

Vision for Excellence

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA

draft 3/18/08

Introduction

For five years, Lock Haven University has been guided by its strategic plan, *A Framework for the Future (2003-08)*. Many of its goals in this plan have been accomplished and many things have changed. Now that this plan is expiring, the University must establish new priorities for the coming years.

A vision must be strategic. It should address a small number of issues critical to the University's future. (Many things we do are important; not all are strategic.) Goals should be specific enough to know whether we have achieved them, but broad enough to enlist the energy and insight from across campus in achieving them. It should address long-term issues, but be reviewed and revised regularly in light of changing realities. It will be effective if it is often cited as the basis for important decisions.

Planning Process

The University is beginning the self-study process for its review by the Middle States Commission on Higher Education in the spring of 2010. This process will draw on all parts of the institution and advance our self-understanding. Once it is completed, the University should review its mission and revise its plan by early 2011. This proposed Vision is intended to carry the University until then. It has been developed out of many reports and discussions, including:

- The University's existing strategic plan, *A Framework for the Future (2003-08)*.
- Discussions about the University's identity beginning with the fall 2007 President's retreat.
- Reports and recommendations from the First-Year Experience Committee, Web Site Task Force, Enrollment Management Steering Committee (and previous plans), and other committees.
- Action plans from the various University offices.
- Frequently expressed concerns from individual faculty and staff.

A summary of critical issues and proposed goals has been developed from these materials. This draft is being distributed to the campus to stimulate what we anticipate will be an active discussion this spring. The document will be revised in light of this discussion and used to guide the University through 2011.

Mission

Lock Haven University:

- *Serves* central Pennsylvania, the Commonwealth, the Middle Atlantic, and the world.
- *Prepares* students for personal and professional success through professional programs and general education that develops essential skills (e.g., critical thinking, communication, information literacy).
- As a *learning community* fosters student engagement and success as faculty know students by name and students receive support, in and out of the classroom, from faculty and staff.
- As an institution of *access*, serves students from a broad range of backgrounds and abilities by providing quality education at a modest cost.

Critical Issues

Enrollment

One of the University's most critical issues is enrollment.

- The University is a *community* whose members know one another's names and whose students receive personal attention. Enrollment growth requires special efforts to maintain this community.

- The University is the third smallest in the *State System* and receives a Small School Adjustment to make up for lost economies of scale. The Board of Governors has strongly encouraged enrollment growth. FTE-based funding would increase if we do so.
- *Facilities* at the main campus are sufficient for an enrollment of over 6,000 and a smaller enrollment increases per capita costs. (This does not fit with a seeming shortage of classroom and office space. We are beginning a utilization study to assist in understanding and managing our existing space.)
- Changing *demographics* pose substantial challenges over the coming decade.
 - Pennsylvania *high school graduates* are projected to decline by 13% from 2007-17. Fewer will come from central Pennsylvania, where we draw the majority of students (and the decline will exceed 20%) and more from eastern and southeastern counties, where graduates will increase.
 - Without significant change in the marketing and recruitment strategies, enrollment will *decrease* by as much as 20% by 2017, requiring major reductions in programs, faculty, and staff.
 - Over 5% of students come from New Jersey and 2.5% come from the rest of the *Middle Atlantic*. High school graduates are expected to decline 13% in New York and 2% in New Jersey.
 - Fewer high school graduates will lead to increased competition for students.
 - About 2% are *international students*, who may be affected by political and economic issues (e.g., immigration policy, exchange rates). We are adding a staff member to increase recruitment.

Market Position

Undergraduate students consistently give four primary reasons for choosing to attend Lock Haven: location, size, choice of academic programs, and cost – typically in this order.

- The University's *location* has been an historic selling point for students from central Pennsylvania. With expected demographic changes, this historic advantage becomes a liability. The University will have to offer a compelling reason drive past other PASSHE universities to attend Lock Haven.
- The University's small *size* has been a part of its distinctive appeal. Enrollment growth presents challenges in this area, but there are many ways to foster community. Current and prospective students continue to see Lock Haven as a small school compared to others they consider attending.
- The University seeks to minimize students' *costs* by keeping charges for room and board below those of nearby peer schools. The University has undertaken new initiatives to insure that students receive all of the financial aid for which they are eligible.

Academic Programs

The fourth reason students choose Lock Haven is the choice of *academic programs*.

- Almost three-quarters of students major in five areas: education, health and biological sciences, sport and recreation, criminal justice, or business.
 - Two-thirds major in areas identified by PASSHE as "*high-need*" (all of the above except business).
 - Our most *rapidly growing programs* include Business, Biology/Chemistry, Criminal Justice, Healthcare Profession, Secondary Education Social Studies, and Sport Administration.
 - The *Honors* program has grown by 50% in four years and has the potential for further growth.
- Programs in these areas currently offer the greatest prospect for enrollment stability and growth.

The existing strategic plan calls for growth at Clearfield and in graduate and distance education programs.

- Growth in *Clearfield* will require additional, probably bachelor's, degree programs offered there.
- Growth in *graduate programs* will require aggressive marketing and development of new programs.
- We currently offer four programs entirely by *distance education* (three master's and one associate's). Further growth is unlikely without additional new programs.

President's Vision

The University is seeking to strengthen several distinctive aspects of a Lock Haven education that provide prized 21st-century workplace skills.

- *Technology.* The laptop initiative and classroom technology have put LHU in a leadership position. Strengthening students' technology and online learning skills will distinguish LHU graduates.
- *Diversity.* Our emphasis on international education and recent gains in students of color are strengths, but more students should study abroad and we can strengthen multi-cultural learning in the classroom.
- *Engagement.* Active learning improves learning. Community service and participation in campus life (e.g., athletics, organizations) develop character and connections which promote student success.

Media Strategy and Image Management

To prosper in an increasingly competitive environment, the University must pursue active strategies to attract students, including from eastern and southeastern Pennsylvania and the Middle Atlantic.

- The University has begun a new *media marketing strategy*, airing a new television spot in eastern Pennsylvania markets that has produced 6,000 unique visits to a new web site since October 2007.
- The *web* plays an increasingly important role in recruitment. Students no longer contact us for information. A Web Site Task Force in 2006 recommended redesign of the site with a content management system. Bids are now being reviewed (funding from 2007-08 Small School Adjustment).
- The appearance of the *campus* is a part of the "location" mentioned by students as a primary reason for attending LHU. The Campus Beautification Committee has helped address issues in this area.

Student Success

The University's present Strategic Plan calls for improving second-year persistence and graduation rates. The 2007 Enrollment Management Steering Committee recommended (among other initiatives):

- Support for all *first-year students* through enhanced orientation, proper placement, sufficient sections of first-year courses, and a required first-year experience course focused on success skills.
- Support for all *at-risk students* through coordination of programs for incoming at-risk students, structured support for students on probation or readmitted, and aid for talented low-income students.

The new Haven Achievers Program is showing considerable promise. A group is currently developing a new model for anticipating demand for first-year courses and a task force has been studying section size.

Resources

Financial support from the Commonwealth continues to decline.

- Since 2002, state support for E&G revenues has declined from 48% to 38% (\$946 per student FTE).
- We can increase funding by improving performance on selected PASSHE performance measures, focusing on measures that match our own highest priorities (e.g., student success, diversity).

There are two things the University can do in such circumstances: increase resources and contain costs.

- Approximately 75% of the University's budget goes for personnel costs (salaries and benefits).
- Spending per student FTE over the past five years has increased 8%, while the Consumer Price Index has risen 14% and the Higher Education Price Index has risen 21%.
- Recent energy and Voice over IP initiatives have resulted in savings of over \$1 million annually.
- To fund major expenditures and essential new initiatives, we must increase the operating margin (difference between revenues and expenses) by identifying new savings and efficiencies.

The University can also seek to secure additional external funding.

- Annual and endowment giving continue to increase.
- The University has begun planning for its next capital campaign.

Public Expectations

Colleges and universities are subject to increasing public scrutiny, if also to conflicting expectations.

- We must document student learning outcomes in general education and in the major.
- We must meet PASSHE performance targets, particularly in areas that match our own highest priorities (such as student success and diversity).

Proposed Goals

All goals are by fall 2011 census date unless otherwise indicated.

1. Strengthen Recruiting and Enrollment

- 1.1. Maintain *main campus* undergraduate enrollment of 4,400-4,600 FTE.
- 1.2. Increase *graduate enrollment* from 260 to 350 (head count).
- 1.3. Increase *Clearfield* undergraduate enrollment from 360 to 500 (head count).
- 1.4. Develop and implement an integrated *marketing plan* by January 2009.

2. Support Excellence in Teaching and Learning

- 2.1. Increase documented student *engagement* by 2% per year in:
 - 2.1.1. *Active learning* experiences (i.e., internships, field placements, undergraduate research).
 - 2.1.2. *Community service* (i.e., MountainServe).
 - 2.1.3. *Community participation* (e.g., student organizations, intercollegiate & intramural athletics).
- 2.2. Strengthen students' skill in using and learning through *technology*.
 - 2.2.1. Increase courses employing an online learning component from 30% to 45%.
- 2.3. Increase *diversity* of the campus and student learning experiences:
 - 2.3.1. Maintain *freshmen of color* (African-American and Hispanic) at 13% of entering class, and increase *faculty of color* from 11.5% to 13%.
 - 2.3.2. Increase *international students* enrolled each semester from 110 to 165 and LHU students *studying abroad* from 180 to 270 annually.
 - 2.3.3. Increase sections satisfying *multi-cultural* requirement and enrollments from 8% to 12%.

3. Develop Programs with Potential for Increased Growth and Distinction

- 3.1. Increase enrollment in *high-demand areas* (e.g., education, health and biological sciences, sport and recreation, criminal justice, and business) from 73% to 77% of head count.
- 3.2. Increase *Honors* enrollment (including First-Year Excellence) by 50% (from 250 to 375).
- 3.3. Initiate three high-demand *graduate programs* by fall 2009 (to be self-sustaining by 2011-12).
- 3.4. Obtain *accreditation* for all professional programs (as identified by PASSHE) by July 2011.

4. Support Student Success

- 4.1. Increase *second-year persistence* from 70% to 77% (PASSHE Lower Bound).
- 4.2. Increase *four-year graduation* from 30 to 32% (PASSHE Upper Bound) by August 2012.
- 4.3. Increase *six-year graduation* from 52% to 58% (PASSHE Upper Bound) by August 2014.

5. Attract and Manage Resources

- 5.1. Increase efficiency in educational programming by:
 - 5.1.1. Increasing *credit hours* per FTE faculty above System Target of 565 by June 2010.
 - 5.1.2. Decreasing number of *low-enrolled programs* to System Target of 25% by June 2010.
 - 5.1.3. Document allocation of financial resources based on evidence of *student learning*.
- 5.2. Increase *external funding*.
 - 5.2.1. Secure *gifts* averaging \$2.5 million annually (five-year rolling average).
 - 5.2.2. Increase *endowment* from \$7 million to \$10 million by June 30, 2013.
 - 5.2.3. Initiate silent phase of new *capital campaign* no later than December 31, 2009.
- 5.3. Increase operating margin (revenues less expenses) to 4% by the end of fiscal 2011-12.
 - 5.3.1. Develop *strategic initiatives fund* by increasing margin 0.25% per year to 1% by 2011-12.
 - 5.3.2. Maintain *margin* for plant and other transfers of at least 3% (rolling two-year average).

Note: improved student success, increased diversity, etc. will increase performance funding.

6. Mission and Planning

- 6.1. Use the Middle States self-study process to *clarify identity, mission, and priorities*.
 - 6.1.1. Adopt a more focused statement of the University's *mission* by December 2009.
 - 6.1.2. Adopt a revised *strategic plan* to achieve this mission by May 2010.