

To: Rodney A. Erickson

From: Keith Hillkirk

Re: Strategic Plan for Penn State Schuylkill

Date: July 1, 2008

The five-year strategic plan for Penn State Schuylkill for the years 2008 through 2013 is enclosed, along with two Appendices, Appendix A which describes collaborative work between five eastern Penn State campuses and Penn State Outreach and Appendix B for the B.S. in Nursing degree to be offered in collaboration with Penn State Worthington-Scranton. The campus goals and strategies were identified and developed by a team of faculty, staff, students, and Advisory Board members with input and feedback from all constituent groups including alumni and community members. In this overview I will explain the vision and direction that we believe are appropriate and needed for the campus over the next 5 to 10 years.

Succinctly, Penn State Schuylkill's strategic plan for this next planning cycle is to sustain the enrollment growth that we have experienced and that is projected for the coming year. Two years ago we made several changes in the recruitment of students which have contributed to growth in enrollments. These changes included increased time and effort in local-service area and out-of-state recruitment, along with increased financial aid for local-service area students. In addition we implemented two new staff/faculty teams which meet weekly throughout the academic year to oversee and direct recruitment and retention at the campus.

During the 2007-08 academic year, we noted a 66% increase in out-of-state students which reinforced the need for additional housing on the campus. With the concurrence of the University, the Campus Advisory Board has moved forward with the planning of a new residence hall which is targeted to be open for the Fall of 2009. We also will continue to work closely with area landlords to ensure cooperation and support for students who need or wish to live off campus.

As noted above, increased recruitment efforts and financial aid made possible by philanthropic gifts have resulted in local-service area enrollment increases as well. However, we also recognize that long-term demographic trends indicate a continuing decline in high school graduates, particularly in the northern half of our service area. The new residence hall will help to address this issue by enabling us to accommodate more out-of-area students.

However, we are also putting significant effort into recruiting non-traditional students to the campus. In this regard, we have developed a P-3 Proposal (see Appendix B) to offer the B. S. in Nursing degree in partnership with Penn State Worthington-Scranton. The B. S. in Nursing will also build upon a long-standing relationship with the Pottsville Hospital School of Nursing whose nursing students spend their first academic year at

Penn State Schuylkill. Given the national, state, and regional demand for nurses, we believe this to be a strategic investment that will be well worth the hiring of two Nursing faculty at Schuylkill.

As mentioned above, the collaboration with other eastern campuses and Penn State Outreach has also led to the proposal to market the B. S. in Business degree to working adults as a weekend/evening program through regional sharing of faculty via polycom technology. In addition, as described in more detail in Appendix A, we are proposing to offer the B.S. in Science degree through collaboration and sharing of faculty resources with four other eastern campuses and Penn State Outreach.

Beyond increasing recruitment of students, we are also committed to providing the high-quality Penn State educational experience that will retain students once they enroll. In the following paragraphs, I will discuss our six strategic goals and highlight selected strategies and measures that will guide us as we implement our plan.

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

Strategies:

- Continue to build a faculty and staff of excellence through judicious hiring, appropriate rewards, and proactive retention practices.
- Provide ongoing professional development for faculty and staff.
- Enhance academic excellence by investing capital and operating funds in facilities, equipment, and programs to support research and teaching.
- Support connections between teaching and research by engaging students in research opportunities and integrating research into the classroom experience.
- Maximize interdisciplinary and cross-campus/cross-institution collaborations and programs that address regional opportunities and needs.
- Engage students, faculty, and staff in public scholarship and service.
- Foster student success and life-long learning through research, technology, and learning support programs and activities.

Decisions for both faculty and staff hiring will continue to be guided by enrollment data and projections and available resources. For example, the proposed Nursing Baccalaureate degree not only would address a regional need but would take advantage of the long-standing partnership with Pottsville Hospital School of Nursing and could come at an opportune time as the Hospital moves toward merger with Good Samaritan Hospital. The recently added Minor in Theatre has created new opportunities for credit production as more than 100 Schuylkill students participate in our annual musical and take coursework tied to the production. During the coming year, we will be seeking to fill an open faculty position in theatre to support the program. We will also be reviewing

future directions for the Social Sciences given the strong enrollments in our four-year programs in Psychology and Administration of Justice.

Each year a growing number of our students has the opportunity to engage in research with faculty mentors. Our recently endowed Faculty/Student Research Fund supports these efforts. Growing this endowment is one of our campaign emphases, as these opportunities benefit faculty teaching and research as well as both recruit and retain students. In addition, campus science lab and teaching facilities are in need of renovation and will be a focus of both our UCIF funding request and the campus campaign.

Strategy Five focuses on cross-campus collaboration which we are implementing through the ongoing discussions and planning with four other eastern campuses and Penn State Outreach. As outlined above and more fully detailed in Appendix A, we are proposing to offer the B.S. in Business degree in an evening/weekend format for non-traditional, adult students. In addition, we are proposing to offer the B.S. in Science degree in partnership with the four campuses and Penn State Outreach. We are also exploring an opportunity to work in partnership with the proposed Walk-In Shoe Factory Community Center for shared arts studio space that could allow us to increase our arts course offerings.

Strategy Six indicates our intention to engage the campus more fully in public scholarship and service. Recently, we have added the CIVCOM Minor and the Minor in Sociology. We will continue to grow enrollments in these minors and support community service through the AmeriCorps Scholars program with three student scholars during the coming year.

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

Strategies:

- Monitor and strengthen services to address the needs of all segments of the student population by nurturing a campus environment that supports and challenges the development of the whole student.
- Continually assess learning outcomes to measure satisfaction and success, including in-class and out-of-class experiences.
- Create and enhance opportunities for students to develop leadership and entrepreneurial skills necessary for successful careers in an increasingly global environment.
- Increase student involvement by developing a culture of student responsibility and by bridging between student life and academic success to prepare students for a lifetime of active citizenship.
- Use technology to enhance learning, information literacy, and increase competence in various digital environments.

- Provide, promote, and support applied learning opportunities through international programs, undergraduate research, internships, public scholarship, student leadership, and the arts.

Our campus Retention Management Team meets weekly and is charged with monitoring and overseeing campus retention. This group of staff and faculty includes the Chancellor and Directors of both Academic Affairs and Student Affairs. The six strategies identified under Goal 2 are being implemented through our work on what we identify as the “Penn State Schuylkill Experience” which represents the Penn State Quality Experience that we seek to provide for each Penn State Schuylkill student. This experience includes our commitment to small classes, individual attention, faculty accessibility outside of class, excellent academic advising and learning support through the Center for Academic Achievement, and a campus-wide focus on social and personal responsibility, civility, and academic integrity.

Supported by an EOPC grant during the coming academic year, we will be preparing for our first teaching-theme year in 2009-10 when we will focus coursework and co-curricular activities around the theme of “diversity within community.” Our purpose is to increase respect and appreciation for difference in background, culture, race and ethnicity but always within the context of a campus community of shared values and commitments, specifically the four Penn State principles. As a diverse campus where approximately one of four students is a student of color, the theme of “diversity within community” is a high priority for Penn State Schuylkill.

We will formally initiate our preparation on August 19, 2008 at our All-Campus Day when our keynote speaker, Dr. Jillian Kinzie of the National Survey of Student Engagement, will address faculty and staff, followed by Patricia Swope who will speak on student-centeredness at Penn State. Oversight of our preparation for the teaching theme will be the responsibility of both the Retention Management Team and the campus Diversity Committee which is co-chaired by the Director of Academic Affairs and the Director of Student Affairs.

Goal 3: Create a more inclusive, civil, and diverse Penn State Schuylkill learning community.

Strategies:

- Actively monitor and renew Penn State Schuylkill’s implementation and commitment to the University’s diversity strategic plan, *A Framework to Foster Diversity*.
- Build a more cohesive Penn State Schuylkill environment with a greater appreciation of all students through a welcoming atmosphere that capitalizes on community, domestic diversity, global awareness, and citizenship.

- Provide greater opportunities for students to engage in “diversity within community” through in-class and out-of-class experiences.
- Identify and address factors that may increase the graduation rate for all segments of the student population.
- Create an environment that attracts, supports, and retains more faculty and staff of diverse backgrounds in order to better support our unique student body.
- Create a structured employee environment which fosters a greater awareness of diversity within community.

As described above, we will formally begin our implementation of the six strategies under Goal 3 with our upcoming All-Campus Day. Subsequently, through the coming academic year, faculty, staff, and students will be preparing for the 2009-10 academic year when coursework, cultural programming, and student activities will be planned around the teaching theme of “diversity within community.” 2009-10 will also mark the 75th anniversary year of Penn State Schuylkill, and the Diversity Committee will coordinate numerous activities with the 75th Anniversary Planning Committee as well.

Penn State Schuylkill is also a member of the eight-campus India IST initiative which will bring a small cohort of Indian students to the campus beginning in Fall 2009. Planning and preparation for the arrival of this initial cohort will be coordinated with the “diversity within community” teaching theme preparations as well and will be led by a senior faculty member with significant teaching experience in India.

We will continue our efforts to recruit and retain a diverse faculty and staff. Our success to date has led to the hiring of more staff members of color. A continuing challenge is to recruit a more diverse faculty, a top priority for the campus. The Campus Diversity Committee is charged with ensuring the ongoing implementation of the Campus Diversity Plan as part of the Framework to Foster Diversity at Penn State and will continue to monitor and report on our work on “diversity within community” at Penn State Schuylkill.

Goal 4: Realign missions, programs, services, and budgets to meet the needs of students and the communities that Penn State Schuylkill serves.

Strategies:

- Expand degree and certificate offerings with the use of online technologies, partnerships with local and regional campuses, and internship offerings.
- Increase accessibility and affordability for both traditional and non-traditional students, through increased use of need-based and merit-based scholarships.
- Align course and degree offerings with student and community needs and opportunities.

- Aggressively recruit traditional and non-traditional students through marketing, community outreach, and reallocation of resources.
- Increase campus merit awards and expand marketing of these awards to attract students from the local community; utilize scholarships strategically to recruit and retain quality students.
- Communicate and promote the uniqueness of the “Penn State Schuylkill Experience” through multiple media.
- Expand on-campus housing, improve food service opportunities, and cultivate relationships with off-campus landlords to ensure a quality living experience.
- Improve instructional and research facilities through renovations and/or new construction.
- Improve level of service, programming, and accessibility to both internal and external customers.

Schuylkill County lags behind both the state and nation in the percentage of adults 25 and over who hold a Baccalaureate degree. One in ten Schuylkill county residents has earned a four-year degree. As a result, a top priority for the campus under Goal 4 is to target and recruit non-traditional students. The multi-campus collaboration described in the appendix will offer the B.S. in Business degree in an evening/weekend format supported by distance technology. Supported by a state grant, the campus is currently tripling its polycom delivery capacity. We are also ensuring the faculty training and support needed to ensure familiarity with polycom delivery. Currently, approximately 75% of our faculty utilize Angel for their teaching, and we will continue to train and support faculty in the utilization of Angel.

To address the cost issue which inhibits many Schuylkill County residents from attending Penn State, we are exploring a “30 Plus” financial award program to provide additional financial aid to non-traditional students. During summer 2008 we are piloting a Science Scholars program for local high school juniors and seniors which has been funded by an Education Improvement Tax Credit (EITC) grant. If successful, this program will be used as a model for subsequent years to increase local student enrollments at the campus.

Planning for the new residence hall has begun and will lead to housing for an additional 72 students in Fall 2009. At the same time, we will continue to work with local landlords to ensure quality off-campus housing opportunities for our students. In Fall 2008 we will begin providing supplemental transportation services for off-campus students to support their fuller integration into campus life. As noted above, a priority for the campus is the improvement of science teaching and laboratory facilities. Our UCIF funding request for the coming year will likely focus on this area. Ultimately, for the campus to ensure the quality in science teaching and learning that the Penn State brand represents, a new classroom/laboratory building will be needed.

We have also noted declining enrollment in the Master’s program in Teaching and Curriculum. This decline has led to the termination of the Master’s coordinator position and the transfer of recruitment responsibilities to the Director of Continuing Education in

coordination with the Director of Academic Affairs and the Registrar. As noted above, we have prepared a P-3 proposal for the B.S. in Nursing degree in collaboration with Penn State Worthington-Scranton, a program that when approved will more than offset the loss of enrollment in the Master's program.

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

Strategies:

- Increase international and intercultural study and service opportunities.
- Increase recognition of faculty involved in public and professional engagement and community activities.
- Build awareness of, and involvement in, research and creative activities, student life, and academics.
- Increase alumni involvement in campus student life, academic programs and field experiences.
- Address workforce education, training, and economic development needs of the region through Penn State Schuylkill Continuing Education, in collaboration with Penn State Outreach.
- Expand and strengthen campus partnerships with K-12 public and private schools across our service area.

We continue to use the publication designed by the University's Department of Publications for recruitment and advancement. This publication, entitled *Distinction, Achievement, and Philanthropy: A World-Class Education Right in Your Own Backyard*, has proven effective in communicating to multiple audiences the quality of teaching, research, and service that Penn State Schuylkill delivers and represents. During the coming academic year, we will build upon the success of this publication with a new publication that focuses in more detail and recognizes our distinguished faculty for their teaching, research, and service interests and accomplishments.

Penn State Schuylkill's active and dedicated Advisory Board and Alumni Society are integrally involved in planning and preparation for the 75th Anniversary celebratory year in 2009-10 which we are anticipating will bring several hundred alumni back to campus for an all-campus reunion in May 2010. Beyond celebrating three-quarters of a century of educating students, the vast majority of whom are first-generation college students, we will use the occasion of the anniversary to increase substantially scholarship support for Schuylkill students.

We will continue to expand student internship and service opportunities in the community through the AmeriCorps Scholars program, the CIVCOM minor, the elective Leadership course which was piloted this past year, the baccalaureate degree advisory committees, and the Alumni Mentor program. International awareness and engagement

will be a major focus of our preparation for the arrival of the initial cohort of India IST students, as well as our planning for the “diversity within community” teaching theme.

Goal 6: Develop new sources of non-tuition income and reduce costs through improved efficiencies.

Strategies:

- Cultivate relationships and promote partnerships with both public and private organizations for acquisition of resources to support programs and campus improvements.
- Monitor and evaluate costs under local control, such as housing, facility use, and community events.
- Develop an Advisory Committee for each baccalaureate program to generate increased program support.
- Expand community access and use of campus facilities.
- Promote corporate giving and alumni support for scholarships and campus initiatives.
- Increase grant proposal submissions to develop additional income streams for the campus.
- Encourage environmental stewardship and energy conservation to reduce consumption of energy and production of greenhouse gases.

During the past academic year, the campus initiated efforts to reduce energy consumption and increase sustainability through residence hall competition and a concerted awareness campaign. We will continue these efforts during the coming year and beyond. In addition, a four-member faculty/staff team will participate in a Solar Scholars Institute in July 2008 which will enable the campus to compete for a grant to construct a solar panel on the campus.

With the completion of the Multi-Purpose Building renovation and addition this summer, the campus will have both a new, large meeting space available for rental to outside groups and a new fitness center. We intend to review the potential for outside membership in the fitness center during the coming year as well. The new residence hall which is scheduled for completion prior to Fall 2009 will add an air-conditioned living space to the campus and support our efforts to increase summer enrollments and use of campus facilities. We continue to monitor proposal development and submissions for the campus and will continue to increase grant funding to support teaching and research.

Five-Year Recycling Plan

As has been the case to date, the major source for recycling of permanent dollars will be retirement of senior faculty and staff which we carefully monitor on a continuing basis. In some instances, retiring or relocating faculty or staff will not be replaced, as has occurred with two staff positions within the past two years and with three faculty positions that were not filled following the de-merger with Penn State Harrisburg, and the elimination of the Master's Coordinator position.

Strategic Investment Funds Request

Scenario One

The return of one half of our centrally-recycled funds would support approximately half of the cost of hiring a Nursing faculty member for the B.S. in Nursing degree which we are proposing to offer in collaboration with Penn State Worthington-Scranton. To support this program, the campus is investing approximately \$50,000 dollars to expand distance learning technology on the campus. Our long-standing partnership with the Pottsville School of Nursing, the ongoing merger of Pottsville Hospital with Good Samaritan Hospital, and the dire shortage of nurses in the region provide a sound rationale for investment in the Nursing Baccalaureate program.

Scenario Two

The return of our centrally-recycled funds would support the hiring of one Nursing faculty member and would help to ensure the success of the proposed B.S. in Nursing degree program

Scenario Three

The return of our centrally-recycled funds, plus the 5% increment, would support the multi-campus and Penn State Outreach initiatives which are detailed in Appendix A. As detailed there, these funds would be used to support an aggressive regional marketing campaign, distance technology, and faculty and staff support to ensure the collaboration's success.

Appendix A

Campus Alliance of Eastern Pennsylvania Overview and Proposals

To: Rodney A. Erickson

From: Charles Davis
Keith Hillkirk
Mary-Beth Krogh-Jespersen
Gary Lawler
Ann Williams

Re: Regional Collaboration Overview

Date: July 1, 2008

During Fall 2007 five Penn State campuses (Hazleton, Lehigh Valley, Schuylkill, Wilkes Barre, and Worthington Scranton) met to initiate discussion on possible opportunities for cross-campus collaboration through the sharing of faculty and other resources. We gathered in the spirit of responding to the call in the Provost's memo of July 2007 which encouraged planning units to "be especially cognizant of major University initiatives and priorities that have implications for unit level planning. For example, units may wish to highlight interdisciplinary and cross-campus collaborations and efforts to reduce costs and improve efficiencies."

The overarching goal of our collaboration is to increase enrollments by bringing new students to Penn State. In February 2008 Penn State Outreach joined our conversation. These discussions have led to two pilot proposals for collaboration amongst our six partners for two undergraduate degrees: The B.S. in Business and the B.S. in General Science.

We are planning to offer the B.S. in Business, which each partner currently offers individually, in a format specifically targeted for working adults. Courses would be scheduled in an evening and weekend format to ensure that a working, non-traditional student could complete their entire degree outside of the normal workday. Faculty resources would be shared via the use of polycom in a blended learning format. Individual students would be advised when they should pick up a needed course through the World Campus to ensure timely degree completion.

Regional marketing of the degree would build upon the "It Shows" regional pilot marketing which was conducted during the 2007-08 academic year and would highlight the opportunity for adult students to attend Penn State while working full time. The Directors of Academic Affairs are working with Penn State Outreach to outline the course-by-course framework for the degree which for most students would include face-to-face instruction, along with a combination of polycom and blended learning delivery and, when needed, web-based coursework through the World Campus.

Regional Collaboration

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We are also developing a P-3 proposal for the B.S. in General Science to be offered collaboratively as well. This new degree would enable us to attract new students to Penn State and to compete with less expensive institutions in the region. The new northeastern Pennsylvania medical college presents a timely opportunity to Penn State campuses to collaborate through the sharing of faculty, laboratory, and distance technology resources to prepare students for careers in medicine and other STEM-related careers.

More detailed rationales for each of the proposed degrees are attached, along with budget requests to support their implementation. The budget requests have been prepared in line with scenario three of the July 2007 memo which calls for units to "think more boldly and creatively about how they could best position themselves for future success in an environment of more plentiful resources.". We are also committing available campus resources to the development and implementation of these degrees and are prepared to match or exceed the commitment of central resources that may be made available.

RKH:gs

C: John Romano

Campus Alliance of Eastern Pennsylvania

Proposal: *Evening and Weekend Bachelor of Science in Business*

Proposed Concept: This proposal is for the five eastern campuses of Penn State University--Lehigh Valley, Schuylkill, Hazleton, Wilkes-Barre, and Worthington-Scranton – and Penn State Outreach to work in alliance to deliver the Bachelor of Science in Business (BSB) to prospective adult learners who are seeking degree completion opportunities from Penn State in their local communities. This proposal puts forth a format that fits their employment schedules and helps them attain a life and/or professional goal.

Justification: All campuses currently offer the BSB for traditional students and those adult learners who can fit the traditional format of course offerings into their work schedules. However, this format does not allow for Penn State to reach a significant market of location-bound adults who are seeking degree-completion opportunities. Eastern Pennsylvania is home to a large number of adults who have completed some college work, but have not completed a degree.

Individually the campuses do not currently possess the resources to expand the BSB in such a manner as to satisfy both traditional students and adult learners. However, by working together, the campuses can continue to meet their obligation to their traditional students while also attracting and meeting the needs of location-bound adult learners.

Target Market: As described above, this program is not intended to provide an additional avenue for degree attainment for current students on a traditional path. This program will be expected to attract new adult learners for whom the traditional student educational model does not work. However, it also may ease the burden of those adult learners who have been required to adjust their work/life schedules to fit the traditional scheduling model.

Each of the five campuses is surrounded by a larger business community filled with employees who do not hold bachelors degrees. In fact, the percentage of bachelor's degree holders in most of the counties served by these campuses is below both the state and national averages. According to the 2000 US Census, the number of residents 25 years of age or older with a Bachelor's degree for Eastern Pennsylvania range from 10.7% in Schuylkill county to 23.3% in Lehigh county with a regionally weighted average of the four primary counties – Luzerne, Lackawana, Schuylkill, and Lehigh – at 18.5%. These percentages are far below the average for Pennsylvania of 22.4% or the US average of 24.4%.

Yet many of residents of the Eastern counties have some education beyond high school and many have college credits. Therefore, there is rich pool of potential candidates who wish to complete their degrees. Likewise, there are business entities that may assist these

potential students in their goal to further their education via full or partial tuition reimbursement.

Program Format: The proposed program will be delivered in a blended format. It will use several different methods including both the web and video conferencing. PicTel/Polycom currently allows faculty from one campus to deliver courses simultaneously to the students in the professor's location as well as to students at up to eight other campuses. This method is, in many ways, "traditional" in nature because the two-way video allows students to see, hear, and converse with the faculty member in a "real-time" format. The method is "non-traditional" in the sense that the program can be delivered in a variety of compressed formats. These classes can and will originate from any one of the campuses and be delivered to the other four at a scheduled time and on specific dates.

Other classes will be web based and will make use of Penn State's World Campus. These classes will be scheduled by the World Campus in consultation with the representatives of the campuses. This format will provide certain students a flexibility that will fit their work and life schedules. It may also best fit the needs of the students who wish to continue their education but have occupational and family requirements during summers. World Campus courses allow the flexibility of being accessed from almost any location in the world.

Yet other classes will use a blended approach with some live interactions via video conferencing as well as direct interaction with the professor via Penn State's web program ANGEL. Penn State Outreach is working to develop a number of courses as a part of their BLI, Blended Learning Initiative, for the BSB. Courses with such blended content easily fit the needs of the adult learner. This format has the advantages of periodic face-to-face meetings as well as the flexibility of web use on standardized and/or customized activities with an almost consultative approach by the professor.

Class Format: The scheduling of classes is of great importance to working adults in that many working adults can neither predict the stability of their uncommitted hours beyond a time span that is shorter than the traditional 16 week semester, nor have access to uncommitted time until the weekend. Any schedule needs to include classes at times that make attendance easy and of a length that fits students' business time horizon. To that end, the format for classes will include:

- Compressed evening format – complete courses are delivered in 4 to 8 weeks.
- Weekend delivery – courses are delivered on Friday evenings, Saturdays, and/or Sundays.
- World Campus delivery – courses are delivered through the web.

Responsible Persons: There are several persons on each campus who are responsible for different portions of the delivery of the BSB.

- The Directors of Academic Affairs on each campus will be responsible for assuring the academic content meets the quality expected of all Penn State

- degrees. They are also responsible for scheduling of the courses in a timely and efficient manner.
- The Directors of Academic Affairs in close coordination with the Program Coordinator for business programs on each campus must schedule the faculty to instruct and develop faculty training to insure that they are well prepared to deliver courses in a compressed format, via PicTel/Polycomm, in a blended format, or for the World Campus.
 - The Program Coordinator on each campus will be responsible for insuring that students who wish to register for the program are properly advised and assisted in receiving educational instruction by all of the formats listed. The Program Coordinator will also work with the BSB Coordinator in the Smeal School of Business at University Park.
 - The Directors of Enrollment Management and Continuing Education on each campus are responsible for promotion and recruitment of adult learners to the program and assisting with their admission and initial enrollment.
 - The Director of Continuing Education for each campus is responsible for utilizing their business connections and expertise to recruit students for the program and develop coordinated certificates that will enhance these methods of delivery and progress through the program.
 - The faculty members who deliver the courses are responsible to insure their preparation for delivery by a variety of methods and to work with students from various locations.

From the above description of the many shared responsibilities on one campus that are then duplicated across five campuses, it will be important that each campus identify an individual (e.g.: Adult Learning Coordinator) to coordinate and process the critical information among each of those persons responsible for making the program a success.

Planning: The following activities will occur in the coming academic year to insure program quality and success:

- Inventory of Faculty Assets – assessment of the number of business related faculty on each campus and their relative areas of expertise. This assessment will assist in the development of a master plan for the scheduling of courses as well as determine any faculty development needs.
- Master Plan of Courses – develop a schedule of course offerings that can be repeated and will move students through the program in an efficient and effective manner.
- Advising/Curricular Guidelines – develop for all advisors a consistent curricular guide that assures a logical and timely path through the coursework respecting all prerequisites, and educate all advisors about the program.
- Technology Inventory – assessment of each campus’s ability to deliver and receive the intended course formats.
- Marketing Plan – development of a comprehensive regional marketing plan that will attract adult learners seeking degree-completion opportunities. This effort

builds on the “It’s Your Time” market testing that previously was completed in Eastern Pennsylvania by Penn State Outreach.

- Accreditation – Explore accreditation opportunities by the International Assembly for Collegiate Business Education. This accrediting body is designed to evaluate the ability of small programs and campuses to meet high standards for business accreditation.

Implementation: The goal is to be fully prepared to implement the program no later than Fall, 2009.

Expected Outcomes: Once implemented, the Weekend and Evening BSB will have several impacts, including:

- New adult learner students will be attracted to the Eastern campuses of Penn State. This target market heretofore has not had the realistic opportunity to attain a degree of the quality of Penn State given their worklives.
- The business community will be strengthened with more employees educated in business management.
- Continuing Education opportunities should increase given the increased familiarity of business owners and managers with Penn State degrees.
- The educational structure of the communities in Eastern Pennsylvania should change over time with more persons who hold a bachelor degree in Business.
- The Eastern campuses of Penn State would have met the accreditation guidelines by the IACBE and be recognized as receiving this specialized accreditation.
- Success of this approach to education should lay the foundation for more and perhaps advanced degrees using this same format and methodology.

Budget: The following budget is necessary to implement the Weekend and Evening BSB program. The Eastern campuses will work to match as much as possible the funds that are centrally contributed to establish this program.

Activity	2008-09	2009-10	2010-11
Marketing	\$35,000	\$25,000	\$15,000
Faculty:			
• Development	\$10,000	\$ 5,000	\$ 5,000
• Travel	\$ 2,000	\$ 5,000	\$ 5,000
Technology:			
• Hardware	\$10,000		
• Support	\$ 8,000	\$ 5,000	\$ 5,000
• Website Development	\$ 3,000		
Accreditation	\$10,000	\$10,000	\$10,000
Training:			
• Faculty	\$ 5,000	\$ 5,000	\$ 5,000
• Advisor	\$ 2,500		
Program Coordinator	\$ 8,000	\$ 8,000	\$ 8,000
Total	\$78,500	\$53,000	\$48,000

Campus Alliance of Eastern Pennsylvania (CAEP)

Proposal: Development of a regional Bachelor of Science degree program in Science

Proposed Concept:

This proposal is for the five eastern campuses of Penn State University - Lehigh Valley, Schuylkill, Hazleton, Wilkes-Barre, Worthington Scranton and Penn State Outreach to work in alliance to develop a Bachelor of Science degree program in Science to a prospective applicant pool of mostly traditional students.

We intend to combine all sciences at five northeastern Penn State campuses into a cohesive entity in which each component will complement one or more of the other components for a greater return on investment and more efficiency in delivery/utilization by sharing resources (e.g., staff, equipment, etc.). Each campus has specific strengths in STEM (Science, Technology, Engineering and Mathematics) areas, and this initiative will: restore strength in basic sciences; complement existing and developing science-based initiatives, such as Nursing and other health professions; and provide a low-cost, high-quality alternative for baccalaureate science education in northeastern Pennsylvania.

This effort will focus on the goal of attaining University-approval for a regionally-shared four-year degree in Science, although tangential academic courses and programs will be considered in the future to complement this effort. This effort will utilize a STEM approach. STEM has been identified by both the private sector and government as a priority academic initiative.

Planning for this initiative will be separate from, but connected to, the campus Strategic Planning Initiatives. Any ideas brought forth relative to the B.S. in Science or complementary aspects (curriculum, staffing and space) must correlate with relative aspects of the strategic plan.

Justification:

Although none of our five campuses currently offers a four-year Science degree, the CAEP region has a fairly large pool of potential students interested in collegiate science education at a baccalaureate degree level (and, in particular, a Penn State science education); however, most of these students cannot afford the current academic options available in the region.

Some of the CAEP campuses may possess the necessary staffing, facilities and equipment to pursue bringing a baccalaureate degree to campus and, in fact, one campus has started down this path; however, by working collaboratively, the campuses can leverage the combined strengths of five campuses to better meet the needs of an even larger potential applicant pool.

Target Market:

This program is intended to provide a high quality, but less expensive, alternative for degree attainment for students in the CAEP region who may otherwise have no affordable options. This program will be expected to attract new, mostly traditional-age learners.

Program Format:

The proposed program will be delivered in a blended format. It will use several different methods including both the web and video conferencing. Polycom currently allows faculty from one campus to deliver courses simultaneously to the students in the professor's location as well as to students at up to eight other campuses. This method is, in many ways, "traditional" in nature because the two-way video allows students to see, hear, and converse with the faculty member in a "real-time" format. These classes, and even some labs, can and will originate from any one of the campuses and be delivered to the other four at a scheduled time and on specific dates. Several of the CAEP campuses have worked together previously in successfully delivering, and sharing, coursework, including labs, via Polycom.

Other classes will be web based and will make use of Penn State's World Campus. These classes will be scheduled by the World Campus in consultation with the representatives of the campuses. This format will provide certain students a flexibility that will fit their work and life schedules. It may also best fit the needs of the students who wish to continue their education but have occupational and family requirements. World Campus courses allow the flexibility of being completed from almost any location in the world.

Yet other classes will use a blended, or hybrid, approach with some live interactions via video conferencing as well as direct interaction with the professor via Penn State's web program ANGEL. This format has the advantages of periodic face-to-face meetings as well as the flexibility of web use on standardized and/or customized activities with an almost consultative approach by the professor.

Responsible Persons:

There are several persons on each campus who will be responsible for different portions of development of the baccalaureate degree program in Science.

The five Directors of Academic Affairs (DAA's) will develop a P-3 prospectus then, with approval from ACUE, submit a full P-3 proposal. At a minimum, and in conjunction with other members of the campus community, will:

- Develop a needs assessment that realistically addresses potential targets, or "areas of interest", such as the industry clusters, the new medical school (The proposed Commonwealth Medical College) and emerging energy demands.

- Identify the current number of science faculty, and their areas of expertise, across the five campuses to deliver the STEM initiative, while concurrently identifying the faculty needs for STEM. All campuses and all faculty members must be committed to the success of this initiative.
- Explore other, STEM-related coursework, degree programs, and certificates that may also be shared at all five campuses, or which can be implemented at individual campuses to complement the Science degree program.
- The B.S. in Science Degree will be “home” to full-time tenured or tenure-track Penn State faculty in the fields of Biology, Chemistry and Physics, all of whom have completed doctoral degrees and have met the rigorous academic requirements of the University. Supporting these faculty are highly qualified adjunct (part-time) faculty and professional lab assistants. All of these individuals will be recruited, and hired, by the DAA’s.
- The Directors of Academic Affairs on each campus will be responsible for assuring the academic content meets the quality expected of all Penn State degrees. They are also responsible for scheduling of the courses in a timely and efficient manner.
- The Directors of Academic Affairs in close coordination with the Program Coordinator for Science programs on each campus must schedule the faculty to instruct and develop faculty training to ensure that they are well prepared to deliver courses in a compressed format, via PicTel/Polycomm, in a blended format, or for the World Campus. Since these venues will be “new” to most of our science faculty, appropriate development programs must be planned and funded.
- The project will be continually reviewed and monitored by the campus Directors of Academic Affairs, who have the ultimate responsibility of ensuring the success of academic programs at the Penn State campuses.
- Develop 300 level and 400 level courses and a resource financial model to support the addition of faculty.
- Explore necessary renovations and purchases for the new Science program to support all areas of science and provide the necessary space for applied work, as well as collaborative and cooperative efforts. To accomplish this, each of the departments should have a biology, chemistry, and physics learning facility in close proximity, as well as biochemistry and organic chemistry laboratories, with combined prep areas to facilitate the laboratories and undergraduate research. This will allow us to realistically share resources while providing our students with cutting edge facilities. Lecture demonstration areas will support a learner-centered environment where students can work in groups or individually. We also will provide a student study area shared across the curricula to be used for team project preparation, group preparations and presentations.

A Program Coordinator in Science will need to be hired to over see progress across all five campuses and to provide continuity of the program.

- This person will be responsible for ensuring that students who wish to register for the program are properly advised and assisted in receiving educational instruction by all of the formats listed.
- The Program Coordinator also will work with Outreach, the World Campus, other campuses, the Eberly College of Science, and other appropriate entities at University Park and across the University.

The Directors of Enrollment Management and Continuing Education on each campus are responsible for promotion and recruitment of adult learners to the program and assisting with their admission and initial enrollment.

The Director of Continuing Education for each campus is responsible for utilizing their business connections and expertise to recruit students for the program and develop coordinated certificates that will enhance these methods of delivery and progress through the program.

The faculty members who deliver the courses are responsible to ensure their preparation for delivery by a variety of methods and to work with students from various locations. Complementary faculty, such as those in general education, must be prepared to offer sufficient quality and quantity of course necessary to support the anticipated cadre of new students.

Planning:

The following activities will occur in the coming academic year to ensure program quality and success:

- Inventory of Faculty, Facilities, Equipment and current Curricular offerings—assessment of the number of STEM-related faculty on each campus and their relative areas of expertise. This assessment will assist in the development of a master plan for the scheduling of courses as well as determine any faculty development needs.
- Master Plan of Infrastructure- identify what we “have” and what we will “need” to offer a quality degree program in Science. This must by necessity include exploration of shared resources, including staff, equipment and coursework.
- Master Plan of Courses – develop a schedule of course offerings that can be repeated and will move students through the program in an efficient and effective manner.
- Advising/Curricular Guidelines – develop for all advisors a consistent curricular guide that assures a logical and timely path through the coursework respecting all prerequisites, and educate all advisors about the Science degree program.
- Technology Inventory – assessment of each campuses ability to deliver and receive the intended course formats.

- Marketing Plan – development of a comprehensive regional marketing plan that will attract adult learners seeking degree-completion opportunities.
- Extended collaboration – Explore collaborative opportunities with the Eberly College of Science, Outreach and other entities of the University.

Implementation:

The first initiative will be to finalize plans for a B.S. degree in Science to be offered regionally, including what belongs “in” and “how” it will be organized. Once this is defined, the curricular components will follow quite readily which, in turn, will provide the necessary information for “what” will be needed from a facilities perspective.

The goal is to be fully prepared to submit the P-3 prospectus in 2009. This will be preceded by the data collection and faculty development discussed above.

Expected Outcomes:

Once implemented, the regionally-shared, four-year (STEM-based) Science degree will have several impacts, including:

- The potential impact of the B.S. in Science extends well beyond Penn State. The proposed Commonwealth Medical College in Scranton intends to align itself with the premier higher educational institutions in the region. By implementing many of the same new technologies available to the proposed Commonwealth Medical College, we are in a strong position to benefit from collaboration with this important new institution in Northeast Pennsylvania.
- In addition, upgraded facilities will enable the campuses to enhance community outreach in the form of teaching institutes; summer internships; youth camps in the sciences, etc. A new B.S. in Science will also allow for collaborative efforts with area corporations and institutions of higher education for select science related studies.
- Creation of a regional Penn State B.S. degree in Science will provide an affordable option for these students and, as a consequence, should increase enrollments over time.
- Considering the nature of the proposed B.S. degree in Science, complementary programs in areas such as Forensics, can be added over time in a logical, cost-effective approach, thus further enhancing the applicant pool and the prestige of the regional Penn State campuses.

Budget:

Soliciting donors can occur concurrently throughout the evolution of this concept. The University also could be a source of support for specific components of the plan. Sharing of resources across the five campuses also should lead to a more cost-effective approach.

The Science Program should include the “STEM” components referenced elsewhere in the University. This will provide consistency in message when communicating with UP for funding and other issues. Additionally, other institutions also utilize the STEM concept.

Some of the next faculty hires should be in a science within these disciplines, and at least one of those individuals should have the leadership capabilities to serve as the Coordinator of STEM (or some other working title with supervisory and leadership responsibilities). The tenure locus, salary distribution and related parameters of a full-time position must be evaluated relative to which campuses bear which aspects of the costs and, conversely, where how the revenue will be distributed across the regional campuses (within Penn State policy).

The following budget is preliminary but is minimally anticipated to implement the four-year Science degree program. The CAEP campuses will work to match as much as possible the funds that are centrally contributed to establish this program.

Activity	2008-09	2009-10	2010-11
Marketing	\$ 1,000	\$ 15,000	\$ 10,000
Faculty:			
Development	\$20,000	\$ 10,000	\$ 10,000
Travel	\$ 5,000	\$ 10,000	\$ 10,000
Technology:			
Hardware/Equipment	TBD	TBD	TBD
Support	\$ 5,000	\$ 15,000	\$ 15,000
Website Development	\$ 5,000		
Accreditation	N/A	N/A	N/A
Training:			
Faculty	\$ 10,000	\$ 10,000	\$ 10,000
Advisor	\$ 2,500		
Program Coordinator	\$ 8,000	\$ 8,000	\$ 8,000
Total	\$56,500+	\$68,000+	\$63,000+

Appendix B

Penn State Schuylkill Draft P-3 Proposal for B.S. in Nursing Degree

ACUE Curricular Program Prospectus

P-3 : Moving/Discontinuing Degree Program among Colleges/Locations of the University

Campuses: Penn State Schuylkill, Penn State Worthington-Scranton

Proposal: Request to offer Baccalaureate Degree in Nursing for RNs (NURN), at Penn State Schuylkill, collaboratively with Penn State Worthington Scranton.

Background: The program prepares registered nurses (RN) to meet the rapid changes in health care by expanding and enhancing their nursing education to Bachelor's of Science in Nursing. The program is open to nurses who have previously earned either an associate degree or a diploma in nursing.

In the Nursing program, students have the opportunity to acquire the skills and knowledge necessary to provide comprehensive nursing care for individuals, families, groups, and communities. Focusing on advanced nursing skills, knowledge, and values, the program helps students learn to evaluate clients' health patterns and needs and guide them to choose healthy behaviors and lifestyles. In addition to upgrading skills, the program prepares RNs for non-traditional areas of nursing such as administration, pharmaceutical sales, managed care, and insurance. Students can collaborate with faculty to design clinical experiences that meet individual needs.

The RN to BS program is designed to build on what the RN has already accomplished. These courses are designed to meet the needs of the employed nurse. Scheduling is flexible and is based on the needs of employed RNs. The program can be completed in two years on a full-time basis or longer on a part-time plan.

Penn State acknowledges both previous learning and continuing education achievements that the returning RN brings to the University. Advanced standing credit (33 credits) can be granted to those RNs who meet established criteria. Credits can also be awarded for prior experience and clinical expertise. In addition, faculty will work independently with students to design special alternative options that satisfy course requirements.

Rationale: The current supply of nursing graduates is not sufficient to meet national needs. It is projected that the current nursing shortage will reach a critical level soon. Registered nurses are the largest health care occupation group, with 2.3 million jobs. At current rates, the nursing shortage will grow by 29% by 2020, with the shortage numbering approximately 800,000 jobs. It is projected that Pennsylvania alone will be short 40,000 registered nurses by 2020.

There are several factors that make health care and nursing needs greater in Pennsylvania, and in Schuylkill County, than in many other areas. One of the most important factors is

age. Pennsylvania is the fourth oldest state with a median age of 38. In 2002, 2.2 million Pennsylvanians, or 15.3% of the population, were 65 years of age or older. This part of the population accounts for 42% of hospital discharges. The population 65 years or older is expected to grow by 23% by the year 2020. Schuylkill County's population stands at approximately 18.3% of its 150,000 residents, a full three percent greater than Pennsylvania's figure.

It is clear that local demand for this program would be great. The two largest and preeminent hospitals in Schuylkill County are the Pottsville Hospital and Warne Clinic (200 beds), and the Good Samaritan Regional Medical Center (159 beds). Good Samaritan employs 140 Registered Nurses; officials there estimate that only one-third of them hold the BSN degree. Of the 197 RNs at the Pottsville Hospital, only thirteen have the BSN, with eight others working towards it at this time. A new state law requires RNs to take 30 hours of continuing education credit every two years; we expect that this will encourage many nurses to acquire the BSN. In addition, local hospitals encourage their RNs to pursue further education by offering tuition reimbursements; in fact, the Pottsville Hospital offers full tuition reimbursement to their RNs who pursue the BSN.

The Penn State Schuylkill Campus has been collaborating with the Pottsville Hospital School of Nursing since 1972 in delivering a three-year diploma in nursing program. Graduating nearly thirty students a year, alumni of this program would provide an excellent set of recruits for a local RN/BSN program.

The Penn State Worthington Scranton Campus has been successfully offering the RN/BSN program since 1995. Through distance technology, it is feasible for most of the courses offered at the Worthington-Scranton Campus to be available through real-time interactive video to the Schuylkill Campus. This makes it possible for Penn State Schuylkill to offer this degree without necessitating the acquisition of major additional resources.

Currently, Penn State Schuylkill offers the RN/BSN program in cooperation with Capital College - the Harrisburg Campus. Students from the Schuylkill service area must travel approximately sixty miles to the Harrisburg Campus to take most of their coursework, including all of their nursing courses. With the proposed partnership with the Worthington-Scranton Campus, all courses will be offered at the Schuylkill Campus, either by faculty in person, or through real-time interactive videoconferencing. This will significantly improve the service we can provide to our nursing students. This effort in partnership will provide a model for the sort of collaborative programming currently being developed among the five northeastern Penn State Campuses – i.e., Schuylkill, Worthington-Scranton, Wilkes-Barre, Lehigh Valley, and Hazleton.

Available Resources:

Penn State Worthington-Scranton and Penn State Schuylkill will offer this program collaboratively. A faculty member offering a course will teach the majority of class meetings in person at that faculty member's home campus, offering the classes via synchronous video to the other campus. The faculty member will visit the other campus at least once a semester, teaching from that campus and offering the class via video from that location.

Utilizing this method, and adding one and a half faculty positions at the Schuylkill Campus, there are ample faculty resources to offer this degree at Penn State Schuylkill. A full-time nursing faculty member will be hired at Schuylkill to coordinate the program. In addition, an additional faculty member will be hired, splitting her/his time between Penn State and the Pottsville Hospital and Warne Clinic.

The faculty combined nursing faculty at the two campuses are listed below:

<u>Name</u>	<u>Campus</u>	<u>Rank</u>	<u>Status</u>
1. To be hired	SL		Full-time; Coordinator
2. To be hired	SL		Half-time
3. Kathryn Carney	WS	Instructor	
4. Milton Evans	WS	Lecturer	
5. Michael Evans	WS	Lecturer	
6. Ruth Gilpin	WS	Instructor	
7. Barbara Konopka	WS	Instructor	
8. Patricia Marx	WS	Lecturer	
9. Linda Mc Andrew	WS	Lecturer	
10. Theresa Patchoski	WS	Lecturer	
11. Verna Saleski	WS	Senior Instructor	
12. Maureen Schoch	WS	Instructor	
13. Patricia Sweeney	WS	Instructor	

While our initial commitment will be to add one and a half positions to the Penn State Schuylkill faculty, we will carefully monitor enrollments and demand with the intent to add additional faculty as warranted.

Penn State Schuylkill has one classroom seating approximately twenty students available for videoconferencing. We have secured grant money that will be used to add videoconferencing capabilities to three additional classrooms. The Worthington-Scranton campus has three classrooms outfitted with videoconferencing hardware.

In addition to the resources available at the two campuses, the RN/BSN program is offered by the World Campus. World Campus courses provide another resources that would be especially valuable for nurses whose work schedule would make it difficult or impossible to take certain nursing courses at their scheduled times.

Each campus has its own library, totaling over 140,000 volumes and journals. The libraries have online computer access and library staff assistance to accessing online and print resources. The local libraries are also gateways to the Penn State Library system, which includes over 4 million volumes and 400 online resources.

Impact on Other Academic Units: Currently, the RN/BSN program at Penn State Schuylkill is offered in collaboration with Penn State Harrisburg. Between seven and seventeen students per year are enrolled through Schuylkill in this program. Changing to a collaboration with Worthington-Scranton could constitute a loss of these students to Harrisburg, at which 68 students are currently enrolled in the RN/BSN program. While resulting in fewer students for the Harrisburg program, this change would mean that Harrisburg would not need to provide classes and ancillary services for these students, including general education offerings and advising.