For nearly six decades, Penn State Berks has educated and served the people of Reading and southeastern Pennsylvania as a campus of Penn State University. In concert with the land-grant mission of the University, Penn State Berks faculty, staff, and students continue to be engaged in the region through extensive partnerships, community and economic development, internships, and research and service projects. From its inception as a two-year campus that offered associate degrees and sent students on to University Park, Penn State Berks now offers 25 two- and four-year degrees.

Throughout the 2013-14 academic year, a dedicated team of faculty, staff, students, and Advisory Board members has worked with the leadership of Dr. Blaine Steensland and Professor James Laurie to gather input and feedback from all Penn State Berks stakeholder groups to prepare a strategic plan to focus and guide the ongoing development and growth of the college over the next five years from 2014-2019. It was essential to ensure that the Strategic Planning Council would represent all major constituencies of the campus. Accordingly, 32 individuals representing each academic division, Student Government, Athletics, Police Services, Development, Student Affairs, Continuing Education, Career Services, Grants, University Relations, Technical Support, Library Services, and the Penn State Berks Advisory Board, were invited to participate. Each member of the Planning Council then also served on one of 11 task forces that were charged with addressing the major strategic planning issues that had been identified by the University. The members of the Strategic Planning Council and responsibility areas represented may be found on page 41.

The Strategic Planning Council met regularly through the 2013-14 academic year. A college-wide retreat was held in December 2013 to focus on and provide feedback and further direction to topics and issues that were under discussion. Following the retreat, the 11 task forces moved forward to identify key initiatives and related action steps that would address their specific topic and to prioritize their findings. While the detailed work of each task force was retained, the ultimate goal of the Council was to review and evaluate the outcomes of the task forces to identify the initiatives and action steps deemed to be most critical to the continued success and growth of Penn State Berks. Those items may be found in the Executive Summary of the Strategic Plan.

As Penn State Berks continues its evolution into a four-year college where increasing numbers of students choose to begin and complete their Penn State degree, our faculty and staff place the highest emphasis on educating and preparing students for career, graduate study, and life success. Concurrent to our emphasis on undergraduate teaching and learning, we are also a college of inquiry, research and scholarship, and service that is deeply engaged with the larger community. We are pleased to present our new strategic plan and enthusiastic to implement its priorities.

R. Keith Hillkirk, Ph.D., Chancellor
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EXECUTIVE SUMMARY

As a learning-centered college, Penn State Berks prides itself on its core mission to educate and prepare our diverse student body for career and life success as ethical and responsible citizens. We engage all students in high impact learning experiences that stimulate learner intellects, curiosity, and enthusiasm. Our faculty integrates the digital technologies of teaching and learning through all courses and degree programs to support ongoing communication and feedback between instructor and learner. Each member of our learning community reflects the values of inquiry, integrity, and excellence that are modeled through the commitment to research and creativity of our faculty and staff.

As a college and campus of Penn State University, we fulfill the land-grant mission of the University through the community engagement and service of our faculty, staff, and students. Each semester more than 250 Berks students complete internships with regional, national, and international companies, businesses, and non-profit organizations. Through outreach efforts that are led and supported by faculty and staff, Berks students create business plans and models for non-profits, document and record local and regional histories of community leaders and groups, and assist regional efforts to solve problems in production and quality control across many sectors of the economy.

To guide our efforts during the planning period, the following Vision Statement was developed.

Penn State Berks, a learning-centered college, will be the recognized regional leader in higher education by fulfilling its land-grant mission of providing high-quality, creative, affordable, and accessible education that prepares students to be responsible and contributing members of society. A broad range of academic programs will be offered through a supportive and acclaimed faculty using leading-edge technologies to connect students to research programs and community engagements to enhance their learning experience.

The following Mission Statement delineates the role our college will play as a part of Penn State University in serving its students and our communities.

Penn State Berks, a learning-centered college, provides a Penn State education in a small campus setting that integrates high-quality teaching, research, and dynamic community outreach. As part of a premier land-grant institution, the college stresses excellence in all areas while providing opportunities for students from a range of abilities to reach their full potential. Berks is committed to engaged learning that
encourages individual growth, cultural awareness, ethical decision-making, and civic responsibility for all members of the community.

In our sixth decade of evolution and growth at Penn State Berks, we have identified six strategic initiatives and goals that will continue to focus and guide our teaching, our research and scholarship, and our service to the college, University, and community as we together create our shared future.

As a learning-centered college, Penn State Berks will:

1. Engage all students in high impact learning experiences that stimulate intellect, curiosity, and enthusiasm for learning.

2. Utilize the digital technologies of teaching and learning to energize and increase student learning.

3. Enrich student learning and career preparation and success through extensive community partnerships that involve students, faculty, and staff in community and economic development.

4. Recruit, retain, and graduate an increasingly diverse student body that represents all aspects of the communities we serve.

5. Support, model, and expand disciplinary and cross-disciplinary inquiry, research, and creativity across the college.

6. Educate and prepare students for ethical and responsible citizenship in a diverse, global, and interdependent society and world.
**Strategic Initiative I**

**Engage all students in high impact learning experiences that stimulate their intellect, curiosity, and enthusiasm for learning.**

A learning-centered college seeks to create active, engaged, and critically thinking learners working in a problem-based, collaborative, and flexible learning environment. All college faculty, staff, and students embrace and model the values of curiosity, inquiry, and academic integrity. Focus is on learning—not simply the dissemination of facts and knowledge.

**Key Priority 1:** Launch a campaign to position Penn State Berks as a “learning-centered” institution in the minds of current and future students, faculty, staff, employers, and other stakeholders.

**Action Items:**
- Create common meaning of the term “learning-centered.”
- Develop the campaign with both messages and time frame.

**Assessment:** Campaign is developed and implemented.

**Timeline:** Spring 2015

**Responsible Person/Office:** University Relations

**Key Priority 2:** Design assessment tools that measure the effects of learning-centered approaches.

**Action Items:**
- Review current assessment tools available in the education market.
- Design and test assessment tools.

**Assessment:** Determine an assessment tool and use 2014-15 as base year.

**Timeline:** 2014–2015

**Responsible Person/Office:** Planning, Research and Assessment
**Key Priority 3:** Implement assessment methods to evaluate the benefits and gains of learning-centered approaches.

Action Item: Assessment plan designed and administered across all segments of the college community.

Assessment: Plan implemented.

Timeframe: 2015-16 and ongoing

Responsible Person/Office: Office of the Senior Associate Dean

**Key Priority 4:** Maintain a knowledge repository where faculty and students can post and share best practices, student-centered success stories, templates, helpful hints, etc.

Action Item: Develop an on-line repository.

Assessment: Repository developed, utilized, and maintained.

Timeframe: 2015-16 and throughout the planning period

Responsible Person/Office: Office of the Senior Associate Dean

**Key Priority 5:** Develop faculty and staff workshops that assist in creating and managing learning-centered environments and initiatives.

Action Item: Workshops planned and implemented.

Assessment: All faculty and staff have an opportunity to participate in learning-centered workshops.

Timeframe: 2014-15 and throughout the planning period

Responsible Person/Office: Office of the Senior Associate Dean

**Key Priority 6:** Work with non-profit and for-profit organizations in the community to identify meaningful student projects for experiential learning.

Action Items:
- Develop a targeted listing of appropriate community organizations.
- Meet with representatives from each organization.
• Establish student projects.

Assessment: Establish 2 new projects each year of the planning period.

Timeframe: 2015 and throughout the planning period

Responsible Person/Office: Office of the Senior Associate Dean

**Key Priority 7:** Create more opportunities for out-of-class learning.

**Action Items:**
• Enhance undergraduate research, co-ops, and internships.
• Increase opportunities for service learning.

Assessment: Using 2013-14 as the baseline, increase the number of opportunities by 5% per year over the planning period.

Timeframe: 2014-15 and throughout the planning period

Responsible Person/Office: Office of the Senior Associate Dean with assistance from multiple offices including Academic Affairs, Career Services, Student Affairs, Development, and Continuing Education

**Key Priority 8:** Establish more leadership opportunities for students.

**Action Items:**
• Establish peer mentor programs across all disciplines (include undergraduate researchers as research mentors; student workers in teaching, supplemental instructors, tutors, etc.)
• Increase student involvement in the overall functions of the college, including serving on committees and expand student on-campus job opportunities.
• Create a formal, non-credit, leadership development program offering training, seminars, and opportunities for applying and refining skills.

Assessment:
• Peer mentor programs developed for all programs.
• Employment and other forms of student service increase 5% per year over the planning period.
• Student leadership program developed and implemented.
Timeframe:
- Peer mentor (2016-17)
- Student employment and engagement (2014-15 and throughout the period)
- Student leadership program implemented (2015-16)

Responsible Person/Office:
- Office of the Senior Associate Dean (assistance from Campus Life)
- Student Affairs and Enrollment Management: student employment and engagement
- Campus Life: student leadership program
Strategic Initiative II
Utilize the digital technologies of teaching and learning to energize and increase student learning.

Penn State Berks provides a high quality undergraduate education that strives to foster a learning atmosphere with a sense of continuity that is not constrained by the conventional boundaries of the classroom and laboratories. In light of the rapidly changing face of higher education coupled with stiff competition from all sectors, the college reflects an intense focus on teaching and learning innovations in reaching out to the students, nurturing them in such a way that they feel encouraged to take the major share in the ownership of learning.

**Key Priority 1:** Offer a wide variety of instructional delivery methods.

**Action items:**
- Offer more online, blended, and accelerated course delivery formats.
- Support faculty and instructional design through training.
- Increase course material storage.

**Assessment:** Use 2014-15 as base year, increase the number of courses utilizing online, blended, and accelerated delivery formats by 10% per year.

**Timeframe:** 2014-2015 and ongoing

**Responsible Person/Office:** Academic Affairs, Center for Learning and Teaching, Information Technology

**Key Priority 2:** Create opportunities for faculty development in teaching and learning.

**Action items:**
- Create an incentive and/or reward system for teaching excellence and innovation.
- Expand instructional design resources.
- Increase grant opportunities for Teaching, Learning, and Innovation grants.

**Assessment:**
- Funding is secured (grants and funding budget) to expand instructional design resources and teaching innovation.
- Reward system established.

**Timeframe:** 2015-2016
Responsible Person/Office: Center for Learning and Teaching and Academic Affairs

**Key Priority 3:** Adaptation of cutting-edge delivery methods to enhance teaching and learning.

**Action Item:** Support of faculty to learn and utilize instructional design capabilities.

**Assessment:** Increased number of faculty trained and utilizing instruction design.

**Timeframe:** 2014-15 will be base year for determining the extent of faculty utilizing instructional design and number will be monitored each year over the planning period.

Responsible Person/Office: Academic Affairs, Center for Learning and Teaching, Information Technology
Strategic Initiative III
Enrich student learning and career preparation and success through extensive community partnerships that involve students, faculty, and staff in community and economic development.

Outreach and engagement are a core part of the University’s mission. As a college within the University that will offer more than 25 baccalaureate and associate degrees by the end of the five-year period, Penn State Berks has a significant set of resources that can be further strengthened to focus on community needs by providing degree programs, non-credit professional development programs for working adults, and training programs for industry. In addition, the college could expand the depth and breadth of the academic and co-curricular programs that enable outreach and engagement by which students become involved in the communities that the college serves.

Key Priority 1: Determine the scope of all Penn State Berks outreach, service learning, and engaged scholarship activities, inside and outside the classroom.

Action Items:
• Assess all outreach, service learning, and engaged scholarship activities at the college.
• Define high impact, high priority outreach and engagement, which the college will aspire to moving forward.
• Define which types of activities will be included in the desired scope of activities, the criteria for reporting activities, and how that determination will be made.
• Develop a database to collect and share information on engaged scholarship and outreach activities across all divisions, offices, and clubs.
• Track engaged scholarship through faculty and staff use of Student Activity Fee funds.
• Track engaged scholarship through faculty FARs.

Assessment:
• Improved coordination of efforts, information sharing.
• 10% increase in publicity and visibility of community service activities.

Timeframe: 2014-15 and throughout the planning period

Responsible Person/Office: Office of the Senior Dean of Academic Affairs and Continuing Education and Outreach
**Key Priority 2:** Determine the perceptions and needs of the local community and identify those needs that best align with the unique strengths of the college.

**Action Item:**
- Conduct a research study to determine the public’s perception of Penn State Berks as a community resource.
- Develop a comprehensive understanding of the community service agencies in our service area and their needs.
- Compile a database of community service agencies and their needs.
- Determine which agencies and agency needs best align with the unique strengths of the college and its faculty.
- Develop a plan for which agencies and the college will work with each year.

**Assessment:**
- Perception study completed.
- Database completed.
- Mapping of collaborative agencies completed.
- Plan completed and agencies agreed to collaborative initiatives.

**Timeframe:** 2015-16 and throughout the planning period

**Responsible Person/Office:** Continuing Education and Outreach

**Key Priority 3:** Increase the perceived value of engaged scholarship within both the campus community and its community partners.

**Action Items:**
- Create a task force composed of faculty, staff, students, and advisory board members to guide the process.
- Communicate and reinforce to faculty the importance of increasing the level of engaged scholarship at division meetings and other venues.
- Identify and where possible remove barriers to performing community service.
- Identify and where possible implement incentives for faculty to increase level of engaged scholarship in the classroom environment.
- Encourage faculty to incorporate engaged scholarship activities in First-Year Seminar.
- Assign administrative responsibility for ensuring increased levels of engaged scholarship.
- Encourage faculty and staff to apply for funding (i.e. college budget, endowments, Student Activity Fee) to be used for out-of-class experiences that support engaged scholarship.
- Create enthusiasm among faculty, staff, students, and Advisory Board members
for engaged scholarship within the campus community.

Assessment:
• 10% increase in engaged scholarship per year over the planning period
• 10% increase in publicity and visibility of community service activities each year over the planning period
• Task force appointed and active
• Develop a qualitative study on the effects of engaged scholarship within the college and its community partners.

Timeframe: 2014-15 for creation of the task force and other items throughout the planning period

Responsible Person/Office: Office of the Senior Associate Dean for Academic Affairs

**Key Priority 4:** To determine whether new programs and “centers” should be established to better service community outreach efforts

**Action Items:**
• Explore new programs that will enable new forms of engaged scholarship.
• Consider the appropriateness of establishing new “centers” related to STEM, Creativity, and Engaged Scholarship

**Assessment:**
• New programs and services are considered and a decisions are made whether to implement or not.

Timeframe: 2016-17

Responsible Person/Office: Office of the Senior Associate Dean

**Key Priority 5:** To strengthen community outreach activities.

**Action Items:**
• Identify opportunities in the local community.
• Respond to opportunities that align the unique strengths of the college with appropriate types of engaged scholarship.
• Develop higher levels of community support and visibility by communicating results of community service activities via an annual report.
• Hold an annual event celebrating community service initiatives with our community partners.
Assessment:
• Annual community event begins.
• Annual report completed and distributed.
• 20% increase in publicity/visibility through media.
• 10% increase in internships leading to jobs.

Timeframe: 2018-19

Responsible Person/Office: Continuing Education and Outreach and Career Services

**Key Priority 6:** Increase the number of staff and faculty members actively engaged in community organizations and events.

Action Item: College leadership encourages faculty and staff to engage more in community service.

Assessment: Identify current extent of formal faculty and staff engagement in community organizations and increase participation by 5% per year over the planning period.

Timeframe: In 2014-15 determine baseline participation, and monitor participation throughout the planning period

Responsible Person/Office: Chancellor
Strategic Initiative IV
Recruit, retain, and graduate an increasingly diverse student body that represents all aspects of the communities we serve.

Penn State Berks plans to increase its full time equivalent enrollment to 3,000 students by the end of the planning period. The goal for its six year graduation rate is 60 percent. These enrollment targets are set in the context of stable high school enrollments within the service area, an increasingly diverse and larger enrollment of underrepresented students, and a growing array of academic degree programs that address the needs of traditional, adult, and transfer students.

Key Priority 1: Develop the public’s understanding of Berks as a comprehensive four-year college.

Action Item:
• Expand marketing efforts, particularly within the college’s service area.
• Create and utilize a new college website.
• Expand presence in social media.

Assessment: Increase in number of students enrolled in Berks majors as compared to base 2014-15 year.

Timeframe:
• 2014-15 and ongoing for marketing efforts and social media
• 2015-16 for new website

Responsible Person/Office: University Relations and Admissions

Key Priority 2: Analyze outcomes of current retention initiatives, such as learning communities, Seizing Success, ASPIRE, Special Living Options, and similar programs.

Action Item: Undertake systematic studies for all college retention related programming.

Assessment: Analyze credits and grade-point averages of participants vs. non-participants with the goal of increasing all levels of retention to achieve a 60 percent 6-year graduation rate.

Timeframe: 2014-15 and each year throughout the planning period

Responsible Person/Office: Enrollment Management Council with support of the Planning, Research and Assessment Office
Key Priority 3: Increase the number of enrolled students from historically underrepresented and underserved groups.

Action Items:
• All recruitment and marketing materials intentionally include appropriate diversity representation, including but not limited to, Veterans, LGBTQ, International, Minority, Out-of-State, Adult Learners, and Transfer students.
• Identify community organizations whose efforts promote education and establish a formal connection with these efforts.
• Expand the ASPIRE program to enroll as many commuting students as residential students.
• Develop mechanisms for involving faculty in the recruitment process for underrepresented students.
• Develop a faculty mentoring program.
• Strengthen academic and personal advising support for underserved students.
• Determine whether an ESL (English as a Second Language) program is appropriate.
• Develop a student recruitment plan that specifically addresses strategies to increase the diversity of the undergraduate student population.
• Finalize articulation agreements with Reading Area Community College.

Assessment: Demonstrated increase in the number and percentage of special populations enrolled using Fall 2014 as the base year.

Timeframe: 2014-15 and each year throughout the planning period

Responsible Person/Office: Admissions, Student Aid, and Academic Affairs

Key Priority 4: Expand physical space and programming options for athletics and fitness activities.

Action Items:
• Complete the artificial turf field.
• Undertake a needs assessment for the proposed addition to Beaver Community Center.
• Develop a cost estimate for the project.
• Secure necessary approvals and budgetary support.

Assessment:
• Artificial turf field successfully opens in 2014.
• Beaver Community Center addition is begun by 2019.
Timeframe: Summer 2014 and continues throughout the planning period
Responsible Person/Office: Athletics, Business Services, Academic Affairs, and Development

**Key Priority 5:** Plan and implement additional inter-collegiate athletic programs that appeal to new student markets, and are compatible with NEAC (athletic conference) scheduling and priorities and the college’s facilities.

**Action Items:**
- Conduct an assessment of potential new inter-collegiate programs.
- Determine order in which programs will be added.
- Add new inter-collegiate programs.

**Assessment:** Addition of 2 or 3 new inter-collegiate programs introduced with the first starting in 2015-16.

**Timeframe:** Study completed in 2014-15

**Responsible Person/Office:** Athletics

**Key Priority 6:** Support private housing relationships that will offer convenient and affordable student housing near campus.

**Action Item:** Meet with all interested developers to inform them of the market environment and what will be expected for successful student experiences.

**Assessment:** Increased number of housing/apartment options to accommodate off-campus housing of current and prospective students.

**Timeframe:** Ongoing

**Responsible Person/Office:** Business Services, Student Affairs, and Enrollment Management

**Key Priority 7:** Increase the availability of endowed scholarships administered by Berks for new and returning students by 5% each year during the planning period

**Action Item:** Identify key prospects for scholarship support

**Assessment:**
- More scholarships (number of scholarships awarded and total amount)
- Decrease in the amount of unmet need for aid recipients
Timeframe: Baseline established in 2014-15 and ongoing
Responsible Person/Office: Development and Student Aid

**Key Priority 8:** Strengthen the college’s commitment to its Diversity statement.

**Action Items:**
- Increase the promotion of diversity by the college’s senior leadership.
- Demonstrate the college’s commitment to diversity through intentional inclusion of diversity statement in all college print and electronic media.
- Add a diversity statement to each class syllabus.
- Student Government Association (SGA) establishes its own plan for supporting diversity and inclusion goals of the college.
- Develop and implement programs that support diversity initiatives in local schools.
- Integrate diversity and multiculturalism into co-curricular activities.
- Achieve the designation of the premier “Hispanic-serving” higher education institution in Berks County.
- Achieve the designation of the premier “Military-friendly” higher education institution in Berks County.

**Assessments:**
- Diversity statements are shared in class syllabi and prominent locations throughout the campus.
- SGA develops goals for diversity and inclusion.
- College achieves designation as the “Military-Friendly” institution in Berks County.
- College achieves designation as the “Hispanic-Serving” institution in Berks County.
- The number of underserved students enrolled increases each year.
- Conduct annual campus climate survey.

Timeframe: Fall 2014-15 and as base results for climate survey

Responsible Person/Office: Diversity Committee with assistance of key administrators
**Key Priority 9:** Develop an active, inclusive community among faculty, students, and staff.

**Action Items:**
- Implement programs that increase the diversity competencies of faculty, staff, and administration through training for best practices in teaching and learning.
- Insure that informational resources and programming are available to all members of the community.
- Insure that timely and coordinated responses are made in cases of discrimination, hate crimes, sexual assaults, harassment, and violence.
- Review all University employee and organizational performance evaluation forms (SRDP) to include criteria related to supporting diversity.

**Assessment:**
- Diversity Committee will develop a recommendation for comprehensive diversity programming for the college.
- An inventory of diversity related programming will be developed in the base year with the goal of expanding upon this base in each of the following years.
- Results of the Climate Survey will reflect improvement over the base year.

**Timeframe:** Spring 2015-Ongoing

**Responsible Person/Office:** Diversity Committee

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**Key Priority 10:** Improve services to retain underrepresented and underserved student populations.

**Action Items:**
- Assess essential programs such as academic advising, tutoring, student aid, career services, and testing that lead to higher graduation rates.
- Conduct an assessment of underrepresented students in co-curricular/campus “connector” leadership positions (e.g., SGA, Resident Assistants, Lion Ambassadors, Orientation Leaders, Student Employment, etc.).
- Engage all faculty, staff, and students in a review of current operations to identify barriers to student success, and develop and implement intervention activities to help students be more successful.
- Determine if the college should develop and support a supplemental transportation option linking existing BARTA locations to the campus or special shuttles from key Reading locations to the campus.
Assessments:
• Improvement in retention rate of underserved students.
• Eliminate the identified “road blocks” to student progress.
• Monitor and examine current enrollment data (monthly, semi-annually, etc.) to access current recruitment and retention of our diverse student body.

Timeframe: 2014-15-Ongoing

Responsible Person/Office: Enrollment Management Council and Diversity Committee

**Key Priority 11:** Develop and retain a high quality and diverse workforce.

Action Items:
• Emphasize diversity-related activities and professional development in employee performance evaluations.
• Campus-wide Diversity/Cultural Competency Training offered to new and current faculty and staff.
• Ensure diverse representation on search committees and provide complete information about expectations regarding candidates' skills in managing diversity.

Assessment:
• Assess and evaluate the procedures followed to create both diverse applicant pools and search committees for administrative searches.
• Post job openings on the Higher Education Diversity Recruitment Links.
• Collaborate with University Park’s forum on Black Affairs (FOB) for additional support in receiving high-quality minority applicants.

Timeframe: Fall 2014-Ongoing

Responsible Person/Office: Human Resources and Administration

**Key Priority 12:** Strengthen support for international students and the fostering a global perspective.

Action Items:
• Support of campus diversity events by the administration, where the administration (dean, division heads, etc.) attend these events and encourage faculty/staff participation.
• Link international and diversity events to class requirements through a stronger relationship between the Offices of Campus Life and Support Services and faculty.
• Enhance scholarship and subsidized funding for study abroad programs.

Assessment:
• Collaborate with the Office of Development for new funding sources for study abroad and international programming.
• Determine how current international programming developed by Campus Life and Support Services is utilized by faculty to support classroom instruction. Increase this utilization rate by 10% each year of the planning period.

Timeframe: Fall 2015-Ongoing

Responsible Person/Office: Student Support Services, Campus Life, and Academic Affairs

Key Priority 13: Develop a diverse management team at all levels of the institution.

Action Items:
• Require demonstrated skills in managing diversity as a standard qualification for all leadership positions.
• Cultivate diverse management teams at all levels of the college.
• Explore more inclusive models of leadership that bring individuals from various campus areas and job titles to management teams.
• Practices and policies regarding recruitment and hiring, promotion, performance management, merit, and succession planning will align with and support diversity and inclusion goals.
• Pursue funding that supports training for faculty, staff, and administrators with the topics of diversity and inclusion.
• Establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.

Assessments:
• Evaluate the procedures followed to create both diverse applicant pools and search committees for administrative searches.
• Evaluate which strategies for diversifying unit leadership and management are most effective.
• Monitor staffing to see changes in the diversity of management teams.
Timeframe: 2014-15 and on-going throughout the planning period

Responsible Person/Office: Human Resources and Administrative leadership

**Key Priority 14:** Strengthen the process by which the college oversees its diversity initiatives and planning.

**Action Items:**
- Restructure the Committee on Diversity and Inclusion to have broader representation from all segments of the college community, particularly students.
- The Diversity Committee will develop and recommend a comprehensive college-wide program that promotes and supports a culturally diverse community.
- Climate survey will be administered in the base year and throughout the planning period.
- Enhance existing college-based funding opportunities for diversity programming and educational initiatives.
- Develop a campus reward structure that supports the core value of diversity.

**Assessments:**
- Diversity Committee increases representation from all segments of the college community.
- Diversity Committee develops an integrated and college-wide diversity programming plan.
- Climate survey administered, using 2014-15 as base year for yearly comparisons of progress over the planning period.

Timeframe: 2014-2015 and ongoing throughout the planning period

Responsible Person/Office: Diversity Committee and Planning, Research and Assessment Office
Strategic Initiative V
Support, model, and expand disciplinary and cross-disciplinary inquiry, research, and creativity across the college.

In a learning-centered college, faculty, staff and students embrace the values of curiosity and academic integrity through their research and creativity. Learning is enhanced through an integration of information and knowledge that draws upon multiple theories, practices, and disciplines.

**Key Priority 1:** Increase the average number of refereed publications and creative accomplishments per faculty member with research obligations from 1.26 to 1.5 per year.

- **Action Items:** Academic leadership encourages and supports initiative.
- **Assessment:** Faculty average is 1.5 at end of the planning period.
- **Timeframe:** 2013-14 used as base for comparison to 2019-20
- **Responsible Person/Office:** Senior Associate Dean of Academic Affairs and Division Heads

**Key Priority 2:** Increase the amount of externally sponsored research grants by $500,000 each year of the planning period.

- **Action Items:** Academic leadership encourages and supports initiative.
- **Assessment:** Externally sponsored grants increase by $500,000 per year.
- **Timeframe:** Base year is 2013-14 and progress is monitored annually.
- **Responsible Person/Office:** Senior Associate Dean of Academic Affairs and Division Heads

**Key Priority 3:** To increase the amount of yearly endowed financial support for research provided to faculty and staff to $45,000 by the end of the planning period.

- **Action Item:** Raise designated funding in the amount necessary to achieve the desired support.
- **Assessment:** Return from endowment permits expenditures of $45,000.
Timeframe: Total funding in place by 2017-18 with first expenditure made in 2018-19

Responsible Person/Office: Development

**Key Priority 4:** Increase the number of classes that are co-taught to enhance curricular integration across the three academic divisions.

Action Items: Academic leadership encourages and supports co-taught classes.

Assessment: Number of co-taught classes increases by 5 each year over the planning period using 2014-15 as the base year.

Timeframe: 2014-15 and monitored throughout the planning period

Responsible Person/Office: Academic Affairs and Division Heads

**Key Priority 5:** Expand learning communities.

Action Item:

- Evaluate where additional learning communities would be most appropriate.
- Academic leadership encourages faculty to consider offering or becoming involved in a learning community.

Assessment: The number of faculty involved in a learning community will increase by 5% each year over the planning period.

Timeframe: 2014-15 for establishing the base data and monitoring throughout the planning period.

Responsible Person/Office: Academic Affairs
Strategic Initiative VI

Educate and prepare students for ethical and responsible citizenship in a diverse, global, and interdependent society and world.

Penn State Berks works towards a culture of ethics and integrity that goes well beyond compliance to rules and regulations to attain a culture that strengthens the moral development of all its members including faculty, staff, students and alumni. Through our educational practices, our expectations for working and living with one another, and our intention for all persons to have a right to basic needs supported by a healthy environment, we practice the values of sustainability and interdependence.

Key Priority 1: Develop an Ethics and Integrity Team for the college.

Action Items:
- Develop a team of faculty, staff, and students to help oversee and guide the initiatives (programming, evaluation of professional resources, promotional activities) related to ethics and integrity.
- Determine if a portion of a staff or faculty member’s time is required to provide the leadership for the team’s efforts.
- Develop an ethics and integrity page on the Penn State Berks website with links to various contacts, web pages, questions/concerns, and upcoming programming related to the topics.

Assessment:
- Team appointed and operational.
- Ethics and integrity website completed.

Timeframe: 2014-15

Responsible Person/Office: Chancellor

Key Priority 2: Enhance Ethics, Integrity, and Civility components of the First-Year Seminar.

Action Items:
- Provide a one-week module on Ethics, Integrity, and Civility in the new First-Year Seminar format.
- Strengthen the educational resources available to instructors and make them more specific to Penn State Berks.
Assessment:
• Module for FYS developed and offered each year.
• Instructional resources developed and for use in programming both inside and outside the classroom.

Timeframe: 2014-15 design first year components and implement in 2015-16

Responsible person/office: Ethics and Integrity Team with support of Academic Affairs

**Key Priority 3:** Establish an annual Ethics and Integrity Week for the college community.

Action Items:
• Conduct an Ethics and Integrity Week at Penn State Berks to coincide with the FYS module dates which may include films, seminars, and a college-wide convocation focused on these issues.
• Develop and utilize an assessment tool to determine how the program addressed the desired learning outcomes.

Assessment:
• Ethics and Integrity Week held.
• A higher level of understanding and appreciation for ethics and integrity is reflected by the assessment tool from the base 2015-16 year.

Timeframe: 2015-16 for inaugural year of this initiative

Responsible Person/Office: Ethics and Integrity Team

**Key Priority 4:** Determine the strengths and gaps in the college’s efforts regarding academic integrity.

Action Item: Review and select the assessment guide from the International Center for Academic Integrity (ICAI) or a similar assessment tool that helps to inform needed improvements.

Assessment: Gap analysis is competed and steps identified to address the concerns.

Timeframe: Selection of an instrument in 2014-2105 and yearly application of the instrument over the planning period.
Key Priority 5: Utilize the resources of the International Center for Academic Integrity (or similar professional association).

Action Items:
- Become an active member of the ICAI (or similar organization). Review and utilize resources available from the professional organization beyond any assessment tools.
- Participate in national or regional conferences and other training opportunities offered by professional associations addressing the issue of academic integrity.
- Offer expertise that may be developed through our faculty and staff as resources to other Penn State campuses or other colleges in the region.

Assessment: Qualitative analysis will be completed to determine benefits of formal involvement with a professional association.

Timeframe: 2014-15 and ongoing throughout the planning period

Key Priority 6: Evaluate the need to create a Center of Ethics and Integrity

Action Items: Review and determine if there is a need for a formal designation of an individual’s time or a Center related to Ethics and Academic Integrity that would serve as a college-wide resource for FYS, as well as a resource for faculty and students, and would provide leadership for workshops, training, and programming.

Assessment: Decision is made whether or not a formal Center of Ethics and Integrity is required.

Timeframe: 2017-18

Key Priority 7: Incorporate sustainability learning opportunities into daily life across the college, including the built environment and service and program delivery.
Action Step: Create visible demonstrations of sustainability facilities and grounds that teach (e.g. Gaige sustainability signs, native plantings, storm water management).

Assessment: All future additions and changes to the campus (renovations, new facilities, and new processes) will include plans to share how such modifications incorporate sustainability for those who see and use the new facilities and processes.

Timeline: 2014-15 and ongoing

Responsible Person/Office: Business Services

**Key Priority 8:** Develop and promote academic programs that address sustainability.

**Action Items:**
- Infuse sustainability into first-year seminars, service learning, senior capstone, undergraduate research, internships, and course projects. Current examples include microgrid research and shipping container re-tasking project.
- Develop an interdisciplinary “Sustainability Conference” for local high school students modeled after the Math & Science Options program for high school girls and a STEM conference for 11th grade students.

**Assessment:**
- An inventory will be developed during the base year to determine how sustainability is currently infused within the college community.
- Sustainability Conference developed and offered to area high schools.

**Timeline:** 2015-16 (High School Conference)  
2016-17 (Inventory completed)

Responsible Person/Office: Academic Affairs, Division Heads, and Planning, Research, and Assessment

**Key Priority 9:** Create sustainability focused programs and learning opportunities for external constituents.

**Action Items:**
- Include sustainability in Outreach programs with area companies including PPL, East Penn, Cyber Security, and Scitor.
• Partner with Office of Physical Plant to create opportunities for Building Information Modeling workshops and programs.

Assessment: Outreach programming reflects inclusion of sustainability topics in programs and training.

Timeline: 2014-15 and each year throughout the planning period

Responsible Person/Office: Continuing Education and Outreach

**Key Priority 10**: Utilize the Center for Service Learning and Community Based Research and The Learning Factory projects to identify and advance sustainable practices, programs, and solutions

Action Item: Identify appropriate projects.

Assessment: Sustainable practices, programs, and solutions have been developed and shared.

Timeline: 2015-16 and each year during the planning period

Responsible Person/Office: Center for Service Learning and Community Based Research and Continuing Education and Outreach
Assessment Plan - 2014-2019

Background

Penn State Berks has a long tradition of accomplishments in the five spheres of assessment as defined in the March 29, 2006 letter that the President of the University sent to the Middle States Commission on Higher Education. These five spheres are: institutional level, general education program, co-curricular programs, academic programs, and course level.

At the institutional level, our goals and initiatives included in our 2008-2014 Strategic Plan are periodically reviewed by Penn State Berks Strategic Planning Council and corrections are made to enhance efficiency. In general education, the college has conducted various iterations of assessment reviews in English composition and mathematics courses. Co-curricular programs are mostly led by units across the college with committees that periodically review activities and make corrections to ensure successful completion of all activities (Common Reading Program, First-Year Seminar, New Student Orientation–NSO1 and NSO2).

Assessment of our academic programs has been the focus of our work at Penn State Berks for the last ten years. ABET accreditation of our engineering programs (4EMET, 2EET and 2MET) has constituted an excellent benchmark to advance our assessment efforts. The accreditation of these programs requires assessment of the learning goals as defined by ABET and mapping of the specific course learning objectives to those overarching goals. Taking the ABET methodology as a reference, Penn State Berks began in 2007 to carry out baccalaureate program assessment on a systematic basis.

Penn State Berks assessment grants were created in 2008 to motivate the development of assessment plans in each academic program. For the last three years, all of our baccalaureate programs have submitted assessment reports, based on the evaluation of programmatic learning objectives, to the ACUE Assessment Committee. At the course level, all faculty are required to include clearly articulated learning objectives/outcomes in their respective syllabi. This last goal was partly accomplished through training in a Faculty Retreat that was held on January 9, 2008 with the support of the Schreyer Institute for Teaching Excellence.

Assessment is vital in ensuring the quality and continuous improvement of our academic endeavors from the course to the program level with the final goal of academic excellence. In addition, having assessment goals in place responds to accountability requirements of our most important external constituencies (accreditation agencies, local and state governments).
Plans for the next five years

Penn State Berks has three assessment initiatives planned for the next five years:

1. **Develop a long-term vision for general education and academic program assessment.** This initiative is within the general education and academic program spheres. It will: 1) develop shared programmatic objectives and best assessment practices within a discipline across the different Penn State campuses, 2) map course learning objectives to programmatic goals using ABET methodology as a reference, 3) ensure that assessment outcomes are used effectively to improve student learning, and 4) share assessment feedback from upper-division courses with the faculty in general education courses to ensure alignment of learning goals. This initiative will occur within the context of program coordinator retreats and faculty meetings. The annual ACUE assessment report will be used as a template to annually assess one block in General Education (subject to change depending on the future of General Education Reform efforts at Penn State). The time frame for this initiative is 2015-2019 and resources will be required to fund retreats, meetings, and travel.

2. **Institutional assessment:** The Strategic Planning Council is the body in our college in charge of following up on the proper execution and completion of all the initiatives in the plan. The Council will convene twice each semester to assess progress and make corrections as necessary.

3. **Co-curricular assessment:** All the units within Academic Affairs and Student Affairs will conduct annual reviews of all activities to ensure innovation, the proper quality, and student satisfaction.
Core Council Progress Report
Penn State Berks Majors

The purpose of this report is to highlight the progress that has been made at Penn State Berks in implementing the recommendations of the Core Council of October 14, 2011. The recommendations address the following areas:

1. Enrollment Strategies
   a. CHOA diminished considerably as indicated in the graph below as recommended in the Core Council Letter.

   ![CHOA to UP Graph](image)

   b. The number of students enrolled in our majors at Penn State Berks increased significantly in the last five years as indicated in the graph below following the recommendation of the Core Council Letter.

   ![Upper Division Enrollment Graph](image)
c. Penn State Berks has been unable to increase the Evaluation Index (EI) for newly admitted students in light of our decreasing enrollment trend in the last three years. The EI of 2.49 recommended by the Core Council Letter remains as a target.

d. Penn State Berks is slowly approaching the target of a retention rate of 84% (first to second year).

e. Six-year graduation rate of 60 percent for students that remain at Berks to complete their degrees remains as a target for Penn State Berks.

f. A significant number of transfer students come to Penn State Berks from Reading Area Community College (RACC). Penn State Berks is ready to enter in an articulation agreement with RACC.

2. Consolidation of Administrative Infrastructure.

   Penn State Berks currently shares the Financial Officer with Penn State Lehigh Valley

3. Program Performance, Collaboration, and New Program Development

   a. The Core Council Letter recommended the phase out of various programs at Penn State Berks, as well as monitoring the Security and Risk Analysis (SRA) and the Theatre programs. A summary of all the actions taken is shown below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in American Studies</td>
<td>Phased out effective fall 2013</td>
</tr>
<tr>
<td>2EET</td>
<td>Phased out effective fall 2013</td>
</tr>
<tr>
<td>2MET</td>
<td>Phased out effective fall 2013</td>
</tr>
<tr>
<td>2AGB - Agricultural Business</td>
<td>The College of Agriculture submitted a P-3 Prospectus to initiate the phase out of this program.</td>
</tr>
<tr>
<td>OLEAD</td>
<td>This Program continues in partnership with New Kensington with 70 students enrolled and it is delivered through a combination of online and video conference technology.</td>
</tr>
<tr>
<td>2HRIM</td>
<td>Now that the college has been approved for the Hospitality Management (HM) Program the 2HRIM Program will be phased out.</td>
</tr>
<tr>
<td>SRA</td>
<td>Enrollments increased from 14 in 2010 to 26 students in 2013.</td>
</tr>
<tr>
<td>Theatre</td>
<td>Enrollments increased from 8 in 2010 to 11 in 2013.</td>
</tr>
</tbody>
</table>
### New Academic Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>This program began in fall 2013 at it currently has 58 students enrolled in the major.</td>
</tr>
<tr>
<td>BSB, Accelerated version</td>
<td>Delivered through the video conference and online in partnership with Penn State Brandywine.</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology (BMB)</td>
<td>Penn State Berks has been authorized to offer this program effective fall 2014.</td>
</tr>
<tr>
<td>Criminal Justice (BA and BS) from Altoona</td>
<td>Penn State Berks has been authorized to offer this program effective fall 2014.</td>
</tr>
<tr>
<td>Hospitality Management (HM)</td>
<td>P-3 proposal completed, submitted and approved effective fall 2015.</td>
</tr>
<tr>
<td>Accounting (ACTT)</td>
<td>Penn State Berks has been authorized to offer this program effective fall 2015.</td>
</tr>
<tr>
<td>Nursing, Accelerated version</td>
<td>Currently delivered through videoconference and online from Penn State Schuylkill, preparing our own version to be launched in 2015.</td>
</tr>
<tr>
<td>MBA Penn State Great Valley</td>
<td>Delivered at Penn State Berks through videoconference and online. It currently has 12 students enrolled in our campus.</td>
</tr>
<tr>
<td>Rehabilitation and Human Services (RHS)</td>
<td>Prospectus submitted and reviewed by ACUE. A P-3 Proposal is currently being prepared and will be submitted early fall 2014.</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>Penn State Berks will submit this proposal during the academic year 2014-2015 so that it becomes effective fall 2016.</td>
</tr>
<tr>
<td>Structural Design and Construction Engineering Technology</td>
<td>Penn State Berks will submit this proposal during the academic year 2014-2015 so that it becomes effective fall 2016.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Penn State Berks will submit this proposal during the academic year 2015-2016 so that it becomes effective fall 2017.</td>
</tr>
<tr>
<td>Agricultural Business Management</td>
<td>Penn State Berks will submit this proposal during the academic year 2015-2016 so that it becomes effective fall 2017.</td>
</tr>
</tbody>
</table>

4. **Reduced Under-enrolled Sections**
   
   Penn State Berks has strictly followed the guidelines not to run lower division courses with less than 15 students and upper division courses with less than 8 students. This has resulted in a reduction in the number of under-enrolled sections.
5. Reduction of Developmental Courses and First-Year Seminar

Penn State Berks decided to review developmental courses in MATH and ENGL by setting up committees for each discipline as a consequence of the Core Council recommendations. The actions that were taken in MATH resulted in a decrease of developmental courses from four sections (two sections of MATH 1 and two sections of MATH 4) to three sections of only MATH 4. In addition, students who place in MATH 1 are recommended to take MATH 4 with the support from a student mentor. MATH 1 is no longer offered at Penn State Berks as of fall 2013. The results of the implementation of ALEKS as a self-learning tool and placement test this summer will determine future action steps with developmental MATH courses. The number of sections in ENGL 4 was reduced from 13 sections in fall 2012 to nine sections in fall 2014 for students who directly placed in ENGL 4. Students who were marginal in the placement test (SAT Writing scores) are offered the opportunity to take an ENGL 15 class with an additional credit of ENGL 97 to make up for developmental needs. The 1-credit ENGL 97 class counts towards graduation. All the changes in developmental courses in MATH and ENGL will be assessed and pending the results new approaches will be attempted. In summary Penn State Berks is gradually moving away from developmental courses and offering supplementary activities that diminish time to graduation yet provide proper support for student success.
Budget Overview

Penn State Berks will make informed and strategic decisions to invest in the campus during the next five years of the strategic planning period 2014-2019. Unallocated institutional funding will be designated to establish and/or enhance programs, as well as to use for capital project initiatives.

The following factors will influence campus budgetary decisions and allocations:

- The strategic initiative of expanding undergraduate degree programs will have an impact on faculty hires, facility needs, and operational expenses. The college has established a process to review both academic and staff positions before replacing.

- Enrollments play a significant part of expense allocations. The campus has recently experienced a rather stable student population, but anticipates strong growth during the next five years to approximately 3,000 FTE. The growth projections will have a positive impact on budgetary decisions. New programs, new facilities and the renovation of existing facilities, along with a significant increase in student scholarships will contribute to enrollment growth. Enrollment growth will require additional needs including faculty and staff offices, classroom space, academic support services, and student space, particularly related to additional student housing and expansion of the food service area.

- The University recognizes Berks as one of the campuses with potential for growth. In order to sustain and promote growth, the University will need to continue to provide support for new facilities. One example of this current support is the proposed expansion of the Beaver Community Center, which will benefit from a $6,000,000 capital fund contribution during this planning period. In addition, for students to obtain the full college experience, they desire to stay on campus. The campus sees a significant need for a co-curricular facility or building addition to support student recreation, engagement activities, and multi-purpose space. Although the campus benefitted from the opening of its largest academic building in 2012 and will totally renovate its oldest building starting this year through 2016, the need for additional academic space will still remain. Improvement in the college’s infrastructure will undoubtedly increase its attraction to prospective students and allow Berks to remain competitive both in its service area and throughout eastern Pennsylvania.

- With the anticipation of the new budget model for the campuses, Penn State Berks is uncertain how a new model will impact its ability to fully develop budget plans over the next five years.
As always, Penn State Berks is committed to remaining financially responsible as it works within the set budgetary policies and guidelines of the University and the campus.
STRATEGIC PLANNING ASSUMPTIONS

MISSION
• The strategic plan needs to be consistent with the mission of a land-grant university.

PHYSICAL PLANT
• The campus physical plant will be enhanced through the renovation of Luerssen completed by 2015 and the addition of an artificial turf field in 2014.
• Additional on-campus housing is strongly desired but unlikely in the next five years.

FINANCIAL
• The college’s funding model will not change in any significant manner and tuition dollars will be the primary source of revenue to support operational expenses.
• A new capital campaign will be undertaken during the planning period.
• Penn State will continue to be an expensive public university option. Federal and state financial aid dollars will not change in any appreciable way during this planning period.

DEMOGRAPHICS
• The total number of high school graduates from Pennsylvania schools will decline over this period, although graduates from the college’s service area will remain relatively stable.
• Underrepresented students will reflect a greater proportion of the general population and the potential student market.
• Regional and national employment opportunities will reflect growth potential in service industries, health care, technology and engineering, and accounting.

COMPETITION
• Competition from other colleges and universities will intensify as new technologies, shifts in demographics, and online learning options place new demands on all forms of higher education.
• World Campus enrollment growth rate will continue to outpace campus figures.
• The “public” as well as accrediting agencies will strengthen their expectations for demonstrated outcomes from higher education including learning outcomes, graduation rates, cost containment, and operational efficiencies.
ACADEMICS
- The college will add baccalaureate degrees over the planning period with a goal to increase the total to approximately 24 baccalaureate degree programs (additional 5 by 2019; add 4 more by 2024).

ENROLLMENT
- The college wishes to grow its enrollment to approximately 3,500 (headcount) students over the planning period.
- The University is not expected to place any restrictions on the number of incoming first-year students.
- There will be a continuing emphasis on the recruitment and retention of students with a target 6-year graduation rate in excess of 60 percent.

DIVERSITY
- Diversity plans will be incorporated into the Strategic Plan.

SUSTAINABILITY / EFFICIENCIES
- The University will value opportunities to share academic programs, services, and resources between campuses based upon technology, operating efficiencies, and geography.
Strategic Planning Council Membership
2013-2014

Strategic Planning Council Members

Lisa Baldi, Director of University Relations
Pradip Bandyopadhyay, Professor of Physics; Science Division Head
Paula Barrett, Advisory Board Member
Kim Berry, Chief Operating Officer
Lisa Deibler, Director of Athletics
Dave Delozier, Director of Development and Alumni Relations
Nancy Dewald, Reference Librarian
Maureen Dunbar, Associate Professor of Biology; Program Coordinator, Biology
Paul Esqueda, Sr., Associate Dean for Academic Affairs; Professor of Engineering
Michael Fidanza, Professor of Horticulture
Greg Flemming, Advisory Board Member
Robert Forrey, Professor of Physics
Walt Fullam, Director of Continuing Education
Lisa Glass, Director of Information Technology
Nathan Greenhauer, Assistant Professor of Psychology
Devin Heckman, SGA President
R. Keith Hillkirk, Chancellor
Tish Jepsen, Coordinator of Career Services
Sadan Kulturel-Konak, Professor of Management Information Systems
James Laurie, Instructor in Business
Janelle Larson, Associate Professor of Agricultural Economics, EBC Division Head
Dennis Mays, Financial Officer
Jayne Park-Martinez, Research Analyst
Paula Plageman, Coordinator of Academic Advising Center
Belen Rodriguez-Mourelo, Associate Professor of Spanish, HASS Division Head
Marga Row, Coordinator of Grants and Proposals
Kevin Rudy, Chief of Police Services
Teri Sabatelli, Director of Admissions and Financial Aid
M. Susanne Samson, Senior Lecturer, Program Coordinator, IST (Retired)
James Shankweiler, Lecturer in Business
Blaine Steensland, Sr., Director of Student Affairs and Enrollment Management
Joseph Webb, Director of Student Support Services