

# PROGRESS LOG

---

**PENN STATE LEHIGH VALLEY**  
**OUR CAMPUS, OUR FUTURE**  
**2020-2025 STRATEGIC PLAN**

---



## ARTICULATED VISION: THE 2025 CAMPUS BY THE NUMBERS

	2020	Goal: 2025	Reporting in Feb 2022	Reporting in Feb 2023	Reporting in Feb 2024	Reporting in Feb 2025	Notes
ACADEMICS	9 DEGREE PROGRAMS <sup>1</sup>	<b>14 DEGREE PROGRAMS</b>	9 DEGREE PROGRAMS	10 DEGREE PROGRAMS			
ENROLLMENT	977 STUDENTS <sup>2</sup>	<b>1,000+ STUDENTS</b>	872 STUDENTS	888 STUDENTS			
RETENTION	87% (ONE YEAR) <sup>3</sup>	<b>89% (ONE YEAR)</b>	85%	79.5%			
GRADUATION	124 GRADUATES <sup>4</sup>	<b>140 GRADUATES</b>	105	121			
UNDER-REPRESENTED RACE/ETHNICITY STUDENTS FT FACULTY & STAFF	42% <sup>5</sup> 5.8% <sup>6</sup>	45% 15%	43.4% 9.3%	44.6% 13.1%			
CAMPUS SIZE	97,500 SQ FT <sup>7</sup>	<b>119,000 SQ FT</b>	119,000 SQ FT				
ENDOWED SCHOLARSHIPS	22 (\$2,092,720) <sup>8</sup>	27 (\$2,568,335)	24 (\$3,882,284)	24 (4,095,710.4)			
SOCIAL MEDIA REACH	1,001 <sup>9</sup>	<b>2,000</b>	1,277	1,825			
ALUMNI REACH	3,699 <sup>10</sup>	<b>4,250</b>	2,642	2,870			

Achieved Target Progressing Additional Work Needed

<sup>1</sup> Official University Records

<sup>2</sup> Official Enrollment Dashboard- iTwo

<sup>3</sup> PSU Factbook- Retention Tables

<sup>4</sup> PSU Factbook – Graduation Tables

<sup>5</sup> Official Enrollment Dashboard- iTwo

<sup>6</sup> PSU Data Digest

<sup>7</sup> Facilities Records

<sup>8</sup> Development Records- total scholarships and (total book value)

<sup>9</sup> Social Media Followers Instagram- Strategic Communications analytics

<sup>10</sup> Unique alumni via viable emails on list-serv

\*Arts Admin Prog closed; added Cyber Security  
 \*Enrollment, retention & graduation all impacted by COVID  
 \*Growth in racial/ethnic diversity on campus  
 \* Building expansion completed  
 \*Increase in endowed scholarships funding  
 \*Social media increased  
 \*Alumni reach decreased by COVID and personnel turnover

\*Addition of Criminal Justice  
 \*Enrollment, retention & graduation still progressing since COVID  
 \*Growth in racial/ethnic diversity on campus  
 \* Building expansion completed  
 \*Same endowed scholarships; increase in market value (+6 un-endowed scholarships)  
 \*Social media increased  
 \*Alumni reach progressing



---

# PRIORITY AREA 1: ACADEMICS

---

## **Goal 1:**

**Expand and strengthen the academic portfolio and educational opportunities of the campus**

**Objective 1.1 SUPPORT THE CURRENT ACADEMIC PORTFOLIO**

Support our current portfolio of academic degree programs to ensure the viability and sustainability of each program

Key Performance Indicator: Enrollment maintained or increased in each program; Yearly Program Reviews show evidence of viability and sustainability

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress to Date
<b>Action 1.1.1</b> Support the learning objectives and outcomes of our academic portfolio through formative assessments and review meetings	<u>Task 1:</u> Ensure learning objectives are well-documented for each degree program and aligned with UP and Commonwealth campus programs <u>Task 2:</u> Hold yearly program reviews with the Chancellor, DAA, and Planning & Analysis Office <u>Task 3:</u> Infuse curriculum with real-world workplace skills needed to compete in today's ever-changing global employment arena	Formative assessments; program reviews and meetings	Academic Affairs  (Planning & Analysis)	2/2021 7/2025	2022-2023: Academic Degree Program reviews were once again held in summer 2022 with every program coordinator to discuss learning outcomes, current and projected enrollments, marketable strengths, notable alumni, next steps in regard to academic portfolio growth, and other pertinent degree program info. (On track).  2021-22: Academic Degree Program Review completed for each program in Spring 2021 (see attached template); Yearly Program Review meetings held with each coordinator in June/July 2021 to discuss program review. (On track)
<b>Action 1.1.2</b> Maintain and grow enrollment in each program, based on resource capacity, to ensure program efficacy	<u>Task 1:</u> Track current enrollments and use yearly program reviews to target needs and projected enrollments <u>Task 2:</u> Include program coordinators in program efficacy analysis and resource needs	Program enrollments maintained or increased-monitored each fall and spring semester	Academic Affairs  (Program Coordinators)	2/2021 7/2025	2022-2023: Program enrollments for each program were tracked as part of annual degree program review cycle. Current numbers and a review of the past five semester were monitored. In 2023, enrollments for Criminal Justice will be added. (See attached chart.) (On track).  2021-22: Program enrollments tracked for each degree program (see attached chart); Arts Administration program sunsetted due to low enrollments (On track)
<b>Action 1.1.3</b> Develop academic profiles to showcase the uniqueness and distinction of each program	<u>Task 1:</u> Hold joint meetings with Strategic Communications and Program Coordinators to identify and develop content <u>Task 2:</u> Draft showcases and share through various avenues	Academic profile created for each degree program and publicized	Strategic Communications  (Program Coordinators)	2/2021 7/2022	2022-23: Strategic Communications met with each program coordinator to discuss the most optimal ways to market each academic program and its offerings. One example is the marketing of the new Criminal Justice Degree Program's speaker series with a predetermined roll-out plan and media pitch. Digital billboards also featured each of the programs completable on campus (to drive awareness). Full-page print ads were created for most programs – featuring successful grads – and placed in eight local papers. :15 video testimonial ads were created featuring successful grads for multiple

					<p>programs and run during popular local news segments. (On track).</p> <p>2021-22: Academic degree program profiles are underway to personalize by audience persona and differentiators; Strategic Communications meeting with each program coordinator to develop; Information shared at All Campus Day Spring 2022 (see attached sample) (On track)</p>
<p><b>Action 1.1.4</b> Continue to hire intellectually, academically talented, and diverse faculty members to teach in programs</p>	<p><u>Task 1:</u> Identify open positions <u>Task 2:</u> Publicize positions in a wide-ranging manner <u>Task 3:</u> Identify diversity as a factor in search committee discussions</p>	<p>Increased number of diverse faculty (based on race/ethnicity, program area, research background, and other diverse characteristics) from Y1-Y5 of plan</p>	<p>Human Resources</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Hired all four faculty vacancies and retained three. We are currently hiring faculty for business (replacement), BBH and biology (replacement). We have hired or are in the process of hiring diverse faculty members. (On track).</p> <p>2021-22: There are currently 4 open full-time faculty positions: Cyber Security, Biology, Criminal Justice, Rehabilitation and Human Services. Each position is advertised through the appropriate Penn State channels, with an emphasis on diverse and wide-ranging candidates who can bring a wealth of knowledge and expertise to the campus in their particular academic area. (On track)</p>
<p><b>Action 1.1.5</b> Use syndicated data and analytics software to continually evolve curriculum to position our students to compete at the highest levels</p>	<p><u>Task 1:</u> Use Labor Insights, including Burning Glass Technologies and PA State Data Center, to provide real-time data on job growth and specific skill requirements <u>Task 2:</u> Share insights with applicable program coordinators and faculty members</p>	<p>Labor Insights data</p>	<p>Planning &amp; Analysis</p>	<p>2/2021 7/2025</p>	<p>2022-2023: It was decided to forgo another year of licensing with Burning Glass at the LV campus and to instead to join with the CE consortium, using Berks as the host site for pulling needed information. As requests have arisen, the campus has called on the contact at Berks or has made us of other data sites, such as Lehigh Valley Economic Development Corporation, the LV Workforce Board, PA Word Stats, etc. to collect needed information around job growth and skill requirements. (On track).</p> <p>2021-22: Burning Glass license renewed for another year; utilized for data pulling related to the development of new Chemical Dependency Prevention &amp; Counseling Certificate and in exploration of a Business Administration Certificate; also used for data analysis of Warehouse Managers/Supervisors for regional CE grant. (On track)</p>

**Objective 1.2: ADD DISTINCT CREDIT PROGRAMS**

Collaborate with University College partners to add distinct credit-based programs to the academic portfolio of the campus

Key Performance Indicator: Addition of credit programs to achieve of a target of 14 programs; admission and enrollment information for each new program for benchmarking.

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress to Date
<b>Action 1.2.1</b> Continue to work on the acquisition of STEM-based majors and minors	<u>Task 1:</u> Progress the prospectus for an engineering degree program <u>Task 2:</u> Investigate accompanying programs such as a service engineer enterprise minor and a cyber security degree and submit appropriate prospectuses	Addition of STEM-based programs	Academic Affairs	2/2021 7/2023	<p>2022-2023: We have officially submitted the biology program proposal. Currently, it is going through the consultation stage of the process. Additionally, the acquisition of a Biology lab for the new Biology program could be realized once the Maintenance Building project is finally completed on campus. This has been an ongoing planned project for several years (pre-COVID) and is important to complete in order to provide the much-needed space for maintenance and facilities, as well as progression towards the Bio Lab.</p> <p>We are also investigating the possibility of an industrial engineering degree. (On track).</p> <p>2021-22: Working on the acquisition of a Biology Degree to add a science-based major on campus; the Cyber Security Degree was added in 2021 as a degree option; Engineering is currently being investigated as a viable option- in the meantime, the campus is making use of the 2 + 2 structure to refer students to Berks and Harrisburg among other campuses. (On track)</p>
<b>Action 1.2.2</b> Evaluate additional business-related offerings	<u>Task 1:</u> Investigate business-related programs such as accounting, finance, and digital marketing <u>Task 2:</u> Submit appropriate prospectuses	Addition of Business-related programs	Academic Affairs	2/2021 7/2023	<p>2022-2023: 2022-2023: Criminal Justice and Game Development are business related offerings that have been added to the portfolio. There is no progress – to report – in regard to the business certificate. In collaboration with CE, we have developed a noncredit supply chain certificate. (On track).</p> <p>2021-22: A Business Administration certificate is being explored; if viable, it could open the path to an MBA Program in the future; Based on data pulled, a Criminal Justice degree program will be added to the academic portfolio in 2022-23. A Game Development Minor is also being developed. (On track)</p>
<b>Action 1.2.3</b> Investigate the addition of undergraduate and graduate certificate programs	<u>Task 1:</u> Investigate the demand and labor projections for various certificate options <u>Task 2:</u> Take specific look at certificates in business management, cyber security, and supply chain	Addition of certificate programs	Academic Affairs (Community Engagement)	2/2021 7/2023	<p>2022-2023: A new option is being developed for students called The Keystone Certificate. Students enroll in the two foundational courses and then choose at least 2 classes in a specific pathway focused on integrative humanities to complete the certificate. PSU-LV is using the PSU Berks model as it spearheads this new initiative. More info here: <a href="https://emr100.wixsite.com/keystone">https://emr100.wixsite.com/keystone</a></p>

					<p>The new Supply Chain certificate has been developed and is scheduled to begin May 1, 2023.</p> <p>The first cohort of eleven students completed the Digital Marketing non-credit program. Seven students are enrolled in new cohort.</p> <p>Project Management Certificate enrolled 1 student</p> <p>SHRM enrolled 29 students (On track).</p> <p>2021-22: Several new credit certificate programs are being added to the academic portfolio, including: Cyber Security, Supply Chain, Chemical Dependency Prevention &amp; Counseling. A non-credit option through CE, Digital Marketing Certificate, for 12 PSU-LV students is being funded through a strategic planning grant. (On track)</p>
<p><b>Action 1.2.4</b> Ensure the campus infrastructure can support new programming costs</p>	<p><u>Task 1:</u> Identify available and appropriate financial resources available for new programs based on cost/revenue analysis</p> <p><u>Task 2:</u> Consider building a Strategic Enterprise Management team to review costs and ROI</p>	Program infrastructure analysis	Academic Affairs	2/2021 7/2025	<p>2022-2023: To support the impending biology major, we have set aside significant fiscal resources to renovate one of our laboratories (400k) and hire a new biology faculty member. (On track).</p> <p>2021-2022: In progress</p> <p>Task 1: Collaboration with Chancellor, Director of Academic Affairs, and other stakeholders to identify financial resources available for new programs</p> <p>Task 2: The review of costs and ROI will be evaluated by Finance on any new programming initiatives (On track)</p>

**Objective 1.3: EXPAND HEALTHCARE PROGRAMMING**

Expand the infrastructure around health care programming to support an academic health care consortium

Key Performance Indicator: Creation of an academic health care consortium; increased enrollment in healthcare programs; additional healthcare partnerships within the external community

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress to Date
<p><b>Action 1.3.1</b> Strengthen connections among</p>	<p><u>Task 1:</u> Continue working on a Health Policy &amp; Administration (HPA)</p>	Healthcare program collaborations; increased	Academic Affairs	2/2021 2/2023	<p>2022-2023: The eight-campus HPA Consortium continued sharing faculty, schedules, and program assessments throughout the year:</p>

<p>current health-related academic degree programs to increase our footprint within the local healthcare infrastructure</p>	<p>consortium with other campuses  <u>Task 2:</u> Focus on healthcare education collaboration through the sharing of resources, courses, and learning outcomes</p>	<p>enrollment in health degree programs</p>		<p>--Student-led career development presentations were sponsored by the Consortium.  --A student-focused website, PRIDE HPA Career website, was developed specifically for HPA students as a vehicle for promoting greater levels of involvement among students across the HPA major.  --A seminar on policy-based careers in HPA was presented that included HPA professionals, including some Penn State HPA graduates. A Washington D.C. internship semester option is under consideration for the Consortium students.  --A one-credit course on research and related careers is being developed for interested HPA students. Two former HPA students from the Lehigh Valley campus working in research careers are co-instructors for the course, which will roll out in the Spring 2023 semester.</p> <p>Discussions advanced on the recruitment of nontraditional students. Hybrid schedules and accelerated course offerings are being discussed. HPA certificates in both health policy and health administration were developed and will be circulated for feedback and finalization.</p> <p>Chris Caulkins, Professor-in-Charge of HPA Master's Programs, discussed options for HPA Master's programs for Consortium students. More exchange is needed to advance this option. (On track).</p> <p>2021-2022: The HPA Consortium will expand in Fall 2022 from five to eight programs, adding Mont Alto, Harrisburg, and Abington campuses.</p> <p>In Fall 2021 Penn State's HPA Consortium officially started with five campuses – Lehigh Valley, Schuylkill, Hazleton, Shenango and Beaver. The Lehigh Valley campus hosts the Coordinator of the Consortium, Anita Yuskauskas, and the Consortium Registrar, Danyell Fondl. There are five full time HPA faculty including one Internship Coordinator. The campuses share one schedule and one integrated program assessment.</p> <p>Discussions are underway to collaborate on a five-year master's program in HPA. In addition, the Consortium will work to increase nontraditional student enrollment by investigating student needs; this specifically relates to course offerings, and alternative compressed and accelerated options.  In November 2021, the Lehigh Valley HPA program offered two university-wide career seminars – one featuring experts in the</p>
---	--	---	--	--



					field to describe their careers, and one featuring HPA student graduates who described their professional positions. Both seminars focused on health related positions throughout the Lehigh Valley. The seminars were open to students throughout the university. <a href="#">(On track)</a>
<b>Action 1.3.2</b> Design and build an innovative Organic Chemistry Lab to support state of the art science-based curriculum for students on a pre-medical track	<u>Task 1:</u> Continue working with architectural and business plans to develop the lab <u>Task 2:</u> Consult with appropriate faculty and staff on design needs <u>Task 3:</u> Construct the lab as part of the larger current campus expansion project <u>Task 4:</u> Consult with local healthcare entities on design	Construction of Organic Chemistry Lab	Chancellor (Academic Affairs)	2/2021 12/2021	<b>2022-2023:</b> Completed in 2021-2022  2021-22: This action item is completed, with the completion of the new \$14.4 million three-story campus expansion. The Organic Chemistry Lab is located on the third floor in the Charles W. Dent Stem Wing. The lab is 2,199-square-foot space that will allow the campus to offer organic chemistry courses and give students the opportunity to complete their undergraduate requirements for medical school entirely at the campus. <a href="#">(Completed)</a>
<b>Action 1.3.3</b> Increase visibility and enrollment potential of the Practical Nursing Program, Certified Recovery Specialist, Medical Interpreter, and Certified Nursing Assistant	<u>Task 1:</u> Identify marketable strengths of current programs <u>Task 2:</u> Collaboration of CE with Strategic Communications on marketing plans, including social media, web-based and ad campaigns <u>Task 3:</u> Continue to develop relationships with external community partners	Enrollment in CE-based healthcare programs	Community Engagement (Strategic Communications)	2/2021 2/2023	<b>2022-2023:</b> PN Program: Task 1: Program is an evening/weekend program which allows those working FT to attend. Provides an affordable and accessible way for those who don't have financial or supportive resources to attend a 4-year program.  Task 2: Work with Strat Com to ensure website is UTD; New flyers were made. Information sessions are being held virtually (zoom) every other week at 11 am and 6 pm to ensure access of potential students. Facebook boosts are being done 1 week prior to session. Nursing home visits will be made to introduce program and hand out flyers. Flyers were handed out at SkillsUSA Health Knowledge bowl. Flyers were handed out at Bethlehem Area Vocational Technical school. Will investigate getting marketable goods to hand out to potential students.  Task 3: Nursing home visits will be made to introduce, market, and develop relationships with community partners. Continue to work with our current partners: St. Luke's University Hospital and Health System, Lehigh Valley Hospital and Health Network, Phoebe Ministries, LifePath, Maxim Home Care, Fellowship Manor, PrimeCare (Lehigh County Jail). Will be adding an addiction center located in Quakertown to our clinical list for a student observation day. Job fair held annually. Healthcare breakfast was held to introduce community partners (HR partners) to the LV Campus.  PN Class of 2022 – 16

					<p>PN Class of 2023 – 14 Recruiting for PN Class of 2024 – goal 20, max 30</p> <p>CRS program is generally funded through county drug and alcohol programs. Lehigh County does not fund this program, resulting in limited to no enrollment.</p> <p>Core Medical Interpreter training has added an evening course option, which currently has six students enrolled. (On track).</p> <p>2021-22: CE worked with Strat Comm to update information on the CE webpages related to non-credit healthcare programs; COVID-19 meant that programs had to go virtual; programs are now opening back up on campus, including job fairs and additional connections with community partners.</p> <p>Current program enrollments: Practical Nursing Program: 51 unduplicated (Spring 2021: 32, Summer 2021: 26, Fall 2021: 51) Certified Recovery Specialist: 56 Medical Interpreter: 34 Certified Nursing Assistant: Not running yet (On track)</p>
<p><b>Action 1.3.4</b> Maintain the Emerging Health Professionals dual enrollment program to support rising high school juniors and seniors interested in healthcare careers</p>	<p><u>Task 1:</u> Continue to market the program to local high schools through guidance counselors and other marketing efforts <u>Task 2:</u> Continue to monitor learning deliverables and program outcomes to ensure program efficacy <u>Task 3:</u> Continue to build a pathway to PSU-LV with enrollment information, connections to campus, and marketing efforts</p>	<p>Enrollment in Emerging Health Professionals dual enrollment program</p>	<p>Academic Affairs  (Enrollment Management)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: EHP (Emerging Health Professional Program) recruited students from 10 HS in the Lehigh Valley. 39 students enrolled in fall 2022 and 38 students enrolled in spring 2023. Two new faculty were hired to teach at Penn State Lehigh Valley – Kristen Heroy is the am instructor, while Kandiss Schrader is the pm instructor. (On track).</p> <p>2021-22: The EHP was once again marketed to local students. 36 students enrolled in Fall 2021 and 35 in Spring 2022 recruited from 10 Lehigh County school districts. The program is closely monitored by EHP program team (including the DAA, Director of Admissions, and the Registrar). In the spring 2022, a change in staffing with the professor of XXX and XX was made to better accommodate the learning and needs of students in the EHP program to ensure program efficacy. <b>See attached report for additional information. (On track)</b></p>

**Objective 1.4: GROW FOR-CREDIT WORKFORCE DEVELOPMENT PROGRAMS**

Continue to grow for-credit workforce development offerings through Community Outreach and Engagement

Key Performance Indicator: Increase in number of for-credit workforce development programs and enrolled/completer students; Workforce outcomes of program completers

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 1.4.1</b> Utilize labor insights data to inform program development	<u>Task 1:</u> Continue the use of Burning Glass and the PA State Data Center to pull relevant data tied to the job market and labor insights <u>Task 2:</u> Share data with appropriate staff and faculty to utilize in program development	Use of labor insights databases and data	Planning & Analysis  (Community Engagement)	2/2021 7/2025	2022-2023: It was decided to forgo another year of licensing with Burning Glass at the LV campus and to rather join with the CE consortium, using Berks as the host site for pulling needed information. As requests have arisen, the campus has called on the contact at Berks or has made us of other data sites, such as Lehigh Valley Economic Development Corporation, the LV Workforce Board, PA Word Stats, etc. to collect needed information around job growth and skill requirements. (On track).  2021-22: Burning Glass license was renewed for another year; the system was used to pull data relevant to the investigation and creation of new academic programming, including Cyber Security, Healthcare, Manufacturing, Business Administration, among others. (On track)
<b>Action 1.4.2</b> Expand high quality micro-credentials and credit-based professional certificates that will support our current degree programs	<u>Task 1:</u> Identity growth areas and educational needs of the region <u>Task 2:</u> Develop micro-credentials and certificates aligned with academic program curriculum and learning outcomes <u>Task 3:</u> Work with other CE units on program development models and resource-sharing, where possible	Addition of micro-credentials and certificates	Community Engagement  (Academic Affairs)	2/2021 7/2025	2022-2023: Aligning with Statewide CE, Lehigh Valley will market commonwealth campus offering through zoom to generate revenue share.  The LV Reads Micro-credential courses have been transitioned to non-credit offerings and are being submitted for Act 48 approval.  The Supply Chain non-credit certificate has been submitted to transfer credit for SCM 301 from non-credit to credit. (On track).  2021-22: Program coordinators have been tasked by the director of academic affairs to begin thinking about my credentials and credit based professional certificates that align with their academic degree programs. Data continues to be pulled and analyzed as to what would make the most relevant and applicable offerings, and program coordinators in the office of academic affairs continue to work with community engagement to develop program models and find ways to share resources. Examples include the new Cyber Security Certificate Program, the Chemical Dependency Prevention & Counseling Certificate, and a Potential Business Administration Certificate Program that could lead to an MBA track in the future. (On track)

<p><b>Action 1.4.3</b> Utilize the Lehigh Valley Writing Project to expand programming opportunities for teacher development</p>	<p><u>Task 1:</u> Continue to work with local WP fellows and teacher-leader to develop high-quality in-service programs for local school districts <u>Task 2:</u> Offer graduate credit options for teachers in writing across the curriculum, pedagogy, inquiry, assessment, and others</p>	<p>Expanded in-service contracts and programs</p>	<p>Community Engagement</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Teacher Apprenticeship is being developed on a statewide level to provide Level 1 Instructional Certification and Special Education Certification to current bachelor's degree holders who are working in PA schools on emergency permits. (On track).</p> <p>2021-2022: Task 1: LVWP is currently hosting no-cost book study sessions for local teachers. This is a re-engagement effort following two very stressful, COVID-impacted school years. The hope is that these will lead to increased opportunities for PD next school year. Task 2: LVWP is currently working with LVReads to offer graduate courses in explicit instruction; however, the district we were supposed to partner with has not confirmed a start date. This initiative is being revisited and a new plan for district partnership is being considered. (On track)</p>
<p><b>Action 1.4.4</b> Develop strategic marketing plans for Community Education programming</p>	<p><u>Task 1:</u> Develop marketing plans to appeal to a wide range of potential CE-based students <u>Task 2:</u> Update plan as needed to include new programs and offerings</p>	<p>Creation of marketing plan template for CE (can be updated each year)</p>	<p>Strategic Communications  (Community Engagement)</p>	<p>2/2021 2/2022</p>	<p>2022-2023: The strategic marketing plan has been completed with the assistance of a student intern who completed the Digital Marketing Institute program and passed the certification exam. This work resulted in a comprehensive digital marketing plan for CE that can be updated each year. (On track).</p> <p>2021-22: Initial meeting between CE and Strategic Communications have occurred but work on this action item has not yet officially begun according to CE; will occur in 2022-2023 (On track)</p>

**Objective 1.5: ENHANCE SIGNATURE INITIATIVES FOR STUDENTS**

Enhance signature initiatives of undergraduate research (UR), study abroad, internships, and honors programming to augment student majors/minors and learning experiences

Key Performance Indicator: Participation rates of students in signature initiatives; impact of initiatives on student retention via rates and on student engagement measured by the Student Engagement & Demographics Survey

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 1.5.1</b> Work with the Office of Undergraduate Research and Fellowship Mentoring to</p>	<p><u>Task 1:</u> Facilitate connections that support undergraduate excellence between academic colleges and campuses <u>Task 2:</u> Focus on equity in and access to undergraduate research</p>	<p>Increased undergraduate research opportunities for students</p>	<p>Academic Affairs</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The Undergraduate Research Committee, the Library, and the Undergraduate Research Symposium Planning Committee are collaborating to offer a full slate of student-centered programming in 2022/2023 including 7 brownbag discussion sessions, 8 workshop sessions, and 1 panel discussion. The Undergraduate Research Committee also continues to enhance the undergraduate research web presence (new in 2022), in</p>

<p>enhance research opportunities on the campus</p>	<p><u>Task 3:</u> Share best practices of faculty mentorship and elevate our them by widely featuring faculty accomplishments and research and scholarship opportunities that attract and engage students</p>				<p>collaboration with Strategic Communications. By coordinating these events and materials, we are enhancing the visibility of undergraduate research on campus, facilitating community and connections around undergraduate research, and motivating and supporting students' participation in undergraduate research. (On track).</p> <p>2021-22: A new committee was initiated on campus under the structure of Faculty Senate: The Undergraduate Research Committee. The committee is comprised of 13 members (8 faculty, 1 librarian, 2 staff, and 2 students)</p> <p>A survey was distributed to all faculty in December 2021 to assess undergraduate research needs; a report is being compiled focusing on needs of space, time, collaborations, financing, and preparedness of students.</p> <p>Tasks 1 and 2: The committee is offering a series of undergraduate research workshops in the spring semester for any interested students. These include: Get Started with Research, How to Join the Scholarly Conversation, How to Develop Effective Research Questions, Literature Review Foundations, Citation Management, Information Privilege: What Is It and What Does It Mean for Our Research?, Designing and Creating a Research Poster, and Presenting a Research Poster.</p> <p>A website is launching in spring 2022 to showcase profiles of student research, help students identify faculty mentors, and describe potential research topics and funding opportunities.</p> <p>Task 3: Honors Club will implement an undergraduate research sub-committee panel event in Spring 2022 to share best practices and accomplishments among students. (On track)</p>
<p><b>Action 1.5.2</b> Continue to direct resources, where possible, to undergraduate research endeavors</p>	<p><u>Task 1:</u> Create resource needs list that includes the necessary equipment and technology to implement research activities <u>Task 2:</u> Create an avenue for faculty to request research funds and publicize this appropriately <u>Task 3:</u> Evaluate the best decision-making method to determine which research endeavors are funded</p>	<p>Funds allocated for research endeavors</p>	<p>Academic Affairs</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Academic Affairs purchased a poster printer to support students' presentation of their research at the campus Undergraduate Research Symposium and other events across the university and beyond. Additional funds are needed to fully support undergraduate research endeavors, such as new equipment, conference funds, etc. (On track).</p> <p>2021-22: Tasks are underway as part of the new Undergraduate Research Committee. One of the goals of the committee is "to coordinate existing and enhancing UGR resources for more attention and awareness" of UGR on campus. The new committee will be an advocate for such work. (On track)</p>

<p><b>Action 1.5.3</b> Enhance study abroad and civic engagement programs for all students regardless of socioeconomic status</p>	<p><u>Task 1:</u> Increase student participation via outreach to students and funding opportunities including study abroad scholarships <u>Task 2:</u> Develop additional partnerships and binational programming in new countries <u>Task 3:</u> Link Penn State CHANCE short-term study abroad program to the Sustainability Leadership minor housed in the College of Health and Human Development</p>	<p>Student participation numbers; program sites</p>	<p>Academic Affairs</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Three study abroad programs planned for Spring/Summer 2023:</p> <p>Scotland: Honors study abroad for spring break 2023 (I. Flaherty)</p> <p>Romania: 3 week practicum for CHANCE Romania summer 2023 – with teams of Penn State students and Bucharest University students (J. McLaughlin). In 2022, 12 Penn State students (3 from PSLV) worked online and in the field with 12 University of Bucharest students.</p> <p>Palermo and Rome, Italy: Penn State Global course, CRIM 225N- Organized Crime in Film &amp; Society (Gen Ed interdomain GS/GH) – May 14 - June 3, 2023 (D. Dreisbach) (On track).</p> <p>2021-2022: COVID-19 has presented challenges for study abroad. All spring break travel abroad for embedded courses and student organizations was cancelled for 2020.</p> <p>CHANCE Romania was held in Summer 2021 with 12 students, following all COVID-19 protocols, focusing on the theme, "Global Conservation: Environmental Challenges Facing the Danube River."</p> <p>Additional work in this area will be progressed as COVID-19 restrictions are lifted. (On track)</p>
<p><b>Action 1.5.4</b> Build our portfolio of internship offerings, job shadowing, and mentoring</p>	<p><u>Task 1:</u> Conduct inventory of current offerings and develop list of potential new additions <u>Task 2:</u> Increase job sites for student-based learning <u>Task 3:</u> Track data related to internship, shadowing, &amp; mentoring with employment connections</p>	<p>Increased in job site numbers and student employment after graduation</p>	<p>Career Strategies</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Numbers have been tracked:</p> <p>Fall 22 Internships: 18</p> <p>Spring 23 Internships: 24 (On track).</p> <p>2021-2022: This action is in progress. There exists a dashboard of current internship offerings and participant numbers are continually tracked. The campus has recently hired a new Coordinator of Career Strategy, and these action items will be further progressed once this individual begins working with us. (On track)</p>
<p><b>Action 1.5.5</b> Create a mentorship program that involves alumni and</p>	<p><u>Task 1:</u> Identify potential mentors and roles/responsibilities <u>Task 2:</u> Develop program to connect students with</p>	<p>Number of mentor-mentee pairs; reflection survey</p>	<p>Advising</p>	<p>2/2021 7/2023</p>	<p>2022-2023: The Office of Academic Advising &amp; Career Services continues to work with the Office of Alumni Relations on this initiative. A recent example is the Alumni Career Panel Series which featured Business and Supply Chain graduates:</p>

<p>PSU partners, including Advisory Board members</p>	<p>individuals who work in students' fields of study</p>				<p>Hemil Patel, '17, PSCM, now working as Business Technology Solutions Analyst, Deloitte</p> <p>Barbara Awad, '19, Marketing, Consumer Research and Engagement Manager, Factory LLC</p> <p>Tyler Gehris, '18, PSCM, Logistics Specialist, Factory LLC (On track).</p> <p>2021-22: This action is in progress. The departments of Academic Advising &amp; Career Strategy and Alumni Relations are working diligently with the Chancellor's Advisory Board and the Student Government Association too create a mentorship program that will link alumni and Advisory Board members (and other community based stakeholders) with PSU-LV students to further align their career interests with professionals working in like-minded areas. The Advisory Board made this area of discussion their "In-Focus" priority as part of the January 2022 board meeting. Additional actions will continue throughout the spring semester. <a href="#">(On track)</a></p>
<p><b>Action 1.5.6</b> Promote and engage high-achieving students in honors programming</p>	<p><u>Task 1:</u> Identify students who qualify for honors programming and connect them to resources and services <u>Task 2:</u> Find creative ways to continue enhancing the academic and co-curricular experiences for high-achieving students <u>Task 3:</u> Work to secure transfer scholarships for honors students from University Park</p>	<p>Number of students engaged in honors programming</p>	<p>Academic Affairs  (Development &amp; Enrollment Management)</p>	<p>2/2021 7/2025</p>	<p>2022-2023:  76 students (33% from 57 last year)</p> <p>In Spring 2023, the Honors Program has introduced and embedded HUM150N section, which will bring Honors students to Scotland over spring break to engage in research and learn about the history and culture of the Scottish people. Additionally, the Honors Program has sponsored a variety of domestic day trips to educational destinations such as the Metropolitan Museum of Art, Gettysburg Battlefield, The Smithsonian Institute, the Mutter Museum, The Philadelphia Museum of Art, Ellis Island, and the United Nations Building.</p> <p>Aside from travel-related opportunities, the Honors Program is also focused on connecting students with scholars and researchers that may engage their intellectual curiosities. These have included such recent opportunities as attending a lecture by Harvard historian and author John Stauffer, a presentation at the College of Physicians of Philadelphia on the HIV and TB epidemics, and a guest visit by the Curator of Education at the Dali Museum, Mr. Peter Tush. <a href="#">(On track)</a>.</p> <p>2021-2022:</p>

				<p>An enrollment trend analysis shows:  Honors Program Participation:  2016- 67 students  2017- 96 students (new SAT criteria)  2018- 54 students (tightened/adjusted SAT criteria from previous year)  2019- 34 students  2020- 49 students  2021- 57 students</p> <p>Task 1:  The Penn State Lehigh Valley (PSU-LV) Honors Program recruits prospective students from two primary sources. The bulk of PSU-LV Honors students enter the program after being identified as a potential candidate based on their incoming admissions criteria. Criteria include admissions test placements, SATs (not used in 2021), high school GPA, and advanced placement exam scores of 4 or greater. In addition, current students may also enter the program after their first semester if they have earned a minimum GPA of 3.5 and are recommended by a faculty member. In this case, students typically enter in their second or third semesters at Penn State Lehigh Valley. Honors Program meetings are every two weeks during the academic semester. The Honors Program also maintains a Canvas shell in which all Honors Students are enrolled. Weekly announcements and resources are posted in the Honors Canvas shell to maintain connectedness and community among the group. Students are connected with campus and University resources related to research, student activities, community engagement, and programming initiatives. Additionally, students in the Honors Program are also invited to become members of the Honors Club, in which participants in the program can organized and collaborate on student run activities.</p> <p>Task 2: The Penn State Lehigh Valley has a robust history of engaging our high-achieving and ambitious students in a variety of ways. Hallmark to the program has been a long standing tradition of offering a study abroad embedded course each Spring semester. These courses have included learning destinations that have included Spain, Morocco, France, Germany, United Kingdom, and Italy. This tradition has been temporarily paused due to the wake of the pandemic, but it is anticipated to return in Spring of 2023. Additionally, the Honors Program has sponsored a variety of domestic day trips to educational destinations such as the Gettysburg Battlefield, The Smithsonian Institute, the Mütter Museum, The Philadelphia</p>
--	--	--	--	---



				<p>Museum of Art, Ellis Island, and the United Nations Building. Aside from travel related opportunities, the Honors Program is also focused on connecting students with scholars and researchers that may engage their intellectual curiosities. These have included such recent opportunities as attending a lecture by Harvard historian and author John Stauffer, a presentation at the College of Physicians of Philadelphia on the HIV and TB epidemics, and a guest visit by the Curator of Education at the Dali Museum, Mr. Peter Tush. The Honors Program works closely with the Undergraduate Research Committee on the LV Campus and has created a student sub-committee to support peers engagement and development in research initiatives. The Honors Program often sends communicated grants and funding opportunities that may also be available to support students undergraduate research initiatives.</p> <p>Task 3: Not yet in progress.</p> <p>(On track)</p>
--	--	--	--	---

**Objective 1.6: REDESIGN THE FYE COURSE**

Redesign the First-Year Experience (FYE) Course to best meet the needs of first-year students on campus

Key Performance Indicator: Redesigned FYE Experience that meets course objectives and provides college transition support for students; aggregate number of sections and students per section

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 1.6.1</b> Continue the Faculty Senate Sub-Committee on the FYE to produce tangible recommendations for course enhancements and curricular changes</p>	<p><u>Task 1:</u> Assign any new members to an FYE Redesign Committee and identify areas of improvement <u>Task 2:</u> Interview past FYE instructors and faculty members to apply best practices learned over the years to a new design <u>Task 3:</u> Develop recommendations for redesign</p>	List of recommendations	Academic Affairs	2/2021 7/2021	<p>2022-2023: Completed. A redesign of FYE is occurring in Fall 2023. There is no longer a Faculty Sub-Committee. The new committee for FYE includes the DAA, Registrar, Director of Academic Advising &amp; Career Services, Learning Center Coordinator, and Director of Planning &amp; Analysis.</p> <p>2021-22: The FYE Redesign Committee met throughout Spring 2021 and made a list of recommendations, including: -Create common student learning outcomes/common objectives for instructors to ensure course design meets the stated outcomes -Develop a common list of assignments and assessments that could be utilized by FYE course instructors (see attachment) -Create a TEAMS site to share information among the subcommittee members and organize thoughts.</p>

					A meeting was held between the FYE Redesign Subcommittee and previous HDFS instructors to talk through best practices and a new design for the course to ensure that learning outcomes and objectives were viable and accurate for the course being taught. <a href="#">(Completed)</a>
<b>Action 1.6.2</b> Utilize the FYE pre- and post-survey results over 5 years to inform the process based on student responses to curriculum and learning objectives	<u>Task 1:</u> Pull all pre- and post-survey data <u>Task 2:</u> Identify major trends and improvement areas <u>Task 3:</u> Share findings with FYE Redesign Committee	Survey data	Planning & Analysis	2/2021 7/2021	2022-2023: Completed in 2021-2022. New learning outcomes are being developed for the revamped FYE in Fall 2023.  2021-22: The FYE redesign subcommittee focused on pre and post survey results from the past five years as well as a new survey conducted with HDFS faculty instructors and decided that there was enough evidence to recommend a curricular change from HDFS (on average, less than 50% of each syllabus were meeting HDFS objectives to PSU 008 (where 100% of course syllabi would meet outcomes for the FYE). PSU 008 became the chosen model to put in place for fall 2021. <a href="#">(Completed)</a>
<b>Action 1.6.3</b> Investigate a common integrated curriculum plan for all FYE sections	<u>Task 1:</u> Look for models of other FYE courses that may work for the campus <u>Task 2:</u> Develop a model that allows for minor alterations by individual faculty to accommodate particular resources and areas of interest <u>Task 3:</u> Develop a common course assessment plan that can be used in all course sections	Creation of common integrated plan	Academic Affairs	7/2021 7/2022	2022-2023: After much contemplation and review of the Faculty Senate FYE sub-committee's findings, a revamped structure for FYE will take place in Fall 2023 due to low enrollment numbers in PSU 008 courses. The campus will move from the PSU 0088 model of FYE to a new one focused on domain specific FYE courses including Art History, Communication Arts & Sciences, English, Engineering, Human Development & Family Services, Political Science, and Psychology, based on other PSU modes of FYE. There will be approximately 12 sections of 25 students each to accommodate all FY students (room for 286), should they decide to enroll in an FYE course at PSU-LV. A common assignment and assessment plan is being researched and discussed, but will also allow for individual faculty to design their own course structure and content. Further work in this area will continue. <a href="#">See attachment for information about researched ideas related to FYE across PSU.</a> (On track).  2021-22: As indicated in the action item above PSU 008 was chosen as the model for the FYE course that would best allow for current core sections and content to be aligned with a current FYE course approved by PSU. A common course assessment plan has been discussed but has not yet been implemented. <a href="#">(On track)</a>

**Objective 1.7: EXPLORE SCHEDULING OPTIONS**

1.7: Explore more robust scheduling options and diverse offerings in multiple delivery formats

Key Performance Indicator: More scheduling options and diverse offerings; students using new scheduling options to better track and target interventions

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 1.7.2</b> Identify innovative ways to offer new and necessary courses for students</p>	<p><u>Task 1:</u> Investigate the addition of more evening and weekend course schedules by evaluating the current schedule and capacity to support changes  <u>Task 2:</u> Collaborate with other campuses and World Campus for offerings and to promote equitable sharing of resources to reach more students  <u>Task 3:</u> Increase 7-week course options  <u>Task 4:</u> Connect with One Penn State 2025 Guiding Principle 1: Provide a seamless student experience.</p>	<p>Additional courses at new time frames; collaboration with other PSU campuses</p>	<p>Academic Affairs</p>	<p>2/2021 7/2025</p>	<p>2022-2023:</p> <p>-7-week courses continued to be offered:            Fall 2022: 13 courses in 7WK1 and 17 courses in 7WK2 (this is 4 additional courses in 7WK2).            Spring 2023: 13 courses in 7WK1 and 28 courses in 7WK2</p> <p>-FYE – added two sections of ENGL 835 (FYE in English) and one section of PSU 16 (FYS in Science)</p> <p>-Consortiums were developed through collaborations with HPA, Cyber Security, Gaming, and PSCM</p> <p>-Hired a new adjunct for interdomain courses: Geog 30N</p> <p>-Corporate Communication Executive Model for course is being piloted in Fall 2023. Corporate Communication is moving to an executive schedule in order to maximize our ability to meet industry standards, accommodate the increased number of 'nontraditional' students and adult learners. Extended class length allows for in-depth content, in-class work and immediate feedback, while hybrid aspects allow students to work toward decreasing their digital talent/skill gap and increasing their content immersion through self-paced learning. We envision, and research shows, that learning within a hybrid, executive model can better:</p> <ul style="list-style-type: none"> <li>• Prepare students for the growing WFH marketplace;</li> <li>• Create organic adaptability, flexibility, self-motivation;</li> <li>• Allow autonomy in self-pacing skill learning;</li> <li>• Increase discernment for time management... “spend time where YOU need it.”</li> <li>• Support and accommodate scheduling for our increasing number of 'nontraditional' students; and</li> </ul>

					<ul style="list-style-type: none"> <li>Provide guidance and experience in employment settings, skills, and technologies grounding the corporate communication discipline. (On track).</li> </ul> <p>2021-2022:</p> <p>-Increased 7-Week Course Offerings, with the addition of ENG 015; 13 courses offered in 7WK1 and 13 courses offered in 7WK2</p> <p>-Added honors section for FYE course (PSU 008) with 26 enrolled students</p> <p>-Collaborated with other campuses using consortiums: HPA, Cyber Security, PSCM</p> <p>-Addition of new interdomain courses being offered by LV faculty: ART 175N, HDFS 108N, HIST 151N, LTNST 315N (On track)</p>
<b>Action 1.7.3</b> Review consistently under-enrolled courses, including general education classes	<p><u>Task 1:</u> Revamp and modernize options to encourage higher attendance in these new courses</p> <p><u>Task 2:</u> Identify courses that can be offered on a bi-semester basis rather than each semester</p> <p><u>Task 3:</u> Look to share courses with other campuses to increase overall enrollment</p>	Increased attendance in under-enrolled courses	Academic Affairs	2/2021 2/2023	<p>2022-2023:</p> <p>-Continued to share (Video Broadcast) LV courses on the DLC that would be under enrolled.</p> <p>-Cancelled low-enrolled courses, under 8 students, as long as it did not affect academic progress for any students. (On track).</p> <p>2021-2022:</p> <p>Share (Video Broadcast) LV courses on the DLC that would be under enrolled.</p> <p>Cancel low-enrolled courses (Under 8 students enrolled); in Fall 2021, 4 courses were cancelled and in Spring 2022, 5 courses were cancelled; many students were switched to other lower-enrolled courses to increase attendance, found a seat on the DLC via other campuses, or were encouraged to find another course that fulfilled the same requirements (On track)</p>
<b>Action 1.7.4</b> Support faculty exchanges and joint course offerings with regional and international universities	<p><u>Task 1:</u> Investigate current options to grow partnerships in terms of exchanges and course offerings</p> <p><u>Task 2:</u> Look to grow new partnerships with universities- identify needs and areas of focus</p>	Number of faculty exchanges; partnerships with other universities	Academic Affairs	2/2021 7/2025	<p>2022-2023:</p> <p>Partnerships continue with CHANCE Romania-Summer 2023, Emerging Health collaboration with LCTI, Dual Enrollment with Local High Schools, and Go 60.</p> <p>Dr. Jacqueline McLaughlin, associate professor of biology and founding CHANCE director, continues her success with the CHANCE (Connecting Humans and Nature through Conservation Experiences) and will once again be offering a short-term study</p>

					<p>abroad in Romania this spring and summer. Five Penn State students will be part of a group of 20 students from four European universities: Universite libre de Bruxelles (Belgium), National and Kapodistrian University (Greece), Aix-Marseille Universite (France), and the University of Bucharest (Romania). Five teams will include one student from each university to develop findings and propose possible solutions for the sustainability of the Danube River and Delta per the United Nations Sustainability Development Goals (UN SDGs).  <a href="https://lehighvalley.psu.edu/story/20041/2023/01/17/chance-accepting-student-applications-springsummer-opportunity-romania">https://lehighvalley.psu.edu/story/20041/2023/01/17/chance-accepting-student-applications-springsummer-opportunity-romania</a></p> <p>In 2022, 12 Penn State students (3 from PSLV) worked online and in the field with 12 University of Bucharest students.</p> <p>An example of a most recent international faculty partnership: Dr. Beth E. Michalec, assistant professor of Corporate Communication, spent eight weeks in Croatia as a <u>Fulbright Specialist</u> during the Fall 2022 semester. Hosted by the Faculty of Political Science at the University of Zagreb, Dr. Michalec delivered nine special topics lectures for undergraduate and graduate students at the University of Zagreb and the Edward Bernays University of Applied Sciences. A video of her experience:  <a href="https://youtu.be/62uuKTT2WZE">https://youtu.be/62uuKTT2WZE</a> (On track).</p>
					<p>2021-2022:  Current partnerships:  CHANCE Romania-Summer 2022, Emerging Health collaboration with LCTI, Dual Enrollment with Local High Schools, and Go 60  Additional partnerships will be in progress.  (On track)</p>
<p><b>Action 1.7.5</b>  Evaluate COVID remote and mixed modalities to determine which new facets of delivery should be continued</p>	<p><u>Task 1:</u> Identify ways to expand or evolve programming after on-campus returns based on faculty and staff feedback  <u>Task 2:</u> Launch survey to collect findings and discuss ideas with appropriate action groups</p>	<p>Faculty and staff survey feedback</p>	<p>Academic Affairs  (Planning &amp; Analysis)</p>	<p>2/2021  12/2021</p>	<p>2022-2023:  -Utilized more Hybrid Offerings which fulfill a partial in-person modality with the remainder of instruction being taught asynchronously (Web) or synchronously (Zoom).  -Utilized Video Receiving modality DLC to secure a minimal number of seats that allow students to make academic progress  -Goal for future schedules is 70% In Person/Hybrid to 30% online (current Spring 2022 is 77%/23%) – an increase in-person of 7% (On track).</p> <p>2021-2022:  -Utilized more Hybrid Offerings which fulfill a partial in-person modality with the remainder of instruction being taught asynchronously (Web) or synchronously (Zoom).</p>

					-Utilized Video Receiving modality DLC to secure a minimal number of seats that allow students to make academic progress -Goal for future schedules is 70% In Person/Hybrid to 30% online (current Spring 2022 is 65%/35%) (On track)
--	--	--	--	--	--

**Objective 1.8: REDESIGN & TRANSFORM ACADEMIC SPACES**

Continue to redesign and transform academic learning spaces for students to enhance learning experiences

Key Performance Indicator: Addition and scope of new, redesigned academic spaces; increased satisfaction as evidenced in Student Engagement & Demographics Survey

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 1.8.1</b> Add an Organic Chemistry Lab and IST Lab in a STEM Wing to enhance courses and programs	<u>Task 1:</u> Follow current plans as developed through the campus expansion plan for both labs <u>Task 2:</u> Finish raising funds through the Charles W. Dent Gala and other development initiatives to support the Chem Lab <u>Task 3:</u> Identify resources and needs for the feasible set-up of both labs	Addition of STEM Wing with two labs	Chancellor  (Academic Affairs)	2/2021 12/2021	2022-2023: Completed  2021-22: This action is complete as part of the new campus expansion. (Completed)
<b>Action 1.8.2</b> Creatively utilize recouped spaces through the current campus expansion to meet student needs for small group discussion spaces and individual study areas	<u>Task 1:</u> Evaluate student needs expressed via past surveys and focus group discussions <u>Task 2:</u> Identify areas that can be converted to small group and study spaces	Addition of small group and study spaces	Chancellor  (Space Reallocation Committee)	2/2021 2/2023	<b>2022-2023:</b> The Learning Spaces Leadership Committee (LSLC) Grants team reported in January 2023 that most improvements to room 228 (the old student lounge) are now complete. After a competitive university-wide proposal process, our campus was awarded funds from the LSLC in the 2021 cycle to renovate this space. Each campus is required to match funds provided by the LSLC in approved renovation projects. This new space is intended to serve as an academic lounge for students' use outside of scheduled class time as well as a studio style classroom.  As an academic lounge, the room is meant to be a place students can go to collaborate or otherwise work in groups (and individually). As we know, it can often be hard for students to find enough space on campus to focus on academics or different types of spaces to support their varied academic needs. As such, students' use of the space as an academic lounge will take priority during high-demand times (currently identified as Mon-Fri 10am-2pm).

				<p>As a studio style classroom, this space features a combination of varied seating styles to support multiple pedagogical uses. The room may work especially well for small, seminar-style classes.</p> <p>The space offers the following: In the central part of the room (most similar to a traditional instructional space), 8 tables and 16 chairs can be configured in a number of ways including: 1 large pod of 16 chairs, 2 pods of 8 chairs, and 4 pods of 4 chairs. Additional furniture includes: 6 chairs at the counter along the window, 4 lounge chairs with coffee table, 6 ottomans that serve as stools, a small lectern and chair (e.g., for instructors/presenters), 3 mobile whiteboards, and mobile power towers. Technology- This room is a bring your own device (BYOD) space. Presenters that wish to utilize the projector or display content on any screen must bring a device. Video conferencing in this room is powered by Zoom Rooms. This is different from the Zoom sessions you may be accustomed to in that Zoom Rooms meetings are assigned to the meeting space as opposed to the individual user. There is one projector and one mobile flat panel television. There are two cameras for video conferencing and one mounted speaker with built-in microphone for sound.</p> <p>Next steps for the space: We aim to maximize more wall space as writable surfaces, but the whiteboard paint we need is on backorder. (On track).</p> <p>2021-22: The Space Reallocation Committee was formed in Fall 2020 to develop an application and rubric for staff and faculty to submit proposals for reimagined spaces on campus. 11 applications were received.</p> <p>As part of this process, a proposal was submitted to the Learning Spaces Leadership Committee (LSLC) at UP to reimagine the use of the 2<sup>nd</sup> floor student lounge (Room 228) as a space for small groups and individual study areas. Jen Jason, Campus Librarian, was selected as LSLC representative for the campus and submitted the proposal, which was ultimately funded at the amount of \$27,162.26 (with matching funds allocated from the campus). <b>Rendering is attached.</b></p> <p>The redesign is a studio style floor plan with diverse seating arrangements and soft movable furniture. (On track)</p>
--	--	--	--	---

<p><b>Action 1.8.3</b> Continue working towards construction of Learning Commons initiative to enhance library and learning center services for students</p>	<p><u>Task 1:</u> Continue to follow plans developed for the Learning Commons <u>Task 2:</u> Address any rising concerns or needs to ensure the project moves forward</p>	<p>Addition of Learning Commons</p>	<p>Chancellor (Library and Learning Center)</p>	<p>2/2021 2/2023</p>	<p>2021-22: Progress remains the same until a large donor is identified. Initial information and data has been compiled on the needs for this project; additional donor prospect information has been gathered. The project has not moved beyond these stages yet, as we are without a Development Director, and a large donor needs to be cultivated for the naming of this project. It remains on the radar with the campus and OVPCC. (On track).</p> <p>2021-22: Initial information and data has been compiled on the needs for this project; additional donor prospect information has been gathered. The project has not moved beyond these stages yet, as Development (although supportive) is short-staffed, and a large donor needs to be cultivated for the naming of this project. It remains on the radar. <b>Attachments provided.</b> (On track)</p>
<p><b>Action 1.8.4</b> Continue to work toward locating art exhibit spaces more prominently</p>	<p><u>Task 1:</u> Evaluate options to enhance the campus entrance with visual impact and to demonstrate support of diverse learning experiences (i.e., within the Welcome Center) <u>Task 2:</u> Investigate the feasibility of moving the Art Gallery from the third floor to a more prominent location</p>	<p>Relocation of art exhibit spaces</p>	<p>Chancellor (Arts Programming)</p>	<p>8/2021 8/2022</p>	<p>2022-2023: This action is still under investigation. (On track).</p> <p>2021-2022: This action is still under investigation. (On track)</p>
<p><b>Action 1.8.5</b> Add an outdoor classroom learning space/s to enhance courses and alleviate classroom demand</p>	<p><u>Task 1:</u> Focus on the addition for art, literature, biology, environmental science, and other courses <u>Task 2:</u> Determine feasibility of this addition and resource needs <u>Task 3:</u> Consider adding a campus garden as an accompaniment to the classroom area</p>	<p>Addition of outdoor classroom space</p>	<p>Chancellor (Academic Affairs)</p>	<p>1/2022 1/2023</p>	<p>2022-2023: The outdoor classroom sub-committee is working diligently with Student Affairs in hopes of getting amphitheater-type soccer bleacher at our soccer field. This would serve both for fans of our soccer team as well as seating for outdoor classes. We sought this approach due to monetary constraints, and the idea of a real amphitheater is now on the backburner. (On track).</p> <p>2021-22: An outdoor classroom sub-committee was formed as part of the 2021-22 academic year. The sub-committee is working on task items and has sent a survey to all faculty to solicit input. (On track)</p>
<p><b>Action 1.8.6</b> Integrate universal design and flexible styles into building concepts to accommodate all learners</p>	<p><u>Task 1:</u> Ensure universal design is built into campus spacing plans <u>Task 2:</u> Look into room set-ups that already have wheelchair seating included</p>	<p>Evidence of universal design on campus</p>	<p>Academic Affairs (Learning Center-SDR)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: This action continues to be a focal point of redesigned spaces on campus. For example, the new student lounge (228) utilizes varied seating styles and moveable furniture to accommodate learners. (On track).</p> <p>2021-22: Universal design continues to be a focal point of the campus spacing plans, particularly with the new expansion and areas of reallocation of spaces, such as the second floor lounge. (On track)</p>



	<u>Task 3:</u> Determine other universal design that can be built into campus spaces				
--	--	--	--	--	--

---

## PRIORITY AREA 2: ENROLLMENT & RETENTION

---

### **Goal 2:**

**Enhance and expand our comprehensive, strategic practices to support increases in the enrollment and retention of students**

**Objective 2.1: DEVELOP ACTION-BASED RECRUITMENT INITIATIVES**

Develop action-based recruitment initiatives that promote student diversity to increase enrollment annually

Key Performance Indicator: Increased enrollment each year (target of total headcount of 1,000); evidence of increases across target groups; evidence of new strategies and feedback of success

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 2.1.1</b> Use the comprehensive enrollment strategic plan as a guide for increasing overall campus enrollment</p>	<p><u>Task 1:</u> Refer to Enrollment Strategic Priorities and Goals for all task details</p>	<p>Enrollment headcount and FTE</p>	<p>Enrollment Management</p>	<p>2/2021 7/2025</p>	<p>2022-2023:</p> <p>Official Headcount &amp; FTE                      Fall 2022: 888/829.7                      Fall 2021: 872 / 803.3                      Fall 2020: 979 / 883.8                      Fall 2019: 977 / 868.9</p> <p>Work continues to progress in this area, as we look to increase enrollment, particularly as headcount and FTE has dropped due to lower local and national graduation rates, and slow recovery for community colleges who traditionally transfer to Penn State Lehigh Valley. We are optimistic that small enrollment gains will continue to be made, as application and yield numbers/percentages look healthy and promising for the upcoming year. 23/24 commits are up 17.9% year over year. <b>(On track)</b></p> <p>Scholarship Awarding: To target new and returning student populations for both retention and yield, scholarship committee review was adjusted in fall 2022. PSLV moved to two awarding meetings. Returning students were awarded scholarships earlier in the timeline, while transfer students remained the same, since they apply later in the cycle. 191 awards were made totaling \$167,780 dollars for 22/23 (LV awards only.) <b>(On track).</b>                      Refer to attachment for an example of the weekly enrollment dashboard.</p> <p>2021-2022:                      Refer to attached Enrollment Strategic Plan for all details. This plan is a comprehensive guide to enrollment management at PSU-LV and is serving as a best practice for other commonwealth campuses.</p> <p>Official Headcount &amp; FTE</p> <p>Fall 2021: 872 / 803.3                      Fall 2020: 979 / 883.8                      Fall 2019: 977 / 868.9</p>

					Work continues to progress in this area, as we look to increase enrollment, particularly as headcount and FTE has dropped due to impacts of the COVID-19 pandemic. We are optimistic that enrollment gains will continue to be made, as application and yield numbers/percentages look healthy and promising for the upcoming year. (On track)																																																
<b>Action 2.1.2</b> Implement strategies to increase enrollment of underrepresented race and ethnic groups and low-income, out-of-state, veterans, adults, and international students	<p><u>Task 1:</u> Identify specific strategies of best practice for recruiting and admitting a variety of populations by target group</p> <p><u>Task 2:</u> Leverage the 2 plus 2 structure to provide prospective students with access to over 260 majors across the university</p> <p><u>Task 3:</u> Host recruitment programs, events, and visits that accommodate students, parents, and community groups both on and off campus</p>	Enrollment numbers of target populations	Enrollment Management	2/2021 7/2025	<p>2022-2023:</p> <p>Diverse populations declined in some key areas over the last year. Working with the LVEDC to study enrollment numbers in K-12 in public schools to determine growth opportunities (and areas of decline) to design changes to long-term strategies. Increasing visits to CC settings (25 visits this fall) will help us increase transfer opportunities for adult and diverse populations.</p> <p>Official Headcount</p> <table border="1"> <thead> <tr> <th></th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Adult</td> <td>113</td> <td>123</td> <td>151</td> <td>166</td> </tr> <tr> <td>First Gen</td> <td>TBD</td> <td>346</td> <td>384</td> <td>347</td> </tr> <tr> <td>International</td> <td>16</td> <td>11</td> <td>16</td> <td>23</td> </tr> <tr> <td>Asian</td> <td>105</td> <td>86</td> <td>106</td> <td>98</td> </tr> <tr> <td>Black</td> <td>58</td> <td>61</td> <td>74</td> <td>58</td> </tr> <tr> <td>H/L</td> <td>183</td> <td>187</td> <td>182</td> <td>163</td> </tr> <tr> <td>Two or More</td> <td>31</td> <td>33</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>(On track).</p> <p>2021-2022:</p> <p>The campus' enrollment of certain populations has seen an increase over the past several years, including our Hispanic/Latino and Two or More Races populations. Our adult headcount is down, as is our international headcount (these are COVID impacts, wherein certain graduate programs through the Writing project could not be offered due to k-12 school policies and well as a limit to international travel for our international cohorts). First generation numbers for 2021 are on par with 2019. Other populations we are monitoring are Black and Asian students, which both showed a decline in headcount during the pandemic.</p> <p>Official Headcount</p> <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2020</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Adult</td> <td>123</td> <td>151</td> <td>166</td> </tr> </tbody> </table>		2022	2021	2020	2019	Adult	113	123	151	166	First Gen	TBD	346	384	347	International	16	11	16	23	Asian	105	86	106	98	Black	58	61	74	58	H/L	183	187	182	163	Two or More	31	33	30	30		2021	2020	2019	Adult	123	151	166
	2022	2021	2020	2019																																																	
Adult	113	123	151	166																																																	
First Gen	TBD	346	384	347																																																	
International	16	11	16	23																																																	
Asian	105	86	106	98																																																	
Black	58	61	74	58																																																	
H/L	183	187	182	163																																																	
Two or More	31	33	30	30																																																	
	2021	2020	2019																																																		
Adult	123	151	166																																																		

					<table border="1"> <tr> <td>First Gen</td> <td>346</td> <td>384</td> <td>347</td> </tr> <tr> <td>International</td> <td>11</td> <td>16</td> <td>23</td> </tr> <tr> <td>Asian</td> <td>86</td> <td>106</td> <td>98</td> </tr> <tr> <td>Black</td> <td>61</td> <td>74</td> <td>58</td> </tr> <tr> <td>H/L</td> <td>187</td> <td>182</td> <td>163</td> </tr> <tr> <td>Two or More</td> <td>33</td> <td>30</td> <td>30</td> </tr> </table> <p>Refer to attached report for a look at specifics related to first day of class enrollment, census day enrollment, and last day of semester enrollment. (On track)</p>	First Gen	346	384	347	International	11	16	23	Asian	86	106	98	Black	61	74	58	H/L	187	182	163	Two or More	33	30	30
First Gen	346	384	347																										
International	11	16	23																										
Asian	86	106	98																										
Black	61	74	58																										
H/L	187	182	163																										
Two or More	33	30	30																										
<p><b>Action 2.1.3</b> Recruit community college transfer students for our academic degree programs</p>	<p><u>Task 1:</u> Work with community college partners to hold recruitment events and information sessions <u>Task 2:</u> Update articulation agreements as needed to remain in line with degree programs</p>	Transfer student enrollment	Enrollment Management	2/2021 7/2025	<p>2022-2023: Individual meetings with Community College Presidents and NE Penn State campuses took place in fall 2022. We updated articulation agreements and emphasized the Raise Me Transfer scholarships for community college students. Numbers decreased slightly in 22/23. Fall 2022: 52 Spring 2023: 22 Fall 2021: 60 Spring 2021: 34 Fall 2020: 80 Spring 2020: 24 (On track).</p> <p>2021-2022: Work in this area continues, as transfer students are an essential population as part of our 2 + 2 structure and our land grant mission. Work with community college partners, although limited at times due to the pandemic, are still holding strong as are our articulation agreements with LCCC and NCC. Below are transfer numbers at the end of each semester. We have seen a drop from Fall 2021 to Fall 2022 in transfer headcount, yet current application and yield numbers are looking promising for fall 2022. (On track)</p> <p>Fall 2021: 60 Spring 2021: 34 Fall 2020: 80 Spring 2020: 24</p>																								
<p><b>Action 2.1.4</b> Create and implement high-impact strategic marketing plans that effectively</p>	<p><u>Task 1:</u> Design social media, digital campaigns, and website using SEO (search engine optimization), UX (user experience), and content evolution</p>	SEO & UX analytics	Strategic Communications	2/2021 7/2025	<p>2022-2023: Use of social media is a key strategy for student retention through the story-telling and connection to entertaining and info-based material. To that end, we have worked to create strong strategy around our social efforts, using analytics to drive decision-making. To that end, our IG engagement is up 645% y/y and FB is up 25%. (On track).</p>																								

<p>target students through organic and paid outlets</p>	<p><u>Task 2:</u> Continue to focus on traditional outlets <u>Task 3:</u> Transition the traditional marketing team to digitally equipped unit</p>			<p>Additionally, our team has formed close relationships with many faculty who routinely feed us relevant content to feature on our social pages and in the news media – allowing us to elevate them as thought leaders.</p> <p>Our team worked with a freelancer to do significant keyword research for all top-level pages and increase SEO results. As part of this effort, metatags were created and are being placed, along with new and more accurate descriptions. Analytics were benchmarked prior to results (recent to this report) and will be assessed incrementally throughout the year to gauge progress.</p> <p>As above, outdoor, video testimonial ads for broadcast, and print ads have been created to further marketing efforts 113% growth in social media engagement. (On track).</p> <p>2021-2022: Note: Social media campaigns are limited to organic activities – UP controls paid, Social Media position has been PT, moving to FT. Transferred some web duties to the staff designer when web/social position was eliminated in 2019. No staff currently possess SEO or deep analytics skills. Designer is engaging in online trainings. Director and designer are both enrolled in Digital Certificate which will cover this and other critical skills in order to begin addressing aspects of this goal.</p> <p>Task 1: a. Created editorial calendar to log campus events (working with student affairs, athletics, academic offices, etc.), as well as international, national, and local events of note. b. Discovery: Conducted lengthy program coordinator discovery sessions to understand degree offerings and differentiators. c. Discovery: Led campus-wide breakout sessions to gather content around faculty and staff activities (experts, interests, research, etc.) Compiled feedback. d. Discovery: Continually working with students to elicit feedback, brainstorm, and stay abreast of campus climate. e. Held first and scheduled second StratComm retreat to compile all discovery and continue to create strategy for expanded team. This includes creating personas for each program, brainstorming around campus expert content for social media, feature story, media pitches, etc. f. Web: Analytics showed that academic programs and faculty pages were at the top of the search results. The team is in the process of reviewing</p>
---	--	--	--	---

					<p>those priority pages to ensure a consistent voice, user experience and ease of access to key content.</p> <p>Task 2: Traditional Outlets: a. Each week, 1-3 news stories are created that promote student, faculty, staff success and campus initiatives. Stories are published to Penn State News and if appropriate, pitched to local media with great success. b. Media Resource: Our team has positioned Penn State Lehigh Valley as a resource for subject matter experts that can be called upon for interview. We've received as many as six inquiries in a one-month period from our largest TV outlet (WFMZ) and other print outlets. c. Academic programs have been highlighted in a series of full-page advertorials featuring successful (recent) alumni who speak to the campus differentiators, quality of program, their career successes and in many cases, why they chose to remain on the commonwealth campus for all four years.</p> <p>Task 3: Transition to Digital a. Designer was tasked with learning digital design, web analytics, web programming and more. b. Social Media staff member was tasked with staying on trend by constantly researching social media trends and tools and incorporating into post strategy. c. The team has been transitioning traditional collateral into digital tools or pairing down pieces and incorporating QR codes or links that draw users into the web site where we can "continue to the conversation," offer additional content, and track their activities. d. Director and designer are both enrolled in a digital certificate program to update skills. <a href="#">(On track)</a></p>
--	--	--	--	--	---

**Objective 2.2: PROVIDE STUDENT ACCESS TO ACADEMIC & WELLNESS RESOURCES**

Support all students by providing access to the academic and wellness resources needed for success in college and timely graduation

Key Performance Indicator: Access to student resources as evidenced by student feedback and usage reports

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 2.2.1</b> Increase participation in Bridge Programs and Academic	<u>Task 1:</u> Continue marketing the PaSSS, EOP, and other bridge programs to prospective, qualifying students in innovative ways	Bridge Programs enrollment	Enrollment Management	2/2021 7/2025	2022-2023: EOP bridge program recruited 10 students for fall 2022. Goal for summer 2023 is 15. A grant renewal proposal will be submitted in February 2023. 3 students re-enrolled for fall 2022 after withdrawing from Penn State Lehigh Valley. (On track).

Coaching that respond to students' academic and financial needs	<u>Task 2:</u> Focus on continuous quality improvement strategies based on participant and instructor feedback and program outcomes				<p>2021-2022: Bridge programs continue to be successful on the campus, particularly with our PaSSS, EOP, and academic coaching/mentoring programs.</p> <p>PaSSS: Summer 2021/Fall 2021: 21 students (target enrollment: 20)</p> <p>EOP: Fall 2020, Spring 2021, Fall 2021: 45 total (target enrollment per cohort: 15)</p> <p>Refer to attached reports for the end of year summaries of the EOP and PaSSS programs. (On track)</p>
<b>Action 2.2.2</b> Refine the New Student Orientation (NSO) Programs to support students with a comprehensive introduction to the university and campus	<p><u>Task 1:</u> Embed technology support for CANVAS, LionPath, and other resources into NSO (particularly found to be needed during COVID-19)</p> <p><u>Task 2:</u> Identify other aspects to include in NSO based on student and staff feedback</p>	NSO agenda; NSO student feedback	Academic Advising (Student Affairs)	2/2021 7/2021 (change to 25)	<p>2022-2023: Fall 2022 NSO was delivered in a hybrid model that allowed us to meet student and their families in person for a ½ day session to go over academic requirements, opportunities for student to engage with their peers and start their connections with the campus community. We also had the ability to meet with students for 1 hour advising session to go over their placements and schedule their classes. These advising sessions were done virtually during which students were able share screens and be able to complete the registration on their own (with our assistance in the background). By doing this, students started the semester knowing where to go and what system to use if they need assistance. 295 students attended a regular NSO session. This is over 100 students difference from last academic year that attended a scheduled NSO session. (On track).</p> <p>2021-22: Fall 2021 NSO was held virtually through University Park. In an effort to be more campus-centric, a campus meeting specifically related to PSU-LV was added by the Department of Academic Advising in order to allow students to meet with the Lehigh Valley advising staff and better make connections to the campus during the NSO period. This was based on feedback from students via previous years of NSO programming. Fall 2022 will be a blended format with an in-person and virtual option. (On track)</p>
<b>Action 2.2.3</b> Assess and implement effective Advising Services to ensure that they are	<p><u>Task 1:</u> Hold regular Academic Advising meetings as a team and with appropriate faculty to guide practices and strategies</p> <p><u>Task 2</u> Institutionalize the use of Starfish among</p>	Positive feedback from students (Student Engagement Survey), faculty, and Advising team	Academic Advising (Planning & Analysis)	2/2021 7/2025	<p>2022-2023: An academic adviser was hired (Nicole Hallowell) Starfish: Fall 2022: 1002 Scheduled advising appointment by Academic Advisers 80 Scheduled advising appointment by faculty advisers Weekly department meetings for regular updates and information sharing for collaboration. (On track).</p> <p>2021-22: This action is ongoing and in progress. A new director of Academic Advising and Career Strategy was hired in the Fall</p>



meeting student needs	faculty for establishing early alerts and advising notes that can aid in the advising and retention support of all students <u>Task 3:</u> Devise a plan of action for ensuring efficacy, including based on findings from the Student Engagement & Demographics Survey				<p>2021 semester (Marta DaSilva). There are currently three open positions in the department: full-time academic adviser, administrative assistant, and career strategist. Once hired, each of these positions will help to best meet the needs of students. Weekly meetings are held for the advising team. Starfish as a tool for early alerts and advising tools has been talked about with all program coordinators including a formal presentation at the December 2021; End of Semester Faculty Meeting. <b>See attached charts regarding use of Starfish.</b></p> <p>Student Engagement Survey Data (2021): Weighted average 3.32/4.00 for “Satisfaction with Academic Advising”; 42.44% are very satisfied, 44.77% satisfied, 9.30% dissatisfied, 1.16% very dissatisfied Total responses: 172 (On track)</p>
<p><b>Action 2.2.4</b> Continue to enhance resources for the campus Learning Center to support tutoring and disability support services</p>	<p><u>Task 1:</u> Use tutoring analytics and peer tutor feedback to inform process improvement <u>Task 2:</u> Continue to offer CI200 to train peer tutors <u>Task 3:</u> Participate in the University-wide Tutoring Initiative <u>Task 4:</u> Provide an ESL professional tutor to support international students and domestic students who need language assistance <u>Task 5:</u> Continue to enhance services for students with disabilities through resource identification, accessibility protocols, and faculty/staff training opportunities</p>	Tutoring Analytics (user information); SDR Reports	Learning Center (Academic Affairs)	2/2021 7/2025	<p>2022-2023: The Learning Center remains on-track with all tasks. (On track).</p> <p>2021-22: Task 1: Use tutoring analytics and peer tutor feedback to inform process improvement. 1. Added remote peer tutoring as a delivery option resulting in expanded hours of tutor availability, increased the content knowledge and skill development among the tutors, and extended the length of time student workers can be employed by the Lehigh Valley campus. 2. Co-chairing a University Learning Centers initiative for sharing tutoring resources across campuses. 3. A Sharepoint site for the Learning Center administrators was developed to help facilitate the data collection and storage process.</p> <p>Task 2: Continue to offer CI 200 to train peer tutors 1. CI 200 is offered annually and was expanded to include training for both STEM mentors and peer tutors.</p> <p>Task 3: Participate in the University wide Tutoring Initiative 1. The coordinator designed and facilitated several tutor training workshops with participants from across the Commonwealth. 2. Learning Center tutors participated in multiple advanced-level tutor training workshops to enhance their knowledge and skills.</p> <p>Task 4: Provide an ESL professional tutor to support international students and domestic students who need language assistance</p>

					<p>(Nothing at this time)</p> <p>Task 5: Continue to enhance services for students with disabilities through resource identification, accessibility protocols, and faculty/staff training opportunities</p> <ol style="list-style-type: none"> <li>1. Individuals are connected with the new virtual support groups for Penn State students with ADHD and chronic illnesses.</li> <li>2. The distribution of student accommodation letters was streamlined and converted to an electronic process.</li> </ol> <p>(On track)</p>
<p><b>Action 2.2.5</b> Make health, counseling, wellbeing, and fitness services for students more visible and accessible</p>	<p><u>Task 1:</u> Identify ways to more widely share the availability of services with students through various channels of communication</p> <p><u>Task 2:</u> Continue to find creative and efficient ways to offer services (i.e., Mantra Health for counseling referrals)</p> <p><u>Task 3:</u> Ensure areas of service are adequately staffed and resourced to meet student need and demand</p>	<p>Number of students utilizing services; resources offered to students</p>	<p>Student Affairs</p>	<p>2/2021 7/2025</p>	<p>2022-2023:</p> <p>Task 1: Our coordinator of counseling, Tammy Yocum-Cwienkala, MS, LPC, continued her efforts to speak in all in Fall FYE classes about counseling as a resource for freshmen students.</p> <p>Monthly psychoeducational programming was held throughout the Fall semester, including a Suicide Prevention speaker, Depression Screening, Penn State/Community Resources tabling event, Stress Management, Drug and Alcohol Education, and Healthy Relationships.</p> <p>Task 2: - Counseling services continue to refer students to Mantra health for psychiatric eval for medication as a retention tool for students who do not have health insurance or parental support for a mental health diagnosis. There is access within a week, as opposed to months in the community.</p> <p>Online therapy via zoom continued as an option and has reached segments of the student population that would not utilize counseling in the past due to stigma. This continues to be true and the counselor has a full day dedicated to virtual appointments due to the demand.</p> <p>During the fall semester, the PSULV Counselor saw 40 students who had a combined 190 appointments. The biggest trends/diagnosis were depression/suicidal ideation; trauma; domestic violence; family issues; and anxiety.</p> <p>Task 3: Given budget cuts and lower salaries than surrounding institutions, Student Affairs will continue with its current staffing model with no immediate plans to propose additional positions. (On track).</p> <p>2021-22:</p>

				<p>Task 1: Our coordinator of counseling, Tammy Yocum-Cwienkala, MS, LPC, spoke in all in Fall FYE classes about counseling as a resource for freshmen students: "How Counseling Can Help You Succeed in College."</p> <p>Monthly psychoeducational programming was held throughout the academic year, including a Suicide Prevention speaker, Depression Screening, Penn State/Community Resources tabling event, Stress Management, Friend Connect for Sophomores, Drug and Alcohol Education, Healthy Relationships, and the Psychology of Procrastination.</p> <p>The counselor spoke to and educated faculty and staff on how to manage students in distress, including warning signs and when/how to refer students to counseling services; Use social media to promote counseling services and events</p> <p>Task 2: - Student Affairs continue to refer students to Mantra health for psychiatric eval for medication as a retention tool for students who do not have health insurance or parental support for a mental health diagnosis. There is access within a week, as opposed to months in the community.</p> <p>Online therapy via zoom continued as an option and has reached segments of the student population that would not utilize counseling in the past due to stigma.</p> <p>Task 3: According to Student Affairs, staffing is difficult right now as salaries are not acceptable by some candidates and not competitive with surrounding institutions.</p> <p>Stats from University Park and the Titanium the medical records system for the past 2 years.</p> <p>Fall 2019 and Spring 2020 (academic full year)  -66 students utilized counseling services  -319 counseling sessions</p> <p>Spring 2020 (covid began - fully remote from March till May)  -32 students utilized counseling services  -133 counseling sessions</p> <p>Counseling center saw a 25% decrease from 2018-19  This was correlated to covid and the pivot to remote initially.  Perhaps lower enrollment numbers as well.</p>
--	--	--	--	---

					<p>Fall 2020 and Spring 2021 (academic full year)  Entire year completely remote - zoom sessions only  -67 students utilized counseling services  -277 counseling sessions</p> <p>Fall 2021 (hybrid some in-person session and some zoom)  -39 students utilized counseling services  -158 counseling sessions  (On track)</p>
--	--	--	--	--	--

**Objective 2.3: STRENGTHEN CO-CURRICULAR OFFERINGS**

Strengthen co-curricular offerings and experiences for students

Key Performance Indicator: Scope and number of co-curricular experiences; student engagement data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 2.3.1</b>  Provide a cohesive strategy for student leadership opportunities across many departments</p>	<p><u>Task 1:</u> Hold joint discussion with leaders of SGA, LEAP, Student Leadership Breakfasts, Athletic Leadership, EOP, and PaSSS to discuss strategy  <u>Task 2:</u> Share learning objectives and outcomes for collaboration, efficiency, and student impact</p>	<p>Creation of cohesive strategy</p>	<p>Student Affairs</p>	<p>8/2021 8/2022</p>	<p>2022-2023:  During the fall of 2022:  -New Student Welcome Leaders participated in a day long leadership retreat  -3 student leadership breakfast programs were held, highlighting, and working to build various leadership skills.  -The Athletic Department created an athlete leadership council with representatives of each athletic team meeting regularly with the Athletic Director to discuss issues, student trends, and concerns.  -SGA held their first ever fall retreat to team build, identify goals and plan their legislative agenda. (On track).</p> <p>2021-22: This action is in progress, yet not completed due to COVID complications in scheduling and student availability in-person. Pamela Fleck, Assistant Director of Student Affairs, began a monthly leadership breakfast with the presidents of all clubs and organizations to collaborate and share effective strategies/ideas. A new staff member joined SA in December 2021 (student affairs and athletic coordinator) and will have an end Hans troll in looking at strategies for student leadership across departments on campus.  (On track)</p>
<p><b>Action 2.3.2</b>  Enhance the range of student clubs and organizations to meet the needs</p>	<p><u>Task 1:</u> Continue offering the wide range of clubs already in place and collect relevant feedback to continually enhance the student experience</p>	<p>Student club participation numbers; scope of clubs</p>	<p>Student Affairs</p>	<p>2/2021 7/2025</p>	<p>2022-2023:  Clubs and organizations as well as student involvement has reached a pre-covid high with approximately 35 active clubs and organizations. After a number of clubs being inactive in Spring 2022, the majority came back in the fall to larger memberships. SGA has approximately 30 members and THON is bringing 35 to</p>

<p>and interests of a diverse student body</p>	<p><u>Task 2:</u> Offer specific clubs aimed at enhancing diversity and inclusion, such as First-Generation Club, Black Student Union, HOLA, Muslim Student Association, Pride Club, and find ways to encourage greater participation</p> <p><u>Task 3:</u> Increase the number of Lion Ambassadors and better utilize their efforts to promote the campus at various events</p>				<p>University Park for the THON Dance marathon, the first time we have had those participation numbers since pre-covid. Additionally, we have added a few new clubs this year including the D&amp;D club; car club and mushroom club.</p> <p>During the Fall 2022 semester, 66 social and educational programs were offered. 12 of those 66 programs were DEI topics.</p> <p>This past fall BSU, MSU and HOLA struggled to find interested students, but all three groups are very active this spring semester. Unfortunately, Pride and the First Generation club are no longer active but we will continue to try to revive these groups in the future.</p> <p>We continue to work to meet students' wishes and encourage other clubs to get off the ground when there is interest. While we cannot prop up a club where interest is low, we do our best to connect all students with some sort of organization. (On track).</p> <p><b>See attached paper for an example of student programming.</b></p> <p>2021-22: Clubs and organizations continue to be successful on campus, despite some of the challenges arising with COVID. In 2021, a variety of additional clubs and organizations were added to the student affairs portfolio including the art club, the Garden Club, the chess club, the music club, CREW, ping pong, and debate. The campus expansion has allowed for additional spaces to hold these clubs, including club meetings and activities, and to offer greater visibility to the campus community.</p> <p>Clubs such as First Generation, Black Student Union, HOLA, Muslim Student Association and, Pride Club continue to meet regularly. Student affairs is currently working with the planning office to implement a grant from the EOP Office at University Park to support a retention based program for black and Latino students titled SOARSS (structured opportunities for achieving resiliency and success with sophomores). More information will be shared in the 2022-23 progress report, as the program continues to get underway.</p> <p>The number of Lion Ambassadors has remained relatively the same, considering the pandemic has warranted a limit to the number of in-person programs and tours on campus. This task will resume once the campus opens up a bit more post-pandemic. (On track)</p>
--	--	--	--	--	---

<p><b>Action 2.3.3</b> Continue to enhance a culture of student participation in service-learning and community service projects</p>	<p><u>Task 1:</u> Create an inventory of service projects available currently for student participation <u>Task 2:</u> Identify new opportunities <u>Task 3:</u> Widely publicize projects to students <u>Task 4:</u> Encourage staff and faculty participation to enhance student connections and learning as part of projects</p>	<p>Student participation rates in service projects</p>	<p>Student Affairs (Academic Affairs)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: During the fall semester students continued their participation in service learning with what have become traditional community service projects. Again, students completed New Student Welcome kindness rocks for local schoolchildren, Adopt-a-Week Mobile Blood Donation through Miller Keystone, the Thanksgiving food drive to provide 54 families with meals, Toys for Tots with the alumni association, and the making of 150 peanut butter and jelly sandwiches for Safe Harbor in Easton.</p> <p>Additionally, our veteran student organization participated in the ruck-n-walk with other Lehigh Valley campuses and raised over \$4000 which was donated to the Victory House. (On track).</p> <p>2021-2022: Student participation in service learning and community service projects continued throughout this past year with events such as New Student Welcome kindness rocks for local schoolchildren, Adopt-a-Week Mobile Blood Donation through Miller Keystone, the Thanksgiving food drive to provide 48 families with meals, Toys for Tots with the alumni association, and the making of 150 peanut butter and jelly sandwiches for Safe Harbor in Easton.</p> <p>COVID has provided some challenges to offering programming in person throughout the community, but this is expected to pick up as the pandemic comes to a close. (On track)</p>
<p><b>Action 2.3.4</b> Optimize the impact of Career Strategy</p>	<p><u>Task 1:</u> Focus on outputs rather than inputs by tracking key data through a Career Strategies dashboard <u>Task 2:</u> Share engaging and relevant content on social media <u>Task 3:</u> Offer programs tailored directly toward employment opportunities for students</p>	<p>Dashboard data points that showcase student outputs and achievements (internship numbers, employment numbers, etc.)</p>	<p>Career Strategies</p>	<p>2/2021 2/2022</p>	<p>2022-2023: Hired a Career Strategist and two career ambassadors. Nittany Lion Careers is being used by all campuses to track event attendance and individual appointments. Career Ambassadors and Career Strategist enter notes and data. Instagram is utilized to promote events on campus and relevant virtual events. Career Ambassadors assist with content creation and sourcing jobs to highlight on Instagram. The Canvas page for Career Strategy is being revamped and brought back to reach more students. Employers recruiting for jobs and internships are brought on campus including so far this semester, Blue Mountain, Dorney Park, and Olympus. (On track).</p> <p>2021-22: Task one is complete. The Career Strategy Office has developed comprehensive dashboard to track key data. It is currently being used internally by staff members.</p>

					<p>Social media use was high on the priority list when the past career strategy coordinator was on board; she resigned a few months ago and not much has occurred; this will pick up with a new coordinator. The same is true of Task 3.</p> <p>We continue this action in progress until the new coordinator is in place. (On track)</p>
<p><b>Action 2.3.5</b> Maximize recruitment strategies for our current athletic programs to increase competitiveness and program success</p>	<p><u>Task 1:</u> Work with Enrollment Management to determine current successful practices and to identify new ideas <u>Task 2:</u> Work with Strategic Communications on marketing strategies and social media campaigns <u>Task 3:</u> Create and implement a PSULV Athletics Hall of Fame to recognize stellar athletes</p>	<p>Increase in student athlete enrollment</p>	<p>Student Affairs/Athletics  (Enrollment Management and Strategic Communications)</p>	<p>2/2021 2/2023</p>	<p>2022-2023: Athletics &amp; Enrollment Management have continued to work together and enhance the athletics component in Admissions Open Houses. Additionally, volleyball and soccer had recruitment days with prospective athletes visiting to campus for tours and team specific admissions events.</p> <p>In addition, athletics &amp; enrollment management are in communication weekly to stay on top of prospective student-athletes and their Penn State admission progress.</p> <p>Athletics &amp; Strategic Communications have worked and will continue to work together to promote athletic content on PSULV's general social media platforms.</p> <p>During the fall 2022 semester, the athletics department currently has 75 student-athletes competing across 5 intercollegiate sports that we offer here at PSULV. By sport breakdown: Golf 6 Women's Volleyball 12 Men's Soccer 27 Women's Basketball 15 Men's Basketball 15 (On track).</p> <p>2021-2022: Task 1 - Athletics &amp; Enrollment Management have worked together and will continue to offer an athletics component in this Admissions Open Houses. In addition, athletics &amp; enrollment management are in communication weekly to stay on top of prospective student-athletes and their Penn State admission progress. Task 2 - Athletics &amp; Strategic Communications have worked and will continue to work together to promote athletic content on PSULV's general social media platforms.</p>

					<p>Task 3 - This task is still in progress and will be for several years as we generate more achieving student-athletes and winning teams.</p> <p>The athletics department currently has 72 student-athletes competing across 5 intercollegiate sports that we offer here at PSULV.</p> <p>By sport breakdown:          Golf 7          Women's Volleyball 12          Men's Soccer 23          Women's Basketball 18          Men's Basketball 12          (On track)</p>
--	--	--	--	--	--

**Objective 2.4: UTILIZE HIGH IMPACT RETENTION STRATEGIES**

Utilize high impact retention strategies that produce desired outcomes

Key Performance Indicator: Increased campus retention rates

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 2.4.2</b> Use retention data to monitor and guide retention processes and practices</p>	<p><u>Task 1:</u> Continue to pull, disaggregate, and analyze retention data  <u>Task 2:</u> Share findings, successes, and needed improvement with the campus community through targeted avenues such as the campus retention website, retention working groups, and the larger campus community (All Campus Day and list-serv)</p>	Use of retention data	Planning & Analysis	2/2021 7/2025	<p>2022-2023: Same status as last reporting cycle: Retention data continues to be used as a valuable tool in tracking student progress and institutional effectiveness. These data continue to be pulled, disaggregated, and analyzed as part of enrollment management efforts. These data are shared in a variety of formats, in enrollment management meetings, retention committee meetings, the all in committee, and all campus die in order to inform faculty and staff and think through strategies for increasing retention rates among various populations on campus. (On track).</p> <p>2021-22: Retention data continues to be used as a valuable tool in tracking student progress and institutional effectiveness. These data continue to be pulled, disaggregated, and analyzed as part of enrollment management efforts. These data are shared in a variety of formats, in enrollment management meetings, retention committee meetings, the all in committee, and all campus die in order to inform faculty and staff and think through strategies for increasing retention rates among various populations on campus. (On track)</p>
<p><b>Action 2.4.1</b> Maintain the work of the retention</p>	<p><u>Task 1:</u> Involve a significant cadre of</p>	Increased retention rates (aggregate and	Planning & Analysis	2/2021 7/2025	<p>2022-2023: The Retention Working Groups have not been re-implemented. Dialogue on retention efforts continues across various staff and faculty committees. The Planning Office is</p>



<p>strategic planning work groups focused on implementing the initiatives within the four main retention pillars</p>	<p>faculty and staff in retention-based efforts <u>Task 2:</u> Focus on the four retention pillars: 1-Increasing Student Year Retention and Sophomore Programming, 2-Retaining Students through a Focus on Demographic Trends, 3-Enhancing Campus Engagement through High Impact Practices, and 4- Addressing Campus Structures Related to Access and Affordability</p>	<p>disaggregate); number of faculty and staff involved in working groups</p>			<p>spearheading a project in Spring 2023 to create a retention-based dashboard in Power BI with the help of OPAIR at UP. We are hoping this will be an effective way to add data to important conversations around retention and continue to ramp up the energy for faculty and staff around retention issues on campus.</p> <p>Additionally, the Academic Advising Department is being reconfigured as a Student Success Center. The bridge programs (EOP and others) will now be housed with Advising. As an example of just one kind of programming offered: The Sophomore Send-Off last this semester: sophomore sendoff will assist students in understanding what to expect as they transition to their next two years as a Penn State student. Students can rotate to different mini sessions; each session will be approximately 15 minutes. Sessions include: career development, academic advising, financial aid, study abroad, pre health advising, health and wellness, and student affairs. These sessions will involve a number of faculty and staff to aid in the implementation of each session. (On track).</p> <p>2021-22: The Retention Working Groups have been on a hiatus this past year due to COVID; it is anticipated that they will begin again in 2022-23. (Not started)</p>
<p><b>Action 2.4.3</b> Assist and follow-up with students regarding financial aid and bursar processes as part of successful course registration</p>	<p><u>Task 1:</u> Create list of bursar-hold students each semester <u>Task 2:</u> Follow-up through phone call and email contact with students <u>Task 3:</u> Address financial aid concerns as they arise <u>Task 4:</u> Efficiently implement strategies and resource allocation where possible (i.e., CARES Act funding)</p>	<p>Processes in place for assisting students with bursar holds or financial aid issues</p>	<p>Bursar  (Student Aid)</p>	<p>2/2021 7/2025</p>	<p>2022-2023:</p> <p>Task 1: Set up automatically generated bursar list with macros run for weekly reports. Note # students weekly, share file with Financial Aid for outreach.</p> <p>Task 2: Provide comprehensive bursar/aid information to parent/student groups at NSO. Include PPT and encourage photos of relevant information and contact numbers. Bursar/Aid handouts also made available Bursar and Student Aid also participate in LPN welcome/info nights as well as two times a year have been participating in the campus' Registration Fairs Created and implemented NEW financial literacy education presentation delivered to all first-year seminar programs. Share documents highlighting important bursar/aid definitions, processes, and timelines electronically through instructor via CANVAS as a follow-up</p>

					<p>Bursar letters sent to students w/ Bursar hold after 2<sup>nd</sup> BDL run prior to open enrollment. Letter addresses various holds and offers appropriate contact numbers/resources for each type</p> <p>Task 3: In progress through daily phone, email, and in-person communications or visits Financial aid reaches out on a bi-monthly basis to students on the BDL list to advise of available options to resolve said balance. This has allowed us to decrease the number percentage from fall 21 to fall 22 by 5.64% (10.25.21 compared to 10.14.22). As of today, 2.14.23 and comparing spring 22 to spring 23, we are down by 4.48% (2.14.22 to 2.10.23).</p> <p>As the FAFSA application is one of the most impactful methods of students receiving grant and loan aid to assist them with their education, the financial aid office has been sending email reminders on a monthly basis to encourage students to complete the 2023-24 FAFSA timely. To date, 2167 emails have been sent.</p> <p>Task 4: Both Bursar and Student Aid Coordinator serve on scholarship committee and student emergency funds committee. Referring to resources as needed. (On track).</p> <p>See attached for detailed financial aid stats.</p> <p>2021-22: In progress Task 1: Bursar lists generated weekly on Friday or Mondays after the first month of the semester's billing due date and shared with enrollment management, retention, and student aid. Task 2: Bursar letters created for students with bursar hold and mailed in Sept., for fall semester, and Feb., for spring semester, to alert them to hold and offer various forms of assistance prior to enrollment appointment for the following semester; phone outreach also conducted for all students on BDL list In mid-September 2021, 292 students were on the BDL list. By December 2021, the list had decreased to 62, showcasing the success of outreach efforts. Task 3: In progress Task 4: CARES Act Funding and American Rescue Plan Funding was efficiently awarded during 2020-2021. (See attachment for disbursement information). (On track)</p>
--	--	--	--	--	---

<p><b>Action 2.4.4</b> Continue to build on social media as a key communications tool to engage and retain students.</p>	<p><u>Task 1:</u> Identify new and innovative ways to utilize social media as a key retention tool <u>Task 2:</u> Embed exciting content, graphics, and video into social media posts <u>Task 3:</u> Widely advertise campus events, services, resources, and others on social media to attract and inform students</p>	<p>Growth in social channels (users and content) via analytics</p>	<p>Strategic Communications</p>	<p>2/2021 7/2025</p>	<p>2022-2023: As below, we continue to work with key partners to find and tell campus stories on social media – using our analytics to drive decisions for content approach. Our social media specialist (primary), student workers, director and marketing specialist routinely circulate through campus engaging with students, taking pictures to post on story and encouraging them to follow – and continue to contribute their own PSU-LV-related photos, and tag us so we can share on our pages. This not only encourages engagement, it and allows us to create a dynamic space to show campus life – and as importantly – disseminate important messages (class registration deadline ends today!) (On track).</p> <p>2021-2022: Actions taken towards tasks 1-3:</p> <ol style="list-style-type: none"> <li>1) Working with the Multimedia Innovation Center (MIC), student workers, and through collaboration with other campus partners, the team has introduced highly successful reels, surveys, contests, and other posts to up engagement. To this end, followers are up by: Instagram Followers: 1,282 (had to rebuild following after original account was locked out by previous staff). Facebook Followers: 3,134</li> <li>2) Hired student workers and began hosting brainstorming meetings with MIC, students and full StratComm staff to bring full creative force to the table.</li> <li>3) All key campus events are now strategically promoted on social media platforms (audience/timing/frequency considered).</li> <li>4) Campaigns were created to support enrollment efforts, including register now, financial aid messaging, etc.</li> <li>5) All campaigns are tracked, and insights monitored to inform content decisions moving forward.</li> <li>6) Vanity URL's and QR codes were created to speed access from social posts to corresponding content including PSU News and web pages.</li> <li>7) Social Media and other promotions were added to the Centre Hall and other display boards to better inform the campus community. (On track)</li> </ol>
--	---	--	---------------------------------	--------------------------	---

**Objective 2.5: PROVIDE APPROPRIATE CAMPUS SPACES**

Provide appropriate campus spaces to support student growth and retention

Key Performance Indicator: Construction of appropriate spaces; Student Engagement data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 2.5.1</b> Continue to move forward on current campus expansion efforts	<u>Task 1:</u> Continue the three-story expansion of the academic building to include enhanced student spaces and a new eatery <u>Task 2:</u> Ensure that the Admissions Welcome Center provides appropriate reception and programming to support recruitment and retention of students	Completed three floor expansion and Welcome Center	Chancellor  (Facilities)	2/2021 12/2021	2022-2023: Completed  2021-22: This action is complete, because both the campus three-floor expansion and Welcome Center are complete and being utilized by students, faculty, staff, and visitors. (On track)
<b>Action 2.5.2</b> Enhance opportunities and facilities to support our athletics programs	<u>Task 1:</u> Continue to identify needs to best support our athletic programs and teams <u>Task 2:</u> Identify possible facilities or enhancements	Enhanced athletic facilities	Student Affairs/Athletics	1/2022 7/2025	2022-2023: Discussions are still being held around the YMCA facility. We are awaiting further word from the township and continue to keep OVPCC abreast of notification and updates as per the status of this project. Funding will be an important next step in its continuation. (On track).  2021-22: Athletic programs continue to be a priority of the campus, and enhanced athletic facilities continue to be important. The campus is in the plants of working with the Saucon Creek YMCA to secure the use of a gym facility and to utilize many aspects of the Y building, as needed. The faculty will be located on Preston Lane at Upper Saucon Community Park, in a couple miles proximity to the campus. Plans are for the facility to open in 2026-27. Included will be an 8-lane swimming pool, fitness/wellness areas, indoor track, classroom, and a gym. Student Government Association, on behalf of the PSU-LV student body has dedicated 1 million dollars from the Student Activities fee to be used towards the YMCA project. More info can be found at <a href="https://sauconsource.com/2021/05/11/new-ymca-will-be-built-on-preston-lane-in-center-valley/">https://sauconsource.com/2021/05/11/new-ymca-will-be-built-on-preston-lane-in-center-valley/</a> (On track)
<b>Action 2.5.3</b> Continue to evaluate the	<u>Task 1:</u> Continue the work of the Campus Space Reallocation	Proposals and rubric created; Student	Chancellor	1/2022 7/2025	2022-2023: Student Lounge 228 was fully outfitted as a small group discussion and study space for students. More information under 1.8.2.

<p>need for improved and updated spaces on campus to meet student needs</p>	<p>Committee to analyze needs based on faculty, staff, and student feedback  <u>Task 2:</u> Develop a proposal and rubric to evaluate space allocation decisions  <u>Task 3:</u> Utilize feedback from the Student Engagement Survey to inform ideas and needs</p>	<p>Engagement Survey feedback</p>	<p>(Space Reallocation Committee)</p>	<p>A campus team continues to work on improving classroom spaces on campus through the Learning Spaces Leadership Committee (LSLC) award process. As a result of their work, the campus has been awarded LSLC funds (and designated matching funds) to renovate rooms 220 and 320 to make them more pedagogically flexible and physically mobile. The campus team is currently working to refine the plan for these spaces as well as identifying additional spaces for the 2023 proposal cycle. (On track).</p> <p>2021-22: This action item, in terms of tasks denoted, is complete. The space reallocation committee was formed in 2021 and developed an application process along with a rubric to evaluate the space allocation applications. 11 proposals were received from faculty and staff, and several projects came to fruition from these applications. These include the reimagination of the second floor student lounge (as described in 1.8.2), the business wall with stock ticker and TV outside the new student affairs suite, and the licensed practical nursing laboratory, which was relocated from the center at overlook park. These ideas 4 reimagined spaces were based on student feedback, including use of the student engagement survey, wherein nearly 50% of students said that study spaces for the most were the most important facilities upgrade to be made on campus, followed by social or hangout space, mentioned by nearly 1/4 of students. (Student Survey, 2018, 198 responses). (On track)</p>
---	--	-----------------------------------	---------------------------------------	---

**Objective 2.6: ANALYZE ENROLLMENT & RETENTION DATA**

Focus on collecting, analyzing, and sharing key enrollment and retention data to inform and guide practices

Key Performance Indicator: Enrollment & retention data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 2.6.1</b> Utilize enrollment data and ongoing enrollment meetings to inform and refine strategies and practices</p>	<p><u>Task 1:</u> Hold weekly enrollment meetings with key staff to discuss enrollment numbers  <u>Task 2:</u> Evaluate data related to applications, commits, admits, yield rates, and registrations</p>	<p>Enrollment data (as defined in task 2)</p>	<p>Enrollment Management</p>	<p>2/2021 7/2025</p>	<p>2022-2023: This action continues to be on track. EM meetings every Tuesday at 9:30am. (On track).</p> <p>2021-2022: This action continues to be on track and in progress. Weekly enrollment meetings are held every Tuesday morning at 8:30 AM to discuss current enrollment numbers and to also evaluate related data about applications, commits, admits, yield rates, and registrations. The meeting is used to discuss strategies and action items that can be worked on throughout the current week and then are reviewed again the following week. (On track)</p>

<p><b>Action 2.6.2</b> Implement the Student Engagement and Demographics Survey for all students</p>	<p><u>Task 1:</u> Follow the bi-yearly schedule to continue evaluating trends over time (with modifications to timetable due to COVID-19) <u>Task 2:</u> Launch survey with creativity and incentives to increase student response rates <u>Task 3:</u> Use survey data and findings to inform and design practices and initiatives across many departments on campus</p>	<p>Response rate of at least 30%; use of survey data</p>	<p>Planning &amp; Analysis</p>	<p>4/2021 4/2023 4/2025</p>	<p>2022-2023: The survey is set to be launched again in spring 2023 based on the ongoing timeframe of every two years; the campus is evaluating if this semester is the right time to launch or if we should wait an additional year as we continue to come back from the pandemic. Discussions will be held with Student Affairs and Planning &amp; Analysis to determine the best course of action. (On track).</p> <p>2021-22: The student engagement and demographic survey was launched in spring of 2021. Responses totaled 192, which amounted to approximately a 20% responses rate, which was slightly lower than aimed for due to COVID-19. Survey results were shared with applicable departments and units on campus and were used in program reviews and departmental self-studies. Next iteration of the survey will take place in Sprig 2023. (On track)</p>
<p><b>Action 2.6.3</b> Continue expanding the collection and evaluation of retention-based data</p>	<p><u>Task 1:</u> Continue the yearly Cohort Study and the collection of data from UP <u>Task 2:</u> Disaggregate retention data to better focus on target populations and to monitor progress <u>Task 3:</u> Share data with retention strategic planning working groups to inform actions</p>	<p>Retention-based data</p>	<p>Planning &amp; Analysis  (Academic Advising)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Retention committee continues to utilize data shared from OVPCC. Most recently discussed data that included ethnicity, residency, and Pell grant information. DUS advisers continue to utilize Starfish reports to reach out to students of concern and are at risk to be retained. Students were called (when phone number was available) and emailed. Data included below: Early Indicator Reports FA22: 122 students SP 23: 97 students Mid Semester Progress Reports FA22: 94 students SP23: NA-does not start until March 23. In addition, DUS advisers continue to manage Academic Warning students and meet with all students who are on warning (below a 2.0) and at-risk of being retained. Students must complete a self-reflection, set goals for the semester and meet with an adviser mid-semester to discuss progress towards goals. FA22: 29 enrolled AW students 3 moved to Good Standing 17 remained in AW1 or 2 after FA22 semester 8 suspended 1 dismissed SP 23: 48 enrolled AW students. (On track).</p> <p>2021-22: Task 1: The yearly Cohort Study has been integrated with the collection of data from UP, considering UP through OVPCC is once again compiling Fall to Fall retention information for the commonwealth campuses. This is very important, as it alleviates the campus from doing this data analysis itself and rather the Retention Committee can focus on implementing strategies and action plans to further enhance retention on campus. We are now using the Fall to Fall records in the Data Digest to collect and evaluate retention data: <a href="https://datadigest.psu.edu/graduation-and-retention/">https://datadigest.psu.edu/graduation-and-retention/</a></p>

					<p>Task 2: Since COVID the retention committee has been reaching out students who have had more than one D/F for their semester. <b>Attached are feedback reports from this initiative.</b></p> <p>Task 3: The retention working groups are on a hiatus right now during COVID; we anticipate work will be starting back up in fall 2022. <b>(On track)</b></p>
<p><b>Action 2.6.4</b> Identify the reasons that students leave our campus and ensure this information guides future practices</p>	<p><u>Task 1:</u> Identify a proactive and efficient way to collect this information <u>Task 2:</u> Utilize findings to inform areas of concern and corresponding retention practices <u>Task 3:</u> Utilize findings in marketing and recruitment efforts</p>	Findings of student attrition reasons	<p>Planning &amp; Analysis</p> <p>(Academic Advising &amp; Strategic Communications)</p>	<p>2/2021 12/2022</p>	<p>2022-2023: Continue to build on schedule update to assist students in the registration process and assist them with any potential hurdles. Registrar emails students one week prior to registration date and advising office calls students one week after registration date if they have not registered. Fall 2022 started a registration fair so students would have immediate access to helping students with any issues. In addition, Advising provided registration days for athletes to help them take advantage of priority registration. Saw an increase of approximately 100 students registered prior to Winter Break compared to SP22. For FA23 we are planning to expand helping special interest groups such as athletes, veterans, etc. to have registration days so they can take advantage of priority registration. <b>(On track).</b></p> <p>2021-22:</p> <p>Task 1: Since Fall 2020, the scheduling update has become more comprehensive and active with outreach to students who are not registering in order to reach out to these students and assist them with issues they may be facing (financial, academic, etc.). <b>See attached templates as examples of tracking.</b></p> <p>Task 2: This is ongoing, and information related to student attrition is continuously discussed in both Enrollment Management meetings (every Tuesday morning) and within monthly Retention Committee meetings.</p> <p>Task 3: For Spring 2022, Enrollment Management created a targeted campaign including post cards to not scheduled students, lawn signs. In addition, the Registrar's office emailed the week prior to scheduling to let students know they can schedule soon and to encourage them to see their adviser. The advising office had student workers call students the week they can schedule to let them know they can enroll. Call campaigns were done after all students were eligible to schedule. <b>(On track)</b></p>
<p><b>Action 2.6.5</b></p>	<p><u>Task 1:</u> Continue to implement the graduation survey each</p>	Graduation survey	Career Strategies	<p>2/2021 7/2025</p>	<p>2022-2023: We continue to see a high response rate to our post-grad survey due to our method of collecting responses for students participating in commencement. This semester we will also</p>

<p>Utilize the Graduation Survey data to track graduates over time and assess program outcomes</p>	<p>semester and increase respondent rates through effective strategies  <u>Task 2:</u> Use the Graduation Survey dashboard to extract data relevant to degree programs</p>	<p>respondent rates and data</p>	<p>(Planning &amp; Analysis)</p>	<p>trial a graduation fair in coordination with other departments to continue our data collection efforts. SP22: 78% (74 grads) FA21: 16% (57 grads) SU21: 15% (20 grads) SP21: 57% (67 grads) FA20: 22% (54 grads) SU20: 20% (5 grads)</p> <p>2021 Academic year data indicated 39% of graduates had secured full-time employment, 13% part-time employment, and 48% still seeking employment. Due to the timing of the survey, before or at graduation for most respondents, this data is not surprising or indicative of employment rates further out from graduation. 3 students indicated they'd be working at Lehigh Valley Health Network and no other employer had more than 1 student. (On track).</p> <p>2021-22: The graduation survey continues to be implemented too graduating students on campus each semester. According to the Post Grad Survey dashboard in iTwo, response rates are as follows:</p> <p>So far, FA/SU20: 22% (59 grads)  2019: 35% (152 grads)  2018: 51% (133 grads)</p> <p>Additional work will be completed in the near future to extract data relevant to degree programs and share with all program coordinators as part of the upcoming academic degree program review cycle. (On track)</p>
--	--	----------------------------------	----------------------------------	--



---

## PRIORITY AREA 3: DIVERSITY, EQUITY, & INCLUSION

---

### **Goal 3:**

**Address structural and systemic practices and policies to ensure diversity, inclusion, and equity through multiple campus-wide approaches**

**Objective 3.1: INCLUDE DIVERSE CAMPUS VOICES IN DECISION-MAKING**

Include a diverse range (race, ethnicity, gender identification, and other diverse features) of faculty, staff, and student voices to inform new ways of operating and decision-making

Key Performance Indicator: Community Survey Data, Student Engagement Survey Data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 3.1.1</b> Continue to push beyond conversations about diversity to initiate real change that we can assess and be proud of as a campus</p>	<p><u>Task 1:</u> Continue to offer and promote participation in initiatives such as the All-In Committee and Faculty/Staff Book Clubs that can spearhead new initiatives and practices on campus <u>Task 2:</u> Hold “Hot Topic” conversations for students and the campus community to propel action <u>Task 3:</u> Invite guest speakers and programming that promotes diverse thoughts and allows for open dialogue about actions to take on campus</p>	<p>Diversity-based changes on campus</p>	<p>Chancellor  (Academic Affairs &amp; Student Affairs)</p>	<p>2/2021 7/2022</p>	<p>2022-2023: The All-In Committee continues to meet monthly and has great representation among both staff and faculty, with a co-director from each of these two caps. Discussions continue to be held about important topics. Most recently, the group invited Kenny Fries, International Award-Winning Writer &amp; Disability Studies Scholar, for an Inclusive Teaching and Learning Symposium. The day included a keynote speech, information about planning for accessibility on campus, a student voices panel, and two concurrent workshops (DEI Conscious Lesson Planning and Inclusive Strategies for Hybrid and Online Learning). The day ended with ice cream and debriefing—a wonderful way to acknowledge and celebrate new learnings.</p> <p>Additionally, the All-In committee has been excited to announce the first post-COVID-19 revival of the Penn State Lehigh Valley International Food and Entrepreneur Series to explore new international offerings right in our community. In March 2023, the Thai Diner in Coplay, PA, will host a group of faculty, staff, and staff complete with an array of food options and a talk by the owner of the establishment. <a href="https://www.mcall.com/2019/01/17/restaurant-review-extraordinary-traditional-food-at-thai-diner-in-coplay/">https://www.mcall.com/2019/01/17/restaurant-review-extraordinary-traditional-food-at-thai-diner-in-coplay/</a> (On track).</p> <p>2021-22: The “All-In” diversity and inclusion committee meetings have been held via zoom to make meetings more accessible for any faculty and staff who would like to join. At each meeting, business is discussed for the first half an hour. During the second half of the meeting, an article or topic related to diversity and inclusion is discussed. The topic/article is sent out ahead of time to encourage more people to participate in the discussion period guest speakers are invited two meetings where their information would be pertinent and helpful to the discussion at hand.</p> <p>A new faculty and staff book club focused on Caste is being held in the spring 2022 semester.</p>

					<p>These types of initiatives will continue into the future as DEI work remains a significant and important focus of the campus. <a href="#">(On track)</a></p>
<p><b>Action 3.1.2</b> Share the work, programming, and discussion opportunities coming from Student Representation &amp; Affinity Groups</p>	<p><u>Task 1:</u> Identify ways to share out the findings and work of the Black Student Union, Muslim Group, HOLA, SGA, and others <u>Task 2:</u> Identify appropriate audiences for information dissemination <u>Task 3:</u> Use conversations to identify areas of student concern, address issues, and establish visions for the future</p>	<p>Dissemination and use of student groups' findings to inform practices</p>	<p>Student Affairs  (Chancellor)</p>	<p>2/2021 7/2022</p>	<p>2022-2023: During the Fall semester, a number of activities were held including: We Are... (program where students can self-identify difference and similarities with other students) Holiday celebrations for Christmas, Kwanza and Hannukah Celebrations during Hispanic Heritage Month</p> <p>Currently, we are in Black History month and have a weekly celebration and educational events to recognize this important time. <a href="#">(On track)</a>.</p> <p>2021-2022: A variety of initiatives were held to progress this action: -"We Are Sharing Our Stories" by multiple student groups, faculty, and staff -Holiday Celebrations prior to break -Black History Month activities</p> <p>A series of focus groups and interviews with Hispanic/Latino students are being planned for the Spring 2022 semester to better assess sense of belonging, areas for improvement on campus, the creation of H/L discussion and support groups, etc.</p> <p>Work will continue in this area. <a href="#">(On track)</a></p>
<p><b>Action 3.1.3</b> Identify grant sources that can help us include a wider range of students in campus activities and courses</p>	<p><u>Task 1:</u> Work with the EOPC Office at UP to secure funding through their grant opportunities <u>Task 2:</u> Look for sources that can help us expand our pre-college programming options and opportunities to invite HS students to campus (i.e., Celebration of Diversity)</p>	<p>New grant funding sources; increase in pre-college programming</p>	<p>Enrollment Management</p>	<p>2/2021 7/2025</p>	<p>2022-2023: STEM Inc Program – funded to maintain partnership with community college students. STEM INC Grant – STEM program with embedded peer tutors in gateway STEM courses continued at LV. Offered tutors in 10 classes for fall and 8 for spring 2023. EOP/CSP Grant – will be resubmitted in February for one more year. Provost, Discover, CWC and Raise Me – scholarships funded for one more year. <a href="#">(On track)</a>.</p> <p>2021-2022: \$4,471 was secured to run the SOASS Program for sophomore students of underrepresented minority status through the EOPC Office. -The EOP and PaSSS programs were funded once again. -Provost Awards and Discover Awards were both funded. <a href="#">(On track)</a></p>

**Objective 3.2: INFUSE CIVIC ENGAGEMENT & SOCIAL JUSTICE INTO LEARNING**

Infuse concepts of civic engagement, social justice, and environmental justice into student learning through curricular and co-curricular offerings

Key Performance Indicator: Participation rates in activities; impacts recognized through program evaluations and qualitative student data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 3.2.1</b> Utilize the newly formed Learning Community around Race and Social Justice to enhance campus culture and academic offerings</p>	<p><u>Task 1:</u> Share programing and resources (literature, videos, etc.) stemming from the learning community with the larger campus community <u>Task 2:</u> Find ways to involve greater participation in learning community arena through sharing of findings and revelations <u>Task 3:</u> Encourage faculty to evaluate learnings and discussions for infusion in additional individual courses</p>	<p>Use of learning community as a campus learning tool</p>	<p>Academic Affairs</p>	<p>2/2021 7/2022</p>	<p>2022-2023: The learning community morphed into JEDI- The Penn State Lehigh Valley Collaborative for Research on Justice, Equity, Diversity, and Inclusion (JEDI). JEDI supports outstanding students who are conducting research relevant to these areas. An accompanying speaker series will showcase the students' work. JEDI was launched in the fall 2022 semester. Planning began last year with a core group of four members: Jennifer Parker, associate professor of sociology; Maung Min, associate teaching professor of business and director of business programs; Denise Ogden, professor of marketing, and Laura Cruz of the Schreyer Institute for Teaching Excellence.</p> <p>The project has a 15-member board comprised of students, faculty, staff, alumni and community/industry representatives. On Nov. 7, JEDI held the first of two community speaker events that align with its mission. Judith Sabino, chief diversity/cultural liaison at the Lehigh Valley Health Network (LVHN), spoke about "Cross Cultural Care."</p> <p>Two Penn State Lehigh Valley students were awarded research fellowships for their work in this space:</p> <p>Fernando Biden Gato, a psychology major received a research fellowship for his proposal, "Microaggressions from Multiple Directions: Experiences of Nurse Assistants and Other Direct Care Healthcare Workers." His research mentor is David Livert, professor, psychology.</p> <p>Gianna Gomes, a rehabilitation and human services major, was awarded a fellowship for her research on the subject of abuse among children with disabilities. Her mentors are Teri Kistler, program coordinator and lecturer, rehabilitation and human services; Andjela Kaur, assistant teaching professor, rehabilitation and human services; and Parker.</p> <p>More information can be found at <a href="https://www.psu.edu/news/lehigh-valley/story/psu-lv-supporting-student-research-justice-equity-diversity-and-inclusion/">https://www.psu.edu/news/lehigh-valley/story/psu-lv-supporting-student-research-justice-equity-diversity-and-inclusion/</a> (On track).</p>

					2021-22: A learning community was comprised of courses taught by Michelle Kaschak, Barbara Cantalupo, Eileen Grodziak, Tai-Yin Huang, and Jennifer Parker. The intention was to bring an interdisciplinary set of courses together to focus on historical and contemporary socio political concerns around racial justice at a time when the Black Lives Matter movement was taking shape. We wanted a way to examine this moment in historical context. James Baldwin "A letter to my nephew" was chosen as a common text. Additionally, the local founder of Black Lives Matter (Justan Parker) was invited to speak on campus and drew an audience of 130 faculty, students, and staff of Penn State Lehigh Valley. (Completed)
<b>Action 3.2.2</b> Utilize and enhance FYE classes to examine ethics and values	<u>Task 1:</u> Examine current use and effectiveness of Moral Moments curriculum through student surveys and instructor feedback <u>Task 2:</u> Determine other avenues to examine ethics and values in the FYE <u>Task 3:</u> Integrate findings as part of HDFS/FYE redesign	Incorporation of ethics/values into HDFS/FYE learning outcomes	Academic Affairs	2/2021 12/2022	2022-2023: This action will continue to be explored as part of a revamped FYE program. It was considered completed in 2021-2022, yet ongoing work can continue as we make a move to a new FYE course structure. (On track).  2021-22: incorporation of ethics and values continue to be an important component of the first year experience courses, many which are using the moral moments curriculum as a backdrop for the course. In spring 2021, the FYE redesign committee recommended that Penn State Lehigh Valley use the model of PSU 008 rather than HDFS to offer the first year experience. This will allow for additional components of ethics and values to be integrated into future FYE courses, considering the course objectives and outcomes are better aligned with this type of curriculum focus. (Completed)
<b>Action 3.2.3</b> Provide events that introduce a broad range of perspectives regarding justice issues and share avenues to encourage civic engagement among the campus community	<u>Task 1:</u> Continue to increase active student participation in Voter Registration Drives, Capitol Day, and other civic events <u>Task 2:</u> Encourage participation in environmental justice and sustainability issues and campaigns <u>Task 3:</u> Work collectively as faculty and staff to identify new opportunities, speakers, and resources	Participation numbers; events offered	Student Affairs  (Academic Affairs)	2/2021 7/2025	2022-2023: The Student Government Association sponsored two voter registration drives at the end of October and beginning of November 2022.  This spring SGA is hosting State Senator and PSULV alumnus Nick Miller at an all student SGA meeting; will send a number of students to Capitol Day and will be sponsoring a trip to tour the US Capitol. (On track).  2021-22: The Penn State Lehigh Valley student team won the elite SMEAL case competition. from the news article: "a team of four Penn State Lehigh Valley (PSU-LV) students took home a \$3000 prize for winning first place in the SMEAL undergraduate sustainability case competition held on March 27th 27 teams from the Penn State network were challenged to use business and markets too solve real-world social justice and Environmental Conservation challenges. This year participants were tasked to work at the intersection of clean energy, climate change common urban renewal and slash or rural economic development to address climate change while simultaneously providing economic benefits too low income communities." Story at:

<https://www.psu.edu/news/academics/story/penn-state-lehigh-valley-team-wins-elite-smeal-case-competition/>  
(On track)

**Objective 3.3: INSTITUTE HIRING PRACTICES THAT INCREASE DIVERSITY**

Institute hiring and retention practices that increase diversity among faculty and staff

Key Performance Indicator: Increased faculty and staff diversity percentages (non-White, URM)

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 3.3.1</b> Enhance our ability to identify, attract, and hire high-qualified diverse applicants	<u>Task 1:</u> Work with Human Resources, Educational Equity, Student Disability Resources, and Affirmative Action offices to identify best practices <u>Task 2:</u> Train and inform search committee chairs and members of appropriate search practices <u>Task 3:</u> Utilize university trained Equity Action Resource Team (EART) members who serve as search committee liaisons on behalf of Penn State Offices of Human Resources <u>Task 4:</u> Continue to have HR review candidate lists prior to interviews and modify as necessary	Defined search committee diversity practices	Chancellor  (Human Resources)	2/2021 7/2025	2022-2023: We are using the “Affirmative Action for Minorities and Women” reports for the past two years, issued by University Park, to dive deeper into the numbers of current diverse faculty and staff on campus and identify units or areas that require further diversification. An initial discussion was held with the Chancellor’s Council and the reports are being analyzed to filter out student workers for a more accurate look at current staffing patterns. This work will continue to ensure the campus is recruiting and hiring qualified diverse candidates throughout units. We anticipate that the reports may suggest that we need to hire more males, because our female counts are quite high in comparison. (On track).  2021-2022: This is in progress but requires additional work to truly meet the objective of instituting hiring practices that increase diversity. All search committees meet with HR as they are beginning the search process and are encouraged to seek a diverse pool of candidates for interviewing. (On track)
<b>Action 3.3.2</b> Create a sense of belonging that promotes a demonstrated ability to effectively hire and also effectively work within diverse teams	<u>Task 1:</u> Identify significant, related findings in the 2020 PSU Community Survey that can help inform this process <u>Task 2:</u> Create initiatives that encourage a faculty/staff culture of diversity (such as through the All-In Committee and other faculty/staff-led endeavors)	Sense of belonging among faculty and staff (measured through survey data)	Chancellor  (Academic Affairs & Human Resources)	2/2021 7/2025	2022-2023: The All-In Committee continues to offer trainings and sessions open to all faculty and staff to inspire and create an understanding of DEIB throughout the campus. Initiatives such as More Rivers to Cross and other professional development opportunities are also advertised to faculty and staff, and several participate quite regularly. We will look to initiate a Faculty/Staff Survey in the future.  One important note: The campus has made a concerted effort to continue hiring student workers or diverse backgrounds to fill important areas on campus. These workers are work study students or bridge program students who bring a range of life experiences and new ways of thinking to our departments. In some cases, as openings have

	<u>Task 3:</u> Offer opportunities for faculty and staff to work in diverse team settings				<p>occurred, these students have been primed to apply and be hired for these openings, considering the on-the-job experience they gained while a student. (On track).</p> <p>2021-2022: This action requires additional work, as well. The Community Survey has been utilized to an extent, but the campus could take additional time to review the findings. The All-In Committee is actively using some of the results to inform endeavors. More work can be done to establish diverse teams on campus as numbers of diverse faculty and staff are increased. (On track)</p>
<b>Action 3.3.3</b> Announce open positions in a wide-ranging manner and within diverse entities	<u>Task 1:</u> Ensure positions are publicized for appropriate lengths of time and in a wide-range of locations <u>Task 2:</u> Partner with entities and institutions that can help announce open job positions to diverse populations (such as African American and Hispanic Chambers of Commerce, etc.)	Evidence of wide-ranging open position announcements	Human Resources	2/2021 7/2025	<p>2022-2023: All open positions work through an internal mechanism to reach diverse candidates, including diversity in race/ethnicity, gender, veteran status, those with disabilities, etc. The campus has been working with our HR SPs to ensure we are reaching out to diverse organizations to post positions. Many of our job posting also now include specifics around diversity, such as “experience working with diverse populations,” “bi-lingual preferred,” etc. (On track).</p> <p>2021-2022: This action is also ongoing. Outreach to the Chamber and other local entities has occurred. More work can continue in this area to continue creating diverse and open candidate pools for all positions. (On track)</p>

**Objective 3.4: CREATE A CAMPUS ENVIRONMENT REFLECTIVE OF DIVERSITY**

Create a physical campus environment and climate that reflects our commitment to diversity

Key Performance Indicator: Diverse physical campus environment; Community Survey Data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	
<b>Action 3.4.1</b> Analyze our common spaces and classrooms to ensure that students see them themselves reflected as important contributors to our success	<u>Task 1:</u> Invite students to provide feedback about their ideas for showcasing diversity on campus <u>Task 2:</u> Investigate using Student Faces/Portraits as a mural to tell the story of our diversity on campus <u>Task 3:</u> Ensure all forms of diversity are recognized (students with disabilities, sexual orientation, race/ethnicity, gender, etc.	Evidence of diversity showcasing on campus	Chancellor  (Student Affairs)	2/2021 7/2024	<p>2022-2023: The Bart Cooper art acquisition was completed. The campus purchased a print by artist Bart Cooper and installed it on second floor by the student lounge. After visiting Coopers’ exhibition at the Banana Factory in Bethlehem, students were asked to vote on which print they would like to have the campus purchase. From the artist statement: In “Heroes: My heroes actually have real superpowers,” Bart Cooper invites you to experience the first volume of what being a superhero looks like through the lens of popular culture, and what better way to do that than by paying homage to the most popular comic book characters and American history’s leading ladies of justice and change. Heroes brings us face-to-face with ten powerful women who stand united in their quest for a more free and equal world. Bart invites you to reflect on the shared characteristics and superpowers of these heroes, as he strategically intertwines the</p>

					<p>real with the fictitious characters of modern-day heroism through the contemporary use of mixed media.</p> <p>Additionally, Artist Linda Stein donated two prints from her Gender Scrambling Series. During Stein’s exhibition in the Ronald K. De Long Gallery, this fall semester, students were invited to vote on their favorite print and the two that received the most votes would be kept as a donation from Stein, to be displayed on campus. From the artist statement: Gender Scrambling Prints: In her art, Linda Stein wants to broaden awareness and inspire empathy by presenting gender multiplicities and diversities. By addressing body-image, Stein wants the viewer to become more familiar with, and even self-conscious about, society’s destructive focus on oversimplified gender boxes for human expression and identity.</p> <p>See attachment for more info. (On track)</p> <p>2021-2022: As the campus works to create environments that reflect the student population, especially through the new expansion, we continue to examine ways in which campus spaces can be more representative of student diversity across numerous facets ad factors. A new initiative is underway with ArtsQuest which will allow student input into the art displayed on campus and will begin a series of cultivating student voices around visual representations. More to come in the next year. (On track)</p>
<p><b>Action 3.4.2</b> Engage in aesthetic design opportunities that transform existing and new spaces to incorporate greater diversity and sense of belonging and welcomeness</p>	<p><u>Task 1:</u> Envision the new Admissions Welcome Center as a place that houses diverse art and cultural pieces and showcases our PSU-LV campus story <u>Task 2:</u> Incorporate diverse elements into new Lion’s Den and Student Lounge as part of expansion <u>Task 3:</u> Investigate other spaces on campus that could be transformed to be more welcoming</p>	<p>Transformation of spaces to be more welcoming/inclusive</p>	<p>Chancellor  (Student Affairs &amp; Enrollment Management)</p>	<p>2/2021 7/2024</p>	<p>2022-2023:</p> <p>Task 1: Art in the Welcome Center is still a work in progress.</p> <p>Task 2: Lion’s Den art project (community mosaic) completed in 2021-22</p> <p>Task 3: Michael Krasja, retired faculty member from Penn State Lehigh Valley, donated a sculpture of the Nittany lion. This supports campus and University pride for our students. <i>Except from the story of how this sculpture came to be:</i> During several excursions to the remote Ayacucho region high in the Andes, known for its pure form of white alabaster, the students met some of the amazing artisans who carved this stone. On their last trip to the region, Krajsa took a desktop model of our Nittany Lion-- variously known as the mountain lion, cougar, or puma--and commissioned this carving. For more details, please use this link <a href="https://lehighvalley.psu.edu/donated-peruvian-lion-shrine-sculpture">https://lehighvalley.psu.edu/donated-peruvian-lion-shrine-sculpture</a></p>



					<p>Showcasing Student Art: What better way to make students feel at home and have a sense of belong than celebrating their work and accomplishments. The two student showcase events listed below were designed to celebrate their work by displaying it on campus in the gallery spaces and other display areas.  Student Art Exhibition April 2022  Student Showcase Art Crawl- Fall Semester- December 1, 2022  (On track).</p> <p>2021-2022:  Task 1: In progress</p> <p>Task 2: Project started in January 2021 and was completed May 2021. Description:  As part of the Penn State Lehigh Valley (PSU-LV) expansion project, a 9' x 8' wall in the Nittany Station Café was transformed into a stunning tiled mosaic, thanks to the efforts of artist and University faculty member Chris Bonner in collaboration with PSU-LV Gallery Director and Arts Coordinator Ann Lalik. Conceived and executed during the isolating hours of the COVID-19 pandemic, the project allowed the entire campus community, as well as alumni and friends, to make their own personal mark on the more than 14,000 tiles that comprise the piece. Inspired by the work of artist Sol LeWitt, Bonner's mosaic concept set up a system of processes that allowed a very disparate group of individuals to create a fairly uniform tile that combined with others to form a visual field greater than the sum of its parts.  Bonner demonstrated the tile-making process in live (socially distanced) workshops and instructional videos throughout the Spring 2021 semester, allowing even those unable to attend on-campus sessions to contribute to the mosaic. Pieces were made from extruded porcelain rods that were sliced and gently pressed into a texture to create unique and personal impressions that reflected the makers' identities. It is hard to determine the number of individuals who participated since many people picked up kits to work at home and returned them. However, we know that students, faculty, staff, alumni and a few children and grandchildren participated. Financial support for this project was provided by the student activity fee and Friends of the Gallery.</p> <p>Task 3: In progress.  (On track)</p>
<b>Action 3.4.3</b> Offer diversity-based exhibits in	<u>Task 1:</u> Continue to offer diverse exhibits that feature diverse artists in the campus	Number and scope of diversity-based art exhibits;	Arts Programming	2/2021 7/2025	2022-2023:

<p>the Art Gallery that invite the campus community to engage in active learning around important aesthetic pieces and artifacts</p>	<p>art gallery and via virtual options  <u>Task 2:</u> Integrate learning around art exhibits and arts programming into credit courses (including first-year seminar courses)</p>	<p>integration into credit courses</p>		<p>Delong Gallery: Linda Stein Fluidity of Gender August 30- Dec 3, 2022, Hosted webinar/ artist talk: October 13, 2022</p> <p>Community Gallery: Teen Youth from Bradbury Sullivan LGBT Center- November  <i>For details: see #5.4 (On track).</i></p> <p>2021-2022:  Task 1:  ESSENCE OF DEMOCRACY SERIES F/SP 20-21  Conversations with artists whose work gives voice to those often unheard. This webinar series morphed from a plan to hold an art exhibit about free speech in Fall 2020. We created a series of webinars with the same title but focused on artists whose work gives voice to those often unheard. The events are listed below and attached documents have event details.</p> <p>Kiana Honarmand, "Wearing My Burden" October 2020</p> <ul style="list-style-type: none"> <li>• Aurora Molina, "So(see), America Cares" November 2020</li> <li>• Ify Chiejina, "Dying to Dream" February 2021</li> <li>• Linda Stein "Profiles Series: Addressing Sexuality and Averting the Gaze" April 2021</li> <li>• David Gothard "Who Owns the Message?" April 2021</li> </ul> <p>A Zoom platform allowed us to have conversations with artists from across the country: California, Florida, New York, Kansas, etc. Some attendees came from those locations as well as other countries including, Germany and Republic of Korea. This geographical range was exciting for us and indicates the relevance of the artists and their messages.</p> <p>LINDA STEIN September -December 2022 (LGBTQ perspective)  The exhibit in the planning phase for Fall 2022 is titled "Fluidity of Gender" with artist Linda Stein. This multimedia exhibition will engage students in conversation and hands on experiences with the artist. This exhibition will also provide opportunity for community collaborations with other schools and the Bradbury Sullivan LGBT Center in Allentown PA.</p> <p>Description:  The Fluidity of Gender: Sculpture by Linda Stein, tells this story visually and viscerally. Her goal is to use art to transform social consciousness and promote activism for gender justice. With androgynous forms she invites the viewer to seek out diversity in unpredictable ways, to 'try on' new personal avatars and self-definitions, realizing that every new experience changes the brain's structure and inspires each of us toward a more authentic self.</p>
--	---	--	--	--

					<p>Task 2: JASON TRAVERS EXHIBIT CLASS VISITS -FALL 2021</p> <p>Freshman Year experience class visits:          6 classes visited the gallery for this experience- 144 students          After a discussion about Jason’s work with Gallery Director Ann Lalik, the students were asked to take a few minutes to walk around the gallery and examine each work. Read the titles, look at the shapes notice the light and shadows. Did they ever visit one of these sites? Did it hold a special memory, or remind them of somewhere they used to play or explore? What memories might it conjure up?          They were asked to pick one they connected with. Using a small cardboard view finder, they identified a section of the painting. Using a permanent marker on transparent acetate, they outlined the shapes they could see through the view finder. After making the original markings, the students took a few minutes to study what that drew and added more markings to create their own drawing.          They wrote the title of Jason’s work on their drawing, but some students made their own title as well. This exercise encouraged the students to look at the art through their own personal filter and to see the work as a composition of sun and shadow in a more abstracted lens- documenting that moment.</p> <p>English 15- One class visited with 24 students          The art in this exhibit enhanced two essays the students read for class. After a discussion with the gallery director about the relationship between the various works the students wrote a reflection.</p> <p>(On track)</p>
--	--	--	--	--	--

**Objective 3.5: PROMOTE DIVERSITY-BASED LEARNING FOR FACULTY & STAFF**

Promote diversity-based learning opportunities for faculty and staff

Key Performance Indicator: Faculty and staff participation in learning opportunities; post-learning evaluations and surveys

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 3.5.1</b> Identify opportunities to grow in the main areas of academic	<u>Task 1:</u> Partner with the Educational Equity Office at UP to identify resources and trainings	Identification of opportunities	Academic Affairs	2/2021 7/2025	2022-2023: The All-In Committee continues to offer opportunities for faculty and staff to learn more about DEIB within higher education. (On track).
	<u>Task 2:</u> Identify best practices from other higher education institutions				2021-22: The “All-In” Committee regularly looks for offerings on diversity and inclusion. For example: the spring 2021 diversity series was offered to

disciplines, interdisciplinary offerings, and diversity/inclusion	(through publications, webinars and conferences) that can be evaluated as potential opportunities for growth on campus				<p>any faculty and staff interested in being part of this valuable interdisciplinary training. five sessions were held over the spring 21 semester and focused on areas related to diversity and inclusion. anyone who attended at least four of the five sessions earned a certificate. Speakers included faculty and staff from Penn State Lehigh Valley as well as faculty and staff from other campus locations. Feedback summary information is listed below:  88 people attended at least one session  35 people attended all sessions  19 people attended four sessions  54 people attended at least four sessions which was enough to earn the certificate  Feedback from participants was very positive (average 4.9 out of 5)  (On track)</p>
<p><b>Action 3.5.2</b> Continue to focus on knowledge-building and critical pedagogy</p>	<p><u>Task 1:</u> Continue book clubs and reading groups such as the Council’s current reading of “Caste”  <u>Task 2:</u> Identify critical diversity-based resources for faculty to embed in courses, such as Educational Equity’s website of resources  <u>Task 3:</u> Identify ways for faculty, staff, and students to share pedagogy and discussion/debate points, such as a campus Padlet or website</p>	Shared pedagogical resources	Academic Affairs  Student Affairs	2/2021 7/2025	<p>2022-2023: The campus is thrilled to have received nearly \$10,000 in funding from the Best Practices Seed Grant offered by Dr. Bendapudi’s Office. The funds will support a story-telling program for students to share their diverse backgrounds through podcasting and broadcasting. The funding will allow the campus to purchase needed podcasting equipment so students can create and produce, it will cover student wages as students move through the program, and it will allow students to add a LinkedIn certification in podcasting to their resumes. The initiative is mirrored on that of Penn State Shenango, with whom the campus talked and developed a resource needs list as part of the grant process. We hope to have further podcasting collaborations in the future once we get up and running. (On track).</p> <p>2021-22: In 2021, the Chancellor’s Council finished its reading of <i>Caste</i> and held a closing session which involved special guests from the Undergraduate Student Council at University Park, who had also just finished reading the book. Important and significant conversations were held around the books content and how Penn State University and the Lehigh Valley campus can better recognize diversity, equity, and inclusion and also integrate new actions and strategies into pedagogy and other initiatives on campus. in spring 2022, the “All-In” committee is hosting a campus reading of <i>Caste</i>, inviting additional faculty and staff to read and hold important conversations around these issues.</p> <p>A subcommittee of the “All-In” committee is working on incorporating diversity and inclusion training into the new employee orientation. this will be a two hour workshop/training.</p> <p>The Padlet, PSU_LV Campus Storytelling &amp; Sharing” continues to be a site to collect stories ad thoughts:  <a href="https://padlet.com/emq15/89f9kwrf98fi2gqr">https://padlet.com/emq15/89f9kwrf98fi2gqr</a></p>

<p><b>Action 3.5.3</b> Create an Emerging Leaders professional development series for staff members</p>	<p><u>Task 1:</u> Charge a committee to develop an Emerging Leaders program <u>Task 2:</u> Identify resources needed (use CE model for training) <u>Task 3:</u> Investigate online modules and certification programming <u>Task 4:</u> Incorporate global sustainability as part of our understanding of diversity</p>	<p>Implementation of Emerging Leaders program</p>	<p>Chancellor  (Community Engagement)</p>	<p>2/2021 7/2022</p>	<p>(On track)</p> <p>2022-2023: The Aspiring Leaders program graduated five members in January 2023 after the final cohort project was presented at All Campus Day. Each staff member is received a certificate of completion and was granted the opportunity to select a professional development opportunity of their choosing to attend in 2023. The cohort continues to implement their cohort project (Health &amp; Wellness on Campus). A new cohort was selected for the second year of the program, with six new staff members beginning in January 2023. An initial Meet &amp; Greet session was held, and a series of guest speakers will round out the spring semester. A website was created to house information and detail program highlights: <a href="https://sites.psu.edu/psulvaspiringleaders/">https://sites.psu.edu/psulvaspiringleaders/</a> (On track). See attached flyer for an example of the health and wellness programs offered as part of the first cohort project.</p> <p>2021-22: The idea of an emerging leaders professional development program for staff members in higher education was initiated in a Chancellor’s Council meeting during summer 2021. Kristy Hove, director of institutional planning and analysis, took the lead to develop the program. Models of the similar higher education professional development programs were investigated online, and a formal program was created called <i>Aspiring Leaders in Higher Education</i>. applications or sent to the staff listserv in fall 2021, and six staff Leaders were chosen to be part of the pilot cohort. the first session of aspiring leaders was held on January 13th, 2022, and subsequent sessions will be held every other Thursday morning from 9:00am until 10:00am. The schedule of workshops includes guest speakers and discussion activities in the areas of academic affairs, student affairs, enrollment management, strategic communications, instructional technology, and budgeting and sustainability of the campus. A look at DEI as critical to all parts of higher education will be implemented throughout the training sessions. Following the spring 2022 semester, each participant will complete a practicum and an area of higher education based on their personal and career aspirations. In fall 2022, the cohort will work on a project together on an area of interest that is deemed necessary to help the campus progress in some area of institutional effectiveness (retention, diversity, sustainability, etc.). Refer to the attached documents for additional information. (On track)</p>
---	---	---	---	--------------------------	--

---

# PRIORITY AREA 4: CAMPUS INFRASTRUCTURE

---

## **Goal 4:**

**Strengthen the campus infrastructure through strategic practices**

**Objective 4.1: SUPPORT OUR FACULTY & STAFF**

Support our faculty and staff through professional development and career advancement opportunities

Key Performance Indicator: Faculty and Staff Survey Data; Retention rates of faculty and staff

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 4.1.1</b> Provide the resources to support promotion and tenure of full-time faculty	<u>Task 1:</u> Assist faculty in promotion and tenure processes <u>Task 2:</u> Set up administrative support and committees, as needed	Promotion and tenure of faculty	Academic Affairs	2/2021 7/2025	<p>2022-2023: We have invested significant funds to support faculty research, which will position them favorably for the indicated reviews. For instance, three faculty members received awards from the campus inaugural research seed and accelerator grant. Additionally, we have invested in equipment and software to support faculty research. Additionally, we are conducting yearly orientations for faculty who intend to go up for promotion. (On track).</p> <p>2021-2022: Both tasks have been progressed and continue along. Tiffany Valdes-Madera (Faculty Coordinator for Academic Affairs) attends to the promotion and tenure responsibilities for the Lehigh Valley campus. She works directly with OVPC, particularly Judy Bowman, on the 10 year end promotion process including the assistance with faculty applications, biographical information, letters of assessment. We currently use GURU and digital measures for these tasks. In 2021, for promotion applications or sent to UP, one promotion and tenure for six years was sent to UP, and, one second year review for promotion and tenure was sent to UP. (On track)</p>
<b>Action 4.1.2</b> Provide financial resources for conferences for faculty and staff	<u>Task 1:</u> Identify available financial resources based on the current budget model each year <u>Task 2:</u> Identify criteria used to allocate conference funding to interested faculty and staff	Funds spent on conference attendance	Academic Affairs (Financial Services)	2/2021 7/2025	<p>2022-2023: Allocations have been increased in our three tiered model to 1,000 (attendance for prof dev); \$1,100 (for learning high impact practices) and \$1,200 (for presenting at a peer reviewed conference). Our intent is to incrementally increase the third tier to \$1,500. (On track).</p> <p>2021-2022: Full-time faculty continue to be apprised of a conference allotment. There is a template application 4 request of these funds. Approximately 10 faculty members utilized these conference funds in 2021 (many conferences were held virtually without a registration fee or conferences were canceled due to the COVID pandemic); we anticipate an increase in use of conference funds in 2022 or as COVID protocols begin to be lifted. Additional financial resources, as they become available from external sources, are sent out to the general faculty list-serv so that faculty may apply if interested. (On track)</p>

<p><b>Action 4.1.3</b> Increase financial and marketing resources for research and scholarship to better support the academic success of faculty</p>	<p><u>Task 1:</u> Identify grants and publication opportunities available to faculty and share these appropriately <u>Task 2:</u> Find effective ways to showcase these endeavors to the campus community to continue growing our intellectual marketplace</p>	<p>Numbers and types of grants, publications, and stories</p>	<p>Academic Affairs  (Strategic Communications)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: We have invested significant funds to support faculty research. This year three faculty members received awards from the campus inaugural research seed and accelerator grant. Additionally, we have invested in the acquisition of equipment and software to directly support faculty research. Finally, we are collaborating with strat comm to advertise faculty research successes (e.g., getting a grant). (On track).</p> <p>2021-2022: Grants and publication opportunities that become available through the academic affairs office or through funding opps at psu.edu are sent to the faculty listserv. The undergraduate research subcommittee of Faculty Senate continues to work on finding effective ways to showcase the research and scholarship endeavors of campus faculty. (On track)</p>
<p><b>Action 4.1.4</b> Continue offering staff and faculty development through campus-led efforts</p>	<p><u>Task 1:</u> Continue programs through Administrative SuperPowers, Staff Advisory Council, and Virtual Education <u>Task 2:</u> Find creative ways to increase participation numbers in programs, including identifying and implementing new programs/topics <u>Task 3:</u> Investigate professional development for onboarding new faculty that includes effective teaching and testing practices</p>	<p>Professional development programs offered; participation rates</p>	<p>Chancellor  (Chairs of each committee)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The Administrative SuperPowers Committee continues to be a successful initiative on campus. From August 2022 to present, the following trainings were offered:</p> <p>4 sessions in a mini retreat in Summer 2022: Yoga, Universal Design Learning, Leadership, Cybersecurity</p> <p>3 trainings in Fall 2022: Speak Up &amp; Speak Well, Police &amp; Public Safety - Active Shooter, Campus Event Planning</p> <p>3 trainings in the spring 2023 scheduled: File Sharing, Speak Up &amp; Speak Well - part 2, Meditation</p> <p>Since the inception of administrative superpowers, 45 sessions have been offered, with ten since August 2022. There has been a total of 927 session attendees; 129 members of staff and faculty who have participated in at least one session; 87 earned superpower mug, 44 earned superpower bowl, and 7 earned Nittany legend status awards. **Should hit 1000 attendees by summer 2023.</p> <p>Average ratings on a scale of 1 (lowest) to 5 (highest) for each workshop based on Microsoft forms surveys following each session have remained in the range of 4.5 through 5.0 across all categories: instructor knowledge, presentation, activities and hand out usefulness, relevance, answered questions, overall.</p> <p>2 additional trainings are scheduled for Summer 2023. Submitted as a campus best practice.</p>



				<p><b>Website:</b>  <a href="https://sites.google.com/psu.edu/psulvsuperpowers/home">https://sites.google.com/psu.edu/psulvsuperpowers/home</a> (On track).</p> <p>2021-2022: The Administrative Super Powers Committee continues to be a successful initiative on campus. From January 2021 to present, the following trainings were offered:</p> <p>3 trainings in the spring: Adobe, OneDrive versus SharePoint, and Conflict Resolution.  3 trainings featured in one mini retreat day in the summer: 25 Live, Exercise at Your Desk/Healthy Work Habits, and file sharing  3 trainings in fall: PSULV department roles and responsibilities, Excel, Giving and Receiving Feedback/Having Difficult conversations.</p> <p>Since the inception of administrative superpowers, 35 sessions have been offered, with nine since January 2021. There has been a total of 766 session attendees (172 since January 2021); 117 members of staff and faculty who have participated in at least one session (29 new since January 2021); 77 earned superpower mug, 33 earned superpower bowl, and 5 earned Nittany legend status awards.</p> <p>Average ratings on a scale of 1 (lowest) to 5 (highest) for each workshop based on Microsoft forms surveys following each session have remained in the range of 4.5 through 5.0 across all categories: instructor knowledge, presentation, activities and hand out usefulness, relevance, answered questions, overall.</p> <p>3 additional trainings are scheduled for spring 2022.</p> <p><b>Website:</b>  <a href="https://sites.google.com/psu.edu/psulvsuperpowers/home">https://sites.google.com/psu.edu/psulvsuperpowers/home</a></p> <p>The SAC has changed leadership and is looking to reboot in Spring 2021. Virtual Education continues to offer a range of workshops and sessions.  Task 2: All these programs are marketed at All Campus Day and through the faculty/staff list-serv. A survey was conducted by the ASP committee to assess interest areas and topics for new programming and professional development.  Task 3 is underway as a new Faculty Handbook is being designed through a sub-committee of Faculty Senate.</p> <p>(On track)</p>
--	--	--	--	--

<p><b>Action 4.1.5</b> Encourage service participation on professional, industry, and community boards and committees</p>	<p><u>Task 1:</u> Create an inventory of faculty and staff participation to share among the campus <u>Task 2:</u> Identify boards and committees where there is no PSU-LV representation and work to find and suggest appropriate faculty/staff members for consideration <u>Task 3:</u> Encourage faculty and staff to align with professional organizations that can assist in the sharing and collection of best practices and resource-building for the campus</p>	<p>Staff and faculty participation rates on various boards and committees</p>	<p>Chancellor  (Department Supervisors)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Faculty and staff continue to be encouraged and supported to participate on boards and committees outside of the Lehigh Valley campus. Many faculty and staff or members of professional organizations or sit on boards and committees where they can both talk about the work of the Lehigh Valley campus but also bring back best practices and ideas to further the work of the campus. An inventory was taken back in 2021 and is due for an update within the next strategic planning cycle. (On track).</p> <p>2021-2022: An inventory was started but not completed; a new questionnaire will be going out to faculty and staff to inquire about current memberships on board and committees in the areas of economic development, hospital/health care, community/philanthropy, volunteer, etc. we will plan to use this inventory to identify where stakeholders are serving and also to identify gaps in service where we could potentially integrate additional Penn State faculty and staff. This inventory can also be used as a way to recognize those who are serving and giving back to our local service area, while also helping to promote the campus and its offerings and resources. (On track)</p>
<p><b>Action 4.1.6</b> Ensure wide-ranging representation of various stakeholders on decision-making committees of the campus</p>	<p><u>Task 1:</u> Evaluate membership on committees to ensure vast representation of faculty and staff departments <u>Task 2:</u> Create high-performing teams based on best practices and tracking of effective outcomes</p>	<p>Break-down of representation on committees</p>	<p>Chancellor  (Academic Affairs)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Representation on committees is important to ensure that faculty and staff insights, input, expertise are utilized throughout the work being conducted. Special attention is given to search committee representation as well as subcommittees of faculty Senate, the staff Advisory Council, the campus engagement committee, and other committees on campus. (On track).</p> <p>2021-2022: This is a work in progress as we continue to include a wide-ranging faculty/staff constituency on campus committees. (On track)</p>
<p><b>Action 4.1.7</b> Identify ways to celebrate our faculty and staff and campus accomplishments</p>	<p><u>Task 1:</u> Use forums such as All Campus ceremonies to showcase progress towards campus priorities <u>Task 2:</u> Hold yearly awards ceremonies hosted by the Staff Advisory Council and Academic Affairs <u>Task 3:</u> Share accomplishments of faculty and staff on the campus website and through social media</p>	<p>Evidence of celebration of accomplishments</p>	<p>Chancellor  (Strategic Communications)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Celebrating faculty and staff accomplishments continues to be a priority of the campus. All Campus Day, Yearly Awards, and Social Media Shout-Outs all continued. (On track).</p> <p>2021-22: This action is in progress.</p> <p>All Campus Day has been held every Friday before the first day of classes at the beginning of each semester. During COVID, the campus has found a way to pivot to an online Zoom-based format in order to continue sharing information and sharing campus progress. Post-program surveys indicate that faculty and staff find these days valuable and rewarding.</p> <p>The annual awards ceremony was held as part of All Campus Day, Fall 2021, with awards given for years of service (5, 10, 15, 25, and 40), faculty awards for Teaching Excellence for Fulltime</p>

					<p>Faculty, Outstanding Research and Creative Accomplishment, Academic Director's Award for Innovation, Outstanding Contribution in Outreach, and Teaching Excellence for Part-time Faculty, and staff awards for Outstanding Staff Award and Staff Spirit Award.</p> <p>The campus continues to share staff and faculty accomplishments on the website and through social media.</p> <p>(On track.)</p>
--	--	--	--	--	--

**Objective 4.2: SHARE CAMPUS-WIDE STRATEGIC COMMUNICATIONS**

Identify and proactively utilize avenues to share campus-wide strategic communications and information

Key Performance Indicator: Strategic Communications Data (social media, Google Analytic, publication reach, etc.)

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 4.2.1</b> Focus on data-driven, cutting-edge practices for communication strategies to include a wide range of stakeholders</p>	<p><u>Task 1:</u> Remain current with cutting-edge practices through research and best practices sharing <u>Task 2:</u> Employ data-driven techniques to devise and track communication methods</p>	<p>Evidence of data-driven communication practices</p>	<p>Strategic Communications  (Planning &amp; Analysis)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Our team is updating skills to follow the transition from Google Analytics to G4. We are working together, as a team, to analyze and create insights around these analytics – including reasonable assumptions about campaigns that cannot be directly tracked, prospect and student behaviors in relation to web and social media activities, etc. (On track).</p> <p>2021-2022: Task 1: The team is constantly updating skills through the digital certificate program; through online trainings; and by sharing articles and inspiration pieces. Highlights of our findings was shared at a lengthy presentation at All Campus Day to better inform, elicit buy-in, and create a flow of content from the greater campus community. b. Analytics: Our team is currently monitoring all social media data; web analytics; and open rates for articles. Print mailings will now include vanity URLs that direct to special landing pages so response rates can be better tracked.</p> <p>Task 2: In progress (On track)</p>

<p><b>Action 4.2.2</b> Engage staff from all departments in creating external strategic marketing plans and develop an integrated internal communication plan among staff departments</p>	<p><u>Task 1:</u> Set-up meetings with staff departments to discuss needs and ideas <u>Task 2:</u> Begin drafting plans for each department centered on effective marketing plans <u>Task 3:</u> Align communication practices on campus <u>Task 4:</u> Investigate software options to better organize internal communications</p>	<p>External marketing plan templates for all departments; internal communication plan created</p>	<p>Strategic Communications</p>	<p>2/2021 7/2022</p>	<p>2022-2023: The Director of Strategic Communications has been holding regular meetings with the Director of Enrollment Management to discuss recruitment strategies and plans; the team has also been meeting with program coordinators to discuss targeted marketing to ramp up enrollment in each program. (On track).</p> <p>2021-2022</p> <p>Task 1: a. Program Coordinators – StratComm held a lengthy discovery meeting with these faculty leads. A second program coordinators meeting is scheduled, with subsequent meetings with each of their faculty teams afterwards. We will be setting up regular roundup meetings to encourage a constant flow of information between our groups. Plans for each program will be integrated into the greater marketing plan. b. Faculty Experts and pages: A form was created and presented to faculty to gather their areas of expertise, where we can call on them to be subject matter experts, and all relevant content to be shaped individual faculty web pages that are uniform to optimize the user experience. c. Administrative SuperPowers – StratComm will present to this campus-wide group in March to share information and encourage greater communication between all teams. d. StratComm drafts all Town Hall content for the Chancellor and supports DAA communications at these events. e. StratComm drafts most Chancellor communications to the campus community and all written remarks.</p> <p>Task 2: (This is intended to be faculty programs – not for each department). See above for detail on these efforts. Additionally, StratComm is working to support the development office through strategic content and communications. This includes donor stories, Giving Tuesday support, and other activities, as required. LaunchBox is also heavily supported with web updates, social media promotions, regular news stories, etc.</p> <p>Task 3: A full campus content roundup was just conducted at All Campus Day (idea sharing breakout sessions). The campus was instructed on how to regularly share any content ideas or events through our marketing form. Task 4: Should reside with IT (beyond our work with social media, web, display boards, and through listserv emails). (On track)</p>
---	---	---	---------------------------------	--------------------------	--

<p><b>Action 4.2.3</b> Articulate a communication plan for executive leadership of the campus</p>	<p><u>Task 1:</u> Identify avenues to share important information and updates with all faculty and staff, such as All Campus Day, Chancellor’s Chat, Tea with DAA, Town Hall sessions <u>Task 2:</u> Utilize the campus list-serv as a tactic for connecting with faculty and staff <u>Task 3:</u> Investigate ways to use technology and social media to enhance leadership communications</p>	<p>Articulation of executive leadership communication plan</p>	<p>Chancellor  (Strategic Communications)</p>	<p>2/2021 7/2022</p>	<p>2022-2023: A plan was put into place last year and is sustainable for the immediate future based on the comprehensive action items laid out as part of the AC-14 review process. These actions continue to be implemented on behalf of executive leadership. (On track).</p> <p>2021-2022: In progress, including actions as part of the AC-14 Review Process, which will be put into place immediately:</p> <ul style="list-style-type: none"> <li>-Enhance campus communication and transparency from the chancellor's office, including scheduling conversation sessions with department heads and unit staff to share projects and initiatives</li> <li>-Develop relationship-building on campus through Faculty Senate, Staff Advisory Council, SGA, and through kudos and recognitions to members of the campus community</li> <li>-Address the narrative of employee turnover</li> <li>-Place additional focus on academic affairs</li> <li>-Ensure the chancellors council has opportunity to identify agenda items and problem solve through collaborative decision making</li> </ul> <p>(On track)</p>
<p><b>Action 4.2.4</b> Develop social media campaigns that engage students and deliver timely communications necessary to aid in the student experience</p>	<p><u>Task 1:</u> Focus on registration, advising, scholarship announcements, health and safety, etc. <u>Task 2:</u> Find innovative ways to share content and information</p>	<p>Social media users, posts, content created across all platforms</p>	<p>Strategic Communications</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Strategic Communications is actively with the Enrollment Management team (weekly meeting every Tuesday) to provide proactive/reactive messaging around registration, tutoring, and other topics specific to current enrollment management issues, challenges, and needs; social media strategy is used to engage students in engaging their peers. (On track).</p> <p>2021-2022: Per above, StratComm works to create on demand announcements around registration, advising, scholarship announcements, health and safety, campus events, student/faculty successes, alumni news, and development opportunities. The team is working with the MIC and other resources to take the most creative and targeted approach. Further, we are using specific platforms to target our exact market for these messages. Our team routinely works with diverse audiences and is reminded to reach out to all groups (not just those that are most obvious) to ensure that all populations/clubs/interests are represented. Students are routinely placed in promotions (as a priority). They are constantly consulted for feedback on campaigns and posts. As above, our team uses QR codes, vanity links, and this year,</p>

					was able to be certified on Instagram to allow us to link directly to web pages/full posts, etc. (On track)
<b>Action 4.2.5</b> Promote the Go App to connect the campus community with important and timely information	<u>Task 1:</u> Ensure students and the overall campus community download the Go App and see it as a viable method for campus information <u>Task 2:</u> Use the Go App to track student participation in programs and events and set reminders for students on important dates and deadlines	Go App Analytics	Student Affairs  (Strategic Communications)	2/2021 7/2025	2022-2023: This action is on hold until more information comes from University Park. (On track).  2021-22: The new version of the Engage app called “PSU Go” is currently in beta-tested and will be launched in the spring semester by University Park. The app was tested with 10 students at Lehigh Valley (500 in total at the university). This new app will help to track student activities and also assist in communication efforts. More information will come as the app is rolled out to our students. Our newly hired student affairs activities and athletics coordinator will help to spearhead the implementation and use of this app on campus. (On track)

**Objective 4.3: ENSURE CAMPUS TECHNOLOGY REMAINS CURRENT**

Ensure technology systems and technology-related departments (Information Technology, Virtual Education, and MIC) remain current

Key Performance Indicator: New technology integration; faculty and staff survey data; Student Engagement survey data

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 4.3.1</b> Stay up to date with IT changes, upgrades, and security measures	<u>Task 1:</u> Perform classroom AV upgrades (Zoom-capable: cameras mics, projectors, etc.) to enhance the student/faculty experience <u>Task 2:</u> Refresh machine life cycles <u>Task 3:</u> Use IT infrastructure plan to set up virtual labs and investigate 3 <sup>rd</sup> party network host <u>Task 4:</u> Follow network safety measures needed to ensure that all computer labs and networking capabilities are secure	IT records	Information Technology	2/2021 7/2025	2022-2023: Thirteen classrooms received A/V upgrades: -Room 228 received complete technology and furniture upgrade through the LSLC project -5 classrooms received new projectors (224, 316, 317, 301, 303) -7 classrooms received upgrades for Zoom enhancement (new soundbar and camera) and new projectors (203, 222, 311, 311B, 318, 320, 322)  Room 135 is a planned technology upgrade project for summer 2023.  146 computing devices that support teaching, learning and campus operations will be replaced during fiscal year 2023 -32 Mac desktops (academic computer lab and MIC) -85 Windows desktops (three computer labs) -14 Mac laptops (faculty/staff devices)

					<p>-10 digital signage computers -5 Zoom room/conference room computers</p> <p>Penn State Lehigh Valley remains in good standing with the security dashboard to maintain the campus security posture on behalf of the University. (On track).</p> <p>2021-22: All tasks are in progress. -Four classrooms (310, 330, 218, and 219) received AV upgrades. -Refreshing of machine lifecycles is ongoing -Setting up of the virtual lab for the new Cyber Security program is occurring in Spring 2022 with virtual machine hosting via 3<sup>rd</sup> party provider Azure Cloud to establish a segmented network -All IT safety measures are in places and regularly followed/administered (On track)</p>
<p><b>Action 4.3.2</b> Disseminate new and cutting-edge practices related to technology and virtual education</p>	<p><u>Task 1:</u> Showcase new technology methods and practices through virtual education dept. <u>Task 2:</u> Assist faculty with integration of new technology into curriculum through sharing of best practices, faculty development sessions (such as Faculty Day), and one-on-one guidance from the VE department</p>	<p>Dissemination of tech &amp; VE practices</p>	<p>Virtual Education</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The IT Department is supporting the work of the Game Design course through specific computer software implementation as well as guidance of projects to implement and how to leverage software as well as the VR lab.</p> <p>Department purchased two Oculus headsets to explore potential methods and practices of use in teaching and learning.</p> <p>Department worked with TLT Media Commons/Immersive Experiences to bring a classroom set of VR headsets to learn more about the use of the technology in teaching and learning. (On track).</p> <p>2021-22: Virtual Education has been offering some state-of-the-art programs and practices in 2021-22. -Meetings with students to envision ways to integrate the VR room into their learning -Demos of technology being held with um instructors -A series of technology integration professional development sessions for faculty to be exposed to ways to integrate technology into teaching has been designed; two programs have been offered so far with six faculty members and six additional staff support members (12 engaged in total). the first program focused on the ViewSonic Panel for Interactive Whiteboard technology. (On track)</p>

<p><b>Action 4.3.3</b> Provide faculty and staff with training in the area of computer security, AD 95, Accessibility, and PII information</p>	<p><u>Task 1:</u> Ensure faculty and staff computers are running latest security software <u>Task 2:</u> Share with faculty and staff how and where their computer information/data is stored, how it is shared and when SPAM/security breaches are plausible <u>Task 3:</u> Ensure accessibility is followed for all web-based content</p>	<p>Trainings offered and participant numbers</p>	<p>Information Technology  (Virtual Education)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Through the University's system of notifications of computers with out of date security software, faculty and staff are identified and contacted to receive appropriate updates.  Through periodic emails faculty and staff are reminded of various best practices of maintaining data security.  The IT department works with faculty to introduce accessibility awareness and assists with course design incorporating accessibility practices. (On track).</p> <p>2021-22: All tasks in progress and ongoing through Pedro Robles, Network Systems Administrator. this is especially important as many staff and faculty members are working hybrid schedules, meaning that they are often moving between their campus office and their home office and may need additional supports in terms of security and related information. Work on this action will continue to be done through one on one meetings and professional workshops. (On track)</p>
<p><b>Action 4.3.4</b> Ensure we are staffed to appropriately support campus technology-based needs</p>	<p><u>Task 1-</u> Review staffing needs of tech-related departments via self-studies and dept. meetings <u>Task 2-</u> Identify new possible staffing arrangements based on financial resources</p>	<p>Staffing patterns</p>	<p>Chancellor  (Human Resources)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The IT department has been challenged with the vacating of two key positions: Network Systems Administrator and IT Support Specialist. Most of the Fall semester went without the Network Systems Administrator and most of the Spring semester without the IT Support Specialist. The department has hired a Systems Manager and is in the process of hiring a Technology Support Specialist to replace the vacancies. A Director of Information and Instructional Technology, IT/ID Specialist, and Instructional Designer continue to be filled roles. (On track).</p> <p>2021-22: A new Director of Information and Instructional Technology was hired in March 2021 (Lizbeth Johnson). Additional IT workers were also hired: Instructional and Information Technology Specialist (Benjamin Hammel) and IT Support Specialist (Jonathan Mahoney). Further support is provided by Network Systems Administrator (Pedro Robles) and Instructional Designer (Eileen Grodziak) and two part-time IT support staff (Alejandro Vega and Alex Amatore) and 3-4 student workers. (On track)</p>



**Objective 4.4: IMPLEMENT CAMPUS SAFETY & SECURITY PROTOCOLS**

Implement campus safety and security protocols and practices that are updated and consistently followed

Key Performance Indicator: Safety and security statistics and student feedback

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 4.4.1</b> Continue to update the Campus Emergency Plan and the Crisis Communication Plan to ensure appropriate and secure safety practices</p>	<p><u>Task 1:</u> Hold regular table-top scenarios to prepare our responses and evaluate our readiness for action, if needed <u>Task 2:</u> Encourage use of the PSU Alert System among all faculty, staff, and students <u>Task 3:</u> Maintain ongoing training for safety officers through UP <u>Task 4:</u> Update both plans quarterly</p>	<p>Updating and implementation of emergency plan; student feedback about safety and security in Student Engagement Survey</p>	<p>Safety &amp; Security  (Chancellor)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The Campus Emergency Plan is managed by the DBS, and the Crisis Communication Plan is handled by Strat Comm. Both are updated and published annually to a shared TEAMS folder. Tabletop Clery exercises are held annually and coordinated through UP’s Dan Spencer (last one Jul 2022). The PSU alert system is utilized on campus to convey critical messages to our campus community. In addition, the DBS attends standing safety officer meetings and meetings with the EHS liaison, Joe Mazzone. (On track).</p> <p>2021-2022:</p> <p>Task 1: Dan Spencer is our contact at UP and DBS collaborates with him on timing of table top scenarios</p> <p>Task 2: PSU alert system is utilized on campus to convey critical messages to our campus community</p> <p>Task 3: DBS/campus safety officer attends standing safety officer meetings and bi-weekly meetings with our EHS liaison, Joe Mazzone</p> <p>Task 4: Plans are updated quarterly – last update when Mike Chura was interim and will be updated with Brad Folk’s information this month. (On track)</p>
<p><b>Action 4.4.2</b> Ensure Facilities Department is following all mandated practices for safety on the job</p>	<p><u>Task 1:</u> Follow the practices and protocols of the Environmental Health and Safety (EHS) Office and Office of Physical Plant (OPP) Safety Office <u>Task 2:</u> Ensure all materials and cleaning products used on campus grounds are safe and approved <u>Task 3:</u> Follow safety protocols when using small or</p>	<p>Evidence of safety practices in place</p>	<p>Facilities  (Chancellor)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: All practices and protocols of EHS and OPP are being followed. In addition, the DBS and Facilities Manager both have standing meetings with our EHS liaison, Joe Mazzone to discuss any pertinent issues or concerns. All materials and cleaning products used on campus are safe and approved. Safety data sheets on chemicals are provided by the manufacturer when chemicals are shipped to campus and are accessible online. Machine shop safety procedures are followed by all tech services workers which ensures proper safety protocols are used related to small or heavy equipment. (On track).</p>

	heavy equipment in the building and on campus grounds				<p>2021-2022:</p> <p>Task 1: Practices and protocols of EHS and OPP are being followed. In addition, DBS on campus has a standing bi-weekly meeting with our EHS representative from UP, Joe Mazzoni, to discuss any issues or concerns.</p> <p>Task 2: All materials and cleaning products used on campus are safe and approved. Safety data sheets on chemicals are provided by the manufacturer when chemicals are shipped to campus and are accessible online.</p> <p>Task 3: Machine shop safety procedures are followed by all tech services workers which ensures proper safety protocols are used related to small or heavy equipment</p> <p>(On track)</p>
<b>Action 4.4.3</b> Ensure all PSU employees are completing yearly compliance trainings and have proper clearances, as needed	<p><u>Task 1:</u> Encourage completion of (and follow-up on reminders from UP for) yearly Mandated Reported and Clery Act (Title IX) Training for all employees who have not completed in a timely manner</p> <p><u>Task 2:</u> Clearances completed for any employees working as per Policy AD 39</p>	Compliance training completion rate of 100% each year; 100% clearances on file	Human Resources	2/2021 7/2025	<p>2022-2023: On track; clearances and trainings completed (On track).</p> <p>2021-2022: On track; clearances and trainings completed (On track)</p>

**Objective 4.5: FOCUS ON DEVELOPMENT & FUNDRAISING**

Provide a dedicated focus on development and fundraising for the campus to support numerous important initiatives that benefit students and the larger community

Key Performance Indicator: Development funds raised, including new endowments

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<b>Action 4.5.1</b> Increase student scholarship recipients and scholarship opportunities each year	<u>Task 1:</u> Hold ongoing meetings of Scholarship Committee and identify new strategies for identifying students of need and merit	Increased scholarship recipient numbers and available funds	Enrollment Department  (Development & Alumni)	2/2021 7/2025	<p>2022-2023:</p> <p>Currently, PSU-LV has 37 scholarships awarded through e-Steward. Of the 37, 29 are endowed and actively awarded. As of today, the total market value of our endowed scholarships are \$4,095,710.48</p>

	<p><u>Task 2:</u> Work with Development Office to identify new donors and fundraising opportunities for scholarships</p>				<p>Gifts of note in FY22/FY23:</p> <p>1 new non-endowed scholarship (Scott Babashak Memorial Scholarship) – Although it is not endowed, this annually-funded scholarship adds new scholarship money to our available pool every year. This gift also has the potential to become an endowed scholarship at any time with proper stewardship and cultivation of the donor. (On track).</p> <p>2021-22: Currently, PSU-LV has 30 scholarships awarded through e-Steward. Of the 30, 24 are endowed and actively awarded. As of today, the total market value of our endowed scholarships is \$3,882,284.34.</p> <p>Gifts of note in FY21/FY22: New endowed scholarship with early activation (Nair Family Scholarship) – This scholarship supports students who contribute to/advocate for the LGBTQIA+ community on campus. Although we do not typically award endowed scholarships until the full endowment has been reached (can be up to 5 years), these donors decided to early activate, meaning that they make additional contributions on top of their endowment pledge payments to award directly to a student, activating the scholarship early.</p> <p>One new non-endowed scholarship (Yacoub Annually-Funded Scholarship) – Although it is not endowed, this annually-funded scholarship adds new scholarship money to our available pool every year. This gift also has the potential to become an endowed scholarship at any time with proper stewardship and cultivation of the donor. Sometimes we call these “test” or “starter” scholarships because it allows the donor to see how the process works and receive recognition, without reaching the endowment minimum yet. The plan is to approach this donor near year 3 or 4 of his scholarship to suggest endowing.</p> <p>There are several proposals out to individuals asking them to consider creating endowed scholarships. If these donors accept, the campus could see up to an additional 3 endowments in the next year. (On track)</p>
--	--	--	--	--	---

<p><b>Action 4.5.2</b> Increase funds to support the Student Emergency Fund</p>	<p><u>Task 1:</u> Showcase the valuable assistance that the emergency fund offers students <u>Task 2:</u> Explain the need to grow funds and identify potential donors <u>Task 3:</u> Use groups such as the Advisory Board and the Alumni Chapter &amp; Society to help raise awareness and funds</p>	<p>Increased funds for Student Emergency Fund</p>	<p>Development  (Student Affairs)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: \$774.00 additional funds came in this year for the Emergency Fund. The total fund now stands at \$23,050.31. (On track).</p> <p>2021-22: The campus secured \$10,000 for the Student Emergency Fund and LionShare Pantry via a proposal written to Sanofi Pasteur in December 2021, for funds to be used in 2022. Information was share with Advisory Board members, alumni, and other stakeholders in order to raise awareness of the fund. (On track)</p>
<p><b>Action 4.5.3</b> Increase funds through THON-based efforts to support children with pediatric cancer each year</p>	<p><u>Task 1:</u> Showcase the valuable assistance that THON offers the community internal and external to PSU <u>Task 2:</u> Have students explain the need to grow funds and identify potential donors <u>Task 3:</u> Use groups such as the Advisory Board and the Alumni Chapter &amp; Society to help raise awareness and funds <u>Task 4:</u> Showcase dancers on campus for Send-Off to THON each year</p>	<p>Increased funds for THON</p>	<p>Development  (Student Affairs, Alumni)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: THON was highly prioritized on campus again this year. 35 students travelled to UP for THON weekend, 4 of whom were official dancers. The 2022 amount raised was \$26,000. This year, amount raised was \$53,469.76 (4<sup>th</sup> among all Commonwealth campuses). Donations included: -THON Silent Auction held for a week on campus in January-February-total TBD -Dance for a Cure- \$13,860 -Foundations Tavern - \$30,500 -Howard Kulp Book Drive - \$3,000 Lehigh Valley Chapter - \$500 (On track).</p> <p>2021-22: THON continues to be a priority of the campus, especially its philanthropic arm. Last year, the campus raised \$29,000. The 2022 goal is \$40,000; so far, the campus has raised \$26,000. A variety of actions to raise funds include: -\$20,000 donation from event hosted at PSU alumni-owned Lost Taverns -Over 100 letters sent to local businesses to donate goods or funds -A Silent Auction held on campus the end of January through beginning February -1,500 books collected as part of the Reading Rocks Book Drive through St. Luke's Hospital (with matching donation made by Howard Kulp, Advisory Board member- \$1/book) (On track)</p>
<p><b>Action 4.5.4</b> Increase funds needed to enhance curricular and co-curricular programs and spaces</p>	<p><u>Task 1:</u> Identify private/corporate donors and naming opportunities <u>Task 2:</u> Utilize special events and opportunities, such as Giving Tuesday, to raise funds for projects</p>	<p>Increased funds for programs and spaces on campus</p>	<p>Development</p>	<p>2/2021 7/2025</p>	<p>2022-2023: <b>Program Support/Facilities</b> (*all numbers since January 2022)</p> <ul style="list-style-type: none"> <li>In FY 2023, Giving Tuesday raised \$5,160 from 46 donors to support the Music Room.</li> <li>\$20,000 grant from DREAM Partnership to support LEOS Program</li> </ul>

					<ul style="list-style-type: none"> <li>• \$14,500 to support the Lehigh Valley Future Fund (unrestricted Chancellor's Fund)</li> <li>• \$12,524 in gifts to support the Student Emergency Fund</li> <li>• Over \$147,580 in gifts and pledges to support Lehigh Valley LaunchBox and its programs including TEC, LaunchBox Ladies, and the Digital Marketing Internship program.</li> <li>• \$10,000 naming opportunity of the business wall made by Michael J. Krajsa, former faculty member.</li> <li>• Since Jan. 2022, we have raised 21,601 to the general campus expansion project.</li> <li>• Received a \$500,000 bequest gift in support of our Criminal Justice program; to be split \$250,000 to a scholarship and \$250,000 to program support. (On track).</li> </ul> <p>2021-2022: In progress  In FY 2022, Giving Tuesday raised \$2,480 from 53 donors to support a new Textbook and Educational Resource fund. We received a \$20,000 grant from Sanofi Pharmaceuticals to support two programs on campus: the student emergency fund and a new STEM Academic Excellence Fund \$20,000 grant from DREAM Partnership to support LEOS Program</p> <p>\$15,000 to support the Lehigh Valley Future Fund (unrestricted Chancellor's Fund)</p> <p>Almost \$16,000 in gifts to support the Student Emergency Fund and Lion's Pantry</p> <p>Over \$65,000 in gifts and pledges to support Lehigh Valley LaunchBox and its programs including TEC, LaunchBox Ladies, and the Digital Marketing Internship program We have identified a number of donors (proposals out and ongoing conversations) to support the Lehigh Valley LaunchBox with program endowments</p> <p>We have not named any facilities in this fiscal year, but since Jan. 2021, we have raised nearly \$27,000 to support the Dent STEM Wing and another nearly \$14,000 to the general campus expansion project. (On track)</p>
--	--	--	--	--	--

**Objective 4.6: PRIORITIZE FISCAL AND ENVIRONMENTAL SUSTAINABILITY**

Prioritize sustainability in the use of financial resources and in decision-making to promote responsible practices on campus

Key Performance Indicator: Evidence of responsible fiscal and sustainability practices through departmental records and faculty/staff and student surveys

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 4.6.1</b> Utilize the SIMBA Business System to conduct and manage all business practices and ensure staff and faculty effectively use financial resources</p>	<p><u>Task 1:</u> Use SIMBA to better manage departmental budgets and campus resources <u>Task 2:</u> Prioritize strategic investments that can increase enrollment, retention, and campus efficiencies</p>	<p>Evidence of use of SIMBA system; enhanced budgeting and investment processes</p>	<p>Financial Services</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Implemented monthly Finance trainings to enhance SIMBA knowledge and expanded one-pager “how-to’s” to encompass a broad range of topics. Opened up specific Finance trainings to all commonwealth campuses through zoom recordings and special guests (procurement, etc.). Coordinated monthly budget meetings with relevant stakeholders to ensure proper use of SIMBA and ease of system use and overall budget understanding. Continued collaboration with Chancellor, Director of Academic Affairs, Admissions, and other stakeholders to evaluate any potential opportunities to increase enrollment, retention, and campus efficiencies. From a financial perspective, continued to challenge stakeholders to maximize budget dollars and efficiencies. <b>See attachment for faculty and staff trainings.</b> (On track).</p> <p>2021-2022:</p> <p>Task 1: Creation of Finance TEAMS site to include one-pager “how to’s” to help educate the staff and faculty on how to view and understand their departmental budgets</p> <p>Task 2: Collaboration with Chancellor, Director of Academic Affairs, Admissions, and other stakeholders to evaluate any potential opportunities to increase enrollment, retention, and campus efficiencies</p> <p>(On track)</p>
<p><b>Action 4.6.2</b> Evaluate and showcase the economic impact of the University and campus in the LV region</p>	<p><u>Task 1:</u> Continue to assess the impact of the campus by collecting relevant data and indicators related to workforce development, HR, LaunchBox, and others <u>Task 2:</u> Work with Governmental Affairs</p>	<p>Economic indicators and corresponding data points</p>	<p>Planning &amp; Analysis  (Strategic Communications)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: This action continues. Economic impact of the campus and the Lehigh Valley region is continually added to chancellor remarks and as part of degree program reviews and prospectuses. The Lehigh Valley Economic Development Corporation remains a great partner for economic impact info and data: <a href="https://lehighvalley.org/come-here/economic-profile/">https://lehighvalley.org/come-here/economic-profile/</a>. Additionally, a recent survey conducted by LVEDC and Muhlenberg College in the LV looks at <a href="#">Life in the Lehigh</a></p>

	efforts to continue to evaluate and showcase the economic impact of the University and our campus in PA and in the Lehigh Valley region				<p><b>Valley.</b> This study will be analyzed by the campus for important information reacted to economic impact, including that of higher education in the LV. (On track).</p> <p>2021-2022: We are constantly pulling specifics around the economic impact of PSU and PSU-LV to add to Chancellor speeches and remarks in stories and publications. Our impact as a land-grant institution is paramount. This is an area where we continue to gain traction. (On track)</p> <p>2022-2023: Work in the sustainability continues on campus.</p> <p>Task 1: As part of the new expansion, sustainable practices and sustainable materials have been utilized wherever possible in order to uphold sustainability on campus.</p> <p>Task 2: The Sustainability 150N class hosted two guest speakers related to UN SDG 2: Zero Hunger, dealing with food insecurity and food waste.</p> <p>The first speaker was Allison Czapp, Associate Executive Director of Second Harvest Food Bank of the Lehigh Valley &amp; NE PA. She addressed the issue of Food Insecurity in the Lehigh Valley and ways to combat the problem on Tuesday, January 24, 2023 in-person and via Zoom.</p> <p>The second speaker, on Thursday, January 26, 2023, was Stephen Sturdivant, an environmental engineer and Regional Coordinator for the United States Environmental Protection Agency Region 6's Sustainable Management of Food Program. His presentation was titled: <i>How You Can Reduce Your Food's Environmental Impact</i> and went over several important ways food production negatively impacts our environment and how we all can play a critical role in combating climate change, water pollution, and species extinction three meals a day through proven common-sense measures to minimize food waste and source sustainable ingredients.</p> <p>Task 3: The Sustainability Committee is still in need of reinvigoration.</p> <p>Task 4: The Sustainability Minor continues to be part of the academic portfolio of the campus, as introduced last year. <a href="https://sustainability.psu.edu/academics/academic-courses-and-degrees/sustainability-leadership-minor/">https://sustainability.psu.edu/academics/academic-courses-and-degrees/sustainability-leadership-minor/</a> (On track).</p>
<b>Action 4.6.3</b> Create a greater emphasis on environmental sustainability on campus	<p><u>Task 1:</u> Integrate sustainable practices and utilize sustainable materials where possible on campus</p> <p><u>Task 2:</u> Learn from the Sustainability Institute at UP by attending workshops, hosting speakers</p> <p><u>Task 3:</u> Reinvigorate the Sustainability Committee on campus</p> <p><u>Task 4:</u> Investigate adding a sustainability minor to the credit portfolio</p>	Evidence of sustainable practices and learnings	Academic Affairs	2/2021 7/2022	

					<p>2021-2022: Work on sustainability continues to progress on campus.</p> <p>Task 1: As part of the new expansion, sustainable practices and sustainable materials have been utilized wherever possible in order to uphold sustainability on campus.</p> <p>Task 2: additional work with the sustainability institute at University Park will continue in the future.</p> <p>Task 3: the sustainability committee has been put on hold during the COVID pandemic</p> <p>Task 4: A sustainability minor has been added to the academic portfolio: The Intercollege Minor in Sustainability Leadership has been designed for students who wish to promote environmental, social, and economic sustainability in their personal and professional lives. Administered by a University-wide faculty committee, the program provides an opportunity for students in any academic major to develop key competencies that will be the foundation for their growth as sustainability leaders in their civic and professional endeavors. Students cultivate these sustainability leadership competencies in the context of thematic tracks that allow them to focus on particular topics within sustainability studies.</p> <p>Additionally, student affairs invited all 30 clubs and organizations on campus to link efforts to the UN sustainable goals: <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Evidence of this work includes the Business Society's Clothing Drive for The Perfect Fit, the Garden Club's service to eventually grow food for the campus community, the RISE club's panel on violence awareness via the Crime Victims Council, and LGBTQA+ programming. While not all of these deal directly with environmental sustainability, the campus has begun to look at sustainable practices through the lens of the United nation in order to uphold "peace and prosperity for people and the planet, now and into the future" (UN, 2021 website). (On track)</p>
--	--	--	--	--	---



---

# PRIORITY AREA 5: COMMUNITY INNOVATION & LEADERSHIP

---

## **Goal 5:**

**Provide innovation and leadership in the local service area and beyond**

**Objective 5.1: GROW AND PROMOTE ENTREPRENEURSHIP**

Continue to grow and expand Lehigh Valley LaunchBox to support early-stage entrepreneurs and promote an entrepreneurial mindset

Key Performance Indicator: Growth of LaunchBox entrepreneurs and programs/services

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 5.1.1</b> Expand the reach of Business Accelerator Grants, LaunchBox Ladies, Teen Camps to increase participants and offer valuable programming within the region</p>	<p><u>Task 1:</u> Define and implement key strategies to attract new participants in current LB programming <u>Task 2:</u> Market programs through business and community partnerships with Factory, Chamber of Commerce, and others <u>Task 3:</u> Utilize the LV LaunchBox Advisory Board to grow connections for participant recruitment</p>	<p>Increased participants across all program areas</p>	<p>Business Development</p>	<p>2/2021 7/2023</p>	<p>2022-2023:</p> <p>Task 1: Generate Awareness / Acquire New Entrepreneurs-</p> <ul style="list-style-type: none"> <li>Overall, entrepreneur participation rates in the total LVLB portfolio of programs increased 25% year-over-year from fiscal 2021/22 to 2022/23.</li> <li>New Pitch Competition: One new LaunchBox Ladies (LBL) pitch competition has been developed to deliver microgrants to women-owned businesses. The LBL pitch event will help generate awareness for LaunchBox and engage entrepreneurs who had not connected with LVLB prior.</li> <li>StartUp Lehigh Valley Pitch Competition also serves as an Entrepreneur Lead Generator: LVLB offered support to over 25 StartUp Lehigh Valley Pitch Contest applicants from the Fall 2022 competition that didn't win a grant.</li> <li>PSULV StatComm / LVLB Marketing Partnership supports LVLB awareness: StratComm secured PR coverage for key LBL events, partnered with the LVLB team for timely social media posts, developed website content and conducted direct marketing activities in effort to double the number of students who participate in the Teen Entrepreneur Challenge summer camp. LVLB reach is extending out of state.</li> </ul> <p>Task 2: Grow Business and Community Partnerships-</p> <ul style="list-style-type: none"> <li>Grew LVEDC and NCC Partnerships: Director continues to serve as the liaison between the LVLB Board and the LVEDC Entrepreneur Council</li> <li>Director serves on the Organizing Committee for Kauffman Foundation's 1 Million Cups</li> <li>Director is exploring further partnership with Northampton Community College's Center for Innovation and Entrepreneurship as well as SCORE.</li> </ul> <p>Task 3: Board Support Entrepreneur/Volunteer Recruitment-</p>

					<ul style="list-style-type: none"> <li>LVLB board members recruited 20 new 'volunteer Champions' to help socialize LVLB to their affiliates; and to help support LVLB program delivery, entrepreneur coaching, speaking engagements. The Champions will also serve as successors to fill board positions as future plans dictate. (On track).</li> </ul> <p>2021-22:</p> <p>Task 1 accomplishments include: Reduce barriers to participating; Brainstorm with LaunchBox - No form, no prep just help with your idea from day 1 (November 2021); Shortened application forms (May 2021); Application conversation (May 2021)</p> <p>Task 2 accomplishments include: Website explanations of the programs (January 2022); Video explanation of programs (January 2022); LVEDC Marketing through blog (December 2021)</p> <p>Task 3 accomplishments include: Advisory Board Strategic Planning Sessions (January 2022 &amp; February 2022); SCORE Coaching &amp; promotion of programs (January 2022); Growth of board from 22 to 30 members (2022)</p> <p>(On track)</p>
<p><b>Action 5.1.2</b> Build the portfolio of resources that can attract and educate entrepreneurial stakeholders</p>	<p><u>Task 1:</u> Grow the Boot Camps, MasterMind Series, and a Marketing &amp; Media Council <u>Task 2:</u> Utilize the LaunchBox Advisory Board and other stakeholders to assist in new programming ideas and implementation <u>Task 3:</u> Market the new portfolio options in innovative, wide-reaching ways to build capacity</p>	<p>Creation of new programs; participant rates</p>	<p>Business Development</p>	<p>2/2021 7/2025</p>	<p>2022-2023:</p> <p>Task 1: Grow LVLB Programs</p> <ul style="list-style-type: none"> <li>There has been implementation of a new entrepreneur-intake system and online assessment form in December 2022, which has been successful in increasing participation in the Mastermind program by 4 entrepreneurs to date. The Brainstorm program was also streamlined so that cohorts of entrepreneurs can participate in an efficient way engages volunteer Champions in a methodic way.</li> </ul> <p>Task 2: Leverage board members to support delivery of current portfolio, and ideate new programs.</p> <ul style="list-style-type: none"> <li>LBL Council members have helped to develop topics for the speaker series and also helped to shore up speaker presentations for the events.</li> <li>LVLB Committee members continue to conduct Masterminds sessions using their own presentation materials and other support collateral to address timely topics. The videos of these sessions are recorded and archived, to use on the website as an e-program in the future.</li> </ul>

					<ul style="list-style-type: none"> <li>• Committee members provide entrepreneur support and followup coaching for Idea Test Lab, Teen Camp and StartUp Lehigh Valley participants. There is continual interaction between LVLB and PSULV Faculty board members as well, who also contribute ideas and allow Director to present business topics to their classes.</li> <li>• A new 'campus board / LVLB advisory board liaison' was invited onto LVLB Advisory Board in an ex-officio capacity; this faculty member now sits on both the Campus Board and the LVLB Advisory Board in effort to give each board line of sight to each other's initiatives.</li> <li>• Planning for new programs with potential new committees is underway.</li> </ul> <p>Task 3: Innovative marketing tactics include:</p> <ul style="list-style-type: none"> <li>• Social Media: Student workers who gain their certificate of completion from the LVLB Digital Marketing program support the LVLB social media efforts on LinkedIn, Instagram and Facebook.</li> <li>• Direct Mail: LVLB has grown its email database to over 2000 entrepreneurs and affiliates, where it circulates its event invitations and a new bi-monthly newsletter; the PSULV Admissions database of 4000 potential high-school candidates serves as a communications vehicle for the Teen Entrepreneur Challenge Camp.</li> <li>• Website: Timely information updates are made by the LVLB team weekly, in partnership with IPS staff.</li> <li>• PR: Penn State Strat Comm delivers coverage of key events in an effort generate awareness with Penn State Main Campus or local media. (On track).</li> </ul> <p>2021-22:</p> <p>Task 1 accomplishments include: Separating Accelerator into Business Bootcamp &amp; the FastTrack Accelerator (2022); Creation of second Mastermind group (2022); Pilot program of Digital Marketing Non-Credit program &amp; work experience (Dec 21 – Spring 22)</p> <p>Task 2 accomplishments include: Creation of Advisory Board Programs Committee (December 21); Participation with faculty coursework; Innovation Now Summit (Annually, Starting November 21)</p>
--	--	--	--	--	--

					<p>Task 3 accomplishments include: Website explanations of the programs (January 2022); Video explanation of programs (January 2022) <a href="#">(On track)</a></p>
<p><b>Action 5.1.3</b> Encourage the integration of diversity and inclusion into all LaunchBox activities</p>	<p><u>Task 1:</u> Continue to celebrate the diversity, fellowship, and accomplishments of women through LaunchBox Ladies <u>Task 2:</u> Engage in the <i>We Rise Together</i> initiative through the Kaufman Foundation <u>Task 3:</u> Mindfully and purposefully integrate diversity, equity, and inclusion into LaunchBox programming, recruiting, and marketing</p>	<p>Integration of diversity into programming</p>	<p>Business Development</p>	<p>2/2021 7/2025</p>	<p>2022-2023:</p> <p>Task 1: Grow LBL-</p> <ul style="list-style-type: none"> <li>LVLB increased the number of LaunchBox Ladies Speaker Series events from 4 events to 7, which now also includes a microgrant pitch competition.</li> </ul> <p>Task 2: Engage We Rise Together-</p> <ul style="list-style-type: none"> <li>LVLB was among the first group of campuses to support this IPS DEIB pilot project. This involves LVLB's regular participation in monthly status check-ins with IPS, and regular attendance in sessions conducted by the Black and Brown Founders Organization. There is ongoing LVLB project management supporting the upcoming DEIB rollout to all LaunchBox hubs Commonwealth-wide.</li> </ul> <p>Task 3: Integrate DEIB into LVLB programming, recruiting, marketing-</p> <ul style="list-style-type: none"> <li>LVLB's DEIB efforts are currently represented by its LaunchBox Ladies Speaker Series and Teen Entrepreneur Challenge Summer Camp. LVLB team will continue to participate in DEIB learning sessions on campus including "all in" seminars, LRN and OLLI training sessions, in order to continue to seek out opportunities to integrate diverse, inclusive thinking into LVLB programming, recruiting and marketing. <a href="#">(On track)</a>.</li> </ul> <p>2021-22:</p> <p>Task 1 accomplishments include: Integration of the LaunchBox Ladies Council as an Advisory Board Committee (Dec. 21); Ongoing speaker series programs (4 annually); Member based meetings (2 annually starting in 2022); Creation of a woman-specific grant opportunity (2022)</p> <p>Task 2 accomplishments include: Participated in all four sessions of <i>We Rise Together</i> (2021); Actively engaged on IPS DEI Strategic Planning Team (November 2021 – Present)</p> <p>Task 3: accomplishments include: IPS Hub pilot program participant for the DEI Street-Teams Concept (Spring 2022); Remove the "entrepreneur identity" that could be causing exclusion (Nov 2021 - Present); Director participation in DEI</p>

					<p>programming: Bias Like Me, Difficult Conversations (Winter 2021); Director participation in Campus “All-In” Council (November 2021 – Present) (On track)</p>
<p><b>Action 5.1.4</b> Establish the Penn State Lehigh Valley LaunchBox as a community leader in the entrepreneur ecosystem in the region</p>	<p><u>Task 1:</u> Continue to serve on the Entrepreneurship Council of the Lehigh Valley Economic Development Council <u>Task 2:</u> Utilize the findings of NextFab Assessment Reports to guide conversations about the entrepreneur ecosystem in the LV <u>Task 3:</u> Determine substantive actions that can be taken to organize efforts in the community by LV LaunchBox</p>	Evidence of leadership	Business Development	2/2021 2/2023	<p>2022-2023:</p> <p>Task 1: Continue LVEDC Relationship- Director continues to serve on the Entrepreneurship Council of the Lehigh Valley Economic Development Corporation joined (November 2022 - Present)</p> <p>Task 2: Utilize the findings of NextFab Assessment Reports to guide conversations about the entrepreneur ecosystem in the LV Director sits on Organizing Committee of 1 Million Cups (Jan 2023 - Present); and continues NCC FabLab involvement and reciprocal marketing (Jan 2023)</p> <p>Task 3: Actions to Organize the Community Ongoing meetings, brainstorms LVEDC, NCC, KAUFFMAN/BBF, SCORE. (2023) (On track).</p> <p>2021-22:</p> <p>Task 1: Continue to serve on the Entrepreneurship Council of the Lehigh Valley Economic Development Council: New Director joined (November 2021 - Present)</p> <p>Task 2: Utilize the findings of NextFab Assessment Reports to guide conversations about the entrepreneur ecosystem in the LV = Director Participation in 1 Million Cups (December 2021 - Present); NCC Fab Lab involvement and marketing (2022)</p> <p>Task 3: Determine substantive actions that can be taken to organize efforts in the community by LV LaunchBox through accumulation and promotion of a full Entrepreneurial resource list for the Lehigh Valley (2022) (On track)</p>

**Objective 5.2: OFFER NON-CREDIT PROGRAMMING IN COMMUNITY**

Offer non-credit programming in the community that attracts the continuum of life-long learning

Key Performance Indicator: Non-credit programming offerings and participation rates

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 5.2.1</b> Utilize the Penn State Lehigh Valley Writing Project as a conduit to continue offering and developing teacher professional development training</p>	<p><u>Task 1:</u> Continue to offer and expand teacher in-service contracts with local school districts <u>Task 2:</u> Continue partnerships with LV Reads through the United Way to train and support early education leaders <u>Task 3:</u> Write grants to support the work and outreach efforts of the Writing Project</p>	<p>Viability of the Writing Project through contracts, participants, and partnerships</p>	<p>Community Engagement</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Asynchronous Act 48 offerings for teachers are being submitted for approval. (On track).</p> <p>2021-2022: Task 1: COVID has prevented us from contracting with districts for PD. Task 2: LVWP and LVReads continue to work together to engage and support early education leaders. Discussion around a second micro-credential cohort is happening 1/27/22. Task 3: Only one grant was offered by the National Writing Project, and LVWP did not qualify to participate. (On track)</p>
<p><b>Action 5.2.2</b> Leverage academic youth programming focused on k-12 students in a manner that attracts interest from prospective students</p>	<p><u>Task 1:</u> Continue to refine youth programs to appeal to a range of local k-12 students <u>Task 2:</u> Market programs effectively and with innovation <u>Task 3:</u> Find an effective way to track students over time to monitor conversion rates to becoming PSU students</p>	<p>Participation rates in k-12 programming; conversion rates of students</p>	<p>Community Engagement</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Task 1: SAT Review went to complete remote offering and to streamline that effort, the campus is promoted the program to be run out of the Berks campus.  Summer camps have been pared down to contract training only.  Task 2: Programs will be marketing on a wider scale where we will be able to leverage local programs through the statewide CE website.  Task 3: Penn State currently does not have the resources to track students across learning databases, so this task is on hold for now. (On track).</p> <p>2021-2022: Task 1: New camps for high school students are being designed as online experiences for summer, 2022.  Task 2: Summer Camp Website and registration portal will open in March, 2022.  Task 3: All programs are registered through Destiny One; tracking is possible through the D1 system. (On track)</p>

<p><b>Action 5.2.3</b> Grow and enhance the SAGE Program to better serve seniors and older adults</p>	<p><u>Task 1:</u> Continue to offer relevant and engaging programming <u>Task 2:</u> Identify new program focuses and market effectively</p>	<p>Participation rates in SAGE</p>	<p>Community Engagement</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Task 1: We are evaluating the SAGE program for its ROI and leveraging faculty expertise, resulting in closer collaboration with speaker engagements associated with academic affairs and our degree programs. (On track).</p> <p>2021-22: The SAGE (Senior Adults Gaining Enrichment) program continues to be offered to community members, although the program was put on hold for an extended period of time due to COVID. Most recently, as the program is starting back up, ads went out in local newspapers and on WXPB radio.</p> <p>November 2021: “America’s Return to the Moon and Beyond” With David Longenbach, Lecturer in History</p> <p>December 2021: “Women and the American Presidency” Dr. Nichola Gutgold, Professor of Communication Arts and Sciences</p> <p>Program participants totaled 35 in November 2021 and 26 in December 2021; prior to COVID, participants totaled 50 on average. (On track)</p>
<p><b>Action 5.2.4</b> Participate in the statewide CE partnership to ramp up programming and share resource</p>	<p><u>Task 1:</u> Engage in statewide CE meetings and find ways to actively share resources and expertise <u>Task 2:</u> Partner on data collection and insights, such as a license with Burning Glass Technologies <u>Task 3:</u> Engage in linkages with the Sustainability Institute to increase integration of sustainability curriculum into non-credit program offerings</p>	<p>Evidence of statewide CE partnership</p>	<p>Community Engagement</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Aligning with Statewide CE, Lehigh Valley will market commonwealth campus offerings through zoom to generate revenue share.</p> <p>We are developing a statewide CE website, which is slated to go live at the end of May 2023.</p> <p>Recently, our CE director was promoted to Senior Director of Continuing Education and Workforce Development at the University level, while still being housed at our campus locally. (On track).</p> <p>2021-22: The statewide CE partnership has been the “biggest win” for CE throughout the past couple years, including:</p> <p>Project Management with Great Valley/Navy Yard SAT Review with Berks Personal Home Care Administration (York) Nursing Home Administration (York)</p>



					<p>Medical Interpreter (Lehigh Valley)          Certified Recovery Specialist (Lehigh Valley)          Digital Marketing (Lehigh Valley)          Summer Camps (across system)</p> <p>Licensing with Burning Glass began on a statewide level</p> <p>Additional work needs to continue with the Sustainability Institute to grow non-profit programs in this area (<a href="#">On track</a>)</p>
--	--	--	--	--	--

**Objective 5.3: INCREASE INDUSTRY AND NON-PROFIT PARTNERSHIPS**

Increase industry and non-profit partnerships that enhance academic programs and professional development for students, both credit and non-credit

Key Performance Indicator: Increased industry and non-profit partnerships by number and impact, as defined by program evaluations

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 5.3.1</b>            Promote the expertise of faculty to serve in consultant roles and media requests related to important regional and national issues</p>	<p><u>Task 1:</u> Continue to keep inventory of faculty and areas of expertise  <u>Task 2:</u> Utilize Strategic Communications as a conduit to help manage media requests  <u>Task 3:</u> Promote faculty expertise with local and regional news outlets</p>	<p>Number of faculty in consultant roles and/or collaborating with media outlets</p>	<p>Strategic Communications  (Academic Affairs)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Strategic Communications met with Faculty Senate to develop a repository of faculty names and areas of expertise to be used when requests are made from the media. Strategic Communications asked faculty to complete an online form, which resulted in 15 submissions of faculty experts. Strat Comm also works with the Berks campus (near the LV service area) to collaborate on media requests and share faculty experts, as well as providing other local experts if one is not available in the PSU network in order to maintain effective ties with media outlets. The team has worked hard to create effective working relationships with the faculty members and have garnered coverage from several national news outlets around their work, and regular coverage from our local press. (<a href="#">On track</a>).</p> <p>2021-2022: This action is progressing, with Strategic Communications creating an organized system for compiling an inventory of faculty experts. The Strat Comm team has met with all program coordinators to begin the process, and all faculty received an email via the list-serv for the Director of Academic Affairs requesting they share areas of expertise and research with Strat Comm in order to be included in this initiative. All faculty were also asked to submit updated bios and information to create faculty pages on the PSU-LV website. (<a href="#">On track</a>)</p>

<p><b>Action 5.3.2</b> Increase our community service engagements with local organizations to help grow partnerships and visibility of PSU-LV as an education destination</p>	<p><u>Task 1:</u> Continue to partner with LVEDC, Chamber of Commerce, and LVPC in regional efforts to grow the capacity of the Lehigh Valley educational and economic infrastructure <u>Task 2:</u> Initiate and promote “Days of Service” for faculty and staff to volunteer in the community together</p>	<p>Community service events and campus participation rates</p>	<p>Student Affairs (Chancellor)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: This action remains in progress. We continue to partner with LVEDC, the Chamber, and LVPC in multi-faceted ways. Days of Service once again included the Thanksgiving Food Drive, making PB&amp;J sandwiches for Safe Harbor, and the annual United Way Drive. Just recently, the Student Government Association partnered with a local mosque to collect items for the survivors of the earthquake that struck Turkey and Syria in February 2023. With over 22,000 people killed and countless others injured and or homeless, the need for hygiene essentials, tents, blankets, diapers, baby formula, winter and children’s clothing, shoes, socks, gloves, and pocket warmers is high. Faculty, staff, and students were encouraged to contribute as possible. (On track).</p> <p>2021-2022: Task 1: The campus continues to partner with LVEDC (the Chancellor sits on the Board, and we participate as part of the Talent Supply Committee); the Planning Office works with LVPC where appropriate Task 2: Days of Service have been able to be held in the community this year; yet events such as Thanksgiving Food Drive, making PB&amp;J sandwiches for Safe Harbor, and collections for Toys for Tots and The Perfect Fit all occurred this year in an effort to continue community service. (On track)</p>
<p><b>Action 5.3.3</b> Leverage the collective assets of post-secondary institutions in the Lehigh Valley for maximum community impact</p>	<p><u>Task 1:</u> Continue to be a valuable partner in regional efforts with other higher education institutions on collective initiatives (Census Day, Alumni Surveys, etc.) <u>Task 2:</u> Speak at and attend regional higher education events to share knowledge and expertise of higher education concerns and visions for the future</p>	<p>Partnerships and events with higher education institutions in the Lehigh Valley</p>	<p>Chancellor (Academic Affairs)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The campus continues to work the two local community colleges (LCCC and NCC) for articulation agreements, as well as work in the entrepreneurship arena. The campus also hosts events for educational institutions, such as Communities in Schools, linking higher education and community organizations to k-12 schools. (On track).</p> <p>2021-22: This action will remain in progress throughout the 5 years of the plan. COVID has impacted the ability to implement or take part in this action to a full level, yet actions continue. For example: The campus hosted the Lehigh Valley Partnership (<a href="https://lvpartnership.org/">https://lvpartnership.org/</a>) meeting on December 9, 2021. (On track)</p>
<p><b>Action 5.3.4</b> Further develop community and industry relationships to enhance our academic</p>	<p><u>Task 1:</u> Utilize community relationships to institute advisory boards for each degree program on campus <u>Task 2:</u> Identify additional, viable internships sites and employment opportunities for</p>	<p>Additional internship sites; advisory board for each program</p>	<p>Academic Affairs (Career Strategies)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Academic degree programs continue to work with advisory boards to create connections to business and industry for students.  Recently, PSCM joined a commonwealth campus consortium for PSCM students led by 5 instructors (2 students from LV will be officers of the group); two speaker spotlight series events will</p>

mission and student outcomes	students through relationships in the community			<p>be held this semester with industry leaders; other plans include a PSCM day in Fall; joint certificate programs; SAP case competitions; position postings; study abroad activity among other initiatives. As part of BTAC (Business &amp; Technology Advisory Committee), PSCM, Accounting, Cyber Security, and Criminal Justice agree to take on a project that involves conducting a survey to glean “What Companies are Looking for in a College Graduate” (info and data to be shared across academic programs). (On track).</p> <p>2021-2022: Most degree programs now have an Advisory Board to assist in insights and expertise related to degree program area and to help identify potential internship sites. We continue to have good success in aligning local entities with our degree programs, including Lehigh Valley Health Network with our licensed practical nursing program, Spillman Farmer with our green/sustainability efforts, among others. (On track)</p>
------------------------------	---	--	--	---

**Objective 5.4: OFFER THOUGHT-PROVOKING ARTS EDUCATION**

Offer thought-provoking arts education through the Ronald K. De Long Art Gallery and art-related programming

Key Performance Indicator: Arts Programming exhibits and participants; increase in students participating in campus projects (gallery exhibits, course enrollment, campus, and community art initiatives)

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 5.4.1</b> Curate and host exhibits with renowned artists and professional art organizations</p>	<p><u>Task 1:</u> Identify new opportunities for hosting exhibits and artists in the Gallery <u>Task 2:</u> Stay connected to regional and national arts organizations and networks to identify new talent and artistic options</p>	<p>Number of exhibits</p>	<p>Arts Programming</p>	<p>2/2021 7/2025</p>	<p>2022-2023: Delong Gallery: Linda Stein Fluidity of Gender August 30-Dec 3, 2022 Hosted webinar/ artist talk: October 13, 2022 Multimedia exhibition consisting of sculpture, collage, prints and video. Stein strives to broaden awareness and inspire empathy by presenting gender multiplicities and diversities in her art. By addressing body image, Stein wants the viewer to become more familiar with -- and even self-conscious about -- society’s destructive focus on oversimplified gender boxes for human expression and identity. She melds and scrambles the continuum between “masculinity” and “femininity” to help collapse these gender binaries.</p> <p>Attendance information: 10 classes and over 180 students visited the gallery for a gallery talk by gallery director Ann Lalik. The visit either resulted in a specific gender response project or a course</p>

				<p>specific assignment and discussion. This semester, a more diverse group of courses participated than in previous years. Faculty for, <i>The Innovation of Technology in the 21<sup>st</sup> Century</i>, <i>Project Management</i>, <i>Community Mental Health</i> used the gallery to enhance their courses along with the usual participants from English and Writing courses and Freshman year Experience courses.</p> <p>Recorded visitors: 580 visitors  Webinar and watch party attendees: 40 on zoom/ 25 @ watch party – total 65</p> <p>Community Gallery: Teen Youth from Bradbury Sullivan LGBT Center- November 2022</p> <ul style="list-style-type: none"> <li>The art displayed was created by Project Silk Lehigh Valley youth. They hand-selected and created these pieces to highlight that gender is a spectrum. Project Silk Lehigh Valley is an LGBTQ-inclusive drop-in program run by Valley Youth House. This program is youth-led, adult-supported and offers free health services like HIV/STI testing, healthy food and snacks, active recreation, peer support, and discussions on a variety of health and social topics. Project Silk provides a professionally-staffed program for LGBTQ+ youth ages 14 to 21.</li> </ul> <p>Community Gallery- LCCC Capstone in Fine Arts Students: Lost and Found</p> <ul style="list-style-type: none"> <li>This exhibition, featuring art students from LCCC was a great partnership with our two campuses. (On track).</li> </ul> <p>2021-2022:</p> <p>Task 1:  <b>JASON TRAVERS (F21)</b>  Documenting the Moment: A Visual Journal  September 7 to December 17, 2021  “After many years primarily producing non-representational work, I have gravitated toward observed landscape studies using ink and water-soluble graphite to facilitate my hiking explorations with a more limited yet accessible medium. These sketches range in duration from an hour or two to multiple-day sittings and are always completed on site. The experience of recording these observations, visually surveying every detail and nuance of my surroundings, results in a product that documents the full experience in a way that a simple memory or camera snapshot could never replicate. When I revisit each</p>
--	--	--	--	---

					<p>of my completed sketches, I am instantly transported back to a specific place and time and can recount every sensory facet of the experience. These works become a journal of my collective experiences.” - Jason Travers</p> <p>Lehigh Art Alliance 2022 Winter Juried Exhibition January 29 to March 15, 2022 Saturday, February 5, noon – 3 pm 2-3 pm Awards ceremony For 87 years, the Lehigh Art Alliance (LAA) mission has been to enrich the Lehigh Valley through the support of artists in their creative endeavors and by providing exhibition and educational opportunities to our members and surrounding community.</p> <p>Task 2:</p> <p>The PSULV campus continues to remain a member of the Lehigh Valley Arts Council (currently merging with another organization and changing its name to Lehigh Valley Arts and Cultural Alliance. Ann Lalik is Vice President of the Board.</p> <p>Ann is also on the board of the Allen Arts Academy Alliance at Wm Allen HS. <a href="#">(On track)</a></p>
<p><b>Action 5.4.2</b> Identify ways to showcase community-based artists and diverse perspectives through arts programming</p>	<p><u>Task 1:</u> Showcase the community gallery and provide exhibit space for local budding artists, including school districts and community organizations <u>Task 2:</u> Establish the <i>Essence of Democracy Project</i> series to bring sociopolitical and diversity-inspired events to campus</p>	<p>Exhibits and artists recognized in community gallery</p>	<p>Arts Programming</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The Ronald K. De Long Gallery featured community groups during two exhibitions in 2022. Usually the summer is a time that community art clubs utilize the gallery space for members exhibitions but this past year we opened the gallery to the Lehigh Art Alliance during January and February because our regions was still dealing with dangerous COVID numbers and we didn't want to plan for a solo or even small group exhibition in case the campus would have to close again due to the pandemic. Something like that would have been devastating to an artist who planned for an exhibition and then get cancelled.</p> <p>Lehigh Art Alliance, Juried Member Exhibition Exhibit Dates: January 29, 2022 – March 15, 2022 Artist reception: Saturday January 29 noon – 3 pm</p> <p>Parkland Art League Members Exhibition at Penn State Lehigh Valley May 23 to July 8, 2022 Closing Reception: 1-3 pm Friday July 8 <a href="#">See attachment for 2022 Gallery Updates</a></p>

				<p>Additionally, as part of offering thought-provoking arts education:  Interdomain courses, featuring the arts have been designed to help students understand various topics through a different lens. These courses have proven to be very popular and get fond reviews.  A new inter domain course was developed this year, 2022, studying the intersections of Art and Math. It was designed and is being taught by Ann Lalik (art lecturer) and Larry Musolino (Math lecturer).  Previously in 2020, Art and Psychology and Art in the Natural World were designed and taught by Liz Flaherty and Karen Kackley Dutt. They continue to teach these courses. (On track).</p> <p>2021-2022:</p> <p>Task 1: PROJECTION PROJECT: Bridging Perspectives  March 22–April 9, 2021.  Live streamed Monday- Friday 10 am to 8 pm via Zoom webinar. Bridging Perspectives was an exhibit of projected images in a physical gallery space while live streaming the space to those outside. Artists, students, and community participants’ images shared the screen in the gallery as well as stream via Zoom webinar. We decided to embrace the notion of “disconnection” during the pandemic and create our own bridges to seemingly divided realities. The projection and the streamed images changed as new works were added and as other factors affect the physical spaces such as movement and light in the gallery.</p> <p>Penn State Lehigh Valley Student Art Exhibition 2021  April 15- May 20, 2021  This exhibition celebrates our students and features work they created in visual studies courses at Penn State Lehigh Valley. Media: Drawing, Painting, Printmaking, Photography, Ceramics, Sculpture, Graphic Design; Instructors: Greta Bergstresser, Chris Bonner, Liz Flaherty, Christina Galbiati, and David Gothard</p> <p>LCCC SENIOR STUDENT ART EXHIBIT SP 2022  February 4- March 15, 2021  Eight Art majors in the Capstone Senior Art class at Lehigh Carbon Community College are curating and installing an exhibit of their work with guidance from their art professor Jeremy Seidt and PSULV gallery director Ann Lalik</p>
--	--	--	--	--

					<p>ART CRAWL FALL 2021 (ALL 3<sup>RD</sup> FL)  Thursday October 21, 12:15 to 1:15, 2021  In collaboration with the student Art Clubs, we hosted an art crawl on the third floor hallways. Starting at room 301, then moving down the hallway past room 303 were displays of metal work, ceramics, drawing and painting as well as projects by PASSS summer students were on display. The crawl included the Community Gallery featuring works of student responses to Jason Travers' exhibit "Documenting the Moment" and ended at the De Long Gallery where Travers work was featured. Along the way the Music club students performed and enhanced the experience. This was a new program and was very well received.</p> <p>Task 2:  ESSENCE OF DEMOCRACY SERIES- see above  (On track)</p>
<p><b>Action 5.4.3</b>  Enhance and promote The Arts Project to local community members and alumni</p>	<p><u>Task 1:</u> Partner with the Department of Outreach and Community Engagement to develop and market sessions  <u>Task 2:</u> Find creative projects to engage community and alumni members</p>	<p>Enrollment in Arts Project</p>	<p>Arts Programming  (Community Engagement)</p>	<p>2/2021  7/2025</p>	<p>2022-2023:  The Arts Project continued to offer Jewelry and metalworking classes. (On track.)</p> <p>2021-2022:  Task 1:  ARTS PROJECT COMMUNITY CLASSES  The Arts Project continued through the Covid months whenever the campus permitted students. During fall 2020 and spring Session 2021 we offered courses in Virtual tour creation as a virtual educational option.  FALL 2021/ SP 2022 it became easier to offer in person classes and Jewelry making and Drawing courses have active classes.  Beginning Jewelry with Ann Lalik  Advanced Jewelry with Ann Lalik  The Art of Drawing with David Gothard</p> <p>Task 2: Mosaic wall- See above (On track)</p>
<p><b>Action 5.4.4</b>  Cultivate Friends of the Gallery and seek funding to support art-based endeavors</p>	<p><u>Task 1:</u> Evaluate the <i>Friends of the Gallery</i> list to identify new potential donors  <u>Task 2:</u> Offer new and creative ways for donors to support the Gallery and arts programming</p>	<p>Increased donors and funding for arts programming</p>	<p>Arts Programming  (Development)</p>	<p>2/2021  7/2025</p>	<p>2022-2023: Tasks are ongoing. (On track)</p> <p>2021-22: Tasks are ongoing.  (On track)</p>

**Objective 5.5: CONNECT PSU ALUM TO THE CAMPUS**

Connect local PSU alum in the region to the campus and strengthen the Alumni Chapter and Alumni Society

Key Performance Indicator: Participation rates of PSU alum with the campus; increased alumni giving

Action Items	Implementation Tasks	Metrics	Responsible Party	Start Date Target Date	Progress
<p><b>Action 5.5.1</b> Build stronger relationships among the alumni groups and campus administration</p>	<p><u>Task 1:</u> Elevate practices and activities through more regular updates and semesterly meetings <u>Task 2:</u> Embrace the full-range of PSU diverse alumni as PSU-LV thought partners, ambassadors, and commencement speakers <u>Task 3:</u> Engage alumni input in academic program planning and campus growth strategies using conversations and the Alumni Survey</p>	<p>Semesterly meeting agendas and attendance; Evidence of alumni participation in campus decision-making efforts (use of Alumni Survey data)</p>	<p>Alumni Relations  (Chancellor)</p>	<p>2/2021 2/2023</p>	<p>2022-2023: Work continues in this area. Most recently, the Alumni Coordinator is working the Project Management and Supply Chain Faculty to implement a survey about alumni salaries. This important information will be shared with campus administration as a useful tool for program reviews, etc. The Chapter and Society continue to meet regularly and share information at every Chancellor’s Advisory Board meeting.</p> <p>Campus administration has invited Penn State alumnus, Abu Fofanah,<sup>15</sup> will serve as our 2023 Commencement speaker. Abu is a highly successful entrepreneur in the world of digital media, creating the House of Fofanah, a Miami-based digital marketing agency aimed at developing technology-focused solutions to help brands monetize their online communities. Introduced in 2019, Abu’s virtual marketing accelerator, “Power Your Launch” quickly rose to become the largest online accelerator in the country and has already helped more than 10,000 entrepreneurs and businesses achieve their digital marketing goals. Before creating his own company, Abu worked at a prominent digital marketing agency where he coached hundreds of clients, while creating campaigns that generated millions in visibility and sales. He has served as a teacher or guest speaker at Harvard Business School, the University of Pennsylvania, and other Fortune 500 companies, in addition to being a social media influencer (with 110k followers on IG alone), and hosting a regular podcast. More here: <a href="https://www.abufofanah.com/podcast/">https://www.abufofanah.com/podcast/</a> <b>See attachment for alumni events.</b> (On track).</p> <p>2021-22: Work is being done in this area, considering a new Alumni Relations Coordinator has been hired (Kirsten Mears). The Planning Office has shared the results of the 2020 Alumni Survey with the new coordinator in order to glean new insights and ideas and to make further connections with alumni that can be shared with the Chancellor’s Office. (On track)</p>
<p><b>Action 5.5.2</b> Connect students with alumni who can provide</p>	<p><u>Task 1:</u> Identify alumni who are interested in providing opportunities</p>	<p>Alumni connections with students</p>	<p>Alumni Relations  (Career Strategies)</p>	<p>2/2021 7/2025</p>	<p>2022-2023: The Alumni Office continues to host alumni career panels. March and April 2022 Alumni Panels were conducted. 2/16/23 was the most recent panel on Business and Supply Chain. The office is working with Career Strategy team to host</p>



mentoring, internships, and jobs	<u>Task 2:</u> Find ways to connect students with opportunities and track outcomes				<p>Lunch and Learns with notable alumni as the speakers and inviting small groups of students.</p> <p>A small list of alumni for faculty members was developed so that they have can have alumni to call upon to actively engage students and come to classes and speak. (On track).</p> <p>2021-22: This action is in progress, as the Office of Alumni works directly with the Chancellor's Advisory Board to implement a series of action items related to connecting students to alumni and key community/business stakeholders to enhance their education and real-world experience, including: Advisory Board Career Mentoring (Zoom Sessions), Advisory Board Member (Career Path Classroom Talks), Advisory Board &amp; Alumni Career Networking Events, Others: Shadowing, Internships, Employment Pipelines (On track)</p>
<p><b>Action 5.5.3</b> Profile alumni stories to support recruitment and retention efforts</p>	<p><u>Task 1:</u> Develop key list of alumni to profile; use Alumni Survey results as a way to gather names and interest areas</p> <p><u>Task 2:</u> Develop series of alumni profile stories through video or social media interviews</p> <p><u>Task 3:</u> Share via social media posts and in recruitment campaigns</p>	Number of alumni profiles created	Alumni Relations (Strategic Communications)	2/2021 7/2023	<p>2022-2023: In regard to alumni spotlights, the campus has rallied the work and support of recent alumni to serve as important speakers and collaborators.</p> <p>Recently, one of our most prominent campus alum, Nick Miller '23, was sworn in as the youngest PA Senator in 123 years. Miller was officially sworn into office on Tuesday by his mother, Lehigh County Judge Michele Varricchio, who he says was his greatest inspiration. The newly elected senator credits many of his PSU-LV professors with influencing his path forward. Miller continued his connection to PSU-LV after graduation through the LaunchBox advisory board — the business incubator that provided him with microgrants and startup support for TeraDrones, LLC — one of two small businesses he founded. His intended impact areas include including support for small businesses, the LGBTQIA+ community, water safety, the preservation of green spaces— all topics of education that can bring back to PSU-LV for speaking engagements and guest speaker opportunities. <a href="#">More information.</a></p> <p>We have also invited Previn Joseph to serve on the Chancellor's Council in November 2022, as a community and industry representative who brings great knowledge of being a PSU-LV student to the table. Previn, 2019 IST graduate, was also invited to serve as the Keynote speaker for the Celebration pf Diversity held on campus in Feb 2022 for over 100 local high school students. His speech on "Finding Your Fit" can be found here:</p>

					<p><a href="https://www.youtube.com/watch?v=wcCmN2zpDM4">https://www.youtube.com/watch?v=wcCmN2zpDM4</a> (On track).</p> <p>2021-22: Alumni Relations is working on this by using alumni to tell their stories (connections can be made through contacts in the 2020 Alumni Survey) about life after graduation. The department is focusing on the use of LinkedIn to showcase 1-2 spotlights a month.</p> <p>Additionally, the campus looks to its robust network of PSU alum to be commencement speakers each year. Last year, PSU grad Dr. Suresh Nair, physician-in-chief of Lehigh Valley Cancer Institute, was the speaker. We are working to secure another alum for this year's graduation. (On track)</p>
--	--	--	--	--	--