40
VI. Strategic Planning Committee and Sub-Committee Membership	41

## PENN STATE ALTOONA VISION

Penn State Altoona is committed to being a distinguished baccalaureate institution within the contextual framework of The Pennsylvania State University. Our vision combines the rich educational tradition of a liberal arts college with the challenges and opportunities found at a modern university. We strive to create a vibrant learning environment through our teaching excellence, research and creative accomplishments, and civic, social, and cultural contributions in order to empower students to reach their full potential.

For all of our constituents, we will serve as a source of intellectual and developmental exchange on three levels.

**Source for Human Development-** We will assist students, faculty, staff, alumni, and community members in their intellectual and social growth. Penn State Altoona will assist our constituents in reaching their full personal potential with integrity, so they may be active citizens and leaders in their families, professions, organizations, and communities.

**Source for Economic Development-** We will sustain our institution as the preeminent educational force for economic development and advanced technology in Blair and surrounding counties. Penn State Altoona will produce knowledgeable and skilled graduates, and will provide a wide array of life-long activities to maintain and improve the skills of our community members.

**Source for Cultural Enrichment-** We endeavor to enhance and diversify the culture of our community by uniting our constituencies and by establishing international partnerships. Penn State Altoona serves as a center for the arts and humanities and a major force in the community's cultural development. We will continue to foster a diverse cultural environment by hosting nationally and internationally prominent speakers and performing artists, and by presenting an array of artistic and cultural events that celebrate local, national, and international cultures.

## MISSION

Penn State Altoona's mission is to engage our students, the local community, and the Commonwealth in the application and dissemination of knowledge through our teaching, research and outreach programs supported by a diverse and intellectually sustaining environment.

### Core Values

**Learning:** We value learning—classroom and individual learning, outside-of-the-classroom learning, faculty research, and the assessment and improvement of our own academic and administrative processes. We seek to cultivate a life-long respect for learning.

**Student-Centeredness:** Students are our most important focus, and improving student centeredness serves as a benchmark for all our actions. We value the development of our students and encourage them to take responsibility for their learning and actions. We will work with our students to develop the skills and attributes necessary for success in college and as life-long learners.

**Excellence:** We strive for excellence in all our processes, including our core processes of teaching, research, scholarship, creative activity, and outreach. Assessment of these core processes is integral to achieving and maintaining excellence.

**Citizenship:** We value active participation in society and its broader culture. We strive to prepare students to serve as leaders and citizens of their local and global communities by developing an appreciation and respect for people from diverse backgrounds or those who exhibit diverse types of thinking.

**Community:** We value our mutually supportive relationship with our community. Throughout our history, we have done our best to provide excellent educational and cultural opportunities for the people of our community; they, in turn, have supported us with their efforts and resources.

## **Penn State Altoona Opportunities and Challenges**

Penn State Altoona has continued to make progress towards its goal of becoming a distinguished baccalaureate college within the Pennsylvania State University. With the addition of Visual Art Studies in Summer 2007, the College now offers 18 baccalaureate and 8 associate degree programs, as well as 19 minors. In Fall 2007, Penn State Altoona enrolled more than 4,000 students for the first time in its history. The main focus of the 2008-2013 strategic plan is to continue our development as a college within Penn State by enhancing, expanding, and assessing engaged student learning. However, further growth towards our vision of becoming a distinguished baccalaureate college is constrained by our limited base budget and by increasingly over-subscribed and aging facilities, especially for student activities and student-faculty research. Despite the opening of the Hawthorn Building, renovations to Smith, Adler, Elm buildings, and the purchase of the Kazmaier Center, the Penn Tower, and the Geo Trusty Building, Penn State Altoona continues to struggle with space issues, even while poised for further growth in our upper division programs.

### **Opportunities for Continuing Improvement**

Penn State Altoona's faculty provide strong teaching and research, and are increasingly involved in outreach activities in Altoona and beyond. The faculty have won 10 Atherton Awards, two Alumni Awards, one McKay Donkin Award, one Spirit of Internationalization Award, and one W. LaMarr Kopp International Achievement Award in the past 15 years. In 2006, Penn State Altoona's faculty published 68 articles in refereed journals and 8 books. In the recent student satisfaction survey, 20% of students indicated that they participated in one or more student-faculty research projects. Over a third of the full-time faculty in the Division of Mathematics and Natural Sciences regularly engage students in their research, which has resulted in presentations and publications.

Eight faculty were principal investigators for grants worth over \$440,000 in 2006-07 (See Indicator 1.c.). In Fall 2007, the National Science Foundation (NSF) awarded a 4-year grant of \$599,793 to Penn State Altoona as part of its Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program. This is the largest single grant in Penn State Altoona's history. Overall, grants and contracts awarded to Altoona doubled from \$363,414 in 2005-06 to \$735,036 in 2007-08. With a strong core faculty and an active faculty Senate, Penn State Altoona has a solid foundation on which to build.

Penn State Altoona's academic leadership team has worked to make efficient and effective use of our strong faculty, and has reduced the percentage of under-enrolled courses from 22.5% in Spring 2006 to 17.4% in Spring 2008 (See Indicator 6.d). However, the ratio of full-time to part-time faculty remains a concern. The percentage of courses taught by full-time faculty remained at 58% for the second year in a row, and the percentage of courses taught by tenure-line faculty fell from 37% in Fall 2006 to 35% in Fall 2007 (See Indicator 1.b.). In the Division of Arts and Humanities, the percentage of courses taught by part-time faculty rose from 54% in Fall 2006 to 56% in Fall 2007. Thus, we have not made significant progress on our objective from the 2005-2008 strategic plan of having a 60% of courses taught by full-time faculty in all programs and divisions. Penn State Altoona conducted searches for 14 tenure track and 6 fixed-term faculty for Fall 2008, but 17 of these 20 positions are replacements for faculty who have resigned or retired.

Penn State Altoona has continued to move forward on assessment by developing institutional goals, sending faculty to national assessment workshops and conferences, offering assessment workshops on campus, and participating in the National Survey of Student Engagement (NSSE). A new position, the Coordinator of Assessment and Research, was established in summer 2005, and the Office of Planning

and Assessment was created to assist with our ongoing assessment initiatives. With input from the College Advisory Board, the Staff Advisory Council, the Alumni Society Board, the Student Government Association (SGA), and the four academic Divisions as well as additional representatives from the Faculty Senate, the college developed a comprehensive list of goals for Penn State Altoona graduates (See Appendix C). These goals include enhancing oral and written communication skills, leadership and teamwork, a respect and appreciation for diversity, a sense of civic responsibility and active citizenship, life-long learning, and integrity.

Currently, all of our baccalaureate degree programs have written student learning goals (see <http://www.altoona.psu.edu/opa/outcomes.htm>), and the academic divisions have been charged with developing and implementing assessment plans for all degree programs (see Appendix B for current status). The three engineering technology programs (2EET, 2MET, BSEMET) were successfully re-accredited by the Accrediting Board for Engineering and Technology (ABET) in 2007. The two Nursing programs were successfully re-accredited by the National League of Nursing Accrediting Commission (NLNAC) in Spring 2008, and the new Visual Art Studies program had a strong accreditation visit from the National Association of Schools of Art and Design (NASAD) in Fall 2007. Penn State Altoona participated in the National Survey of Student Engagement (NSSE) in 2005 and 2008. The data from this survey will inform progress on achieving both our college and program goals.

The development of strong baccalaureate programs has continued, albeit at a slower pace than in previous periods due to budget recycling of nearly \$1 million of our budget over the past 3 years. Penn State Altoona now has 18 baccalaureate degree programs. By pursuing a mixed strategy of transferring existing degrees while creating some signature Penn State Altoona programs, we now offer 9 of the top 10 programs nationally as ranked by the number of baccalaureate degrees awarded and 15 of the top 25 programs (See Appendix D). A new B.A. in Visual Art Studies was added during Summer 2007. An Accounting option in the Business program was developed in collaboration with Penn State Abington, and began in Spring 2008. A proposal to offer the Information and Cyber Security option of the Security and Risk Analysis degree has been approved to begin in Fall 2008.

Other programs identified in the 2005-08 plan, such as Political Science, had their implementation delayed due to resource constraints and the 2005 re-organization of the university and its concomitant budget challenges. The College has identified some critical gaps in our array of degree offerings, especially in the social sciences. Penn State Altoona seeks to add carefully selected degree programs from the Top 30 nationally that round out the college's offerings in the liberal arts and professional studies, in order to continue to attract students for their entire baccalaureate education.

Upper division enrollments in Penn State Altoona's baccalaureate degree programs grew by an average of 70 students per year from Fall 2002 through Fall 2005, but then only grew by 5 students from Fall 2005 to Fall 2006. In Fall 2007, upper division enrollments fell by 88 students over the previous year, the first decline in upper division enrollments since becoming a college in 1997 (See Indicator 4.d.). This decline in upper division enrollment was at least partially due to smaller first-year classes in 2004 and 2005. However, larger first-year classes in 2006, 2007, and 2008 provide us with an excellent opportunity to expand our upper division enrollments.

Having enrolled over 4,000 students for the first time in its history in Fall 2008, Penn State Altoona has grown as both first and second choice locations among students seeking a Penn State education. Altoona has been the top first choice campus college location among baccalaureate applicants since Fall 2006. As the top second choice campus college among baccalaureate applicants, our popularity has grown steadily from 4,719 applicants in Fall 2005 to 7,473 in Fall 2008. Penn State Altoona has ranked first or second in yield rate for both direct applicants and referrals among the campus colleges for the past 4 years. Even

with higher admissions standards for Fall 2008, and the College has continued to attract a large, and very diverse first-year class.

Penn State Altoona is committed to providing fulfilling opportunities for students outside of the classroom. Developing a wide array of student organizations, clubs, and honorary societies has assisted Penn State Altoona in its growth as a small college. As of 2006-07, there were over 1,800 members of student organizations, and 21 honor societies and clubs (See Indicator 2.b.). While constrained by the size of our current athletic facilities, Penn State Altoona offers 15 NCAA Division III athletic teams, 40 intramural sports, and 5 club sports. Nearly 2,400 students participate in some form of athletics (See Indicator 2.d.). According to the student satisfaction survey, 66% of students attended one or more athletic events on campus, and 73% used the recreational sports facilities one or more times. However, the Adler Athletic Complex is significantly over-subscribed, and a survey conducted by the Student Government Association found strong support among students for a facilities fee to renovate the athletic complex.

The student satisfaction survey conducted university-wide in Spring 2007 emphasized our progress in becoming a student-centered college. Altoona ranked first in satisfaction with extra-curricular experiences, out-of-class experiences, sense of belonging, and security when compared with the other four campus colleges, and ranked second among the campus colleges on formal academic experiences and structured co-curricular learning experiences. Ninety percent of respondents indicated that they were satisfied or very satisfied with the overall quality of their formal academic experiences. Following on our international initiatives from the 2005-08 plan, 57% of students indicated that they were satisfied or very satisfied with the opportunity to participate in a Penn State study abroad program, with the next highest campus college at 50% satisfied or very satisfied. Among other findings, 85% of students were satisfied or very satisfied with the courses in their major, and 83% were satisfied or very satisfied with the quality of teaching. While the survey indicated some areas for improvement, it also showed the growing strength of Altoona as a small college.

Penn State Altoona is fortunate to have strong ties to, and support from, the local community. Fund raising from the local community has continued to grow thanks in part to the two largest gifts in our history, a \$1.5 million gift to name our Mischiagna Family Center for Performing Arts and a \$1 million gift to name our Devorris Downtown Center. The College recently received an anonymous gift of \$1 million dollars to support scholarships for our brightest students with financial need, which will include stipends for recipients to participate in educational enrichment activities. The College has fostered close relationships with the Altoona Blair County Development Corporation (ABCD Corp.), the Blair County Chamber of Commerce, and numerous social service and professional associations throughout the community. These connections contribute to student learning through projects, internships, and service learning. At the same time, the community is grateful to Penn State Altoona for our role as a major driver for economic development in the region, and our leadership as a key contributor to the revitalization of downtown Altoona.

Penn State Altoona has a beautiful campus with significant green space and room for substantial growth. The College has grown to a 157-acre, 29-building modern educational facility, whose grounds are a constant source of compliments from visitors. The completion of renovations to the Robert E. Eiche Library, including the establishment of a full-service Learning Resources Center, has provided key learning and study space for students and faculty. Renovations to the Admissions and Registrar's Offices have improved customer service and provided an improved first appearance for prospective students and their families.

The addition of the Kazmaier Center, the Penn Tower, and the Geo Trusty building, along with the current Devorris Downtown Center, will considerably expand the presence of the College in the

community. These facilities provide office space for Continuing Education and Development and Alumni Relations. There will also be expanded classroom space, including studio space for the Communications program, a home for the Students In Free Enterprise (SIFE) and Society of Business Students (SOBS) organizations, and a base for the Entrepreneurship Education Program. We continue to work closely with the local bus service, Amtran, to provide bus transportation between the campus and the Devorris Downtown Center. Access to long-range public transportation (Amtrak and Greyhound) in the downtown area can be a draw for students from outside our service area, and we continue to develop strategies to get these students downtown for classes, shopping or travel.

### **Challenges for the Future**

While the addition of the Hawthorn classroom building and the renovation of the Robert E. Eiche Library and Learning Resources Center provided a brief respite from the pressures on the academic facilities at Altoona, the College still has significant facilities needs. Classroom occupancy during the day has risen back over 80% after falling to 73% in Fall 2006 (See Indicator 6.c.). In a Facilities Condition Analysis conducted in 2006, three buildings at Altoona (Smith, Science, Adler) were rated in poor condition with gutting and/or major renovation recommended. Six other buildings, including Holtzinger, the Miscaigna Center, Slep, and the Downtown Center, were recommended as in need of normal renovation.

While the Communications and Visual Art Studies programs have found space in the new downtown properties, Science and Engineering programs have significant needs. Communications will use the 3,500 square foot space of the 3<sup>rd</sup> floor of the Penn Tower building in the Devorris Downtown Center for TV, radio, and studio space. The Geo Trusty building will provide Visual Art Studies with space for a wood, metal and sculpture shop, studios for classes and senior projects, a gallery, faculty offices, and studio space. The Science and Holtzinger buildings were built in 1969, and currently rated as poor by Penn State's facilities website. These building provide the core for our undergraduate research programs in the sciences and engineering, and thus limit our ability to expand and enhance these programs.

There are also major pressures for additional facilities in student life and housing. The Slep Student center was built when the College had 1,000 students (1963), and has not been expanded since. The Adler Athletic Complex was built for a campus of 1,200 students (1970), and supports class instruction, intercollegiate athletics, intramurals and club sports, and recreational needs of the campus. Adler is also the site for our Distinguished Speakers Series and commencement ceremonies. Despite adding a weight room and renovating office space, Adler remains heavily over-subscribed and in poor condition. The lack of space serves as the major constraint on expanding intercollegiate and intramural sports, and often forces these two complementary athletic arenas into difficult trade-offs. Spring graduation requires two ceremonies, since the graduating classes and guests have outgrown the Alder gymnasium. An alumni center would provide the necessary space for graduation as well as other large events at the College and for the community. The limited space in Slep and Adler also impacts on our ability to attract and retain students for their full baccalaureate education.

With 900 beds on campus, the College cannot house its entire first-year class. While strong ties have been developed with off-campus landlords, there are ongoing pressures for expanded on-campus housing with the growth to over 4,000 students. Maple Hall (1968) and Oak Hall (1963) have been rated as in poor condition, and are nearing the end of their usable life. There have been discussions with Housing at University Park about an additional residence hall, but the date for any new housing has been continually pushed back with construction now projected to start in 2014.

While our vision is to become "a distinguished baccalaureate college within the contextual framework of The Pennsylvania State University," the contextual framework of operating within the larger university is often a challenge. The university determines our freshman baccalaureate enrollment targets, decides on new buildings including housing, sets tuition, and decides on budget recycling. Despite student interest in

attending Penn State Altoona, the College operates on 56% of the income that it brings in, and our funding base per FTE student is less than \$7,000 (See Indicator 6.b.).

Even more critically, Penn State Altoona must respond to broader changes in orientation and goals that the university sets. For example, following the re-organization of the university in 1997, Penn State Altoona explicitly pursued a mixed strategy of transferring existing degree programs and developing select new programs, such as Environmental Studies, Criminal Justice, and Entrepreneurship in developing our array of degree programs. This strategy was mentioned in our last two strategic plans, and was very successful both in adding programs and in keeping additional students at the upper-division level. The re-organization of the campuses in Spring 2005 necessitated a shift in strategy, and the College has begun to work with other campuses and colleges to align curriculum and programs. Responding to these shifts in priorities and practices complicates our progress towards our vision of becoming “a distinguished baccalaureate college within the contextual framework of The Pennsylvania State University.”

As the Commonwealth’s share of funding for Penn State has declined, the University has raised tuition rates. Since 2000, the annual tuition for lower-division Pennsylvania residents at Penn State Altoona has risen from \$6,546 to \$10,912, an average increase of over \$545 per year. At the upper-division, tuition at Altoona has risen from \$6,764 in 2000 to \$11,786 in 2007, an average annual increase of over \$600 per year. By way of comparison, Pennsylvania Highlands Community College charges \$85-170 per credit hour, while the per credit hour charge at Penn State Altoona is \$455. The increased tuition rates poses a problem for the College, since per capita income for the counties in Penn State Altoona’s region lags behind the state average by \$7,000 to over \$10,000 (See Table 1).

	Bedford	Blair	Cambria	Huntingdon	Somerset	Penn.	U.S.
Per Capita Income (2005)	\$23,854	\$27,562	\$26,525	\$23,305	\$24,816	\$34,937	\$29,536
Median Family Income (2006)	\$46,100	\$48,800	\$46,100	\$48,800	\$44,800	\$60,000	\$59,600
Median Household Income (2004)	\$36,059	\$35,185	\$32,727	\$35,828	\$33,425	\$43,714	\$44,334
Average Weekly Wage (2002)	\$501	\$543	\$527	\$500	\$491	\$756	n.a.
Unemployment Rate August 2007	6.3%	4.6%	5.8%	5.5%	6.1%	4.5%	4.6%
% of Pop. Below Poverty line (2006)	10.8% (2004)	11.0%	12.6%	12.4% (2004)	12.3%	12.1%	13.3%

Source: Factfinder.census.gov

Penn State Altoona faces considerable demographic and economic challenges. All five counties in our service area lag behind Pennsylvania and the United States in per capita income, median family income, and median household income (See Table 1). However, for Blair County, the percentage of the population below the poverty line has fallen below that of the state and nation for the first time in many years, and its unemployment rate is also below the national average and close to the state rate. Bedford County also has a lower percentage of the population below the poverty line when compared to the state and U.S. averages. However, the county has yet to bounce back from the job losses from 2001 and 2002 with an unemployment rate of 6.3%, which is 1.7% higher than the U.S. average.

Overall, the population in our service area continued to decline by 2.1% from 2000 to 2006, while Pennsylvania’s population grew by 1.3% (See Table 2). Only Huntingdon County showed any positive growth from 2000 to 2006, but this growth was less than 200 people (0.4%). Bedford County showed a slight decline in population (-0.1%), which is the first downturn in its population in over 2½ decades. Cambria County’s rate of population decline appears to be slowing from -6.4% from 1990 to 2000 to -

3.7% from 2000 to 2006. Both cities in our area (Altoona and Johnstown) continue to see their populations shrink.

County	1980	1990	2000	2006 (est.)	% Change 1980-2000	% Change 1990-2000	% Change 2000-2006
Bedford	46,784	47,919	49,984	49,927	6.8%	4.3%	-0.1%
Blair	136,621	130,542	129,144	126,494	-5.4%	-1.1%	-2.1%
Cambria	183,263	163,029	152,598	146,967	-16.7%	-6.4%	-3.7%
Huntingdon	42,253	44,164	45,586	45,771	7.9%	3.2%	0.4%
Somerset	81,243	78,218	80,023	78,508	-1.5%	2.3%	-1.9%
<b>Service Area Total</b>	<b>490,164</b>	<b>463,872</b>	<b>457,335</b>	<b>447,667</b>	<b>-6.7%</b>	<b>-1.4%</b>	<b>-2.1%</b>
<b>City (MSA)</b>							
Altoona	57,078	51,881	49,523	47,176	-13.2%	-4.5%	-4.7%
Johnstown	35,496	28,134	23,906	22,539	-32.7%	-15.0%	-5.7%
Pennsylvania	11,863,895	11,881,643	12,281,054	12,440,621	3.5%	3.4%	1.3%

Source: Census.gov

The population of our service area is older than the average for the Commonwealth of Pennsylvania and the United States, and the percentage of traditional college-aged students is lower (See Table 3). While slightly over 15% of Pennsylvania and 12% of the U.S. are aged 65 or older, only Huntingdon is close to the state average (15.4%). The rest of the counties in our service area range from 17.1% (Bedford) to 18.9% (Cambria) of the population 65 or older. Nearly a quarter of the U.S. (24.8%) is under 18 years of age, while 22.7% of Pennsylvania residents are under 18. Only Bedford (21.9%) and Blair (21.5%) counties approach the state average for population under 18 years of age, and Cambria, Huntingdon, and Somerset counties lag behind the state average by 2% or more.

County	Percent Under 18	Percent 65 & Over	Percent of Pop. age 25 with No High School Degree		Percent of Pop. age 25 Bachelor's Degree or Higher	
			2000	2006*	2000	2006*
Bedford	21.9%	17.1%	21.7%		10.2%	
Blair	21.5%	17.2%	16.2%	12.2%	13.9%	17.8%
Cambria	19.7%	18.9%	20.0%	15.6%	13.7%	16.8%
Huntingdon	19.9%	15.4%	25.4%		11.9%	
Somerset	20.1%	18.2%	23.5%	19.9%	10.8%	12.7%
<b>Altoona MSA</b>	<b>22.9%</b>	<b>16.8%</b>	<b>18.0%</b>		<b>12.1%</b>	
<b>Johnstown MSA</b>	<b>21.3%</b>	<b>22.1%</b>	<b>24.6%</b>		<b>7.9%</b>	
Pennsylvania	22.7%	15.2%	18.1%		22.4%	
U.S.	24.8%	12.4%	19.6%		24.4%	

\* 2006 estimates are only available for Blair, Cambria, and Somerset Counties. The other counties do have populations larger than 65,000, which is required for participation in the 2006 American Community Survey (ACS).

These lower percentages of population under 18 translate into an 8.6% decline in high school graduates for our service area from 2005 to 2013 (See Table 4). The number of high school graduates state-wide is expected to decline by 4.7% over this same period. Penn State Altoona has the smallest number and percentage of high school graduates in its service area of any of the campus colleges (4,883, 3.5% in 2004). None of the counties in our service area is above the state-wide college attendance rate of 74.2% of high school graduates. Cambria ranked highest with 68.8% of high school graduates attending college, followed by Somerset (63.9%) and Blair (62.8%). Bedford (57.3%) and Huntingdon (56.9%) ranked 64<sup>th</sup>

and 65<sup>th</sup> out of 68 counties for college attendance rates. The combination of declining high school graduates, limited diversity, and low college attendance rates creates a substantial challenge for Altoona to continue its managed growth. However, our participation in Penn State recruitment efforts in the New York, New Jersey, Maryland, and Washington D.C. metropolitan areas has assisted us in diversifying our student body, while bringing in the additional tuition from out-of-state students.

**Table 4. High School Graduate Projections for Campus Colleges, 2004, 2005, 2013**

	Actual 2004		Projected 2005		Projected 2013		Percent Change		
	HSG	% of Total	HSG	% of Total	HSG	% of Total	2004 to 2005	2004 to 2013	2005 to 2013
Abington	25,523	18.1%	26,311	18.5%	24,627	18.1%	3.1%	-3.5%	-6.4%
Altoona	4,883	3.5%	4,752	3.3%	4,343	3.2%	-2.7%	-11.1%	-8.6%
Berks	7,424	5.3%	7,539	5.3%	8,022	5.9%	1.5%	8.0%	6.4%
Erie	5,470	3.9%	5,396	3.8%	5,250	3.9%	-1.4%	-4.0%	-2.7%
Harrisburg	6,518	4.6%	6,478	4.5%	6,491	4.8%	-0.6%	-0.4%	0.2%
Pennsylvania	141,053	100%	142,534	100%	135,820	100%	1.0%	-3.7%	-4.7%

Given the large percentage of first-generation college students that attend Penn State Altoona, there are also significant concerns about the preparation of students for college-level learning. As a response, Penn State Altoona has expanded its dual enrollment program (PACE) to include 4 local high school districts. This program allows high school students to earn college credits while still in high school, and hopefully, have students better prepared for their entry to college. The faculty of the College have participated and hosted workshops with secondary school teachers to improve the alignment of curriculum from high school to college, especially in core subjects such as math and English.

Penn State Altoona is also facing increased competition for the declining number of traditional-aged students. There are two community colleges in our service area. Pennsylvania Highlands Community College (formerly Cambria County Area Community College) is currently expanding into Blair County through a partnership with the Greater Altoona Career and Technology Center. Penn State Altoona has two articulation agreements with Penn Highlands Community College, but these have produced few students and primarily serve to make it easier for students to transfer courses from Penn Highlands to Penn State. Allegany College of Maryland has two locations in Somerset and Everett, and is looking to move into southern Blair county. Other colleges in our service area have also become increasingly aggressive in their marketing.

**Table 5. Percentage of Population by Race (Census 2005 Estimate)**

Race	Bedford	Blair	Cambria	Huntingdon	Somerset	Penn.	U.S.
White	98.7%	97.6%	95.7%	93.7%	97.1%	86.0%	80.2%
Black or African American	0.5%	1.3%	3.2%	5.5%	2.4%	10.6%	12.8%
American Indian or Alaska Native	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	1.0%
Asian	0.3%	0.5%	0.5%	0.3%	0.2%	2.2%	4.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Two or More Races	0.5%	0.6%	0.6%	0.4%	0.2%	1.0%	1.5%
Hispanic (any race)	0.6%	0.6%	1.1%	1.2%	0.9%	4.1%	14.4%

Note: totals may up to more than 100% due to rounding and Hispanics can be of any race, which may contribute to higher counts (esp. for US and PA).

Our service area remains less diverse than the overall state of Pennsylvania and the U.S. Four of the counties are over 95% white, while Huntingdon is 93% white (See Table 5). Huntingdon is the only

county with a minority population (African-American) over 5% of its total population. Only Cambria and Huntingdon counties have over 1% of their population of Hispanic heritage, which lags significantly behind the state (4.1%) and the U.S. (14%). Penn State Altoona more closely resembles the rest of Pennsylvania in its ethnic make-up. In Fall 2007, Penn State Altoona's student body was 6.8% African American (PA= 10.6%), 2.1% Asian American (PA= 2.2%), 2.4% Hispanic (PA= 4.1%), and 0.1% American Indian or Alaskan native (PA= 0.2%). While the differences between the student and local populations can be a source of concern, Penn State Altoona has made significant strides in improving the ethnic diversity of its student body. However, Penn State Altoona has made less progress in diversifying our faculty and staff. Since most staff searches are conducted locally, the limited diversity in our service area combined with Penn State Human Resources policies create severe constraints in diversifying our staff. While more progress has been made in diversifying our faculty, significant work remains.

Despite the previously mentioned demographic trends, there are some positive signs for our region. According to the 2006 American Community Survey, the percentage of the population aged 25 or higher without a high school degree has dropped by nearly 4% for Blair, Cambria and Somerset counties (2006 data is not available for Bedford and Huntingdon). The percentage of the population in Blair and Cambria counties aged 25 or older with a bachelor's degree or higher has risen 3.9% in each county from 2000 to 2006, and by 1.9% for Somerset county. Penn State Altoona has awarded over 1,400 baccalaureate degrees during this period. A recent College Board report (*Education Pays: The Benefits of Higher Education for Individuals and Society, 2007*) indicated that "controlling for other factors, a 1 percentage point increase in the proportion of the population holding a four-year college degree leads to a 1.9% increase in the wages of workers without a high school diploma and a 1.6% increase in the wages of high school graduates (p.17)."

While the demographics and economy of our service area continue to pose challenges to Penn State Altoona's goal of becoming a distinguished baccalaureate institution within Penn State, the College has been actively engaged in meeting these challenges. Our service area presents significant demographic challenges to our efforts at sustained, but managed growth. However, the College has stepped up efforts at minority recruitment and increased out-of-state enrollment to over 15%, and student interest in Penn State Altoona continues to increase, as seen through the number of first and second choice applicants. A renewed attention to the recruitment and retention of adult learners can also assist in overcoming these demographic challenges. Currently, over 27% of students in Altoona majors are adult learners. The creation of an Adult Learner Study Area in the first floor of the Learning Resources Center and the expansion of credit offerings at the Devorris Downtown Center are key initiatives to attract adult learners.

By focusing on enhancing, expanding, and assessing engaged student learning, Penn State Altoona can move forward on its vision and mission. Expanding engaged student learning includes honors education, undergraduate research, study abroad, internships, and service learning. With the recent approval of our audit by the Schreyer Honors College, Penn State Altoona has a solid foundation in each of these components of engaged student learning. The addition of select degree programs, especially those from the top 30 of degrees awarded nationally, will assist the College to slowly grow its upper division enrollments and reach a target of 4,200 total students by the end of this planning period. An emphasis on program assessment and review will drive the improvement of student learning, and assist the College in preparing students to meet our institutional learning goals. However, to achieve its vision of becoming a distinguished baccalaureate institution within Penn State, Penn State Altoona will need assistance to address its facilities needs, expand its faculty, and further enhance the array of engaged student learning programs already in place.

**Goal 1: Cultivate academic excellence through the support of high-quality teaching, research and service.** Penn State Altoona will cultivate academic excellence by building a culture of assessment and improvement for all of our degree programs, by expanding and enhancing honors education, and by placing undergraduate research at the center of the Penn State Altoona experience. Recognizing that the vitality of the faculty, both collectively and individually, is key to fostering academic excellence, Penn State Altoona will continue to develop effective strategies for supporting research and extramural funding opportunities and support faculty working in disciplinary communities.

Penn State Altoona will build on learning assessment and accreditation accomplishments to create a college-wide *culture of continuous quality improvement* in academic programming.

- A full-time Coordinator of Assessment and Research was hired in Summer 2005, and an Office of Planning and Assessment was established in Fall 2005. An Assessment Committee has been established to provide feedback on program assessment plans and assist the College in moving the assessment plans forward.
- Timelines, basic principles, and template for degree program learning assessment plans have been established, and all programs have developed student learning outcomes. Assessment plans for all Altoona College degree programs will be developed by December 2008 with implementation beginning by 2009, although some programs, such as Psychology have already begun to collect and analyze student performance data (See Appendix B).
- By working with the Advisory Board, Staff Advisory Council, the Student Government Association, the Alumni Association, the Faculty Senate, and Academic Divisions, a set of eight institutional goals for all graduates of Penn State Altoona was developed (See Appendix C).
- Faculty have been sent to conferences on assessment at Alverno College and IUPUI. The Teaching and Learning Consortium has sponsored workshops and book discussions on assessment, and division-sponsored faculty colloquia have focused on program assessment.
- The B.S. in Electro-Mechanical Engineering Technology, and the Associate degrees in Electrical Engineering Technology and Mechanical Engineering Technology were successfully re-accredited by the Accrediting Board for Engineering Technology (ABET) in Summer 2007.
- The associate and baccalaureate degree programs in Nursing were successfully re-accredited by the National League of Nursing Accrediting Commission (NLNAC), and the new Visual Art Studies program also had a strong accreditation visit from the National Association of Schools of Art and Design (NASAD) in Fall 2007.
- The College participated in the National Survey of Student Engagement in 2005, and is participating again this year which will capture information from seniors, who were surveyed as first-year students in the 2005 survey.

*Action Items:*

- Using ongoing learning outcomes assessment as a component, the College will establish a schedule for and implement periodic academic program reviews for each major using adapted “Guidelines for Internal Review of Academic Programs” (The Pennsylvania State University Assessment Plan for Student Learning, March 2006, p. 13.) beginning Fall 2009. (*High Priority*)
- The College will assess and address instructional quality issues in large lower-division service areas that rely heavily on part-time faculty, such as writing, speech, and mathematics. (*High Priority*)
- Penn State Altoona will renew emphasis on excellence in business education by seeking the Association to Advance Collegiate Schools of Business accreditation for the Bachelor of Science in Business Administration degree and as a complement to Accrediting Board for Engineering and Technology (ABET) and National Council for Accreditation of Teacher Education (NCATE) accredited programs. (*High Priority*)

- The College will focus on continuously evaluating and improving all aspects of its academic operations, including scheduling, support services, experiential education, budgeting, etc.

The College will make Honors education a hallmark by becoming a location for four-year Schreyer Scholars, and by expanding and enhancing the Altoona Honors Program.

- The Honors Program Advisory Committee, a faculty committee, was formed to assist the Honors Coordinator in setting and enforcing policy and developing plans to enhance our Honors program.
- The Penn State Altoona Honors Scholarship for third- and fourth-year Honors Students was established, and provides support for 12 students. This is in addition to our Presidential Scholarship (from Barnes and Noble) which also supports 12 students. Thus, we now support 24 Honors Students with scholarships of about \$1,000 per year for 4 years.
- Curricular policies for proposing and running Honors Sections were revised to identify a select group of courses that are desired by our Honors Students and are satisfactory for Schreyer Scholars.
- Penn State Altoona joined the PSU Honors Consortium centered at Schreyer Honors College at University Park, and the coordinator attended Honors Consortium meetings at University Park.
- Honors Program activities have been expanded to include the Penn State Altoona Undergraduate Research Fair, an Honors Field Trip to Washington, D.C. and the Smithsonian Institution, a visit by poet Brian Turner, and biweekly meetings with Honors Leadership Committee (student committee). Three students were assisted with their Schreyer application for sophomore petition, and another four were assisted with their Junior Gate applications.
- An Honors Living Area in Spruce Hall has been established for 2008-2009, and will be expanded when new residence space comes available.
- The first Altoona audit for the Schreyer Honors College has recently been completed, and was reviewed and favorably supported by Schreyer; thus, Altoona will now have four-year Schreyer Scholars.

*Action Items:*

- The number of Honors Students in the Altoona Program will be increased through internal and external recruitment with a target of 80 students. Honors scholarships will be increased, both in terms of number and amount, with the goal of all Honors Students being awarded a scholarship. (*High Priority*)
- Dependence on the Honors Option will be reduced by establishing viable Honors Sections (especially for first and second-year students), encouraging and increasing funding for independent study and research with faculty (especially for third and fourth-year students), and defining a third-year Honors seminar, to welcome students into upper-level Altoona Honors.
- Honors co-curricular programming will be improved to make it an integral part of the Honors experience. An annual international academic experience will be developed for Honors Students.

In keeping with our belief that “the vitality of the faculty, both collectively and individually, depends upon ongoing research or creative accomplishments” (Altoona College Promotion and Tenure Policy), new, more effective strategies for supporting research and extramural funding activities will be developed at the college in accordance with its mission.

- Penn State Altoona Faculty published 68 articles in refereed journals, 8 books, and 38 parts of books in 2005-06 (See Indicator 1.c.).
- In Spring 2005, Penn State Altoona developed policies providing for course release for faculty who were engaged in writing an external grant proposal to support a collaborative research project, and for faculty who were writing a proposal for external funding to support institutional development. A Research Advisory Committee was established to advise the Assistant Dean for Research and Sponsored Programs on the review of proposals for internal funding.

- In January 2008, a Senior Research Award was established to provide support for senior scholars, who have sought external funding and have a high probability of producing publishable scholarship. An award for Outstanding Achievement in Research and Creative Activity was established in Spring 2008, and the first recipient was Thomas Krainer, Assistant Professor of Mathematics.
- A two-week grant writing workshop for 8 faculty was held in May 2008. The faculty were provided a stipend, and all faculty produced a completed proposal by the end of the workshop. Another 6 faculty participated in a one-day workshop that began the longer grant writing program.
- In Fall 2007, the National Science Foundation (NSF) awarded a S-STEM grant of \$599,793 to Penn State Altoona for a project entitled, “Improved Recruitment and Retention through Academic and Financial Support.” The grant is the largest single grant in the history of Penn State Altoona, and will be used to provide scholarships for students pursuing degrees in engineering technology.
- Other recent large grants include a three-year Housing and Urban Development grant (\$500,000) to establish an academically-focused Community Outreach Partnership among Penn State Altoona, the Altoona Housing Authority, and a network of affiliated human services organizations in Blair County, Pennsylvania, a three-year NSF grant in chemistry to support problem-based learning (\$118,000), a Beckman Coulter’s Genomics Educational/Research Matching Funds Program Award to purchase Genetic Analysis System (\$49,500), and a three-year NSF grant in physics to support studies of powdered metals (\$299,950).
- The College provides support for undergraduate research through stipends in the Research and Development Grant (RDG) program. The Division of Mathematics and Natural Sciences has developed a Summer Research Program that provides support for summer research by 4 to 6 undergraduates, annually. The Division is pursuing permanent funds to support this program. Numerous students in the sciences have presented papers and posters, and been co-authors on journal articles.
- In Spring 2008, an Altoona student took first place in the student poster presentation for the physical sciences division at the Undergraduate Exhibition at University Park, and another Altoona student took first place for his oral presentation in the Chemistry and Mathematics division at the Undergraduate Student Research and Creative Accomplishment Conference at Penn State Erie.

*Action Items:*

- Undergraduate research will become a centerpiece of the Penn State Altoona experience, and we will look to increase funding to support undergraduate research. The College will also review and revise the current tenure and promotion guidelines to reflect the importance that we place on faculty leading undergraduate research projects. The College will look to partner with agencies such as the Council on Undergraduate Research to foster diverse undergraduate research programs. *(High Priority)*
- As program enrollments grow, the College will add or reallocate faculty to support our curricular, accreditation, and quality improvement initiatives. The College will continue to work towards the goal of having 60% of our courses taught by full-time faculty, and will purposefully make tenure-line, fixed-term, and adjunct appointments in light of program needs, research foci, and budgetary constraints. *(High Priority)*
- Faculty at the College will be encouraged to seek external grant funding for energy, environmental-related research, and sustainability initiatives given the ever-present energy crisis and environmental concerns.
- The current array of internal funding programs and other resources in support of faculty research and grantsmanship will be examined for effectiveness and reallocation will be made as necessary

to maximize the impact of these funds. This review will include an emphasis on support for outreach and engaged scholarship by interdisciplinary, issue-focused teams of faculty.

- The College will work to link Penn State Altoona faculty with faculty collaborators at the four major University Park Research Institutes under the new Summer Research Collaboration Fellowship Program sponsored by the Vice President for Research.

The College will continue to support faculty participation in Disciplinary Communities, as a key mechanism for improving curricular alignment and integrity.

- Penn State Altoona hosted first ever Communications Summit in January 2006, and hosted the University-wide English conference in September 2006.
- Faculty from Penn State Altoona participated in a Criminal Justice Summit in January 2006 at Capital College, and Human Development and Family Studies (HDFS) faculty have regularly participated in University-wide HDFS program meetings.
- Business faculty have been leaders in the B.S. in Business (BSB) meetings across the campuses, and have hosted meetings at Altoona on a number of occasions. Faculty are also active in Business@Penn State meetings, with both the BSB and Business@PSU meetings hosted at Altoona on March 6-7, 2008.

*Action Items:*

- Penn State Altoona will continue to provide support for faculty participation in disciplinary communities by supporting faculty travel, encouraging use of electronic communications, and serving as a host site for meetings, as appropriate.

The College will work to strategically enhance online learning opportunities for faculty and students.

- Engineering Technology faculty began using international collaborations with students in Mexico, France, Ireland, Poland, Hungary, and Romania in Fall 2007.
- Faculty in Nursing and Chemistry have used podcasting to supplement course lectures and provide for missed lectures.
- The Instructional Services Office provides support for learning with technology, including Polycom, ANGEL, technology classrooms, course clickers, and the Digital Commons. The Office regularly offers workshops to enhance faculty use of technology in their courses.
- Continuing Education is holding classes to assist adult learners in developing computer skills, including using eLion and ANGEL, through a grants from the Commission for Adult Learners.

*Action Items:*

- The Business faculty will work with other faculty at other campuses to develop courses in the B.S. in Business for World Campus.
- INART 205, The Beatles, is in advanced stages of preparation for delivery through the World Campus.
- Academic Affairs and Continuing Education will work together to enhance blended learning opportunities as part of expanded course offerings in the Devorris Downtown Center.

**Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.** At Penn State Altoona, a student-centered environment is defined as a setting that is “learning centered, includes engagement and individual effort, accessibility and services, community, inclusivity, and feedback and assessment.” (Kuh, Kinzie, Schuh & Whitt, 2005; ACPA & NASPA, 2004; Kellogg Commission, 2001)

Penn State Altoona will emphasize learning and opportunities for engagement outside of the formal classroom experience, including creating learning communities within campus residence hall facilities and expanding experiential learning opportunities.

- The selection process for the Student Activity Fee-funded Distinguished Speaker Series initiative was revamped to include increased student input in artist selection, and the availability of speakers to participate in class visits, student dinners, and other student-centered activities will be a priority in the selection process.
- Education Abroad programs grew from 0 in 2004-05 to 3 in 2005-06 and 4 in 2006-07. The number of Penn State Altoona students participating in study abroad programs increased to 58 in 2006-06 and 61 in 2006-07 (See Indicator 2.e.). Four students from the Inter-American University of Puerto Rico at Bayamon studied at Altoona in Fall 2006, and one student from Altoona participated in the exchange program in Puerto Rico in Spring 2007.
- Penn State Altoona established \$500 study abroad scholarships for up to 30 students, annually, and was awarded a 2-year IFSA Foundation Grant to provide additional scholarships for students who participate in semester-long programs. The IFSA grant was recently extended for 2 more years through 2010-2011.
- In 2006-07, 167 students participated in academic internships at Penn State Altoona (See Indicator 2.e.). In Fall 2007, 2 students participated in the inaugural clinical healthcare practicum, in which students rotated through 4 different health-care settings. A practicum for students interested in veterinary care was planned for Summer 2008, but will be delayed until Spring 2009.
- A student blog section to campus home page was created in 2007. Live Wire was moved online, and the Hard Freight café in support of the literary magazine was established. The College will continue to support and enhance student publications in written and electronic form such as Hard Freight and the Collegiate Review.

*Action Items:*

- Penn State Altoona will continue to expand Education Abroad programs by developing a sustainable mix of short-term and summer programs, and increasing collaboration with other Penn State campuses. (*High Priority*)
- The College will enhance the academic focus of student internships by improving the quality of internship sites available for our students, and encouraging students to participate in Harrisburg and Washington, DC internship programs. (*High Priority*)
- Community-based learning initiatives will be promoted by providing additional community service and service learning opportunities. (*High Priority*)
- Life House, a substance free living space, was developed within Spruce Hall, and the College will explore increasing the Life House living option from a current average of 80 spaces to 100 or more spaces.
- General skill-building in out-of-class programming will be emphasized through the development of learning outcome initiatives for programs offered through Student Life.
- The College will continue to develop and enhance practicums for health care, veterinary care, and legal studies in order to better prepare students for careers in these fields.

Penn State Altoona will promote and encourage co-curricular activities within student organizations, and encourage viability and accountability within organizations.

- The number of student organizations increased from 59 in 2004-05 to 66 in 2005-06, and 80 in 2006-07 (See Indicator 2.c.). This growth in organizations provided additional advisor opportunities for faculty and staff.

*Action Items:*

- The College will increase interaction between student organizations and faculty by increasing advisor opportunities and program presenters, and through expanded skill-enhancement programming. (*High Priority*)
- Student organization work and classroom experience will be integrated, as appropriate, to create a direct link for academic and student life experiences by using student life programming as a laboratory for in-class experiences. For example, marketing students might assist student organizations in their promotional activities.
- The College will investigate options for providing dedicated space for student organizations in renovation of existing facilities, at off-campus sites, or in new facilities.

Penn State Altoona will make use of the web, social networks, and traditional on-campus fairs to reach a broader range of the student body, and to promote and encourage involvement in the full range of student activities, and to inform potential students and families of the range of activities available.

- An Altoona NOW website was created to share information among students, faculty, and staff, and student, faculty and staff blogs were added to College home page to allow people to discuss their college life experiences and inform future Altoona students. Websites were also created for off-campus housing, Student Activity Fee information, and parents and families.
- Two Student Organizations Fairs are held annually. The first for new students is part of the orientation process to make new students aware of the full range of organizations and opportunities on campus, and a second fair for all students is held early in the fall semester.
- Information programming fairs were developed and held in conjunction with Admissions Offer Receptions. These provide information on housing, student services, safety and security and regional opportunities to better inform students and families of campus and area offerings, and the Allegheny Mountain Visitors Bureau has attended to provide information on regional activities and events for students and their families.

*Action Items:*

- Opportunities for students to create new engagement mechanisms of both traditional (on and off campus programming, coffeehouses, discussion groups, etc.) and non-traditional (electronic interactions i.e. ANGEL groups, blogs, etc.) means will be encouraged. (*High Priority*)
- The College will promote existing services and programs more thoroughly, possibly through the development of a one-stop website, using existing technologies such as Facebook and MySpace to promote and share information.
- The College will explore the creation of a “services brochure” in written and/or electronic forms to be sent to new students prior to fall classes.

The College will work to enhance and improve support services for students, especially as enrollments grow over this planning period.

- An Early Alert System was established at the College in Spring 2008. This system provides a web-based form for faculty and staff to identify students who are having academic difficulties unresolved by faculty intervention, personal health or wellness issues, or concerns related to student comments and/or behaviors. An Early Alert Committee will review information and determine appropriate dispositions, including referrals to existing support services.

- The Health and Wellness Center underwent a successful accreditation review by the Association for Ambulatory Health Care Services in 2005, and will seek re-accreditation beginning in Summer 2008.
- The Health & Wellness Center obtained a JED Foundation grant for suicide prevention initiatives for the 2007-08 academic year, a three year grant from Counseling and Psychological Services at University Park, which when combined with local resources provided for the creation of a new mental health counseling position, and has submitted a \$300,000, three year federal SAMHSA grant to focus on student mental health issues.
- The Health & Wellness Center initiated a walk-in residential on-campus counseling opportunity during the first 6 weeks of the Fall 2007 semester, which was designed to provide counseling support on academic, social and emotional issues in the residence halls. This program will be continued for the coming year, and the Health & Wellness Center will participate in the College Depression Partnership, a national pilot program in 2008-09.

*Action Items:*

- The Health & Wellness Center will increase prevention and health promotion programming in identified high-risk areas including alcohol and substance use/abuse and sexual assault prevention and education, and pursue partnerships with local area health providers to increase service availability for campus students. (*High Priority*)
- The Health & Wellness Center will continue to provide administrative leadership for campus-based retention initiatives such as OASIS and the Early Alert program. (*High Priority*)

Penn State Altoona uses assessment and feedback mechanisms to determine the effectiveness of efforts to become a more student-centered college.

- Based on analyses of the student satisfaction survey in Summer 2007, the Health & Wellness Center reviewed the process for welcome and check-in at the Center, and made changes in the process to present a more user-friendly and welcoming system. A new staff assistant was assigned the welcome and check-in responsibilities beginning in Fall 2007.
- Student satisfaction survey data had showed under utilization of the Career Services Center by minority students, as well as upper-division students. Career Services initiated a focused marketing campaign regarding services aimed towards under-represented student populations by promoting services and collaborative opportunities with academic programs and diversity-related student organizations.
- The Student Government Association (SGA) conducted a survey on Adler in Spring 2008, and developed short-term recommendations including enhancing the aerobic fitness and strength-training facilities by adding space from a current racquetball court, restructuring the Women's Hour schedule, improving overall maintenance of area equipment, and removing the hydraulic equipment from the Adler Loft. Longer-term recommendations include adding an additional athletic trainer position, along with the approval of a facilities fee, with funds to be earmarked for the renovation of the Adler Athletic complex.
- The Residence Life Quality of Living Environment Survey reflected a concern about the noise level in the halls during the week, and in response, Residence Life increased the time allotted to posted "Quiet Hours" and has attempted to better enforce these standards throughout 2007-08. The survey also showed some concerns about how slowly the lines for food moved in Port-Sky, and in response, a "Grab 'N Go" refrigerated area was added in the dining area, allowing for students, staff, and faculty to be able to access food without waiting in line.

**Goal 3: Create a more inclusive, civil, and diverse University learning community.** Penn State Altoona's recent update to its *Framework to Foster Diversity* shows that the College has made significant progress in implementing its diversity initiatives. However, we recognize that it is important for the College to remain committed to equity and diversity in all its forms, and continue to identify and implement improvements.

Penn State Altoona remains committed to recruiting and retaining a diverse, highly qualified student body.

- For Fall Semester 2007, first-year, ethnic minority enrollment was negatively impacted by the sudden release of second choice offers of admissions from University Park in January 2007, which effectively closed our admissions. This was at a point in the process when qualified ethnic minority applicants were more likely to apply, and contributed to a decline in offers of admission to qualified minority students. While the percentage of ethnic minorities at Penn State Altoona fell from the high of 12.6% in 2006-07 to 11.5% in 2007-08, this was still the second highest percentage of minority students in Altoona's history.
- The First-Year Transition Program (FTP) works to enhance the academic performance and ease the transition into college life and the Altoona environment of approximately 50 students with low or marginal academic profiles, annually. The program includes an extended orientation with their parents or a significant other, a number of programs designed to facilitate relationship building between the students, their peers and staff, and Peer Assistants who serve as guides and mentors throughout the first-year.

*Action Items:*

- Strategies will be identified by the Enrollment Management Group and in consultation with the Undergraduate Admissions Office to address Penn State Altoona's future admission cycles to better support ethnic minority and international student enrollments. (*High Priority*)
- The Office of Admissions will continue to provide financial support for bus transportation and meals that enables minority students from New York City, New Jersey, and Washington D.C. to visit Penn State Altoona. This includes dedicated bus trips to Penn State Altoona as well as those coordinated with the full-time recruiters in New York City, New Jersey and Washington, D.C. that include a Penn State Altoona visit as part of the itinerary in a University Park visit. (*High Priority*)
- Altoona's Coordinator of Minority and Special Admissions will continue to coordinate ethnic minority recruiting activities with the Undergraduate Admissions Office, Community Recruitment Centers in Pittsburgh, Harrisburg and Philadelphia, and recruiters in New York City, New Jersey and Washington, D.C. The Coordinator of Minority and Special Admissions will identify those high schools that generate consistent student interest in Penn State Altoona, and maintain a working relationships with their high school counselors, including examining the possibility of exploring high school counselor interest in visiting Penn State Altoona.
- Information on the S-STEM Scholars program at Altoona, which provides financial assistance for campus visits by interested students from underrepresented groups pursuing degrees in engineering technology, will continue to be sent to Undergraduate Admissions Office staff who work with minority students, University Park staff who work with adult learners, Penn State's Community Recruitment Centers, and recruiters in New York City, New Jersey, and Washington D.C.
- Altoona's Office of Admissions will continue to work with the Undergraduate Admissions Office to recruit international students. Their international recruiting activities identify qualified students who might benefit from initial enrollment at a smaller campus setting that provides a range of appropriate support services.

Given the declining number of high school graduates in our service area and the state, Penn State Altoona seeks to increase the recruitment and retention of adult learners by providing the support services to assist these students in addressing their complex circumstances.

- Penn State Altoona has an active Adult Recruitment and Retention Committee, and Continuing Education will continue to provide a Co-Chair for the committee. The College has re-established the Adult Study Center, which provides accommodations that support adult learners' academic needs.
- A survey of adult learners was conducted in Spring 2007, and it identified key concerns among adult learners, including the need for flexible scheduling, more classes in their majors, study and lounge space, child care, and access to refresher or training courses in computers and math.
- While only 12% of our total student body was 24 or older, 27% of students enrolled in Altoona majors were aged 24 or older, according to the Spring 2008 Enrollment Profile.
- Penn State Altoona has 78 certified veteran students enrolled in Spring 2008, and has created a webpage for current and prospective veteran's benefits recipients and a list-serve to improve communication with this important group of adult learners. The College hosted staff from the VA hospital and Blair County VA Office in a Question and Answer session for currently enrolled Vets and their families. The College also coordinates job search strategies for local veterans by referring students to the veteran's counselor at the Blair County Career Link.
- A Commission for Adult Learners grant was approved in Spring 2008 to develop and deliver introductory computer classes to assist non-technical adult learners in developing the computer skills necessary for success in college including navigation techniques for eLion, ANGEL, power point, etc. The first of these classes will be held in Summer 2008 with additional offerings for new adult learner admits beginning Fall 2008.

*Action Items:*

- Continuing Education will work with the Adult Recruitment and Retention Committee to assist in the recruitment and retention of adult learners by targeting and meeting with area businesses, particularly those that offer tuition reimbursement. Continuing Education will also work closely with Admissions, DUS, and the Academic Divisions to increase involvement in non-credit support courses for returning credit students, such as the No Pressure Math Refresher. (*High Priority*)
- The College will work with a community partner to provide child care on campus at a reduced rate for approximately 30 children (ages 3 to 5) of Altoona faculty, staff, and students. Following a Faculty Senate committee review of options, a Request for Proposals to provide management of child care on campus is in preparation that would ask local providers to deliver child care on campus in space provided by the College, which is yet to be determined. (*High Priority*)
- The College will examine the implementation of more flexible scheduling, including expanding courses offered in the evening and more condensed/accelerated lower-level classes, which can help adult learners complete classes at a faster rate. Attention will be paid to the sequencing of prerequisite courses, especially those which are offered only once a year, in order to assist adult learners progress through their degree programs. (*High Priority*)
- The College will investigate the development of an on-going training program to help all faculty become more aware of adult learner life circumstances and be more sensitive to the multiple roles adult learners must play.
- The College will examine funding models for adult learners who have to take remedial courses, such as ENGL 004 and MATH 003 and 004. These courses can extend the time towards degree for adult learners, which raises costs, hurts recruitment, and can negatively impact their outside funding. Offering remedial courses free or at minimal cost for adult learners before they officially enroll, along with a commitment to enroll at Altoona, will be explored.

Penn State Altoona remains committed to developing a diverse, highly-qualified faculty and staff by identifying and encouraging qualified diversity-oriented candidates to apply for advertised vacancies at Penn State Altoona.

- However, Penn State Altoona faces constraints on minority staff recruitment from the University's internal bidding procedure which results in staff vacancies usually being filled by University Park personnel who already reside in the Altoona area, and technical service union bidding rules leave little opportunity to hire from outside the existing University technical service pool. University Park Human Resources marketing tends to direct diversity-oriented candidates to University Park vacancies.

*Action Items:*

- In order to increase the diversity of applicant and interview pools, the College will inform each search committee about the University Park-generated Diversity Talent Pool, encourage the use of list-serves to advertise vacancies at minimal cost, encourage more phone screenings to clarify a minority candidates' background before finalizing on-campus interview decisions, and work with the University to increase funds for advertising and interviewing. (*High Priority*)
- The College will encourage University Park to hire additional diversity trainers beyond the current two who present diversity workshops, since University-wide demand for their services makes it difficult to identify open workshop delivery dates.

The College will work to develop a climate where faculty, staff and students can work, study and learn together celebrating the differences and commonalities of people, their ideas and opinions.

- The MOSAIC Committee, composed of approximately 20 students, faculty, and staff, informs the Chancellor about diversity issues, and assisted in the recent update to *The Framework to Foster Diversity*. The committee works closely with the Office of Institutional Equity and Diversity to promote diversity and tolerance at the College.
- A climate survey was developed by a committee with representation from MOSAIC, the Altoona College Faculty Senate Student Life Committee, and faculty in the social sciences, and was conducted in Spring 2007. The survey found that while there is support for diversity in general, that support wanes when asked about support for specific groups. The survey also identified areas of concern, including inappropriate comments or jokes, personal experiences with discrimination, and negative perceptions of the local community.
- The Diversity Training Project, an EOPC-funded program, will begin in Fall 2008, and provide a certificate to students who complete all eight modules. The Division of Student Affairs will include the Diversity Training Project in the Fall 2008 new student orientation, and develop promotional activities to encourage returning students to complete the Diversity Training Project. Student organizations will be encouraged to include the Diversity Training Project as part of their new membership orientation and training, and faculty will be asked to incorporate the Diversity Training Project into their coursework.

*Action Items:*

- The position of Director of Institutional Equity, which is currently vacant, will be reviewed to determine its duties and purview. Under discussion is whether the position should have broader responsibilities at the College beyond its current role in Student Affairs. (*High Priority*)
- The College will develop a brochure for new faculty and staff that summarizes *A Framework to Foster Diversity* at Penn State as well as Penn State Altoona-specific initiatives, and add a diversity information session to the orientation of new students, faculty and staff. (*High Priority*)
- In order to strengthen student retention and enrollment, especially at the upper division, scholarship funds should be developed for students who stay at Penn State Altoona through their entire baccalaureate program, with some funds designated for minority students (See Goal 4).

**Goal 4: Develop new academic programs as resources allow, and continue to expand current academic programs to better serve our students and their communities.** Penn State Altoona will seek to add carefully selected degree programs from the Top 30 nationally that round out the College's offerings in the liberal arts, and will develop programs that enhance opportunities for professional study. Penn State Altoona will develop the facilities, faculty and support services to expand our existing degree programs, and seek to expand enrollments in our upper-division programs.

Penn State Altoona will add three to six baccalaureate degree programs which build on faculty strengths, have strong student interest, and fill in gaps in our current curricular offerings.

- A new baccalaureate degree program in Visual Art Studies began in Summer 2007.
- On behalf of both Penn State Abington and Penn State Altoona, a new Accounting option was added to the Bachelor of Science in Business, effective Spring 2008.
- A proposal to extend the baccalaureate degree program in Security and Risk Analysis with the Information and Cyber Security option has been approved by the Altoona Faculty Senate, and has been approved to begin in Fall 2008.
- Penn State Altoona was authorized to deliver the Chemistry and Sociology minors in Spring 2007.
- The B.A. in Communications was significantly revised to enhance upper division offerings, including new courses in public relations events planning, advanced audio production, and advanced multimedia production, and to establish a defined cycle of courses in preparation for the move into new facilities.
- Changes to Entrance to Major requirements for the B.S. in Business, revisions to the Associate degree in business administration, and other changes in support of curricular alignment in business programming across the University were approved by the College. A P-3 transfer of the B.S. in Business to World Campus to be offered as an online degree was approved by the Altoona Faculty Senate.

*Action Items:*

- Penn State Altoona will add carefully selected degree programs from the Top 30 nationally that round out the College's offerings in the liberal arts and that play to faculty strengths, such as programs in Political Science (8th), Sociology (12th), Economics (16th), and Chemistry (27th) (See Appendix D). Adding these four programs would give us the top 14 degrees and 19 of the top 27 degrees, nationally. (*High Priority*)
- Penn State Altoona will offer the Accelerated Second Degree Program in Nursing in collaboration with the School of Nursing at University Park. (*High Priority*)
- In response to likely changes in state certification requirements, the College will offer Pre-Kindergarten through 4th grade certification at a minimum, and will look to offer 4th through 8th grade certification in conjunction with a new Secondary Education major with English, Social Sciences, and Mathematics options. (*High Priority*)
- The College will add Business and Accounting minors to enable students majoring in non-business areas to bring a professional focus to their course of studies. (*High Priority*)
- The College will pursue a P-3 transfer of Post-Baccalaureate Premedical Certificate Program for returning students holding degrees in non-medical fields who are seeking admission to medically-related professional programs.
- Implementing the Civic and Community Engagement Minor will give structure to and enhance service learning opportunities throughout the College.
- The College will carefully consider proposals to add new minors, baccalaureate degrees, and options in existing programs. Key considerations in reviewing proposed programs will be given to available funding, faculty resources, evidence of student interest, impact on curricular alignment, and enhancing the array of our current degree offerings.

The College will enhance and expand our current degree programs as enrollments demand and resources become available.

- The College purchased the Geo Trusty property which will provide Visual Art Studies with space for a wood, metal and sculpture shop, studios for classes and senior projects, a gallery, and faculty offices and studio space.
- Communications will use the 3,500 square foot space of the 3<sup>rd</sup> floor of the Penn Tower building in the Devorris Downtown Center for TV, radio, and studio space.
- In 2007, a Social Sciences Research Laboratory was established in the Smith building, and Holt 106 was renovated to create space for engineering research.
- By developing appropriate sequencing of courses and more efficiently allocating faculty, the academic Divisions will continue to work to reduce the number and percentage of under-enrolled courses. Under-enrolled courses have been reduced from 22.5% of courses in Spring 2006 to 17.4% in Spring 2008 (see Indicator 6.d.).

*Action Items:*

- The College will work to expand the Misciagna Family Center for Performing Arts to provide additional backstage space, dance studio, and a black box theatre.
- The Division of Business and Engineering will enhance our Information Technology offerings by developing an Information Technology elective course for the Electro-Mechanical Engineering Technology program, developing Information Technology internships for Business and Security and Risk Analysis majors, and encouraging collaborations between Information Technology and Criminal Justice.
- The Division of Mathematics and Natural Sciences will develop a centralized analytical and instrumental teaching laboratory that will include instrumentation that can be accessed by faculty for research and enhance student faculty research.
- The Elementary Education program will investigate funding and technical support to deliver the EDUCATE (Exploring Directions in Ubiquitous Computing and Teacher Education) program, which will require education students to purchase Apple MacBook computers.
- The College is investigating space to be developed as a dedicated teaching laboratory for the Elementary Education program. While this space could be used for other classes, it would provide a central location for most Education courses, allow for posting of announcements, provide room for student displays, and the storage of supplies and materials

Penn State Altoona will seek to improve student recruitment and retention, especially at the upper-division level. Expanding upper division enrollments to over 1,000 by Fall 2011 will provide increased resources to support our programs.

- Upper Division enrollments in our baccalaureate degree programs fell from 773 in Fall 2006 to 685 in Fall 2007. This was the first decline in upper division enrollment since becoming a baccalaureate college in 1997, but upper division enrollments had been projected to decline slightly due to the smaller first-year classes of 2004 and 2005.

*Action Items:*

- The College will re-establish the Retention Committee with a charge emphasizing improving recruitment and retention in our baccalaureate degree programs. The re-established Retention Committee will have faculty and administrative co-chairs and be data-driven with support provided by the Office of Planning and Assessment. The Committee will work closely with the Altoona Enrollment Management Group. (*High Priority*)
- Degree Program coordinators will meet, at least once annually, to discuss best practices in program recruitment. The College will provide additional funds to for the development of

recruitment activities with incentives developed for programs that meet or exceed their enrollment targets. (*High Priority*)

- The College currently has the Sheetz scholarship for junior-senior business majors and the Pollock Trustee scholarship for junior-senior students who are eligible for the federal Pell grants. The College will increase scholarships directed towards upper-division students who stay at Altoona to complete their baccalaureate degrees. (*High Priority*)
- The Division of Arts and Humanities will investigate the possibility of creating a writing center in conjunction with the Learning Resources Center. With two faculty whose research focuses on rhetoric and composition, the College has a strong foundation from which to improve the writing skills of our students.
- The Division of Mathematics and Natural Sciences will continue to work with the Learning Resources Center, and look to develop a group-learning environment to improve student performance in the standard calculus sequence.
- The Division of Mathematics and Natural Sciences will develop post-baccalaureate articulation agreements with Lake Erie College of Medicine (D.O and Pharmacy), the Philadelphia College of Osteopathic Medicine, and other professional schools to provide clear career pathways for students majoring in the sciences.

**Goal 5. Serve society through teaching, research and creative activity, and service.** Penn State Altoona will continue to seek to expand its engagement with the surrounding communities and beyond. Recognizing the importance of service to society and a healthy symbiotic relationship with our communities, we will strive to create partnerships with the community where possible. Penn State Altoona will continue to advance outreach and engaged scholarship, and enhance incentives to encourage participation in community engagement and outreach.

With the addition of new facilities in the downtown Altoona area, including the five-story Penn Tower that will augment the Devorris Downtown Conference Center, and the Geo Trusty property, Penn State Altoona has additional classroom space and meeting rooms to support Continuing Education, resident instruction, and outreach activities including lecture and film series, as well as other educational and cultural activities. These new facilities can contribute to the revitalization of the downtown area to the benefit of both the College and the community.

Building on the successes of and the greater potential revealed by the soon to be completed Housing and Urban Development (HUD) Community Outreach Partnership grant, outreach and engaged scholarship at the College will be advanced as a means of improving student learning, expanding research opportunities for faculty, and increasing extramural funding.

- The HUD Community Outreach Partnership grant has provided \$287,000 over three years to assist Penn State Altoona build closer relationships with a network of the Altoona Housing Authority and local service providers. A team of eleven faculty members from a wide range of disciplines taught fifty courses, involving almost 1,000 undergraduate students in community outreach learning, and thirteen students have completed internships under this program. The Mentoring for Post-Secondary Education Program has student volunteers helping public housing residents continue their education, and 17 public housing residents were assisted in enrolling in college, with all but one still enrolled.

*Action Items:*

- The College will foster a culture in support of outreach and engaged scholarship in both teaching and research that recognizes its distinction from community service and the expectation of “a reciprocal, mutually beneficial exchange between college and community” rather than a “uni-dimensional” transfer of information and expertise from the college to the community. (University Faculty Senate Committee on Outreach “Recommendations for Documenting and Disseminating Outreach and Engaged Scholarship: Achieving the Promise of the UniSCOPE Report,” March 18, 2008). (*High Priority*)
- A College Outreach Council will be established to help guide and inform this effort and to link with University-wide strategies and resources to advance outreach scholarship. (*High Priority*)
- Faculty with interests in community-based projects will be recruited to work directly with formally established citizen advisory and consultative groups. Existing groups such as the Teacher Education Council, the HUD COPC Community Advisory Council, and the Industrial Advisory Committee for Engineering Technology, will be strengthened, and additional groups will be formed as faculty and community interests identify collaborative targets. (*High Priority*)
- Mirroring the efforts of the Vice President for Outreach, Academic Affairs will engage Continuing Education as a partner in advancing engaged scholarship.
- The College will continue to provide administrative staff to support outreach efforts, including senior capstone internships, and will look to better document faculty and student community-based activities.

The College will engage Altoona and surrounding communities in life-long learning by promoting teaching and learning in a variety of venues, locations, and forms.

- The College has developed dual enrollment agreements with four local schools districts. College faculty met with high school teachers from one school district to discuss curricular alignment issues in core academic disciplines, based on a curricular audit conducted at the school district.
- Workforce development conducted through Continuing Education focuses on frontline supervisory training for manufacturing and other industrial clients within our service area. However, over the past few years an increasing amount of contract training work has shifted towards providing contract training for healthcare providers, which mirrors the local economic shift where healthcare has surpassed manufacturing in employment numbers. Continuing Education will continue to expand Workforce Development programming.
- The number of credit courses offered by Continuing Education has increased significantly over the past few years, especially since Continuing Education courses became fully integrated into the online Schedule of Courses. In 2005-06, Continuing Education offered 63 courses for 812 students with 47 of the courses delivered downtown for 523 students. In 2007-08, Continuing Education offered 77 courses for 1,535 students with 50 of the courses downtown for 785 students. Continued growth in this area is expected once additional classrooms become available downtown beginning in Fall 2008.

*Action Items:*

- Penn State Altoona will continue to work collaboratively with school districts in our service area to expose K-12 students to the values and expectations of higher education, and will host on-campus events and demonstrations as appropriate. (*High Priority*)
- Continuing Education will evaluate the current youth programming portfolio and make necessary additions and/or changes to increase youth enrollments. Continuing Education will develop at least two programs for high school juniors and seniors, and will continue to work with the Development Office to provide support for financially disadvantaged youth participation in summer programs. (*High Priority*)
- In conjunction with the ABCD Corporation and Ben Franklin Technology Partners of Central and Northern Pennsylvania, an Entrepreneurship Education Program is under development and will be located in the Penn Tower. This program will provide workshops, such as basic business planning, and a boot camp for new product development. (*High Priority*)
- “Free University” public presentations by faculty which were held in Spring 2007, will be re-started and expanded to include presentations in the residence halls, as well as at the Devorris Downtown Center. The College will also encourage public attendance at academic division-sponsored colloquia.

The College promotes and encourages community service by its faculty, staff, and students.

- The College maintains and distributes a Speakers’ Guide and Faculty Expert directory, which lists numerous faculty and staff and their respective fields of expertise. This is distributed to the media for use as a resource for expert opinions in news stories, and to schools, organizations, clubs, civic groups, churches, etc., for lectures, seminars, speeches, and demonstrations.
- The College supports math and science outreach through activities such as Math Counts, the Science Spooktacular, Pennsylvania Junior Academy of Science, Kid’s College, and Super Science Saturday, and provides summer research opportunities for high school students through the SEED Program of the American Chemical Society.
- A Neighborhood Council, which meets annually, is maintained to discuss town and gown relations. This Council is a useful forum for making known the needs and interests of the community in campus planning, and is helping community members recognize the myriad of positive influences that the College has on the community.

- The College encourages membership in organizations that are working for the same goals as the university. Participation in professional and charitable organizations, serving as board members, and volunteering in community activities such as Habitat for Humanity and the Day of Caring are integral to the core values of the College.
- The College hosts the William Penn Leadership Conference for high school students each spring in the Misciagna Family Center for Performing Arts.
- Students in Free Enterprise (SIFE) has developed projects that meet SIFE's five educational topics: market economics, success skills, entrepreneurship, financial literacy, and business ethics. These include working with adults from the Blair County Drug and DUI Court Program to enhance job hunting skills, teaching local elementary and high school students about entrepreneurship, and teaching financial literacy principles to low income residents of Blair County and first-year students at Penn State Altoona.
- Penn State Altoona athletes are involved in community outreach, including Youth Soccer Day, reading to classes, providing clinics in soccer and basketball, hosting children from the Fairview Hills Housing project for an afternoon of playing ball, and visiting elementary schools as part of Home Run Against Drugs Program sponsored by the Young Readers Council. The Penn State Altoona Student-Athlete Advisory Council participate in Operation Safe Trick or Treat on campus. Intercollegiate Athletics at Altoona will continue to promote "Bring a kid to the game" athletic events, and will offer sport clinics for youth in the community.

*Action Items:*

- The College embarked on a strong voter registration drive this year, and will continue to encourage eligible students to register and vote in all future elections as part of the responsibilities of citizenship.

Penn State Altoona will continue to serve as a center for the arts and cultural activities, and will foster a diverse cultural environment.

- A free film series is held at the Devorris Downtown Conference Center during the fall and spring semesters. The College also sponsors a free summer film series downtown, a History film series on Mondays on campus, and a Sundance Film series on Friday nights.
- The Ivyside Dance Ensemble, Ivyside Pride, University Pep Band, University Jazz Ensemble, University Choir, and the Chamber Music Ensemble continue to provide music programming open to the entire community,
- A variety of other cultural events at the College are open to the public, including the Distinguished Speaker Series, the Meling Lecturer series, theatre productions, gallery exhibitions, cultural and performing arts series, and the Diversity Series. The College will continue to promote these cultural events to the broader Altoona community, including art exhibitions in the Geo Trusty property.

*Action Items:*

- The College will also continue to host the Blair County Arts Festival and African American Heritage Festival each summer. The Misciagna Family Center for Performing Arts will continue to provide a wide variety of visual arts media for the campus and community. (*High Priority*)
- The College will continue participation in One Book Blair County by encouraging our students, faculty, and staff to participate and host book discussions, related films, and cultural events at the campus and downtown facilities. (*High Priority*)

**Goal 6. Develop new sources of non-tuition income, increase tuition income through enrollment growth, and reduce costs through improved efficiencies.** With an uncertain outlook toward obtaining central funding to support the College's budgetary needs, Penn State Altoona must creatively identify new sources of restricted and unrestricted income, reduce annual department costs, and improve efficiencies throughout the College. To meet Penn State Altoona's mission, funding must be established for additional class and office space, updated labs, additional conference rooms, new faculty, staff and tech service positions, transportation expenses, and physical plant improvements.

Increasing philanthropy will assist Penn State Altoona in fulfilling numerous goals within its mission.

- The College was successful in raising \$3.25 million of support to create numerous scholarships for Penn State Altoona students. An additional anonymous gift of \$1 million was recently given to provide scholarships for talented students with financial need, and it includes stipends for students to participate in educational enrichment activities, such as study abroad, internships, and community service.
- The College also raised \$3.5 million of support for the construction and renovation of numerous buildings including the Misciagna Family Center, the Devorris Downtown Center, the Kazmaier Center, and the Geo Trusty Building.

*Action Items:*

- Penn State Altoona will seek to create new endowments for need-based and merit-based scholarships, provide stipends allowing students to take advantage of internships, field research, study abroad, undergraduate research, and student leadership opportunities, and provide scholarship support for international and minority students. *(High Priority)*
- Penn State Altoona will seek to create faculty endowments which will allow us to attract rising stars in their field. Faculty endowments will lead to additional research activities and enhanced classroom and laboratory experiences for our students. *(High Priority)*
- The College will launch a Distinguished Speaker Series which will raise unrestricted funds for the Penn State Altoona Future Fund. This fund will provide support for programs that enrich academic and cultural life on our campus and in our community, and will also allow the Chancellor to offer emergency scholarship assistance to students in financial crisis. *(High Priority)*
- The College will seek to raise funds toward building the first Alumni Center on campus. This center will house the Development and Alumni staff, and be the host site for formal and informal meetings, reunions, receptions and other campus events. *(High Priority)*
- The College will seek to raise funds which will allow us to build new facilities such as an athletic complex addition and event center, additions to Port Sky Café, and a new residence hall. *(High Priority)*
- Penn State Altoona will seek to raise funds to provide programs and activities on our campus that will assist in the recruitment and retention of students.

The implementation of new technologies and the reduction of departmental expenses will free up additional income allowing Penn State Altoona to better meet the needs of our mission.

- The College implemented a campus energy savings project which included upgrades to HVAC utilities, water conservation, lighting conservation and our pool dehumidification system allowing us to save utility costs.
- The installation of new servers, phone switches and new equipment such as computer upgrades with longer life spans has improved efficiencies and reduced replacement costs.
- Asphalt paths have been replaced with concrete walkways which improves the campus image for our students, parents and community, and reduces maintenance and replacement costs.

*Action Items:*

- Penn State Altoona will move forward implementing technologies to improve efficiencies and reduce costs. These technology initiatives include digital records storage, developing virtual servers, and utilizing computer and phone technologies for more meetings and interviews.
- Departments will continue to look for means of reducing departmental office expenses such as utilizing work-study positions, sharing resources such as copiers and printers, and minimizing travel expenses and office meals.
- Penn State Altoona will examine increasing the number of vendor options we have on systems such as E-Buy which will allow us to purchase supplies and computer equipment at the best possible prices.
- The College will consider providing warranty work on machines and equipment located on campus which will allow us to receive pricing rebates.

Penn State Altoona will implement a plan that will increase overall enrollments, maximize tuition income including upper division and out-of-state income, and stabilize department budgets.

- Total enrollments at Penn State Altoona have increased by 387 from 3,647 students in Fall 2005 to 4,034 in Fall 2007, including an increase of out-of-state enrollments by 133 students and minority enrollments by 49 students.
- By reducing expenses, departmental requests for temporary funding should decline, which allows us to convert temporary income dollars to permanent funding. This in turn will allow the College to return permanent dollars to department budgets and convert FT-1 appointments to permanent standing positions.

*Action Items:*

- The Enrollment Management Group will develop a plan that will increase enrollments over the next 5 years to approximately 4,200 students by expanding our baccalaureate degree programs, and focusing faculty and staff efforts on retaining our students (See Goal 4). (*High Priority*)
- The Enrollment Management Group will evaluate the Altoona College Major Event (ACME), program and divisional web pages, and advertising to develop a clear and consistent message about Penn State Altoona degree programs and opportunities. The Enrollment Management Group in conjunction with the academic Divisions will investigate mechanisms to make better use of senior internship presentations, senior projection presentations, art exhibitions, and other capstone activities, as recruitment and promotional activities.
- The Division of Business and Engineering and the Industrial Advisory Committee for Engineering Technology are investigating a plan to boost enrollments in our engineering technology programs where companies would provide some combination of internship, scholarship, and employment to students who enroll in these programs. Students would be expected to work for the company for a set period of time, or repay the scholarship.
- Through recruitment efforts in our Admissions and Student Aid Offices, we will maximize enrollments in our out-of-state enrollment populations by ensuring that students that accept our offers to attend Penn State Altoona have the financial means to do so.

## **Budget Recycling Plan**

In 2005 and 2007, Penn State Altoona has reduced each department's budget by the same amount of recycling requested by University Park. For instance, if University Park requested 1% permanent recycling from Penn State Altoona, we would reduce each department's allotment budget by 1% of their permanent total budget. We would then request departments to identify all means for reducing department expenses within their budgets, including the elimination of recently opened positions. Based on the recommendation of the department director, and with the approval of the Finance Officer and the Chancellor, we would then replenish each department's budget with temporary funds which would allow the department to efficiently function.

For the upcoming years, Penn State Altoona will continue to reduce each department's allotment budget by the percentage of recycling requested by University Park. We will continue to monitor expenses in an effort to reduce the need for temporary funding in each budget. We will also continue to supplement department budgets with temporary funds to meet each department's needs.

In 2005, the University requested 1% of the temporary budget in recycled funds, which was \$211,053. In 2006, the University requested 2% of the permanent budget, and the entire amount, \$422,106, was excised from the Chancellor's budget. In 2007, another 1% or \$208,958 of the permanent budget was recycled.

## Scenario Planning

The strategic planning guidelines set out by Provost Erickson's memo of June 26, 2007, asked for consideration of three scenarios in unit plans. In the first scenario, half of the 1% of centrally recycled funds are returned to the unit for strategic investments. In the second scenario, the College would receive all of the recycled funds to make strategic investments, and in the final scenario, the unit would receive its recycled funds along with additional funds up to 5% of its operating budget for strategic investments.

### Scenario 1:

Under the first scenario, Penn State Altoona would have to forgo the development of key curricular programs. The first, and most likely, impact would be on the proposed accelerated second degree Nursing program. This program has been developed in collaboration between the School of Nursing and Penn State Altoona, and would meet a critical need for additional nurses in our service area and throughout the Commonwealth of Pennsylvania. However, this program is fairly costly, requiring four new Nursing faculty, a half-time staff assistant, and additional teaching space. This program is based on a cohort model, where cohorts of 20 move through the program in four consecutive semesters (including summer), and has a very tight income margin. The annual operating cost for the program is estimated as \$290,400, which would be over 1% of our current permanent budget.

The College could still look to add one of the following selected programs each year. Political Science, Sociology, Economics, and Chemistry would require one or two additional faculty for each program, and that funding could come from the return of half of the recycled funds. These programs are among the top 30, based on number of graduates nationally (see Appendix D), and Political Science, Economics and Sociology would each likely increase upper division enrollments by 30-40, while Chemistry would likely add 10 to 16 upper division students. However, Secondary Education would probably be deferred until the next planning period under this scenario.

Other initiatives, including those indicated as high priority, would also be impacted. While we have faculty actively engaged with students in their research, these programs operate at or very near to capacity, given the available funding sources and state of our facilities. Efforts to expand student research programs would need to be delayed, until additional student stipends and renovations and/or expansion of these facilities occurs. Projects to maintain the current usage of our facilities may be delayed, which may impact on our ability to operate at the current enrollment level.

### Scenario 2:

Under the scenario where the College receives all of its recycled funds back, Penn State Altoona could add the accelerated second degree Nursing program in collaboration with the School of Nursing. This program would meet a critical need for additional nurses in our service area and throughout the Commonwealth of Pennsylvania.

The College could still look to add one of the following selected programs each year. Political Science, Sociology, Economics, and Chemistry would require one or two additional faculty for each program, and that funding could come from the return of recycled funds. These programs are among the top 30, based on number of graduates nationally (see Appendix D), and Political Science, Economics and Sociology would each likely increase upper division enrollments by 30-40, while Chemistry would likely add 10 to 16 upper division students. Towards the end of this planning cycle, the College may also be in a position to add the Secondary Education major, although the option(s) to be added would depend on faculty strengths, student interests, and placement possibilities.

However, to fully enhance, expand, and assess engaged student learning as outlined in the plan, our facilities require significant investments in order to provide additional and appropriate space for student-faculty research and other engaged learning activities. Without additional investment by the University, Penn State Altoona cannot fully achieve its strategic plan to emphasize engaged student learning, and become a distinguished baccalaureate college within Penn State.

### Scenario 3:

Over the years Penn State Altoona has grown in popularity as a desirable first and second choice campus for students seeking a Penn State education. The College has become the second most popular campus after University Park, and with its growing baccalaureate programs is keeping a significant portion of students who begin at Altoona for their entire undergraduate experience. While operating at full capacity with facilities that are near the end of their useful life, the College has been able to recruit and retain a diverse, highly-qualified student body.

Penn State Altoona has consistently been one of the most efficient campuses within Penn State in terms of classroom occupancy, assignable square footage per full-time equivalent student, and other instructional space measures. Through careful management of the course schedule, the College has reduced under-enrolled courses by over five percentage points, and has revised the curriculum in Communications to reduce the number of special topics courses. The College has a history of fiscal prudence and generates significant income for the University. The College has become very successful in raising gift funds for scholarships and facilities, but we cannot rely on these funds alone to achieve our vision. Penn State Altoona has land and the academic strength to become a show-case in the University for engaged student learning.

Under Scenario 3, where the College receives its 1% of recycled funds (~\$210K) and receives up to 5% of its budget in additional funds (~\$1,050K), the College would be able to address the upgrading and expansion of facilities in critical targets areas. If Penn State were willing to invest in Penn State Altoona, we are well positioned to become a center for engaged student learning. With strategic investment funds from the University the College could continue to make significant progress towards its vision of becoming a distinguished baccalaureate college within Penn State. These strategic investment funds would combine with increased income from managed enrollment growth at the upper division and funds raised by the Development and Alumni Relations Office to allow Penn State Altoona to make significant upgrades to its current facilities, including expanding student activity space (Slep, Adler and Port-Sky Café) and renovating and expanding Science and Holtzinger to provide for expanded student-faculty research space.

Through strategic investment funds Penn State Altoona could ensure that we have the necessary financial and physical resources needed to expand the baccalaureate degree programs to achieve our enrollment plan growth to 4,200 students, with the growth coming at the upper division. The addition of Chemistry, Economics, Political Science, Sociology, Secondary Education, and an accelerated second degree in Nursing would provide the College with a broad array of 24 baccalaureate degree programs. The additional funds, when combined with local resources, would allow the College to provide space for a growing Honors program, expand student-faculty research opportunities to make this a centerpiece in the Altoona experience, and continue to build on our successful internship and study abroad programs.

Building on the success of the HUD Community Outreach Partnership and with expanded facilities in downtown Altoona, the College is poised to develop a culture of outreach and engaged scholarship, and assist with the revitalization of Altoona and our service area. By reshaping undergraduate education to emphasize engaged student learning, Penn State Altoona can become a leader in undergraduate education within Penn State and assist in the development of our service area and the Commonwealth.

**APPENDIX A**  
**Strategic Indicators**

**Goal 1: Cultivate academic excellence through the support of high-quality teaching, research and service.**

<b>1.a. Incoming Student Scores</b>						
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
SAT Average for Associate First-Year Students	930	918	945	899	897	946
SAT Average for Baccalaureate First-Year Students	1018	1030	1027	1030	1007	1020
Average High School GPA for Associate First-Year Students	2.80	2.80	2.93	2.78	2.80	3.02
Average High School GPA for Baccalaureate First-Year Students	3.16	3.17	3.21	3.17	3.17	3.24

<b>1.b. Faculty Teaching</b>						
<b>Fall Semester</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Average Class Size	28.2	26.1	25.8	24.4	25.7	25.8
FTE Student/Faculty Ratio	18.0 to 1	16.6 to 1	16.1 to 1	15.1 to 1	16.9 to 1	18.1 to 1
# of Fixed Term/ Standing Faculty	45/88	46/100	48/103	52/100	48/97	55/86
# of FTE FT/PT Faculty	133/72.3	146/70.7	151/72.3	152/77.5	145/71.3	141/69.1
% of Courses Taught by FT-PT Faculty	58-39%	56-41%	58-39%	56-40%	58-37%	58-40%
% of Student Credit Hours by FT-PT Faculty	52-45%	54-44%	55-43%	54-45%	56-43%	56-43%

Note: Numbers do not total 100% because teaching by college staff was separated out beginning in 2001-02.

<b>1. c. Faculty Professional Activities</b>					
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Refereed Journal Articles *	37	60	74	68	
Other Journal Articles *	7	5	18	8	
Books *	15	19	19	8	
Parts of Books *	31	51	42	38	
Exhibitions/Competitions *	--	--	--	48	
Performances *	--	--	--	17	
# of Principal Investigators (Grants)	9	8	12	10	13
\$ Value of All Grants & Contracts	\$294,422	\$870,886	\$835,859	\$345,414	\$588,033
# of Faculty Principal Investigators	11	5	10	5	8
\$ Value of Faculty Research Grants & Contracts	\$376,694	\$547,708	\$677,646	\$133,812	\$449,619
Internal Grants (RDGs & Dean's Development Fund)	\$36,899	\$41,894	\$48,369	\$46,000	\$28,399

\* Based on calendar year faculty activity reports.

<b>1.d. Library Size, Usage &amp; Staff</b>					
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Size of Collections	73,118	78,150	82,792	89,443	91,897
Volumes per FTE Student	19.84	20.65	23.01	22.2	23.7
# of Seats	138	141	141	253	258
% Seats for Students (by headcount)	3.7%	3.7%	3.7%	6.6%	6.4%
Book Budget from UP	\$218,476	\$169,596	\$163,555	\$166,651	136,351
Book Budget from Altoona	\$20,000	\$20,000	\$20,000	\$20,000	0
Full-time Faculty	4	4	4	5	5
Part-time Faculty	1	1	1	0	0
Full-time Staff	6	6	6	6	6
Part-time Staff	1	2	3	4	0

**Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.**

<b>2.a. Undergraduate Funding</b>						
<b>Type</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008*</b>
Penn State Altoona (PSA) Endowed Scholarships	\$152,231	\$152,253	\$203,334	\$195,742	\$202,664	\$203,000
PSA Scholarships (Funds from UP)	\$40,443	\$39,306	\$74,881	\$76,158	\$73,839	\$85,000
PSA Non-Endowed Scholarships & Awards	\$28,669	\$21,000	\$33,403	\$38,149	\$40,553	\$40,000
PSA Non-Endowed Awards	\$15,090	\$1,996	\$5,1720	\$9,764	\$9,770	\$10,000
Upper Division Scholarships	6	6	6	6	6	6
Leadership Scholarships	6	6	6	6	6	6
Outside Agencies	\$4,600	\$4,100	\$4,800	\$4,000	\$3,000	\$4,000
<b>Total</b>	<b>\$241,033</b>	<b>\$218,655</b>	<b>\$321,590</b>	<b>\$323,813</b>	<b>\$329,826</b>	<b>\$342,000</b>

\* 2007-08 figures are tentative.

<b>2.a. Scholarship Recipients</b>						
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008*</b>
Total Recipients	215	214	256	241	289	290
Freshman Recipients	81	20	83	77	125	125
Female Recipients	138	154	158	162	193	180
Minority Recipients	14	19	22	21	20	20
Adult Recipient	55	63	66	64	55	60
No Ethnic Identity	0	14	11	4	6	5
Average Award	\$1,051	\$1,012	\$1,218	\$1,174	\$1,097	\$1,100

\*2007-08 figures are tentative.

<b>2.b. Participation in Out-of Class Activities</b>					
	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>
# of Health Education Programs	60	57	70	66	72
# of Student Activities	253	300	300	360	420
# of Student/Faculty Programs	40	50	50	55	60
# of Student Organizations	55	55	59	66	80
# of Student Members in Organizations	1,470	1,550	1,700	1,700	1,800
Honor Societies/Professional Clubs	8	10	13	19	21

<b>2.c. Career Services Activities</b>					
	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>
# of On-Campus Recruiters	45	56	32	69	55
# of Job Development Contacts	453	400	362	366	185
<b>Response Rates by Graduation Year % of response (Graduation Class/ Respondents)</b>	86% (343/294)	66% (381/253)	62% (417/258)	70% (433/302)	
Employed FT	61%	60%	63%	65%	
Employed PT	3%	8%	11%	10%	
Continuing Education	30%	23%	26%	19%	

<b>2.d. Participation in Sports</b>						
	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>
# of Varsity Sports	14	14	14	14	15	15
# of Students Participating in Varsity Sports	213	204	204	221	218	240 (est.)
# of Intramural Sports	44	45	36	35	33	40
# of Students Participating in Intramurals	2,000+	2000+	2000	2,000	1,794	2,100
# of Club Sports	3	4	3	3	3	5
# of Students Participating in Club Sports	60	80	69	55	55	90

<b>2.e. Internships and International Programs</b>					
	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>
# of Student Credit Internships (credit hours)	184 (984)	178 (1,036)	194 (1,134)	181 (1,126)	167 (1,039)
# of Altoona College International Programs	1	1	0	3	4
# of Participants in Altoona College Programs	0	0	0	40	39
# of Altoona Students Studying Abroad				58	61

**Goal 3: Create a more inclusive, civil, and diverse University learning community.**

3.a. Student Enrollment												
	2002		2003		2004		2005		2006		2007	
	#	%	#	%	#	%	#	%	#	%	#	%
Enrollment (Headcount)	3,885		3,784		3,774		3,655		3,848		4,035	
Enrollment (FTE)	3,685.2		3,590.2		3,597.3		3,464.6		3,669.3		3,874.2	
Part-time Enrollment	337	8.7	317	8.4	287	7.6	317	8.7	301	7.8	284	7.0
Full-time Enrollment	3,548	91.3	3,467	91.6	3,487	92.4	3,338	91.3	3,547	92.2	3,751	93.0
Traditional-aged Students (23 or under)	3,337	85.9	3,262	86.2	3,270	86.6	3,129	85.6	3,321	86.3	3,558	88.2
Non-Traditional-aged Students (24 +)	547	14.1	522	13.8	504	13.4	526	14.4	527	13.7	476	11.8
Service Area Enrollment *	1,919	49.4	1,780	47.0	1,764	46.7	1,669	45.7	1,659	43.1	1,646	40.8
PA (including service area)	3,402	87.6	3,310	87.5	3,315	87.8	3,158	86.4	3,227	83.9	3,415	84.6
Out-of-State Enrollment	483	12.4	474	12.5	459	12.2	497	13.6	621	16.1	620	15.4
1 <sup>st</sup> Choice Freshman **	846	59.2	734	53.6	757	58	679	53.5	801	51.6	710	45.5

\* College service area consists of Blair, Bedford, Cambria, and Huntingdon Counties, and half of Somerset County.

Data for Somerset is based on the entire county, because data can not be disaggregated.

\*\* Percentage of freshmen who listed Penn State Altoona as campus of 1<sup>st</sup> choice.

3.b. Students from Under-Represented Groups												
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%	#	%
African-American	204	5.3	194	5.1	224	5.9	253	6.9	298	7.7	273	6.8
Asian-American	85	2.2	85	2.2	75	2.0	78	2.1	89	2.3	85	2.1
Hispanic	64	1.6	59	1.6	71	1.9	79	2.1	92	2.4	102	2.5
Native American	2	<0.1	3	0.1	5	0.1	5	0.1	7	0.2	4	0.1
<b>Total, Minority Students*</b>	355	9.1	341	9.0	375	9.9	415	11.4	486	12.6	464	11.5
International students	36	0.9	35	0.9	23	0.6	12	0.3	2	>0.1	8	0.2

\* Includes students who have identified themselves as African-American, Asian-American, Hispanic, and Native American students. International students are counted by ethnic code, and not by visa status.

**Goal 4: Develop new academic programs as resources allow, and continue to expand current academic programs to better serve our students and their communities.**

<b>4.a. Degrees Offered and Accredited</b>						
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Baccalaureate	12	14	15	16	16	18
Associate	9	9	9	9	8	8
Minors	12	13	15	17	17	19
<b>Accredited</b>						
Baccalaureate	2	2	3	4	4	5
Associate	3	3	3	3	3	3

<b>4.b. Graduates by Degree Level</b>					
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Associate Graduates	148	136	124	107	100
Baccalaureate Graduates	213	253	298	335	357
Assoc. & Bacc. Graduates	361	389	422	442	457
Master's	1	0	0	0	0
Total (with Master's)	362	389	422	442	457

<b>4.c. Graduation and Persistence Rates</b>					
<b>Semester of Admission</b>	<b>FA 97</b>	<b>FA 98</b>	<b>FA 99</b>	<b>FA 2000</b>	<b>FA 2001 *</b>
5-yr. Graduation rate-Baccalaureate	60.6%	63.4%	66.0%	65.5%	
Minority Students 5-yr. Graduation Rate-Baccalaureate	47.0%	40.9%	46.3%	50.0%	
Adult Learners 5-yr. Graduation Rate-Baccalaureate	36.3%	85.7%	66.0%	65.5%	
5-yr. Persistence Rate-Baccalaureate	4.6%	4.6%	4.6%	3.1%	
Minority Students 5-yr. Persistence Rate-Baccalaureate	7.0%	8.4%	9.4%	7.1%	
Adult Learners 5-yr. Persistence Rate-Baccalaureate	9.0%	0.0%	4.6%	3.1%	
5-yr. Graduation rate-Associate	44.8%	46%	46.5%	52.5%	
Minority Students 5-yr. Graduation Rate-Associate	0.0%	50.0%	50.0%	37.5%	
Adult Learners 5-yr. Graduation Rate-Associate	66.7%	48.3%	46.5%	52.5%	
5-yr. Persistence rate-Associate	3.4%	5.4%	4.6%	2.0%	
Minority Students 5-yr. Persistence Rate-Associate	14.2%	0.0%	0.0%	0.0%	
Adult Learners 5-yr. Persistence Rate-Associate.	3.3%	12.9%	4.6%	2.0%	
% of Associate Students who changed to Baccalaureate Status (5 yrs after admission)	60.0%	81.8%	70.0%	68.1%	83.3%

\* Report is no longer prepared by University. OPA is investigating alternative sources for data.

<b>4.d. Growth in Degree Program Enrollments</b>						
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Associate Degree Majors	549	484	470	424	434	422
% Change in Associate Majors over Previous Year	5.0%	-11.8%	-2.9%	-10.8%	2.4%	-2.8%
Baccalaureate Degree Majors	775	903	1105	1120	1087	1030
% Change in Baccalaureate Majors over Previous Year	7.5%	16.5%	22.4%	1.3%	-2.9%	-5.2%
Upper Division Enrollment from Enrollment Plan	558	677	720	768	773	685
% Change in Upper Division Enrollment over Previous Year	5.1%	21.3%	6.4%	6.7%	0.7%	-11.4%

**Goal 5. Serve society through teaching, research and creative activity, and service.**

<b>5.a. Outreach Activities through Continuing and Distance Education</b>					
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Management Development Units Earned	108.5	81	51	154.5	303.56
Number of SCHs Generated	1464	1,721	2314.5	2,500.5	4,193.50
Number of Non-Credit Enrollments	3,889	4,104	3,380	3,888	3,808
# of Programs at Downtown Center	158	171	249*	359*	349

\* Includes Distance Learning Exams.

<b>5.b. Other Outreach Activities</b>			
	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Attendance at Misciagna Center Events (#of events)	10,980 (71)	10,006 (60)	10,647 (57)
Youth attendance at programs & Activities (# of classes)	900	1,764 (177)	2,002 (143)
Speaker Series Attendance	600	346	776
# of Volunteer hours	2,625	2,306	4,058.5

**Goal 6. Develop new sources of non-tuition income, increase tuition income through enrollment growth, and reduce costs through improved efficiencies.**

<b>6.a. External Funding</b>					
	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Gift Income	\$615,024	\$507,497	\$141,723	\$1,131,023	\$474,559
Program & Faculty Endowments	\$389,943	\$546,077	\$395,692	\$148,175	\$157,378
Scholarship Endowments	\$294,459	\$146,835	\$95,003	\$133,906	\$175,287
Total	\$1,299,426	\$1,200,409	\$632,419	\$1,413,104	\$807,225

<b>6.b. Funding Base per FTE Student</b>					
<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
\$5,791	\$6,329	\$6,461	\$7,169	\$6,637	\$6,948

<b>6.c. Space Utilization</b>			
<b>Fall 2002</b>	<b>Day</b>	<b>Evening</b>	<b>Total</b>
Classrooms	77.6%	67.6%	<b>77.3%</b>
Labs	44.1%	56.8%	<b>46.7%</b>
<b>Fall 2003</b>			
Classrooms	77.9%	62.0%	<b>72.5%</b>
Labs	48.4%	48.1%	<b>48.3%</b>
<b>Fall 2004</b>			
Classrooms	85.4%	63.5%	<b>77.4%</b>
Labs	53.9%	49.4%	<b>52.9%</b>
<b>Fall 2005</b>			
Classrooms	75.2%	61.7%	<b>70.1%</b>
Labs	40.7%	38.8%	<b>40.2%</b>
<b>Fall 2006</b>			
Classrooms	73.2%	52.9%	<b>67.2%</b>
Labs	46.6%	26.6%	<b>41.2%</b>
<b>Fall 2007</b>			
Classrooms	80.8%	54.2%	<b>70.6%</b>
Labs	45.9%	34.2%	<b>42.8%</b>

Room usage based on total hours of availability.

<b>6.d. Under-Enrolled Courses by Division &amp; College</b>										
	<b>Spring 2006</b>		<b>Fall 2006</b>		<b>Spring 2007</b>		<b>Fall 2007</b>		<b>Spring 2008</b>	
Division	#	%	#	%	#	%	#	%	#	%
A&H	84	25.5%	56	22.2%	53	21.5%	46	18.8%	52	21.1%
B&E	36	30.0%	23	21.7%	15	16.5%	27	26.7%	20	21.5%
EDHDSS	42	19.5%	20	13.8%	21	14.7%	15	10.1%	14	10.1%
MNS	39	16.7%	32	15.2%	32	17.4%	29	14.0%	31	15.9%
Total	209	22.5%	133	17.8%	121	18.2%	118	16.1%	117	17.4%

**APPENDIX B**  
**Program Assessment Status**

<b>Program Assessment Grid</b>							
<b>Baccalaureate</b>	<b>Mission Statement</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Time line</b>	<b>Analysis of Results</b>	<b>Improvement Plan</b>	<b>Program Review Date</b>
Biology	Y	Y					
Business	Y	Y	Y	Y		Y	
Communications	Y	Y					
Criminal Justice	Y	Y					
Electro-Mechanical Eng. Tech.	Y	Y	Y	Y	Y	Y	
Elementary Education		Y					
English		Y					
Environmental Studies	Y	Y					
History	Y	Y					
Human Development & Family Studies	Y	Y	Y			Y	
Integrative Arts	Y	Y					
Letters, Arts & Sciences	Y	Y					
Mathematics		Y					
Nursing	Y	Y	Y	Y	Y	Y	
Psychology	Y	Y	Y	Y	Y	Y	
Science	Y	Y					
Visual Art Studies	Y	Y	Y	Y	Y	Y	
<b>Associate</b>							
Business Administration							
Criminal Justice							
Electrical Eng. Tech.	Y	Y	Y	Y	Y	Y	
Human Development & Family Studies							
Letters, Arts & Sciences							
Mechanical Eng. Tech.	Y	Y	Y	Y	Y	Y	
Nursing	Y	Y	Y	Y	Y	Y	
Science							

**APPENDIX C**  
**Penn State Altoona**  
**Institutional Goals Summary**  
**Spring 2007**

A student graduating from Penn State Altoona will:

- Develop strong oral and written communication skills.
- Develop leadership and teamwork skills.
- Develop an understanding and appreciation for community involvement.
- Develop a respect and appreciation for diversity.
- Develop personal and professional integrity.
- Develop sense of civic responsibility and active citizenship.
- Develop an appreciation for life-long learning.
- Develop critical thinking and problem-solving skills.

These institutional goals were developed by engaging the College Advisory Board, the Staff Advisory Council, the Alumni Society Board, the Student Government Association, and faculty representing the four academic divisions and Faculty Senate in discussions about the goals for Altoona students. Each group was asked to review Penn State Altoona's Mission and Vision statements, a description of Penn State's General Education goals, Penn State Altoona's Plan for Assessment, and a short article on assessment, before working in small groups to complete a worksheet on goals. Summary reports for each group were prepared and distributed to the group with a final report collating the responses from the various focus groups.

Copies of individual reports and handout materials can be found on the Office of Planning and Assessment website at [http://www.aa.psu.edu/opa/assessment\\_institution.htm](http://www.aa.psu.edu/opa/assessment_institution.htm).

**APPENDIX D**

<b>Bachelor's Degrees Conferred, 2005-06</b>			
<b>Rank</b>	<b>Discipline division and program specialty</b>	<b>Bachelor's Degrees</b>	<b>Rank 2004-05</b>
1	Business Administration and Management, General *	124,506	1
2	Psychology, General *	83,178	2
3	Nursing – Registered Nurse Training (RN, ASN, BSN, MSN) *	51,207	4
4	Biology/Biological Sciences, General *	48,855	3
5	Elementary Education and Teaching *	44,374	5
6	English Language and Literature, General *	42,034	6
7	Accounting *	39,832	7
8	Political Science and Government, General	38,384	8
9	History, General *	32,449	11
10	Marketing/Marketing Management, General *	31,730	10
11	Communication Studies/Speech Communication and Rhetoric *	31,544	9
12	Sociology	28,467	12
13	Finance, General *	28,145	13
14	Liberal Arts and Sciences/Liberal Studies *	28,129	14
15	Business/Commerce, General	23,056	16
16	Economics, General	22,693	15
17	Multi-/Interdisciplinary Studies, Other	22,466	17
18	Criminal Justice/Safety Studies *	21,185	19
19	Mechanical Engineering	15,850	20
20	Computer and Information Sciences, General	14,808	18
21	Electrical, Electronics and Communications Engineering	13,966	21
22	Social Work	13,490	23
23	Art/Art Studies, General *	13,300	22
24	Mathematics, General *	12,844	25
25	Journalism	11,973	26
26	General Studies	11,088	28
27	Chemistry	10,217	29
28	Management Information Systems, General	10,175	24
29	Computer Science	9,882	27
30	Physical Education Teaching and Coaching	9,179	30

\* Degrees currently offered at Penn State Altoona, including options in the B.S. in Business.

Source: NCES IPEDS Completions data

## **APPENDIX E**

### **Strategic Planning at Penn State Altoona**

The strategic planning process at Penn State Altoona is very open and inclusive. The Strategic Planning Committee (see next page for membership) was convened and charged in September 2007. All documents related to the planning process have been posted on the Office of Planning and Assessment webpage ([http://www.altoona.psu.edu/opa/planning\\_strategic2007.htm](http://www.altoona.psu.edu/opa/planning_strategic2007.htm)), along with meeting agendas and handouts. The College community has been notified via list-serves about key documents and drafts during the course of the planning process. Six sub-committees were established based on the six strategic planning goals (see next page for membership). The Strategic Planning Committee and six sub-committees had broad representation from faculty, staff, and students, and the sub-committees were encouraged to invite appropriate stakeholders from faculty, staff and students to meet with them. In all, more than 100 members of the College community served on the committees or met with the sub-committees.

At the same time, the academic divisions and administrative units at the College were invited to engage in unit-level strategic planning. The units were asked to prepare working drafts of their plans by December 2007, and then to present their plans to the Strategic Planning Committee during its December, January, and February meetings. Comments and questions from the presentation were gathered and sent to the unit leader and to the Strategic Planning Committee. The four academic divisions and six administrative units submitted and presented their strategic plans, which can also be found on the Planning website. The sub-committees were asked to consider unit-level plans as they prepared their draft goals, and they were encouraged to invite appropriate unit leaders to their meetings to discuss the plans.

The Strategic Planning Committee reviewed and revised the Mission and Vision statements at the October meeting, and engaged in an open-ended visioning session to consider what Penn State Altoona would look like five to ten years in the future. The vision list was collated, and shared with the committee in advance of the November meeting. In November, the Strategic Planning Committee engaged in an open-ended SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. A draft SWOT analysis, titled Challenges and Opportunities, was prepared and shared with the Committee, and posted to the Planning website. Unit-level plans were presented at the December, January, and February meetings of the Strategic Planning Committee.

At the March and April Strategic Planning Committee meetings, the sub-committees presented their preliminary and final drafts, respectively, of their goals along with recent accomplishments and action items for the 2008-2013 plan. A draft of the entire strategic plan was posted on the Planning website on May 8, in advance of the May 14<sup>th</sup> Strategic Planning Committee meeting, and notice of the posting was sent to faculty and staff list-serves. At the May 14<sup>th</sup> meeting, committee members were asked to indicate four action items under each goal as high priority items. The lists were totaled and reported back to the committee during the meeting for further discussion. Those action items that received a significant number of votes have been listed as high priority in the plan.

A near-final draft of the plan was posted on the Planning website, and faculty and staff were notified about the plan draft and an Open Forum on Friday, June 6<sup>th</sup> via list-serves. At the Open Forum, the Chancellor presented the strategic plan, and took questions and comments from the faculty and staff in attendance.

## Strategic Planning Committee Membership and Structure

### Strategic Planning Oversight Committee:

Lori J. Bechtel-Wherry, Chancellor  
Nicholas Borsuk, President, Student Government Association  
Jim Caltagirone, Associate Director of Development Communications  
Rob Hippo, Finance Officer  
Sean Kelly, Director of Student Affairs  
Carl Larsen, Director of Planning and Program Development (Chair)  
Tom Liszka, Interim Head, Division of Education, Human Development & Social Sciences  
Maggie McNulty, Registrar  
Patti Mills, Associate Dean for Academic Affairs  
Nick Miskovsky, Head, Division of Math & Natural Sciences  
Richard Shaffer, Director of Admissions  
Jack Sinclair, Director of Continuing Education  
Richard Singer, Instructor in Computer Science (ex officio)  
Tim Slekar, Chair, Altoona College Faculty Senate  
Denny Stewart, Director of Business Operations  
Ronie Taneyhill, Chair, Staff Advisory Council  
Andy Vavreck, Head, Division of Business & Engineering  
Tim Wherry, College Librarian  
Ken Womack, Head, Division of Arts & Humanities

### Sub-Committee structure

**Goal 1: Cultivate academic excellence through the support of high-quality teaching, research and service.**

Chair: Patti Mills; Jim Winsor, Grant Risha, Robert Matchock, Tim Slekar, Kate Laterell

**Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.**

Chair: Sean Kelly; Nick Borsuk, Mandy Reinig, Brian Black, Ed Day, Ashley Mazzarella

**Goal 3: Create a more inclusive, civil, and diverse University learning community.**

Chair: Rick Shaffer; Karyn Marvasti, Tanya Palovich-Scott, Laura Rotunno, Harriet Gaston, Cherrie Henry, Chris Cycak

**Goal 4: Develop new academic programs as resources allow, and continue to expand current academic programs to better serve our students and their communities.**

Chair: Tim Wherry; Erin Murphy, Valerie Stratton, Bill Engelbret, Marta Maurer, Eric Biddle

**Goal 5. Serve society through teaching, research and creative activity, and service.**

Chair: Rich Singer; Bonnie Imler, Dan Lago, Mark Johnson, Jack Sinclair

**Goal 6. Develop new sources of non-tuition income, increase tuition income through enrollment growth, and reduce costs through improved efficiencies.**

Chair: Rob Hippo; Jim Caltagirone, Ronie Taneyhill, Maggie McNulty, Darin Zimmerman