



Lock Haven University

Strategic Plan Progress Report

2008-09



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In the fall of 2001, the university's president appointed a broadly representative President's Commission on Strategic Planning to develop a new mission, vision, and goal statement to guide the development of a new strategic plan. The commission finished its work at the conclusion of the 2002-03 academic year, unveiling a new strategic plan. The university subsequently developed resource and action plans in support of this strategic plan.

The years since have been a time of substantial growth in the university and dramatic change in the world of higher education. As this report is written, the university has begun the process of preparing its next strategic plan, drawing on the work of its Middle States 2010 self-study, the report of the Foundations of Excellence project, and its revised facilities master plan, all of which were developed in whole or in part, during the past year.

This report highlights the university's accomplishments during 2008-09 as it looks forward to the opportunities and challenges of the years ahead.

Goal 1 Improve the Quality of Our Academic Programs

The university seeks to improve the quality of its academic programs. It strengthens academic programs and support services through the pursuit of accreditation, focused assessment efforts, and appropriately using data to improve student learning. The university devotes special attention to recruiting quality faculty and providing opportunities for their professional development.

- Pursue Accreditation and External Recognition
- Assess, Insure, and Improve Student Learning
- Recruit and Retain a Highly Qualified Faculty
- Increase Opportunities for Experiential Learning
- Evaluate and Improve Curricular Offerings

Pursue Accreditation and External Recognition

The university improves academic quality by meeting the institutional and programmatic standards of accrediting and recognizing bodies.

ACTION

Maintain Institutional Accreditation

The university maintains institutional accreditation by the Middle States Commission on Higher Education.

OUTCOMES

The university's Middle States accreditation was last reaffirmed in November 2005 and the university has been preparing for a February 2010 comprehensive evaluation. During 2008-09, the university completed the initial phase of its institutional self-study. The first complete draft of the report was released to the campus in September for review and revision.

ACTION

Renew Program Accreditation

The university maintains accreditation of its professional programs.

OUTCOMES

Following an April 2009 site visit, a Board of Examiners from the National Council on Accreditation of Teacher Education (NCATE) found that the university's Teacher Education Program met all standards. (In October the NCATE Unit Accrediting Board notified the university that its accreditation had been renewed through 2016.) In addition, the following programs within teacher education have been nationally recognized by the appropriate Specialty Professional Associations (SPAs): Early Childhood Education, Elementary Education, English, Health & Physical Education, Mathematics, Science (programs in Biology, Chemistry, Earth Science, General Science, and Physics), Social Studies, and Special Education.

During 2008-09, the university received reaffirmation of accreditation for its program in Social Work (Council on Social Work Education).

The following university programs have previously received and maintain the appropriate professional accreditation: Athletic Training Education (Commission on Accreditation of Athletic Training Education), Community Health (SOPHE/AAHE Baccalaureate Program Approval Committee), Computer Information Science (ABET, Inc.), Nursing (National League of Nursing Accreditation Commission), Physician Assistant (Accreditation Review Commission of Education for the Physician Assistant), Recreation Management (NRPA/AAPAR Council on Accreditation), and Sport Administration (North American Society for Sport Management).

ACTION

Secure Other Program Recognitions and Approvals

The university pursues recognition and/or approval of its programs by other agencies and organizations.

OUTCOMES

During 2008-09, the university's undergraduate program in Chemistry was approved by the Committee on Professional Training of the American Chemical Society.

The university's Master of Liberal Arts program is recognized by the Association of Graduate Liberal Arts Programs.

The university continues to pursue accreditation and other professional recognition of its academic and other programs.

Assess, Insure, and Improve Student Learning

The university monitors and improves its educational programs by gathering and using information about student learning.

ACTION

Use Assessment to Insure Learning

The university's assessment processes continue to insure high levels of student learning.

OUTCOMES

Students from the Teacher Education program achieved aggregate 2006-07 Praxis pass rates of 98% for basic skills, 97% for academic content areas, 98% for other content areas, and 100% for teaching special populations.

Graduates from the university's programs continue to excel on professional examinations in their fields this year: 89% of physician assistant students passed the NCCPA exam on their first attempt; 82% of nursing students passed the NCLEX exam on their first attempt.

ACTION

Use Assessment to Improve Learning

The university's assessment processes also document initiatives to improve student learning.

OUTCOMES

Faculty in Business designed a detailed outline for preparing case studies; with the new outline, students satisfactorily applying course concepts on the final project increased from 62% to 84%. To improve culture competence, the Social Work curriculum was revised to include a new course, SOCW115 Diverse Populations. English faculty have designed improvements in ENGL090 College Writing Skills intended to improve subsequent success in ENGL100 Composition.

Based on a review of student grades in Economics 101, the program worked with economics faculty to institute a prerequisite for the course. Subsequent evaluation showed improved grades in the course and on the economics section of the Praxis II exam. Each of the reviews by the Specialty Professional Associations (SPAs) noted that the programs had used assessment data to improve programs.

Recruit, Retain and Support a Highly Qualified Faculty

The university maintains a highly qualified faculty.

ACTION

Encourage Faculty Scholarship

The university encourages and supports appropriate faculty scholarship as a means to contribute to the development of disciplinary knowledge and the application of that knowledge in the Commonwealth.

OUTCOMES

Twenty-six faculty presented research or other scholarly work at the university's third annual Celebration of Scholarship in April.

Faculty reported over 70 publications and 290 presentations in professional, campus, and community settings.

ACTION

Increase the Number of Faculty with Terminal Degrees

The university seeks to insure that an increasing percentage of faculty hold appropriate terminal degrees.

OUTCOMES

The university hires only faculty who hold appropriate terminal degrees for tenure-track positions. The university conducts an annual workshop for department and search committee chairs on conducting effective faculty searches, including criteria for qualified candidates.

The university has made substantial strides in the percentage of faculty with appropriate terminal degrees, increasing in the fall of 2008 to 79.8% (from 61.1% in the fall of 1998).

ACTION

Support Faculty Professional Development

The university provides support for faculty professional development.

OUTCOMES

During 2008-09, the university granted seven semesters of sabbatical or alternative workload leave.

The university continues its well-regarded mentoring program to assist new faculty members with their orientation to campus and professional development in such aspects as advising and pedagogical strategies. Since it began in 2004, the program has assisted 118 new faculty. During 2008-09, the program served 17 new faculty. Mentees continue to indicate the program has been very helpful.

The university provides financial support for faculty and staff professional development through local faculty professional development funds, presidential initiative grants, and funding for attendance at conferences and other training events.

ACTION

Support the Teaching and Learning Center

The university supports the Teaching and Learning Center (TLC), which evolved from faculty interest in professional development and improving teaching and learning.

OUTCOMES

The TLC sponsored a total of 39 workshops for faculty during the pre-semester University Days faculty/staff development conferences each semester, including sessions on instructional use of technology, teaching skills and strategies, and managing student behavior in the classroom. The TLC also sponsored one summer and seven academic year workshops and brownbags that drew 69 faculty.

Teams working under the auspices of the TLC have recognized excellence through Peers' Choice Awards for teaching and advising, developed programs for peer coaching, awarded travel grants to faculty attending conferences related to improving teaching and learning, and developed a newsletter to encourage good teaching.

Increase Opportunities for Experiential Learning

The university requires learning in real-world situations that help students gain practical experience, develop transferable skills, and learn first-hand about chosen occupations.

ACTION

Provide Courses with the External Experience Overlay

Undergraduate students complete at least 28 clock hours of external experience (EE) as part of general education requirements for graduation.

OUTCOMES

During 2008-09, there were over 1,800 student enrollments in courses requiring external experience. In addition, some students fulfill EE requirements outside of formal course requirements.

The MountainServe Center, in partnership with the university's Teaching and Learning Center Service-Learning Taskforce, conducted the first on-line survey of academic service-learning: 44 faculty members reported service-learning activities in 34 courses and 50 External Experiences with 1,776 students completing 22,135 hours of service-learning.

ACTION

Enhance Local Community Service

Through its MountainServe Community Service program, nationally recognized on the 2007-08 President's Higher Education Community Service Honor Roll, the university seeks to increase community service in order to develop real-world skills and character in serving others.

OUTCOMES

During 2008-09, 3,445 students were engaged in 56,653 hours of community service and service-learning. The value of that civic engagement to the residents of Clinton County and the Commonwealth of Pennsylvania, as quantified by the Independent Sector, is estimated at over \$1.1 million. Community impact included: tutoring/mentoring 2,449 youth, removing 2.5 tons of debris from stream beds and illegal dumpsites, serving 25 families in crisis during the holiday season, painting 30 trash cans for downtown Lock Haven with original designs as part of MLK Semester of Service, and assisting in the set-up and closing down of the season for the Millbrook Playhouse.

ACTION

Coordinate Service in Other Communities and Countries

The university deepens student service through alternative break trips.

OUTCOMES

MountainServe again sponsored alternative spring break service trips to Camp Coast Care in Long Beach, Mississippi (providing Hurricane Katrina redevelopment efforts) and the David School in David, Kentucky (an alternative school for at-risk youth in the mountains of eastern Kentucky).

MountainServe and the university's Physician Assistant program collaborated on two international spring break service trips to Ait Lekkak, Morocco (the clinical health outreach and youth mentoring and development) and Zacatecas, Mexico (clinical health outreach).

ACTION

Organize and Encourage Internships

The university encourages and facilitates student internships.

OUTCOMES

During the year, there were 211 enrollments (1,465 credit hours) in internships and 385 (2,344 credit hours) in student teaching. Additional students completed internships without registering for academic credit. The Internship Initiative reported 155 internships 2008-09, an increase of 11%. (These figures do not include field experience requirements in Social Work, Recreation Management, Sport Administration, or Health Science.)

The Internship Initiative currently has 495 postings in 29 different fields.

Evaluate and Improve Curricular Offerings

The university monitors, revises, and eliminates programs in accordance with best practices, accreditation requirements, and other expectations.

ACTION

Revise Curriculum

The university revises and eliminates programs and courses in accordance with best practices, accreditation requirements, and other expectations.

OUTCOMES

The University Curriculum Committee approved revisions to 25 programs (five related to 49-2), one minor and two tracks.

The University Curriculum Committee approved 35 new courses and revisions to 70 more, many of the latter in light of changing accreditation and/or PDE requirements; 21 courses were discontinued or placed in moratorium and two were reactivated.

Three programs and one concentration were discontinued or placed in moratorium.

ACTION

Develop New Programs

The university develops new programs in accordance with best practices, accreditation requirements, and other expectations.

OUTCOMES

The university received all necessary approvals for a B.S.N. program for R.N.s.

The UCC also approved four new tracks and concentrations and received initial notification of intent to develop one new minor.

ACTION

Strengthen General Education

The university particularly values its program of general education in the liberal arts and sciences.

OUTCOMES

The University Curriculum Committee approved a plan for assessing general education that was developed by the General Education Subcommittee and Outcomes Assessment Committee. The university is in the process of implementing the plan. Several academic departments have begun reporting assessment data for general education as well as for learning in the major.

The university continued to strengthen general education requirements by approving overlay requirements for an additional three courses.

During 2008-09, Library staff taught 231 in-course classes on information literacy, serving 5,549 students (duplicated head count), increases of 17% and 16% respectively.

Goal 2 Maintain Modest and Manageable Growth in Academic Programs

The university seeks to maintain its small, personal atmosphere, while attaining growth in targeted programs and maximizing use of available resources. Many initiatives reported elsewhere in this report also support the university's enrollment management.

- Manage Enrollment Growth
- Serve Appropriate Educational and Workforce Needs
- Increase Enrollment in Distance Education

Manage Enrollment Growth

The university seeks to manage enrollment through effective planning and execution.

ACTION

Increase Enrollment

The university seeks to increase its enrollment.

OUTCOMES

The university continued its pattern of enrollment growth, with a record fall freshman class of 1,388, a record main campus undergraduate enrollment of 4,988, and the fourth consecutive graduating class over 900. Continued enrollment growth provided tuition revenue that enabled the university to meet its budgetary needs.

The university has continued to develop its Enrollment Management Plan, focusing particularly on anticipated demographic changes. The university conducted a media campaign in areas expected to see increasing numbers of high school graduates. The campaign directed prospective students to a special web site that received over 10,000 unique visitors.

ACTION

Support Student Success

The university seeks to improve student persistence and graduation rates.

OUTCOMES

The university's most recent four-year graduation rate of 30.3% exceeds the system target (30.0%) and dramatically exceeded the rate of peer schools (20.3%). Similarly, the most recent six-year graduation rate of 54.9% was the highest on record (over the past twelve years), fell just short of the system target (55.0%), and well exceeded that of our peers (44.5%).

The second-year persistence rate improved to 68.8%.

Serve Appropriate Educational and Workforce Needs

The university seeks to develop programs in high-need, high-demand fields.

ACTION

Strengthen Programs in High-Need Fields

The university attends particularly to programs in areas identified in the system's Strategic Plan as high needs in the Commonwealth.

OUTCOMES

Approximately two-thirds of majors and graduates are enrolled in the high-demand areas of healthcare, biological sciences, sport and recreation, education, and criminal justice. Building on the university's historic strength in training teachers, these are our largest and fastest-growing majors.

The university's graduate programs also serve critical needs. The two-year Master of Health Science program graduated 37 physician assistants, serving the Commonwealth's need for healthcare workers, especially in less populated areas. The university's two M.Ed. programs graduated 34 teachers, building on the university's heritage and supporting the Commonwealth's need for increasingly skilled teachers.

The university's Nanotechnology program received the first installment of five-year, \$600,000 grant from the National Science Foundation STEM program to create a Nanoscience Scholars Program supporting undergraduate scholarships.

Increase Enrollment in Distance Education

The university seeks to increase enrollment via distance education.

ACTION

Increase Enrollment in Distance Education

The university seeks to expand access through distance-learning technologies.

OUTCOMES

The university increased online course enrollments nearly 40%, from 2,436 to 3,400.

Goal 3 Provide a Living and Learning Environment that Facilitates Intellectual and Personal Growth

Academic quality requires a living and learning environment that facilitates intellectual, professional, and personal growth for students, faculty, and staff.

- Strengthen Support Programs that Serve Special Populations
- Enhance Physical Living and Learning Environments
- Enhance Teaching and Learning with Technology
- Increase Curricular and Co-curricular Activities
- Enhance Professional Development of Faculty and Staff
- Enhance Relationships with the Local Community

Strengthen Support Programs that Serve Special Populations

The university develops and maintains academic and other programs that support student needs.

ACTION**Develop and Improve Programs for Special Populations**

The university develops and improves programs that serve special populations.

OUTCOMES

The university supports academically talented students through its Honors Program. The university's Honors Program enrolled 220 students, 28% more than 2003-04. The program received 160 applications for 90 positions, 150% more applications than in 2005-06. Four students presented research at the National Collegiate Honors Council Annual Conference in San Antonio, Texas in October, 2008. Nine students and one graduate student (Honors Program graduate assistant) presented research at the Northeast Regional Honors Council Annual Conference in Annapolis, Maryland in March, 2009. Four students were accepted for internships at the Washington Center.

The university supports the EOP/Act 101 program for students whose educational and economic backgrounds may inhibit their ability to pursue higher education successfully. Of the students in the program in 2008-09, 75% had a GPA of 2.0 or higher and 55% were members of underrepresented ethnic minorities (Black or Hispanic). The university also supports the SSS/TRIO program, increasing enrollment to 223 participating students in 2008-09, with 37 graduates and a second-semester retention rate of 89%.

The university began the Haven Achievers Program in the fall of 2007 to provide academic and other support for selected at-risk students. The program saw 89.3% of its fall 2008 students return in spring 2009. At the end of the spring 2009 term, 63% were in good academic standing.

About one-third of entering students does not have a declared major and are advised as Exploratory Studies students. Approximately 98% of exploratory studies students expressed satisfaction with their academic advisors. Participants reported that the fall Academic Majors Fair assisted in help them learn more about available majors (85%) and made their choice of major clearer (60%).

ACTION**Develop and Improve Programs Serving Other Student Needs**

The university develops and improves programs that serve other critical student needs.

OUTCOMES

During 2008-09, 91.7% of students seeking counseling were able to continue their enrollment in the university the next semester.

The Office of Disability Services reported over 400 students registered. Over 80% of students surveyed report that accommodations made a positive difference in their grades.

University Tutorial Services (main campus) served approximately 500 students seeking assistance in 100- and 200-level courses; 87% reported that they were able to use effectively the skills learned. The Clearfield campus continued to provide tutorial services through its two-year-old Student Learning Resource Center.

Enhance Facilities that Support Living and Learning

The university seeks to provide a physical environment that facilitates living and learning.

ACTION

Maintain and Enhance Facilities to Meet Student and University Needs

The university enhanced its facilities during the year.

OUTCOMES

A new 33,000 square foot building has been completed at the university's Clearfield campus, providing additional faculty offices, classrooms, laboratories, and a large meeting space.

The university installed new artificial turf on two athletic fields, serving varsity and intramural athletics as well as academic classes in physical education.

Enhance Teaching and Learning with Technology

The university promotes the use of technology to support student learning.

ACTION

Enhance Instructional Technology

The university continues to enhance technology infrastructure for teaching and learning.

OUTCOMES

The university has now equipped three-quarters of classrooms with SMART technology and follows an upgrade schedule to insure all classrooms have access to current technology.

The university continued to provide online instructional support (eCompanion), serving 658 course sections and 16,299 enrollments.

The MediaSite extends traditional on-campus classes and other events to students off campus, who may access either live or archived presentations. During 2008-09, the site hosted over 1,817 presentations (academic, campus, athletic, and community events, as well as other instructional materials) that were viewed by over 31,509 viewers.

ACTION

Increase Media Services

The university continues to increase available Media Services.

OUTCOMES

The Stevenson Library continues to circulate approximately 30 laptops for in-library use and an additional 25 laptops for overnight use. It also circulates approximately 40 digital cameras, 30 camcorders, and 15 LCD projectors.

Library staff offered 18 workshops that provided training in a variety of software products.

ACTION

Enhance Electronic Information Resources

Stevenson Library continues to expand electronic resources.

OUTCOMES

During 2008-09, the university libraries provided electronic access to over 29,904 electronic journals, magazines, and newspapers.

During 2008-09, the university libraries provided electronic access to approximately 13,640 books from NetLibrary.

Stevenson Library continues to provide access to 120 electronic databases.

ACTION

Fully Implement the Student Technology Enhancement Program (STEP)

The university's laptop initiative was fully and successfully implemented in the fall of 2007, as all entering students (freshmen and transfer) were expected to bring laptop computers. The initiative seeks to enhance learning and provide students with critical workforce skills.

OUTCOMES

The university estimates that 96% of entering students brought laptops to campus.

There is substantial anecdotal evidence of increasing use of laptops for learning activities in the classroom. Students also use laptops for individual study and group projects outside the classroom.

In support of the laptop initiative, the university hired a technician devoted to supporting student laptops, increased wireless coverage in educational buildings, developed and offered ongoing professional development opportunities for faculty, and begun reviewing suitability of classroom furnishings for laptop use.

Increase Curricular and Co-curricular Activities

Student services and activities improve the living and learning environment and involve students in the campus community.

ACTION

Support Student Activities

The university seeks to develop a vibrant campus life as a critical component of a healthy university that contributes to student persistence.

OUTCOMES

Student Affairs administered over 500 student activities/programs within the residence halls and several dozen campus-wide events.

During 2008-09, 140 clubs and organizations engaged students in the campus community, sending representatives to 70 conferences and sponsoring 775 events. The Student Cooperative Council sponsored 45 campus-wide events with an average attendance of nearly 425.

The university administers a Quality of Life survey each fall to students living on campus. Responses indicate that students overwhelmingly find residence halls provide a safe environment that adds to the educational experience, provide positive relationships and a sense of community, and offer engaging and relevant activities.

ACTION

Promote Scholarly and Professional Activity

The university encourages scholarly and professional activities by students.

OUTCOMES

Over 730 students (unduplicated) presented their work (presentations, poster sessions, and performances) at the university's Celebration of Scholarship in April.

During 2008-09, 131 students completed 424 credit hours of independent study during the academic year, an increase of 24% in credit hours.

Lock Haven students participated in twenty-five performances of six different theatre productions, four recitals, and over a dozen choral and instrumental concerts.

Six Nanotechnology students participated in presentations at ten professional meetings, including the American Physical Society, American Association of Physics Teachers, and the Commonwealth of Pennsylvania University Biologists. Five Health Science students presented research findings to Lycoming County agencies and approximately 60 Recreation Management students presented research on resource management to eight Clinton County agencies.

ACTION

Continue to Enhance Career Services

The university, through the Career Services Office, seeks to help students explore, select and pursue meaningful careers consistent with their interests, values, and skills.

OUTCOMES

The Career Services Office provided individual assistance to over 900 students and offered/co-sponsored 106 programs (in-class presentations, employer panels, job fairs, and workshops) involving 2,923 students, an increase of 35% over last year's participation.

The annual Career Services report indicated that 95% of 2007-08 graduates were either employed, continuing their education, or serving in the military. Of those employed, 86% were working in their chosen field and 76% were employed in Pennsylvania.

Enhance Professional Development of Faculty and Staff

The university seeks to increase the professionalism and skill of its faculty and staff by providing opportunities for professional development.

Support Professional Development

The university supports professional development opportunities.

OUTCOMES

During University Days, immediately prior to the beginning of the fall and spring semesters, 41 workshops provided professional development for 338 faculty and staff (duplicated count) in the areas of learning and distance technology, office skills and technology, and teaching and learning.

A fourth cohort of employees began Supervisory Training for AFSCME First-Level Supervisors on a variety of topics.

The Human Resources Office conducted university professional development on various topics, including presenters from PASSHE on sexual harassment, conducting internal investigations, LGBT sensitivity, ADA, and right-to-know/open records. In addition, the office conducted five new-employee orientations.

Enhance Relationships with the Local Community

The university supports programs and collaborative efforts that involve faculty and staff in community activities.

ACTION

Develop Initiatives Benefiting Students

The university collaborates with local businesses to enhance students' living/learning environment while benefiting the local economy.

OUTCOMES

The university again partnered with area restaurants and hosted the annual Taste of Lock Haven event, which both introduced students, faculty and staff to local restaurants and garnered support for university athletic programs.

The university contracted to provide discounted housing for summer stock staff from Millbrook Theatre, a community-based, live theatre group, which then provided \$1,000 worth of tickets for university students.

The Student Cooperative Council partnered with the Roxy Theatre to offer discounted movie tickets to students.

ACTION

Enhance Initiatives Supporting Local Government

The university collaborates with local political officials and governmental agencies.

OUTCOMES

The university has continued to work with city officials to reduce or eliminate traffic on Railroad Street, which serves as a primary pedestrian corridor between the main campus and the Health Sciences and East Campus facilities. Traffic is now limited to only one direction.

A university representative serves on the boards of Downtown Lock Haven and the Elm Street Revitalization Project. The university is working with city officials in seeking DECD funds for revitalization.

ACTION

Support Initiatives Supporting Community Development

The university participates in programs and projects that enrich the local community.

OUTCOMES

The LHU Foundation continues as a sponsor of Leadership Clinton County, a program developing leadership of local professionals. A number of university employees have benefited from participation in this program.

The university coordinated the 27th annual Clinton County Children's Festival, with thirty-five organizations (including twenty student organizations and classes) providing educational and recreational activities for over 400 children at this half-day festival.

The Clearfield Campus student organization sponsored an Easter Egg Hunt (drawing 200 students), answered 100 letters to Santa for the Shaw Library, and handed out 225 presents at the Annual Christmas parade.

Goal 4 Foster a More Diverse Campus Community

In an increasingly interconnected world, it is more important than ever that the university prepare students to understand and work effectively with diverse people and perspectives.

- Recruit a Diverse Faculty, Staff, and Student Body
- Increase Awareness of Diversity Concerns
- Increase International Exchanges

Recruit a Diverse Faculty, Staff, and Student Body

The university intentionally seeks to recruit a diverse faculty, staff, and student body.

ACTION**Recruit a Diverse Student Body**

The Admissions Office follows a comprehensive minority recruitment plan to attract prospective students from underrepresented groups.

OUTCOMES

The university's fall 2008 head count included 477 ethnic minority students (Black and Hispanic) for a record 9.2% (up from 135 students and 3.6% in the fall of 1998). Other ethnic minorities comprised an additional 1% and international students another 2.2%.

The university aggressively recruits ethnic minority students, enrolling a record 148 new minority (Black and Hispanic) students in the fall of 2008 (9.5% of all first-time students).

ACTION**Recruit a Diverse Faculty**

The university seeks to diversify its faculty to enhance student learning.

OUTCOMES

Four faculty members and administrators attended the Southern Regional Educational Board (SREB) Conference and made contact with more than 100 prospective job candidates who have completed, or are near completion of, their doctoral work. As a direct result, an ABD Frederick Douglass Institute Summer Scholar in psychology taught at the university in both summer sessions in 2009.

All faculty position advertisements state the university's preference for candidates who successfully integrate diversity issues and an international perspective into their teaching. The Offices of Social Equity and Human Resources conduct an annual workshop for department and search committee chairs on conducting effective faculty searches, including an emphasis on the university's commitment to diversity and discussion of successful recruiting practices.

In the fall of 2008, the university had 27 ethnic minority faculty members (11.4%).

Enhance Awareness of Diversity

Through a number of offices, the university develops programs to enhance awareness of diversity.

ACTION**Provide Programs that Enhance Awareness of Diversity**

The university regularly schedules and sponsors activities that foster diversity awareness.

OUTCOMES

The university celebrated Martin Luther King Jr. Day, Black History, and a Celebration of Diversity with special events that focused on the accomplishments of individuals who played an important role in black history. An Upright Speaking series, funded by a Social Equity grant, supported cultural diversity on campus.

The University sponsored or collaborated on events geared toward leadership development of students of color, including the Robert D. Lynch Student Leadership Development Institute (SLDI) (fifteen students), Harambee Summit, Pennsylvania Black Conference on Higher Education, and Sankofa Conference. The Director of Social Equity serves as the Central Region Director of the Pennsylvania Black Conference on Higher Education, in addition to being the director (appointed) to the SLD.

The Teacher Education Unit is seeking to develop a partnership with an historically Black university to strengthen professional development opportunities for faculty in the area of diversity and all students opportunities for dialogue and sharing.

Increase International Exchanges

International exchange deepens and spreads internationalization across the university and exposes faculty, staff, and students to the world in which they live and work.

ACTION

Increase Study Abroad

The university encourages student participation in study abroad programs which prepare students more broadly for their future work environment.

OUTCOMES

A total of 189 students participated in an international experience in 2008-09: 46 studied abroad for a semester, 93 participated in a short-term faculty led experience, 18 completed a portion of their student teaching in another country, and 32 participated in international service learning.

Office staff made classroom presentations to first year seminars in several majors and elementary and secondary education courses and conducted two study abroad informational sessions for almost 200 students.

ACTION

Increase Enrollment of International Students

The university seeks to increase the number of international students because they expose U.S. students and faculty to an array of cultures and perspectives.

OUTCOMES

The university enrolled 152 international students during 2008-09, 81 international exchange students and 71 matriculated international students.

The university's International Studies Institute co-sponsored with MountainServe Center for Global Citizenship two internationally focused conferences: Active Global Citizenship and a history conference on Northern Ireland. The Office sponsored cultural events throughout the year for the LHU campus community, a celebration of Ramadan, Chinese New Year, Japanese spring festival, Brazilian carnival, and events to mark St Patrick's Day and Orthodox Easter. International students participated in new student orientation, welcome picnic, graduation dinner, the international ball, and trips to Washington, D.C, and New York.

ACTION

Host International Visitors

The university seeks to host international visitors to increase perspectives on campus.

OUTCOMES

The University hosted eight international faculty from England, Ireland, Morocco, Tunisia, Jordan, and Italy.

The University hosted nine scholars and educators from Australia, China, Mexico, Finland, and Korea.

ACTION

Facilitate Faculty and Staff Travel Abroad

The university seeks to assist faculty in gaining a global perspective from travel abroad.

OUTCOMES

During the year, two faculty members received travel grants from the university's International Studies Institute to present papers at a conference in the Czech Republic. Three other faculty participated in research activities in Russia, Poland, and Japan.

Financial constraints in 2008-09 unfortunately prevented the university from continuing its New Faculty Internationalization Workshop. The university hopes to reinstitute this unique and well-received program in the near future.

Goal 5 Contribute to the Further Development of the State System of Higher Education

The university supports the mission of the Pennsylvania State System of Higher Education (PASSHE).

- Advocate for PASSHE Goals and Support Related Initiatives
- Participate in System-Wide Initiatives
- Respond to the Challenges of Urban Schools

Advocate for PASSHE Goals and Support Related Initiatives

The university actively participates in PASSHE projects and supports its initiatives through advocacy and committee membership.

ACTION

Advocate with Area Legislators

The president provides leadership for university and system advocacy by articulating the mission and vision for both entities to various constituencies.

OUTCOMES

The President's Office invites political leaders to events on campus several times each semester for the purpose of developing relationships and advocating for the interests and concerns of the university and the system.

The university and APSCUF hold an annual Legislative Day, attended by approximately 100 people, to discuss issues of importance to the region and, particularly, to the university.

The university's president meets regularly with legislators from Clinton and Clearfield counties to discuss issues of importance.

The university supports and participates in projects with area legislators. These include Congressman Peterson's annual Governmental Outreach event that brings approximately 300 high school students to Lock Haven's campus each fall, the annual Model UN, and support for the recent community Hometown Heroes (honoring local veterans) with state Senator Wozniak and Representative Hanna.

ACTION

Advocate with Key Stakeholders

The president communicates the mission and goals of the university and PASSHE by meeting regularly with key stakeholders.

OUTCOMES

The president meets with donors and prospective donors at campus and alumni events, meetings of volunteer boards, and meetings of regional and community organizations, as well as one-on-one.

The president meets regularly with faculty (with each academic department each year, with senior and junior faculty each semester, and with the department chairs each month), as well as meeting monthly with APSCUF and AFSCME.

The president schedules "open door" meetings for students each month, in addition to talking with students at athletic and other campus events.

Participate in System-Wide Initiatives

University faculty, administrators, and offices contribute to system-wide initiatives.

ACTION

Support System Committees

University representatives regularly participate in meetings of system directors and special committees.

OUTCOMES

In addition to attending meetings of System directors, university representatives serve on the Transfer and Articulations Oversight Committee, Capital Facilities Planning and Programming Process Committee, and the Information Architecture Team.

During 2008-09, the university hosted meetings of the system's Transfer and Articulation Articulations Oversight Committee, HR Directors, and Mechanical Group, as well as the chancellor's retreat for system presidents.

ACTION

Support System Diversity Initiatives

The university supports PASSHE diversity initiatives.

OUTCOMES

Lock Haven continued as the central campus visitation location for PASSHE Benjamin Wiley Partnership Program. Over 300 Phase 2 students visited the University in June 2009, which provided small group presentations and campus tours to the program participants. Lock Haven will continue in this capacity in the 09/10 academic year along with becoming a partner school with Millersville University.

The university's Director of Social Equity served as a member of the planning team for the PASSHE Diversity Summit, attended by four LHU representatives.

The university sent ten students to the October leadership workshop sponsored by the Western Pennsylvania Diversity Consortium.

Respond to the Challenges of Urban Schools

The university works with the School District of Philadelphia and other partner schools to strengthen K-12 education.

ACTION

Strengthen Teachers' Skills and Student Performance in Urban Schools

The university partners with urban school districts and teachers to develop skills and improve performance.

OUTCOMES

The Secondary Education Program Coordinators partnered with Roosevelt Middle School on an after-school tutoring program in Williamsport. This project enabled 10 teacher candidates to assist these middle school students and faculty and gain valuable insights related to teaching and school operations prior to student teaching experiences.

The university provided 60 education majors with an experience in urban education through visits to schools in Harrisburg. Through its partnership with the Philadelphia public schools, the university provided 26 student teaching placements in this urban environment.

Goal 6 Establish Comprehensive and Integrated Mechanisms for Assessment, Planning, and Continuous Improvement

The university seeks to improve educational and institutional effectiveness through information-based assessment and planning.

- Strengthen Planning and Assessment
- Increase Accessibility of Information

Strengthen Planning and Assessment

The university seeks to improve educational and institutional effectiveness.

ACTION

Clarify Strategic Priorities

The university seeks to maintain and sharpen its strategic focus.

OUTCOMES

The university has been preparing for a review of its mission and for development of a new strategic plan during 2009-10. During 2008-09, the university prepared the first draft of its self-study for a spring 2010 Middle States review, participated in the Foundations of Excellence in the First College Year, revised its facilities master plan, conducted a marketing survey of 800 alumni, faculty, and staff, and surveyed over 450 donors. These analyses will serve as essential resources for the development of the university's new mission and plan.

ACTION

Connect Assessment and Planning

The university seeks more closely to connect and incorporate findings from assessment in its planning processes.

OUTCOMES

For a fourth year, the Provost requested annual reports from all academic programs and departments. The reports use the PASSHE Program Review form and include quantitative and qualitative evidence of student learning and program quality. By making the reports an annual requirement, the university is developing a track record of planning and assessment that will make accreditation and five-year program reviews much easier. Making the reports the basis for annual budget planning helps link assessment and planning.

Increase Accessibility of Information

The university gathers, analyzes, and disseminates information to improve institutional decision-making.

ACTION

Provide Information to Strengthen Institutional Decision-Making

The Office of Institutional Research provides access to information for program review and other assessment processes.

OUTCOMES

The Office of Institutional Research continues to prepare and publish data for academic program review and planning for the Provost and Deans.

The office also now publishes and updates Key Statistics, a university statistical abstract.

Goal 7 Use Resources Efficiently and Effectively

The university partners with educational institutions, non-profit organizations, business and industry, and governmental agencies to expand offerings and share resources.

- Create Partnerships to Enhance Resource Sharing
- Engage in Continuous Improvement

Create Partnerships to Enhance Resource Sharing

The university creates and maintains partnerships to maximize return to the Commonwealth from limited resources.

ACTION

Develop and Maintain Partnerships with PASSHE Universities

The university collaborates with PASSHE universities.

OUTCOMES

The university continues to serve as a lead institution for the Pennsylvania Collaborative for Applied Nanotechnology (PA-CAN), a workforce development initiative for nanotechnology education in the State System universities.

The university partners with other PASSHE institutions in support of the Wallops Island Marine Science Consortium.

The university has an agreement with California University of Pennsylvania to provide opportunities for graduate students to gain professional experience in athletic training.

ACTION

Develop and Maintain Partnerships with Other Universities

The university collaborates with PASSHE universities.

OUTCOMES

The university continues its Memorandum of Understanding with Penn State for a 4+2 program that enables graduates (who meet academic criteria) to enroll in Penn State's master's in engineering science, as well as giving them favorable consideration in seeking assistantships and research opportunities. Faculty and students also gain access to such resources as instrumentation.

ACTION

Develop and Maintain Partnerships with Community Colleges

The university seeks to develop partnerships with community colleges to address educational needs and attract students.

OUTCOMES

The university's Clearfield Campus continues discussions with Career Link, Clearfield County Career and Technology Center, North Central Workforce Investment Board, and Community Colleges to develop career ladders to meet workforce needs of the Clearfield community.

ACTION

Develop and Maintain Partnerships with Area School Districts

The university and its faculty collaborate with school districts to enhance educational opportunities for all participants.

OUTCOMES

The university maintained its support of dual enrollment programs, continuing memorandums of understanding with 11 districts.

The university provides facilities to Keystone Central School District without charge (except for incidental expenses) for a variety of athletic and special events.

The Health and Physical Education program hosts elementary students one day each semester in order that the teacher education students have an opportunity to teach skills in dance, fundamental movements and health-related game activities to elementary students.

The Elementary Education program again worked with area elementary teachers to strengthen instruction in math and science.

Through the grant-funded Inclusion Partnership, the university's Special Education program continued its second year of partnering with Intermediate Units 9, 10, and 17 to development videostreaming materials on best practices in inclusion

Engage in Continuous Improvement

The university consistently pursues improvements in resource utilization.

ACTION

Improve Energy Efficiency

The university seeks to reduce energy consumption and find alternative cost savings measures in this area.

OUTCOMES

The university continued to rank third among PASSHE universities on energy efficiency (based on a report produced by Penn State's engineering group).

The university completed the first of two major initiatives identified by an energy audit, installing energy efficient lighting in about half of campus buildings. The second major initiative, replacement of boilers with more energy efficient units will be completed in 2009-10. Additional smaller improvements are also being implemented.

ACTION

Improve Efficiency of Administrative Processes

The university seeks ways to make administrative processes more efficient to reduce costs and improve service.

OUTCOMES

The university began automation of its APR process during 2008-09 (to be completed in 2009-10).

The university improved budget reporting by utilizing Business Intelligence to provide departments with actionable information in a more timely and efficient manner.

ACTION

Explore Additional Opportunities for Cost Savings/Avoidance

The university continues to explore other cost-saving initiatives.

OUTCOMES

The university reduced costs by utilizing the system contract for copiers and by utilizing state and system contracts for other purchasing requirements.

The university reduced energy costs by purchasing natural gas through a consortium.

The university realized savings by increasing use of electronic payments to vendors.

Goal 8 Develop Additional External Resources

- Develop Additional External Resources
- Promote Economic Development

Develop Additional External Resources

The university cultivates and develops new and existing donor prospects to achieve fundraising goals.

ACTION

Enhance Funding from External Sources

The university explores and cultivates prospects for external funding.

OUTCOMES

The university received \$2.35 million in private gift income in 2008-09.

As of June 30, 2009, the university's endowment was valued at \$5.45 million.

The university continued to receive increased annual giving, receiving over \$220,000 in gifts to its annual fund for the second consecutive year.

As a part of its plans to strengthen its programs in music and music education, the university successfully raised (in gifts and pledges) the funds necessary to make LHU an all-Steinway school.

Nanotechnology faculty submitted a successful application for a \$90,000 grant from the National Science Foundation for analytical microprobe facilities for an existing scanning electron microscope (grant to be awarded in 2009-10).

Promote Economic Development

The university actively participates in the development and expansion of new and existing businesses and supports local and regional economic activity and growth.

ACTION

Facilitate Connections between Businesses and Business Leaders

The university promotes economic development by connecting regional businesses and business leaders.

OUTCOMES

The university partners with the Lock Haven Economic Development Partnership and hosts an annual Expo that again drew approximately 80 area businesses and 4,000 visitors.

ACTION

Provide Financial and Technical Assistance

The university assists local businesses with financial and technical issues involved in establishing and operating a small business.

OUTCOMES

The SBDC conducted 39 small business training workshops for 511 attendees in such areas as business management and operations, finance, human resources, marketing and sales, record keeping, accounting and taxes, and legal issues.

The Lock Haven University SBDC partnered with Seda-COG and the PA Department of General Services, Bureau of Minority and Women Business Opportunities to offer a free workshop for small businesses interested in state contracting and doing business with the Commonwealth. There were 25 attendees, five of whom represented existing businesses.

The Small Business Development Center (SBDC) logged 2,480 consulting hours with 189 clients and created or retained 21 jobs.

The SBDC assisted clients in securing nearly \$6.56 million in funding.

ACTION

Build Regional Partnerships

The university supports collaborative projects within the region that provide forums for new businesses and emerging business leaders to develop.

OUTCOMES

The SBDC hosted an Entrepreneurship Forum/Banker's Roundtable that included the Clinton County Economic Partnership, Williamsport/Lycoming Chamber of Commerce, Seda-COG, the City of Lock Haven, the Small Business Administration and various local lending institutions. Participants discussed small business initiatives and the impact of the economic downturn on Clinton and Lycoming Counties.

The SBDC partnered with the Penn State Cooperative Extension to offer the NxLevel for Youth Entrepreneurs course at the Central Mountain High School in Clinton County. Ten participants attended the twelve week course and were trained by certified instructors from the SBDC and Cooperative Extension and guest speakers from the local professional community.

ACTION

Participate in Workforce Development

The university seeks to address workforce development needs to promote a more capable workforce within Pennsylvania.

OUTCOMES

The University is administering \$405,873 in WednetPA Guaranteed Free Training (GFT) Grants, allocated between two GFT programs, Basic Skills and Information Technology. The allotment has been awarded to businesses throughout the central region and the University currently holds 54 contracts.

Lock Haven and Mansfield Universities in January 2008 began a grant-funded collaborative project under the title of the Transportation & Logistics Institute.

A preliminary feasibility analysis has been conducted and conversations are ongoing to identify resources necessary to move the project beyond the planning and feasibility phase.

The university continues in discussions with the Clearfield Career and Technology Center to develop a dual enrollment program for the university's associate degree programs in Management and MIS.