

Penn State Harrisburg, The Capital College



Strategic Plan 2014/15 -2018/19

July 1, 2014

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Message from the Chancellor

I am pleased to present the 2014/15-2018/19 strategic plan for Penn State Harrisburg, The Capital College. The plan is the result of a collaborative process that has benefited from wide participation. This is a living document, subject to future modifications as we address changes over time.

The plan articulates the college vision and mission and carefully identifies strategic initiatives for realizing them. The document also introduces the values and principles that define our character and commitments as a college – values that we embrace as members of a community of learners and as stewards of the University in the region.

The plan focuses on six themes that will guide us in our goals for this planning cycle: *Academic Excellence, Cooperation and Collaboration, Outreach through Scholarship, Student Enrichment, Diversity and Inclusiveness as a Way of Life, and Sustainability through Efficiency and Effectiveness*. The plan describes each theme, along with the associated strategic initiatives and performance indicators. A detailed situation analysis provides context to our planning. Ongoing assessment practices, including those that measure student learning outcomes, will monitor our accomplishments and progress toward strategic goals in each year of implementation. These will inform our direction and prompt revisions, as necessary.

The plan is based on the work of the college Strategic Plan Steering Group consisting of members of the Faculty Senate Strategic Planning Committee, Faculty Senate president and president-elect, key administrative and support unit staff members and heads, students, and the chancellor. The strategic initiatives reflect our priorities, most drawn directly from academic and administrative unit plans. Accomplished, these initiatives will advance our standing as a regional leader in higher education and extend our reach.

On behalf of the entire Penn State Harrisburg community, I thank all planning participants for their leadership in development of the plan and for their ongoing engagement in assessing the progress of its implementation. I also thank the volunteers from our advisory board for their helpful input in shaping the plan.



Mukund S. Kulkarni, Ph.D.
Chancellor
Penn State Harrisburg

Vision Statement

Penn State Harrisburg will be distinguished by educational excellence, innovative research, commitment to diversity, and strategic partnerships that support community building and increased access to education. These strengths will enable us to prepare our students to lead positive and sustainable change as ethical citizens.

Mission

The mission of Penn State Harrisburg is to provide an integrated and responsive approach to education that benefits society.

- Our comprehensive offerings of rigorous undergraduate, master's, doctoral and continuing education programs broaden accessibility and produce knowledgeable and skilled graduates.
- Our dynamic array of extra and co-curricular activities enhances learning beyond the classroom, engages students in our community, and facilitates inclusiveness and diversity.
- Our world-class intellectual and creative pursuits broaden our knowledge, enhance the value of teaching and learning, and promote academic excellence.
- Our collective dedication to innovation, applied problem solving, and critical thinking drives our mission of education, research, and service.

As the largest and most comprehensive of the University's Commonwealth Campuses, we strive to achieve national and international standing in academic quality and impact upon the progress of society.

Values and Principles Statement

The vision and mission statements of Penn State Harrisburg are informed by the sustaining values of integrity, diversity, and excellence in all our endeavors. Our purpose is to promote life-long learning by creating and sharing knowledge, enriching the lives and well-being of individuals, communities, and our global society, and educating our students to become knowledgeable, skilled, and ethically-engaged citizens. Therefore, our core values include:

I. Academic Excellence. We value:

- Outstanding teaching and research in a community that promotes lifelong learning;
- Learning-centered education that develops socially and globally competent leaders;
- Scholarship that changes lives and deepens understanding;
- Discovery, creativity and innovation that have a positive impact on society

II. Respect, Cooperation, and Diversity. We value:

- Civility and free exchange of ideas;
- Community and international engagement;
- Commitment to diversity and an appreciation for the perspectives and talents of each individual;

- Treating others with openness and professionalism in all interactions;
- Teamwork, citizenship, and a learning environment conducive to interdisciplinary collaboration.

III. Integrity, Transparency, and Accountability. We value:

- Academic freedom, responsibility, and shared governance;
- Creating a culture of trust;
- Promoting honesty, fairness, and courageous ethical behavior;
- Promoting good stewardship and prudent management of resources;
- Promoting environmental and organizational sustainability;
- Continually improving our organizations and ourselves.

Background

Penn State Harrisburg, The Capital College is the largest and most comprehensive of the University's Commonwealth Campuses. An undergraduate college and graduate school, Penn State Harrisburg offers more than 65 degree programs and is the only campus, along with University Park, to offer programs from the associate to doctoral levels.

Originally serving only upper division and graduate students, in the past nine years, Penn State Harrisburg has successfully transitioned to a four-year residential college. The college provides student access to higher education from three distinct entry points – freshman, transfer, and graduate – and its history has permitted the college to develop particular expertise in serving transfer students. The result of the college's transformation since its creation in 1966 has been record enrollment growth, primarily at the undergraduate level, and dramatic change in the composition of the student body. The college enrolls more than 4,400 students and employs 237 full-time faculty members. The college ranks among the top five colleges of the University in terms of enrollment and degrees awarded and second in terms of graduate degrees awarded.

The strength and breadth of the college's academic offerings has led to the extension of some programs to other Penn State campuses and select joint degree programs with the Penn State College of Medicine and the Penn State Dickinson School of Law. Penn State Harrisburg is well positioned to offer additional joint programs with locations throughout the University.

Penn State Harrisburg has successfully sought accreditation for all programs with eligible national accrediting bodies. Accreditations include ABET (Accreditation Board for Engineering and Technology) for our undergraduate engineering and engineering technology programs, AACSB (Association to Advance Collegiate Schools of Business) for our School of Business programs, NCATE (National Council for Accreditation of Teacher Education) for our education programs, ACJS (Academy of Criminal Justice Sciences) for our undergraduate Criminal Justice program, and NASPAA (National Association of Schools of Public Affairs and Administration) for our Public Administration master's program. The Behavior Analysis Board (BACB) certifies the master's in Applied Behavioral Analysis.

An early provider of online education, Penn State Harrisburg currently offers one undergraduate and four graduate programs via World Campus, and several more in partnership with other Penn State colleges. The college offers numerous online and hybrid courses.

In response to the needs of our changing student population, Penn State Harrisburg has continually expanded curricular and co-curricular offerings. Examples include, but are not limited to, robust Honors Programs – our own and in partnership with Schreyer Honors College – and expanded intercollegiate (NCAA Division III) and intramural athletic programs. In addition, the college continues to develop partnerships with international institutions and to provide opportunities for study abroad and study tours.

The college views intellectual capital – research and scholarship – as the basis for outreach to the broader community. Each year, faculty bring in approximately \$6 million in new research grants. The college delivers outreach through a range of business, industry, and educational partnerships and through campus centers, such as the State Data Center, the Institute for State and Regional Affairs, the Center for Signal Integrity, and the Central Pennsylvania Teaching and Research Laboratory for Biofuels.

It is important to note that increasingly the college faculty have established linkages with area businesses, industries and many other organizations. Some of these linkages are with industries in the immediate region (Center for Signal Integrity) while others reach across the Commonwealth (Recycling Markets Center).

Penn State Harrisburg has become an educational and scholarly destination of choice for students, parents, business and industry, government agencies, and other organizations. The college is poised for a future of continued accomplishment.

Establishing Linkages

The Pennsylvania Recycling Markets Center at Penn State Harrisburg, established through financial commitment from the state's Department of Environmental Protection, expands and develops markets for recyclable materials by enhancing the knowledge and skills of professionals, supporting market development, and delivering programs and services.

The center has, for example, launched programs to help manufacturers that use recycled materials to document their reduced carbon emissions and earn tradable carbon credits. It also has created a program to develop markets for recovered construction materials for use in certified green buildings.

The center played a key role in creation of a \$10 million electronics recycling facility, Kuusakoski Philadelphia, LLC, operational since 2010. The state-of-the-art facility has created skilled, technical jobs while domestically recovering a minimum of 15,000 tons of recycled consumer electronics annually.

Situation Analysis: A Context for Planning

The analysis and information in this section will help assess opportunities and difficulties that might exist as Penn State Harrisburg plans to implement its strategic plan.

Demographics

Penn State Harrisburg is situated in a highly competitive region of the state that is demographically diverse and economically stable. Overall, in 2010, the Harrisburg service area included 19.6 percent minority populations. The largest minority group in the Harrisburg service area was the Black or African American (8.9 percent of the total population); the next-largest race group was the Hispanic or Latino ethnicity group (of any race), totaling 35,983 people (or 6.0 percent of the total).

In 2006-2010, 25.3 percent of the population 18 and over in the Penn State Harrisburg service area had some college education (but not a bachelor's degree), including coursework without a degree, or an associate's degree. During the same time period, 24.4 percent of the population 18 and over held a bachelor's degree or above (including bachelor's, graduate or professional degrees).

According to Pennsylvania Department of Education data, in 2011, area school districts graduated 5,538 students, and had an overall graduation rate of 85.1 percent. Of the graduates in the 2010-2011 school year, 75.2 percent went on to pursue higher education (of any kind), while 24.8 percent did not pursue higher education.

Based on Pennsylvania Department of Education enrollment projections, the school districts in the Harrisburg service area are projected to experience a 7.0 percent increase in total enrollment between the 2010-2011 school year and the 2020-2021 school year.

Increased competitive activity presents a challenge as additional higher education institutions look to the Capital Region as a source of students. Within the South-Central Region in 2011, a total of 20,824 students graduated from an institution of higher education. Of these graduates, more than half (54.7 percent) graduated from private institutions, while the remaining (45.3 percent) graduated from public higher education institutions.

The number of graduates in the region grew by 18.8 percent between 2007 and 2011. During the time period, the growth rate of public graduates outpaced the growth of private graduates (21.1 percent vs. 17.0 percent).

Bachelor's degrees were the most common degrees conferred in the South-Central Region. In 2011, a total of 10,371 bachelor's degrees were conferred, accounting for 49.8 percent of all degrees awarded. Students who attained less than a bachelor's degree or completed a non-degree related program were the second most prevalent degrees granted (8,337 or 40.0 percent), followed by graduate degrees (2,116 or 10.2 percent).

Between 2007 and 2011, the number of degrees conferred increased by 18.8 percent. Growth was highest among graduate degrees (37.8 percent) during the period, followed by less than a bachelor's

degrees or non-degree related programs (33.3 percent) and bachelor's degrees (6.5 percent).

Based on Integrated Post-Secondary Education Data System (IPEDS) data from the National Center for Education Statistics, a total of 20,824 degrees were conferred in the South central Region in 2011. Degrees conferred in the region accounted for 10.4 percent of all higher education degrees conferred in Pennsylvania during the year. The South central region ranked 4th among regions in the percent of degrees conferred in 2011.

The Business Administration, Management and Operations degree group was the most predominant degree group for graduates in the South-Central Region in 2011. For the year, a total of 1,550 graduates earned a degree in this degree group. The Business Administration, Management and Operations degree group was followed by Teacher Education and Professional Development (1,299 graduates). Registered Nurse, Nurse Administrator, Nurse Research and Clinical and Social Sciences each had 1,082 graduates in 2011. Personal and Culinary Services (1,073 graduates) rounded out the top five degree groups in the South-Central Region.

Competition and Growth of the College

Despite increasing competition, the college has experienced overall significant growth in the past eight years, having offset enrollment challenges with increased out-of-state, international, and underrepresented student markets, and by maintaining its competitive strength in the adult learner market.

For example, while many students still come from Central Pennsylvania, a growing number come from outside the region. Almost 45 percent of the 2014 incoming freshman class is from outside of Pennsylvania, representing 23 states and 16 countries. The number of international students has continued to grow; fall 2013 enrollment includes 365 international students. The student population has moved from nearly a 50/50 split between undergraduate and graduate students to nearly three-quarters undergraduate/one-quarter graduate.

Cost of Education

In addition to increased competition, the cost of tuition is affecting market share, particularly in professional graduate degree enrollment. At the beginning of the previous strategic planning cycle, cost per credit for graduate study was comparable to Pennsylvania State System of Higher Education (PASSHE) institutions, the college's primary regional competitors. In the past several years, the gap has widened considerably, and now contributes to enrollment challenges in some graduate programs – most notably teacher education.

Budgetary Pressure

Penn State along with many public universities has experienced declining or flat budgetary support. Increasing tuition rates to compensate for budget gaps is neither desirable nor sustainable in the long term. Consequently, Penn State Harrisburg must find innovative ways to meet its expectations with limited resources.

College Strengths

Despite competition, the increasing cost of education, and budgetary resource constraints, the college has been growing and is expected to grow in this planning cycle. Students are attracted to the educational programming, reputation of the college, and the rich collegiate experience. The major strengths of the college are:

Comprehensive Portfolio of Academic Programs: Penn State Harrisburg has the largest portfolio of graduate programs in the region, is the only institution providing doctoral degree education, is the University's flagship for public affairs, and is the only regional institution providing a range of engineering and engineering technology programs. All programs are nationally accredited.

Well-Qualified Faculty: The college has been able to attract and retain well-qualified faculty, even in disciplines with shortages of faculty with terminal degrees. The College has resources to support effective professional development programs for faculty. Among Commonwealth Campuses, Penn State Harrisburg has the largest number of full and associate professors.

Teaching Pedagogy: The college has created the Faculty Center for Teaching and Instructional Technology to support faculty in the use of instructional methodologies and learning theories that address diverse learning preferences, diverse students, large enrolling classes, and varieties of delivery strategies (face-to-face, hybrid, blended, and online).

Small Classes and Personal Attention: Historically, the college served upper division and graduate students. The enrollment in such sections tends to be much smaller. Similarly, many of our lower division sections including popular general education courses are taught in much smaller sections as compared to other peer Commonwealth colleges. The faculty/student ratio currently stands at 12.3/1.

Wide Array of Support Services: Penn State Harrisburg provides an array of support services reflective of the changing demographics of our student population. The college has been deliberate in managing its enrollment growth at the undergraduate level. As enrollment has grown steadily, careful planning and necessary investments in support services and infrastructure have been made.

High Impact Extra-Curricular Activities: During the last planning cycle, the college reaffirmed its commitment to sustaining and expanding high impact activities for students. During this time, for example, the breadth and scope of honors program offerings has grown significantly. International education offerings have expanded and include new partnerships with institutions around the globe. The college has added new intercollegiate sports teams, more intramural activities and wellness programs, and student clubs. Opportunities for undergraduate student research have increased. These programs join long-standing programs such as internships, service learning projects, and capstone course projects to enrich the educational experiences of our students.

Recreation and Athletics: The availability of intercollegiate athletics and recreational activities are an important component in providing students with a well-rounded college experience. Intercollegiate athletics has grown considerably at Penn State Harrisburg over the last decade. Today, the college offers 16 varsity sports, with the addition in 2014 of men's and women's track and field and cross country. The college also offers intramural programs each semester and several club sports, helping to meet the abilities and interests of most students.

Attractive Campus: The college, with assistance from the University, has made considerable investment in improving physical infrastructure, adding new buildings and facilities, and in beautification of the open spaces. The attractiveness of the campus and the expansion of facilities are often cited by students and visitors as key attributes.

Location, with Easy Access via Multiple Transportation Modes: Penn State Harrisburg's location, near the hub of state government and in a region that is home to the headquarters of many international corporations, provides numerous opportunities for students, faculty, and staff. The campus is easily accessible via major interstate routes and the Pennsylvania Turnpike, and sits adjacent to Harrisburg International Airport. An Amtrak rail station soon will be located directly across the street from campus.

Strategic Initiatives for Achieving the Vision and Mission

This plan identifies strategic initiatives for realizing Penn State Harrisburg's vision and mission. The plan focuses on six themes, detailed on the following pages that will guide the college in achieving its goals for the 2014/15-2018/19 strategic planning period.

Academic Excellence

A comprehensive review of academic programs and administrative services was conducted in academic year 2010-11. Penn State Harrisburg benefited from the analysis and recommendations made by the Core Council (Campus Academic Review Coordinating Committee) and has responded positively to many of the suggestions. These recommendations focused on academic operations and administrative consolidation and were aimed at maintaining student enrollment growth, minimizing redundancies, and streamlining administrative structure. Consequently, select under-enrolled degree programs have been eliminated or merged as options in a related degree program. New high-demand degree programs have been introduced, several of which already have been highly successful in attracting new students and have received national professional accreditation. The Council's recommendations about shared administrative structures and the cost of instructional delivery are discussed in the sections titled *Cooperation and Collaboration* and *Sustainability through Efficiency and Effectiveness*.

Penn State Harrisburg, like all higher education institutions, focuses on the academic enterprise. Our distinction lies in the many ways that we continue to improve teaching and learning. We add and rebalance our academic offerings regularly to meet student demands and societal needs. We have increased investments in the Faculty Center for Teaching and Instructional Technology, the library, and Information Technology Services; created a number of non-classroom learning spaces to support new pedagogy; and made regular upgrades to classrooms and laboratories.

The continued growth of the campus has created a critical need for larger laboratories and teaching spaces. Current engineering labs were built to support historically smaller upper division classes. Rapid enrollment increases at the undergraduate level, including a 92-percent increase in engineering and science students, have rendered current labs inadequate. Additionally, Penn State Harrisburg has limited classrooms that can accommodate more than 50 students.

The new 52,000- square-foot addition and 17,000-square-foot renovation to the Education Activities Building (EAB) will address many of the immediate academic needs. Its three, large general purpose classrooms will help permit scheduling of lower division, primarily general education, classes; its smaller classroom will permit scheduling of additional courses and workshops. The building also will house engineering research labs and a



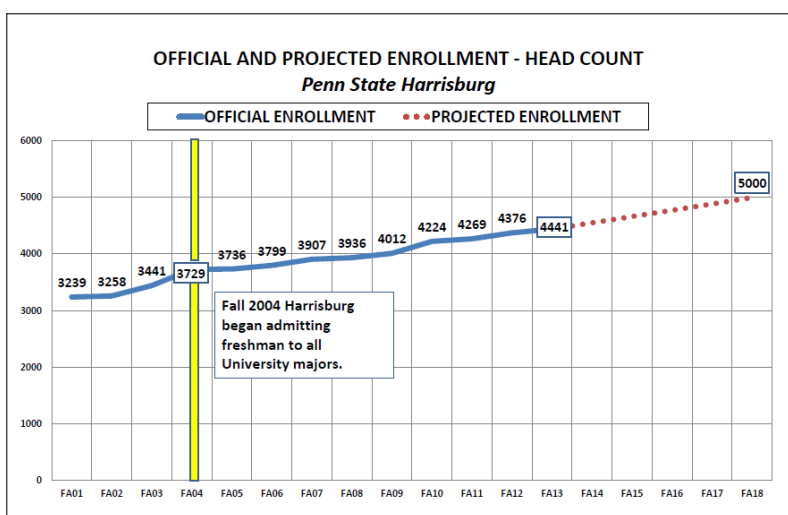
facility to meet student and faculty performing arts needs, all of which also will further our outreach efforts to industry and the local community.

The college also is distinguished by the caliber of its faculty. The reputation and continued growth of the campus make it possible for us to continue to attract highly-qualified faculty. We are able to retain them by creating opportunities for professional development and for scholarly engagement.

The initiatives below reflect a commitment to ensuring that our programs meet the highest standards; that our graduates will be competitive in the regional, national, and international job market; that our human and financial resources are allocated sufficiently to maintain academic programs at the highest level; and that we remain good stewards of the Penn State brand. Additionally, the strategic initiatives enhance the teaching and research enterprise and advance the development of academic offerings that meet student demand. The quality of academic programs is demonstrated through program accreditation, periodic reviews, and assessment of student learning.

Support Enrollment Growth and Retention

Penn State Harrisburg enrollment has grown steadily since its establishment in 1966, but never more so than since 2004 when its mission expanded to include offering all four years of undergraduate study at the campus. During the 2014-19 planning cycle, the college expects to continue this growth, with targeted enrollment of 4,000 undergraduate and 1,000 graduate students. The initiatives described at the end



of this section are aimed at making the college increasingly desirable to highly qualified students and maintaining the highest enrollment standards. The college plans to provide high visibility to academic programs that are among the most in demand nationally and to those programs recognized as among the best by peer institutions and/or other outlets. These efforts will position Penn State Harrisburg as a regional leader in higher education and a leading college within the University.

Similarly, retaining students is a top priority. In addition to matching the most highly qualified students with Penn State Harrisburg academic programs, other factors that will positively impact retention include: increased academic program offerings, enhanced undergraduate research opportunities, active honors and international programs, the availability of scholarships, and improved student support services.

Graduate Study

Penn State Harrisburg has historic strengths as a graduate school and is known throughout the region for offering a comprehensive portfolio of graduate degree options. In recent years, enrollment in professional residential instruction graduate programs has declined. A priority during the next planning cycle will be to increase participation of students from the University's Commonwealth Campuses in Penn State Harrisburg's graduate school offerings. The college also will monitor the cost of residential instruction in the region. At the same time, we are pleased that our online graduate programs continue to grow. Other efforts include increasing the number of assistantships and scholarships and attracting more international students.

Change of Assignment

Historically, the college offered upper division courses (for college juniors and seniors) and graduate programs. That mission continues; each year the college attracts a large number of students from other Penn State locations, community colleges, and other four-year colleges/universities. Last year, the college admitted a total of 564 students such institutions.

The college has a long-standing relationship with the Harrisburg Area Community College (HACC), offering a dual admission program enabling qualified students to plan for a seamless transition to obtain a bachelor's degree at Penn State Harrisburg. In the next planning cycle, the college will enhance articulation agreements with HACC and other community colleges.

Today, the college admits students into its more than 30 baccalaureate programs as well as into all of the University's four-year programs, mostly into degree programs at the colleges of the University Park campus. Annually, the net outflow of students from Penn State Harrisburg is about 50 students.

FA/SP CHANGE OF ASSIGNMENT	FA09/ SP10	FA10/ SP11	FA11/ SP12	FA12/ SP13	FA13/ SP14
To UP	207	247	271	229	265
From Capital to other non-UP Campuses	37	48	42	46	41
From UP to Capital	32	50	45	44	49
From other non-UP Campuses to Capital	176	198	203	228	198
TOTAL OUT OF CAPITAL	244	295	313	275	306
TOTAL INTO CAPITAL	208	248	248	272	247

The college carefully monitors the movement of students. Committed to maintaining its strong transfer mission, the college has increased the number of scholarships to those who wish to pursue four-year degrees at our campus and added several new articulation agreements with community colleges from neighboring states.

Enhance Curricular Excellence through Accreditation and Program Review

Penn State Harrisburg's commitment to academic excellence is reflected in its plans to achieve recognition by state, regional, and/or national accreditation associations and learned societies for all professional degree programs. All of the college's currently accredited undergraduate and graduate degree programs will maintain accreditation with their respective national organizations (AACSB, ABET, NASPAA, NCATE, BACB, and ACJS). The self-study and peer reviews inherent in the accreditation process lead to continuous improvement of curriculum, innovations in its delivery, and careful monitoring of student learning outcomes and their placements.

All undergraduate and graduate degree programs that are not subject to accreditation reviews periodically will undergo an assessment review and reassessment process periodically.

Utilization of Learning Outcomes Assessment Plans

The college places a high priority on accountability. Ongoing evaluation of student learning, consistent with regional accreditation by the Middle States Commission on Higher Education and with the priorities of the University's Academic Council of Undergraduate Education, will continue to be a commitment for the college. Within this planning cycle, the college will continue to utilize learning outcomes assessment plans to measure educational effectiveness and guide curricular revisions and changes to teaching practices. Ultimately, these reviews will help the college ensure that students are gaining the skills and knowledge necessary to prepare them for careers or advanced study.

A successful effort requires an academic culture that values assessment. Beyond the learning outcomes process established in the last planning cycle, the college will continue to ensure a favorable climate for such activities. To benefit from wider faculty participation, a standing faculty committee within the college oversees this process.

Explore Market Needs-Based Degrees, Minors, and Certificate Programs

The consideration for adding new academic programs is based on demonstrated market needs, program strength, existing faculty expertise, and the ability to attract qualified new faculty. The college strives to provide an academic program portfolio with an array of choices for students and also supports market and workforce demand. As in the previous planning cycle, collaborative ventures with other Penn State colleges will take priority over the development of new programs. In addition, collaboration among Penn State Harrisburg's academic schools will be emphasized.

The University's commitment to curricular integrity, overseen by disciplinary communities, carries the expectation that academic colleges will participate in curricular revision and sharing to improve course and program articulation and facilitate access to new programs and program development. With plans for new and revised programs in this planning cycle, Penn State Harrisburg will be engaged actively in inter-college consultation and disciplinary communities, exercising the full intent of the University's policies.

The development and promotion of additional minors, certificate programs, and opportunities for academically talented baccalaureate students to pursue integrated undergraduate-graduate (IUG)

degrees in selected college programs are also strategic priorities. During this planning cycle, the college will consider development of IUG programs in addition to those in computer science and American studies, which were established during the previous cycle.

In support of enrollment growth and retention efforts, several new degree programs will be considered during the next planning cycle. Funding for these programs will come from various sources including reallocation of faculty positions, external support, and new revenue from enrollment growth. It should be noted that the college assesses existing degree programs and their viability on an ongoing basis.

The college remains committed to maximizing the use of technology in its educational delivery and providing greater access to students, particularly nontraditional students. In this planning cycle, the college will emphasize the continued development of online offerings at all levels to enhance accessibility and meet students' needs.

Create and Enhance Learning Spaces and Support Services

Teaching and learning pedagogy is rapidly changing, primarily due to innovations in communication and information technology. Faculty members are increasingly using web-based resources to deliver routine course support material. Group-based projects and assignments are common place. The college has been a leader within the University in creating learning spaces such as the Digital Commons, One-Touch video recording facilities, and group project workspace that incorporates advanced technology.

In addition to enhancing learning spaces through technology, the college seeks to provide increased support of interdisciplinary and collaborative learning opportunities that promote student engagement and innovation. Building on our history as an upper division interdisciplinary college, we will enrich disciplinary curriculum through initiatives that integrate the arts and sciences, and through the development of learning spaces and programming that supports collaborative research and creative activity.

The proposed Student Enrichment Center will bring many student support services under one roof. This will aid student retention and provide for program needs to enrich the collegiate experience.

Advising Center

Penn State Harrisburg provides an academic advising program that assures that students understand the academic culture and expectations of the University and their specific program. Advising helps students build academic success throughout their time at Penn State by engaging them in the work of seeking information and using it to build their plans. This invaluable assistance encourages students to take ownership of their educational experience and helps students acquire the habits of inquiry, a lifelong skill.

Advising Center programs render assistance to students as they progress toward the upper division, including entrance-to-major and change-of-campus assignment. The center also provides special programming to students exploring majors. Undergraduate students who have yet to identify an

academic major have always been supported by the college. During this planning cycle, the college will focus on improving programming that exposes undecided students to the college academic offerings and provide them an opportunity to make early connections with faculty. These connections will foster students' engagement in the intellectual community, allow them to build lasting relationships, and inspire them to remain at the campus to complete their studies.

Often, a key factor for a new or transitioning student's success is being guided through the many questions and decisions of academic life. The college supports students in critical transitional times – first year, change of campus, and transfer – via its New Student Orientation programs. These cover the requirements of the University, college, and major and also help students build necessary academic skills and understanding necessary for their success. In this planning cycle, enhancements to the New Student Orientation programs will focus on seamless advising for transfer students, evaluation of transfer credits, and the course substitution and review system.

The college remains committed to improving the infrastructure of advising, in advancing academic planning information, and in incorporating a process of continuous feedback to students on their progress toward goals. Quality advising services and programs will continue to be rendered to the increasing numbers of students, faculty, and staff.

Learning Center

The Russell E. Horn Sr. Learning Center will continue to emphasize student academic support in keeping with the University Learning Center standard of promoting



educational opportunity and enhancing academic achievement for all. In this planning cycle, services will be adapted to support the college's increased enrollment and retention goals, changing student demographics, and the expansion of online course offerings. This outcome requires continued partnerships with the academic schools and other support units.

The Learning Center plans to increase the participation of particular student populations in Learning Center programming, including but not limited to international students; athletes; those underrepresented in science, technology, engineering, and math (STEM); academically at-risk students; veterans; and adult learners. To accomplish this goal, the center will assess current delivery of its programming and services and explore support tailored to the needs of international students; develop online tutoring services within writing and additional subject areas; expand academic skill coaching; add tutoring for high impact and historically difficult courses; and pilot alternate delivery methods such as study groups, tutors embedded in courses, and academic skills support. A related goal is the support provided to first-year students in the first-semester transition, particularly within the First-Year Seminar classes and co-curricular programming.

Support Faculty and Staff Professional Development

The college sponsors ongoing faculty orientation and professional development programs designed to advance understanding of promotion and tenure policies and performance expectations, enhance teaching, and support research. In addition, the Faculty Center for Teaching and Instructional Technology is a primary resource, supporting faculty innovation, excellence in teaching and the integration of instructional technology in the classroom. In this planning cycle, enhancements within the center will focus on support for faculty in the use of instructional methodologies and learning theories that address the diversity of students and their learning preferences, various class sizes, and a variety of delivery strategies.

The academic schools, the Office of the Senior Associate Dean for Academic Affairs, and the Office of the Associate Dean for Research and Outreach provide several sources of funding to support faculty research, and scholarly and creative activities. Additional funding for specific activities such as undergraduate research, honors program students, and faculty and student international travel are available as well. The outcome of such support is measured by faculty research publications, which are increasing, favorable tenure and promotion decisions, and an increasing number of undergraduate students who work with faculty on research projects.

Research Support

The academic schools, the Office of the Senior Associate Dean for Academic Affairs, and the Office of the Associate Dean for Research and Outreach provide several sources of funding to support faculty research, and scholarly and creative activities. Additional funding for specific activities such as undergraduate research, honors program students, and faculty and student international travel are available as well. The outcome of such support is measured by faculty research publications, which are increasing, favorable tenure and promotion decisions, and an increasing number of undergraduate students who work with faculty on research projects.

Through the Penn State Harrisburg Office of Research and Outreach, the college provides support for faculty, staff, and student research. The office serves as the primary point of contact for external grant submissions. Office staff provide assistance with budget preparation, including matches where appropriate; ensuring grants meet sponsor requirements; coaching on application forms and formats; and submitting grants to sponsors on behalf of the University. The office also will assist with grant planning and editing as requested by the investigators, and maintains a list by discipline of timely grant opportunities.

Penn State Harrisburg's full-time faculty are eligible to apply for Research Council Grants, which are competitive. Additional competitive seed grants are available for research projects that have business partners through the Innovation Transfer Network, an externally funded partnership housed at the college and shared by other regional colleges and universities.

The office provides extensive research/grant training on campus, including monthly research workshops on various topics for faculty and staff and quarterly grant administrator workshops. The office sponsors a "Grant seeking A-Z" program that includes programming by college and University staff and a professional grantsmanship trainer. Faculty and staff from other

campus/colleges are invited to participate in the A-Z programs. The office also offers an “Intensive Grant Writing” program for Penn State Harrisburg faculty that consists of a two-week intensive period of one-on-one grant writing consultations followed by weekly sessions through the grant submission date.

Other key activities include the interdisciplinary Faculty Seminar series, faculty research presentations open to the community; “Academic Perspectives on Current Events,” a monthly faculty panel/audience discussion on a timely topic; and sponsorship of the annual Book Publishing Celebration, recognizing the books and creative works of Penn State Harrisburg authors. Penn State Harrisburg’s Research Week includes a seminar by the Faculty Research Award recipient, a reception honoring current and prior Research Award recipients, student research posters, honors student thesis presentations, and the annual Student Research Day.

INITIATIVES

Support Enrollment Growth and Retention

- Strengthen existing recruitment practices and develop new retention enhancement strategies.
- Centralize student support services in one location on campus.
- Increase online delivery of resident graduate and undergraduate courses.
- Highlight cooperation between the sciences and humanities through STEAM (Science, Technology, Engineering, Art, Math) activities.
- Increase communications with Commonwealth Campuses about Penn State Harrisburg graduate study opportunities through regular visits and information sessions at campus locations.
- Offer flexible options for Commonwealth Campus students to complete work towards a Penn State Harrisburg graduate degree program at their respective campuses.
- Obtain approval for qualified faculty members at the Commonwealth Campuses to enable them to deliver select graduate level courses at their location, before students transition to Penn State Harrisburg.
- Increase the number of graduate assistantship awards to attract additional full-time graduate students, to extend teaching assistants to undergraduate campuses in close proximity for general education and lower division instruction whenever possible.
- Explore competitive pricing of graduate degree programs.

Enhance Curricular Excellence through Accreditation and Program Review

- Maintain all professional degree accreditations and develop plans for review of other degree programs.

Explore Market Needs-Based Degrees, Minors, and Certificate Programs

- Explore the following proposed/new programs:

Undergraduate Majors/Options in Resident Instruction:

Project and Supply Chain Management
Health Policy and Administration
Biology
Computer Engineering
Kinesiology
Industrial Engineering
Option in Arts Management

Graduate Degree Programs in Resident Instruction

M.S. in Mechanical Engineering
M.A. in English
Full-Time MBA

Certificate Programs in Resident Instruction

Global Studies
Certified Financial Planning
Cross-program undergraduate certificate in Holocaust and Jewish Studies.

Integrated Undergraduate/Graduate Programs (IUG) in Resident Instruction

Select programs in each academic school

Programs through the World Campus

Undergraduate majors/options:
Accounting
Marketing
Homeland Security

Graduate degrees/certificates:
Health Education
Professional Accounting
M.E. in Electrical Engineering
Doctorate in Homeland Security
Graduate certificate in Education in the Health and Medical Professions

Create and Enhance Learning Spaces and Support Services

- Improve infrastructure to aid international students with cultural and language transitions.
- Configure library space that inspires study and learning.
- Strengthen composition instruction for international population.
- Increase arts programming on campus.
- Increase interaction and collaboration between the sciences, technology, and the arts in academic programs and raise the visibility of interdisciplinary research and activity on campus.

Support Faculty and Staff Professional Development

- Develop information literacy activities that contribute to academic teaching and learning.
- Educate and communicate academic policies and procedures to students, faculty, and staff across the campus and University community.
- Strengthen the capacity and capabilities of the Faculty Center for Teaching and Instructional Technology to support new degree programs.

Cooperation and Collaboration

Educating students – satisfying their need for knowledge – is our most important endeavor. Cooperation and collaboration through internal and external strategic alliances and partnerships is central to this work. The college remains dedicated to providing the best possible education and enriched experience in the classroom and outside of it. Our graduates will be prepared for the multitude of responsibilities inherent to being a member of a community, whether as a student or as a citizen.

Penn State Harrisburg's strategic initiatives for this theme subscribe to these principles and tap the college's ready and emerging capability to contribute significantly to University priorities. The strategic initiatives cited reflect the college's commitment to renewing long-standing partnerships and developing new ones.

One Core Council recommendation emphasized greater shared administrative structure among the campuses. Penn State Harrisburg has provided its expertise and capacity to other Penn State campuses, particularly those nearby. In the next planning cycle, the college will expand existing arrangements, which have included sharing marketing, human resources, research support, and information technology services.

Enhance Seamless Transitions and Student Mobility across the University's Campuses and Colleges

Given Penn State Harrisburg's inaugural mission as an upper division campus, the college has nearly 50 years of experience in student transition within Penn State and in articulated transfers with colleges and universities outside of Penn State. As such, the college offers best practices in this important arena. The college is willing to share its experience and assist other Penn State campuses/colleges in this respect.

The college will continue to examine carefully the transition and mobility of students in keeping with its historic and gateway functions. In this planning cycle, Penn State Harrisburg will monitor the movement of change-of-assignment and transfer students who enter the college as juniors to complete a baccalaureate degree, and students who pursue their first two years of study at the college and complete their degrees at other Penn State locations. Any identified barriers to seamless transitions will inform and revise the academic advising process. The college also will increase access to graduate programs through the expansion of 4+1 programs.

Expand International Partnerships and Programs

Today's students must be able to succeed in a global society. The college has taken a three-faceted approach to increasing its international activities: study tours and student exchanges; scholar and faculty exchanges; and alliances with well-known overseas universities, with special attention on those in emerging countries.

In this planning cycle, the college will continue to expand global networks and establish additional institutional ties in partnership with the University's Office of the Vice Provost for Global Programs.

Expand Regional Partnerships

Penn State Harrisburg's regional linkages are excellent, and the college contributes to the region's economic development efforts. Numerous businesses and community-based and government-related organizations concerned with education, economic development, transportation, and cultural arts and history have representation from the college, and faculty and students regularly engage in research that benefits the region. A number of the college's centers and institutes serve the South-Central Pennsylvania region or the Commonwealth, and have substantial sponsorship and industry partners. Also, proximity to the capital city facilitates engagement in state government.

Recently, for example, funding from the PA Department of Education is supporting the college's teacher education program in joining with local school districts to provide professional development opportunities and innovative, research-based, approaches to improve student teaching experiences. In another collaboration, the State Data Center on campus partnered with the PA Commission on Crime and Delinquency to present detailed national, state, and county level crime data. Annually, the college's Center for Signal Integrity sponsors a regional symposium at which participants from the region's electronic connector industry learn from international experts about the latest developments in signal integrity.

During this planning cycle the college will advance similar work, including that of the centers and institutes on campus, sustaining and leveraging their base funding, and integrating

Partners in Education

A 2013 gift from the global company TE Connectivity is providing Penn State Harrisburg engineering students with expanded experiential learning opportunities. The TE Connectivity Capstone Design Endowment funds Penn State Harrisburg senior engineering capstone projects and supports a lecture series that provides a forum for the exchange of information and opportunities for students to network with industry experts.

The culmination of an engineering student's educational experience, the capstone project combines classroom learning with real-life applications. Students formally present their projects publicly at a conference each spring. TE Connectivity's support allows students to tackle more ambitious projects and helps fund the annual conference to facilitate the spread of new ideas and to inspire innovation.

TE Connectivity, with more than \$16 billion in annual sales, employs approximately 430 Penn State Harrisburg graduates, and 880 graduates from all Penn State locations.

their activities more fully with the research and academic programs of the college and University.

The college's Office of Human Resources also offers a full complement of professional development programming for staff, with particular emphasis on leadership development and diversity training. Attendance is extended to other Penn State locations. Likewise, the college shares its marketing and communications capabilities with other locations, as well as partnering with them in joint advertising campaigns. In this planning cycle, the college will continue to share all types of services and programming with Penn State campuses/colleges in close proximity.

Lead Continuing Education Efforts in Select Regional Industry Clusters and State Government Programming

Penn State Harrisburg continues to serve as a primary contact to state and federal agencies for educational programming. Because of its proximity to the state capital, the college is uniquely situated to increase relationships with the Commonwealth's many government agencies. Through its Continuing Education unit, the college will focus on expanding partnerships between the Commonwealth and the University.

The college also serves the Commonwealth and the greater Harrisburg community through its engagement in economic development. As part of a market-based approach to addressing workforce and economic development challenges, the college will focus on serving the education and research needs of key industry clusters that impact the region's sustainability. These include, but are not limited to, healthcare, electronics/engineering, logistics and transportation, and military installations. Capitalizing on the strengths of the college and University, programming will provide skills, knowledge, and learning opportunities relevant to industry requests.

Increase Volunteer Participation in the Educational, Cultural, and Social Life of the College

Penn State Harrisburg offers an expanding array of cultural, educational, and entertainment programming open to the public. Film and lecture series, gallery exhibits, performing arts, and special topic seminars continue to realize record attendance and expanded participation. Alumni, donor, and advisory board presence on the campus has steadily increased in recent years as well.

In addition, more than 100 community and business leaders serve on one of the college's 12 school or program boards, advising on curricular matters, assisting with accreditation and program reviews and equipment needs, and placing student interns and graduates.

Enhance Alumni Relations and Philanthropic Efforts

Alumni, in particular, are excellent advisory and technical board participants. The college is fortunate to have large numbers of graduates working and residing in the region. About one-half of Penn State Harrisburg's more than 35,000 graduates reside in the Capital Region. The college Alumni Society sponsors events and activities and recognizes outstanding achievements of individual alumni through awards programs. The University Alumni Association also has recognized several of the college's Alumni Society programs as exemplary.

INITIATIVES

Enhance Seamless Transitions and Student Mobility across the University's Campuses and Colleges

- Explore development of arrangements for 3+2 and 4+1 joint programs that provide students options to better plan their undergraduate degree programs and realize time reductions and cost efficiency in completing a master's degree.
- Explore the MD/MBA with Penn State College of Medicine.

Expand Inter-Institutional International Partnerships and Programs

- Develop full range of 3+2 programs with Fergusson College, University of Pune, India.
- Strengthen existing relationship in Germany.
- Implement newly developed partnership in Spain.
- Enhance globalization efforts through curriculum revisions and additional study tours.

Expand Regional Partnerships

With other Penn State locations:

- Share administrative expertise.
- Share faculty positions and professional development.
- Provide assistance with campus technology.

With external organizations:

- Strengthen relationships with local school districts.
- Enrich and expand relationships with existing industry partners such as TE Connectivity and ArcelorMittal.
- Utilize existing relationships with corporations and organizations for internships and faculty research opportunities.

Outreach through Scholarship

Penn State Harrisburg's intellectual capital, measured by research, creative endeavors, and scholarship, represents a resource not only to the college, but to the broader region as well. During the 2014-19 planning cycle, the outreach initiatives will emphasize three key areas –involvement in the community, enhancing regional linkages, and increasing student engagement with employers in the region.

Community Involvement

A vibrant, culturally sensitive, and welcoming neighborhood outside of the campus is important for the well-being of the college community. Penn State Harrisburg has an excellent relationship with neighboring Middletown Borough and Lower Swatara Township, where an increasing number of our students live. The college will increase involvement in these communities during the next planning cycle, ensuring the mutual benefits that are derived from strong town-gown relationships.

Enhancing Regional Linkages and Economic Development

Penn State Harrisburg's regional linkages are solid. Businesses, community-based and government-related agencies, and educational organizations are among the many groups with which the college routinely partners. The campus location near the state capital facilitates engagement in state government and with the many global corporations with headquarters in the region. The college is home to a number of centers and institutes that serve the Commonwealth and interact regularly with and industry partners. (See Appendix H.) Some are long-standing, well-established centers, such as the Institute for State and Regional Affairs, the Center for Signal Integrity, and the Capital Area Institute for Mathematics and Science. Ventures such as the Central Pennsylvania Research and Teaching Laboratory for Biofuels have created new avenues for the college to bring the latest scientific research to industry partners. In the next planning cycle, the college will advance existing initiatives and strategically develop new ones to foster the sharing of our intellectual capital.

A stable and prosperous regional economy is crucial for the growth of the campus, and we are an eager partner in the region's economic development. All of the necessary

Outreach through Scholarship

The Central Pennsylvania Research and Teaching Laboratory for Biofuels serves as a center for the study of second- and third-generation biofuels, with the goal of bringing environmentally friendly energy alternatives to the marketplace. The center provides biotechnology equipment and greenhouse space for classes and student and faculty research at Penn State Harrisburg and accommodates partnerships with other higher education institutions, schools, and organizations.

The 3,000-square-foot lab is equipped for studying plant tissue culture and proteins, genetic engineering of plants, and molecular biology. Climate-controlled 24/7 for temperature, light, and humidity, the greenhouse is certified by the National Institutes of Health and the USDA.

Creation of the \$1.6 million facility was made possible through a partnership between the business sector, state government, and higher education.

One recent lab initiative is the National Science Foundation-funded Research Experiences for Undergraduates program which each summer welcomes students from around the country to study bioenergy. Most are minority students and women, groups typically underrepresented in science, technology, engineering, and mathematics professions.

conditions for our continued contributions in this endeavor exist. As noted, the college's relationships with local businesses, industries and other governmental and community-based organizations are strong. Many of these organizations utilize the services offered through our research centers and institutes located on the campus. A concentrated effort will be made to showcase the expertise, research output, and capabilities that exist among our faculty and the centers for the benefit of external stakeholders.

The benefits of regional linkages flow in both directions. The experts and volunteers who serve on our academic school and program boards, as well as on the Penn State Harrisburg Board of Advisers, contribute to the college in many ways, including advising on curriculum development, providing student mentorship, identifying new opportunities, and providing jobs and internships to our students. The college is strengthened by – and appreciates – the important contributions these volunteers make to our mission. In the next planning cycle, we will expand opportunities to engage additional experts and professionals by establishing new boards for programs that do not currently have them.

Increasing Student Engagement through Internships and Service Learning Opportunities

The college has developed a well-subscribed program of high impact activities, including service learning, internships, undergraduate research, and capstone projects. These programs are an integral part of the educational experience provided to students.

All professional programs at the undergraduate level and most at the graduate level require internships, and also encourage other types of placements outside of the classroom. For example, the college has established a program for its students in mathematics, science, engineering, and engineering technology which includes an externship during their freshman year followed by another on-the-job experience after 60 credits of study.

Students are given the opportunity to visit workplaces, meet professionals in the discipline, and learn more about the field. Early field externships are linked to the cooperative education experience students select in the senior year. These activities lead to greater understanding of the profession with the goal of increased retention.

Currently, internship and service learning programs are decentralized across academic schools and degree programs, with additional coordination through the college Career Services office. While this arrangement serves many important aspects of education and student learning, the college also seeks to bring some measures of commonality and standardization among the various internship and service learning programs. The college will explore creating a single point of contact for outside organizations and businesses to publicize internship positions at the college. Similarly, this arrangement will enable students to more easily identify and secure information about internships available to them.

INITIATIVES

Community Involvement

- Work closely with and provide expertise to local governments and school districts.
- Encourage participation by local residents in campus programs.
- Develop community programming: lectures, exhibits, performances, etc.

Enhancing Regional Linkages and Economic Development

- Establish Center for Applied Business Analysis.
- Strengthen the Signal Integrity Center.
- Strengthen the Central Pennsylvania Teaching and Research Laboratory for Biofuels.
- Expand the scope of the Capital Area Institute for Mathematics and Science.
- Increase external grants and sponsored projects.
- Embrace industry-sponsored undergraduate and graduate projects.
- Support faculty working with community partners, as either research collaborators “living” models for research.
- Build on and increase partnerships with area museums and arts organizations.

Increasing Student Engagement through Internships and Service Learning Opportunities

- Design additional service learning courses where possible.
- Increase student opportunities by optimizing the corporate relationships.
- Explore centralized coordination of internship and service learning activities.

Student Enrichment

Penn State Harrisburg fosters a supportive environment that is accessible, diverse, and welcoming. The college seeks to develop common experiences for residential, commuter, traditional, nontraditional, full-time, part-time, international and domestic students that engage them in the full range of educational opportunities. Recognizing the value of the educational opportunities that exist outside of the classroom, Penn State Harrisburg purposefully offers programs and opportunities for students to focus on leadership development, community and civic engagement, social responsibility, and ethical decision making.

Engaging students in these programs and opportunities provides avenues for students to enhance their knowledge, develop marketable and transferable skills, and build connections that will assist them in their academic, personal, and professional growth. Providing our students easy access to academic, career, campus and community co-curricular resources aides them in succeeding as they transition throughout their academic development.

Our goal as a result of this plan is to increase the number and deepen the involvement of students in co-curricular programs, volunteer community service, and service learning.

Advancing Engaged Scholarship

Engaged scholarship, which encompasses a variety of out-of-classroom experiences that complement in-classroom learning, is recognized as an important component for student success, while earning a degree and after graduation. Each of the college's academic schools fosters engaged scholarship initiatives. Coordinating with the Student Affairs office, the academic units will continue to play an active role in shaping the out-of-class experience of our students. This scholarship in action supports campus and community-based research projects, creates opportunities for faculty-supervised student research, and strengthens the connection between teaching, faculty research, and the students' educational experience.

Penn State Harrisburg offers two honors program options for students who are highly motivated to achieve academic excellence and want more out of their college education. The Capital College Honors Program and the University's Schreyer Honors College provide students with special honors courses in various disciplines, supervised research opportunities, and support for international travel and study abroad. The honors programs aim to build a learning community that provides a unique learning experience for motivated students.

Developing Leaders

The college provides resources and opportunities for students to discover and explore their leadership potential, learn more about their leadership style, and develop and enhance their leadership skills. This is accomplished through training programs, workshops, retreats, symposia, and active participation in campus clubs, organizations, and national leadership honor societies.

The college has more than 70 active student clubs/organizations, a strong Student Government Association, a vibrant intramural program, as well as a quality NCAA intercollegiate athletics program. In addition, the college provides leadership activities that infuse all aspects of the student experience, such as the Chancellor's Leadership Access Student Program (CLASP).

Promoting Community/Civic Engagement

As part of its mission to develop good global citizens, Penn State Harrisburg will continue to develop and enhance community and global outreach initiatives. By introducing students to service opportunities that address community needs, they are encouraged to engage in self-improvement while making a positive contribution to society. Such community engagement teaches students that identifying community needs and becoming actively involved can be a source of pride.

Fostering Social Responsibility and Ethical Decision Making

Penn State Harrisburg seeks to promote global citizenship and ethical conduct within the campus and surrounding community. Through academic integrity standards in the classrooms, the student code of conduct, and the example set by faculty and staff, the college provides students a broad awareness of ethical and socially responsible behavior. Stimulating and developing social awareness among students throughout the entire college experience creates opportunities for them to develop their own social awareness and prepare to excel as global citizens and future leaders.

Engaged in the Community

In 2011, Tropical Storm Lee poured more than 13 inches of rain on central Pennsylvania and caused extensive flooding of the Swatara Creek and other waterways in and around Middletown, resulting in more than \$150 million in damages in Dauphin County. Middletown residents experienced the worst devastation since historic flooding caused by Tropical Storm Agnes in 1972 and President Barack Obama declared Dauphin County a federal disaster area.

Penn State Harrisburg students helped with cleanup efforts and support to the communities around campus. Early on, they helped evacuate families from the escalating flood water, and in the aftermath volunteered at the Main Street Gym and Middletown Public Library – cleaning the basement by mopping floors, scrubbing surfaces, and dismantling bookshelves to check for water damage. Student organizations also collected funds for the American Red Cross.

INITIATIVES

Advancing Engaged Scholarship

- Expand undergraduate research opportunities that utilize the campus and the surrounding communities as tools for education.
- Increase international study opportunities.
- Promote arts and cultural events/activities on the campus.
- Invite thought leaders and scholars of repute to engage students through lectures and workshops.
- Develop a more sustainable approach to using anchor weekends to successfully cluster programs and provide for a richer campus life experience on weekends.

Developing Leaders

- Introduce the concept of the integrated leadership framework starting with Orientation.
- Offer leadership training that aligns with the Office of Student Affairs Student Leadership Development Framework.
- Recognize and reward students for their engagement in leadership experiences.
- Participate in National Society of Leadership and Success, a program that offers lectures from the nation's leading presenters and a community where like-minded, success-oriented individuals come together and help one another succeed.
- Develop a co-curricular transcript (a documentation of a student's accomplishments, achievements, professional and educational development participation, leadership experiences, and campus and community involvement in co-curricular activities while at Penn State Harrisburg).

Promoting Community/Civic Engagement

- Expand the list of community partners, non-profit agencies, and activities that provide students with community service opportunities.
- Develop a student-led group dedicated to community service (SOLVE – Student Outreach through Leadership, Volunteerism and Engagement) to help with the planning and implementation of service projects.
- Establish a mechanism for documenting and acknowledging student involvement in community service projects.

Fostering Social Responsibility and Ethical Decision Making

- Create an environment where students have an opportunity to be accountable for personal choices, learn from those decisions, and continue their education as a productive member of a safe and supportive community.
- Increase awareness of sustainability issues and motivate students to apply their knowledge, passion, and skills in the pursuit of humanitarian goals.
- Implement the Penn State Harrisburg SHOW YOU CARE initiative to provide students with the knowledge, skills, support and encouragement to reach out and assist others in need, the courage to speak up when encountering inappropriate behavior, and the motivation to become involved in the community.

Diversity and Inclusiveness as a Way of Life

Diversity is woven into the fabric of the college and extends into all aspects of our work. Committed to enriching the lives of all students, faculty, and staff, Penn State Harrisburg fosters an environment in which respect for different cultures, beliefs, ideas, knowledge, and perspectives is paramount.

Globalization and advances in information technology are rapidly changing the nature of work and composition of the workforce. It is commonplace for members of a working group to interact on projects remotely across different continents and time zones. Penn State Harrisburg faculty and staff constantly develop ways to prepare our graduates for this workplace reality.

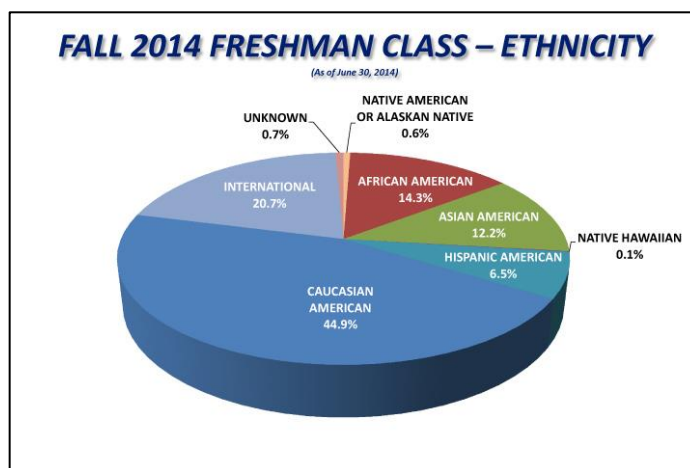
We pride ourselves not only on the diversity of our people – the faculty, staff, and students – but also diversity in our philosophies, curriculum, co-curricular activities, teaching, and research. The campus culture promotes respect for all and creates an environment in which students learn to be global citizens.

Penn State Harrisburg's commitment to excellence requires diversity within our workforce. We must provide for the comprehensive recruitment, hiring, and retention of people who are as diverse as the students we enroll and the constituents we serve. We must prepare our workforce to be accepting of the dynamic and global reach of our employee candidates and to develop skills that provide for the objective and impartial review of broad applicant pools.

The college fosters a supportive environment that is accessible and welcoming for our students. The makeup of our student population, including a large cohort of international students, allows us the opportunity to learn from each other. Students from all over the world come to Penn State Harrisburg and as a result not only do they get to better understand Americans perspectives, but American students have the opportunity to experience firsthand a variety of global perspectives. This wealth of diversity is also having a marked effect on our local communities.

Our current planning initiatives represent the expansion of many priority activities identified in the previous plan. Those initiatives have served us well. Today, the makeup of our freshman class reflects the American population that

demographers are forecasting for the near future. In the next planning cycle, we will build upon our existing strengths to enhance programs and activities that expose students and the entire college community to other people and opinions, inviting exploration of issues of race, class, gender, religion, abilities, political beliefs, sexual orientation, age, and culture.



Develop a Shared and Inclusive Understanding of Diversity

Penn State Harrisburg promotes diversity as an expression of its commitment to an inclusive campus community, as described in the Statement of Values on page four. The college's Diversity and Educational Equity Committee (DEEC), which reports to the chancellor and receives an annual budget to support activities, oversees and reviews survey assessments, disseminates findings, and develops and coordinates college-wide programs on diversity topics, with particular attention to emerging and demonstrated issues of concern. Its membership includes faculty and staff, with representation from the college's academic and administrative units. The college encourages public attendance at many DEEC-sponsored events, helping to broaden recognition of important diversity topics.

Create a Welcoming Campus Climate

The college routinely engages in periodic assessments of faculty, student, and staff perceptions of the teaching, learning, and working environment. These assessments use survey methodology and, as necessary, focus group discussions.

Assessment data are provided to DEEC members, the administration, Faculty Senate, and the Office of Student Affairs for use in identifying areas needing attention and to inform goal setting and future programming. Formal assessment includes regular administration of the *Penn State Student Satisfaction Survey*, and the *Capital College Climate Assessment*.

The inaugural administration of the *Capital College Climate Assessment* in 2003 established baseline measures of stakeholder perceptions of the college learning, instructional, and working climate that now are used for comparative reference. The *Climate Assessment* identifies continuous improvement goals and topics for focused programming. During the last planning cycle, the *Climate Assessment* was conducted in 2009 and 2012, with the next assessment slated for 2015.

The DEEC has principal responsibility for leading this effort, including analyzing results, disseminating findings (harrisburg.psu.edu/diversity) and recommending programming for continuous improvement. In addition, the DEEC administers the annual Faculty and Staff Awards to reward employees who have demonstrated a commitment to celebrating diversity by initiating steps to create a welcoming climate and/or eliminate discrimination.

Recruit and Retain a Diverse Student Body

Penn State Harrisburg began admitting first-year undergraduate students in 2004, and became a full participant in the University's recruitment and admissions efforts. With its expanded mission, the college has contributed to the recruitment of minority students from the greater Harrisburg area and beyond. Building on its long-standing relationships with area schools, the college has been successful in these recruitment efforts.

In addition, the college recently has advanced programs that introduce STEM activities to student groups generally underrepresented in science, technology, engineering, and mathematics disciplines. These have included several programs targeting middle and high school students and provided through the college's Capital Area Institute for Mathematics and Science (CAIMS), Office of Multicultural Recruitment and Community Affairs, and Central Pennsylvania Research and Teaching Laboratory for Biofuels.

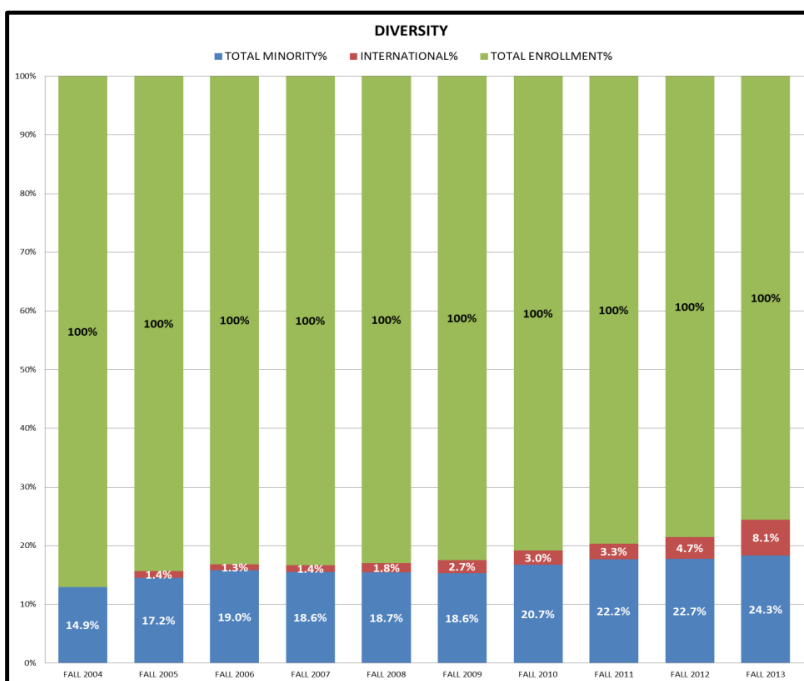
The college offers a wide range of academic and student services to enhance the retention and progress of minority students, and actively seeks to connect students in need with these services. For example, the

college's Multicultural Academic Excellence Program (MAEP) specifically provides opportunities for students to make an early connection with support services. MAEP provides an environment where participating students' social and academic skills are assessed, and individualized tutorial and counseling services are offered. Many MAEP activities are open to the public, with the goal of building an atmosphere of connectedness among all community members. MAEP has been cited in prior diversity planning cycles as a best practice and continues as such.

Each semester, the college implements the Early Progress Reporting system (ERP) in cooperation with the University Registrar and the Office of Undergraduate Studies. The system allows faculty to report attendance and academic progress for first-year students in Weeks 3 to 5 of the semester, giving students and their academic advisers early indications of potential problems.

Recruit and Retain a Diverse Workforce: Faculty, Staff, and Administration

Penn State Harrisburg's continued commitment to hiring minority and women tenure-track faculty has advanced its efforts and realized considerable progress in this area. Also, the college has made steady progress in diversifying its senior leadership and management. Since 2001, the college exceeded its utilization and goals for diversifying executive, administrative, and managerial ranks, using the University's Office of Affirmative Action national utilization and goals data from the National Opinion Research Center (NORC), the College and University Personnel Association (CUPA), and the Pennsylvania Department of Labor and Industry. Currently, the college meets the utilization and goals for administrative, professional, and maintenance staff categories.



In this planning cycle, the college will continue to set goals and measure progress according to national utilization and goals data. (See Appendix A.) For each employment category where availability goals have not been met, the college Human Resources office will evaluate the effectiveness of existing recruitment strategies. Evaluative criteria include the number and yield of minority and women applicants.

Develop a Curriculum that Fosters Intercultural and International Competencies

The college has engaged in significant curricular and research activities and ongoing development to diversify the undergraduate general education curriculum. The college remains committed to offering a full complement of United States Cultures (US), International Cultures (IL), and United States and International Cultures (USI) courses each semester to accommodate growth in undergraduate enrollments, and, consistent with its statement of values (page 4), to prepare students as productive world citizens. The college will continue to monitor these offerings as a percentage of undergraduate courses offered, using University Park percentage of curriculum benchmarks.

Penn State Harrisburg also will continue to support faculty to sustain the quality and extent of scholarly contributions to the study of diversity. Faculty accomplishments in the scholarship of diversity are valued and rewarded in tenure, promotion, and annual review processes. Much of the faculty scholarship in the social and behavioral sciences, business disciplines, and the humanities focuses on diversity topics.

The college has a diverse faculty complement with scholarly ties around the world. The college also has well-established programs and partnerships with institutions and organizations in China, Germany, Great Britain, India, Spain, and elsewhere. In this planning cycle, the college will strengthen its global connections; introduce students to history, culture, and language study for careers worldwide; and assist regional organizations and industry in benefitting from the college's established relationships.

Showcasing Cultures



Penn State Harrisburg has experienced a surge in international enrollment, from 70 students in 2008 to more than 370, representing 38 countries, in 2014, and has worked to expand support for these students.

The Global Lion Ambassador and Global Lion Mentor programs, for example, help to unite the campus and the surrounding community. Some programs bring a little piece of home to college for international students and give them an opportunity to showcase their home countries. Events like the Indian Holi festival, Lunch with an International Flavor, International Coffee Hour, and the Lunar New Year Celebration showcase traditions important to many cultures on campus.

Available to international and non-international students, the programs share a common goal: to present an environment where students with diverse backgrounds can build meaningful interaction and prepare to be global citizens.

INITIATIVES

Develop a Shared and Inclusive Understanding of Diversity

- Continue college community and public involvement in diversity programming with the goal of increasing participation across diverse groups; monitor attendance at DEEC-sponsored events.
- Enhance support for disability services.
- Revive the on-campus assessment program for students who need testing for possible learning disabilities.
- Increase scholarships for diverse students and those with disabilities.

Create a Welcoming Campus Climate

- Administer college, University, and national student satisfaction surveys, with the goal of maintaining satisfaction levels at or above University or national averages.
- Use the *Capital College Climate Assessment 2009 and 2012* results to inform diversity-focused programming and strategic initiatives and evaluate programs and services; administer the *Capital College Climate Assessment* in 2015 and 2018.
- Expand International Student Affairs office efforts to increase and enhance cultural programming for students.
- Structure additional opportunities for the college community to learn from current international students about differing cultures, languages, societal norms, political perspectives, and world views.
- Enhance existing multicultural programs and activities that encourage interaction between students who are different from each other.

Recruit and Retain a Diverse Student Body

- Continue to diversify the student body; monitor the academic success (i.e., retention and progression) of minority students at the college.
- Development and deliver co-curricular programs and activities that foster a diverse and inclusive educational environment.
- Improve student participation rates in existing programs and activities that promote diversity and inclusion.
- Develop a comprehensive program plan of services to enhance the pipeline of students who have been traditionally underrepresented in higher education.
- Enhance summer STEM camps/workshops for underrepresented student populations.

Recruit and Retain a Diverse Workforce: Faculty, Staff, and Administration

- Continue to diversify faculty, staff, and administrative groups; monitor retention.
- Identify employment categories where the availability and goals are unmet, (compiled by the University's Affirmative Action Office); implement strategies to remedy.
- Foster collaborative relationships with faculty through the Faculty Center for Teaching and

Instructional Technology that incubate “experiments in multi-media pedagogy,” which foster engagement with the campus as a diverse community and active learning environment.

Develop a Curriculum that Fosters Intercultural and International Competencies

- Maintain a favorable offering of cultural diversity topics courses (US and IL) as a percentage of general education offerings, using University benchmarks; initiate studies of emerging countries.
- Support contributions to the scholarship of diversity; disseminate results annually.
- Increase international travel opportunities for students.

Sustainability through Efficiency and Effectiveness

Penn State Harrisburg strives to be a leader in improving the safety and sustainability our environment. We have an opportunity to develop and follow smart practices and to teach our students important elements of environmental stewardship. However, we take a broader view of sustainability, one that includes practices that consider the well-being of the campus community as well as support environmental safety. Additionally, we consider the way we do business: minimizing duplication, relying on electronic communication rather than paper. Reduction in the cost of our operation not only results in savings but also should lower the burden on the cost of delivery of instruction.

The college has established the Penn State Harrisburg Conservation Committee, comprised of dedicated faculty and staff volunteers, which develops and educates the college community about environmentally friendly practices (recycling, energy use reduction) on the campus. During the next planning cycle, the work and charge of this committee will be enhanced. Beginning next year, the committee will be charged by the chancellor and the Faculty Senate president. Its membership will include widespread representation.

Education and the Environment

The college has excellent academic programming in environmental engineering. The program faculty are uniquely positioned and prepared to partner with the University's research efforts in this area, particularly with respect to clean water efforts. Penn State Harrisburg offers many graduate level water courses to support master's degrees in Environmental Engineering and Environmental Pollution Control; these programs attract primarily working professionals from the central and southeastern sections of Pennsylvania seeking to improve their skills in water treatment and management. The faculty are actively involved in outreach activities through both the Environmental Training Center, which provides operator training workshops, and the Continuing Education unit, which offers workshops on topics recommended by the engineering community and the faculty. Faculty research focuses on identifying and treating human-generated water pollution in both natural and engineered systems.

Specific research areas include the formation and control of disinfection by-products; treatment of ship ballast water; pathogen disinfection and reactivation in wastewater bio solids; fate and transport of pathogens, indicator bacteria, organics and metals over land and in water systems; and treatment of these land-generated pollutants in passive treatment systems. Penn State Harrisburg faculty are actively involved in education, outreach, and service regarding regional environmental problems, including the linkages between energy production and water and between agriculture and water, but whose results have nationwide policy implications and applications. Penn State Harrisburg environmental faculty are active players in water-related initiatives and strengthen the college's research, teaching, and outreach presence on water issues at the regional, national, and international levels.

Several new curricular efforts are underway to emphasize the various aspects of environmental safety and sustainability. All engineering programs emphasize this important aspect in their curriculum delivery. Business and economic considerations, social and ethical aspects, as well as

political and policy making issues are likely to emerge as faculty consider development of new courses across the college.

Efficient, Effective Operations

As we discuss environmental sustainability, the campus also will follow good business practices to position itself on an economically sustainable foundation. It is a common knowledge that the cost of higher education has increased rapidly over the last few decades. Students are graduating with considerable debt, adversely affecting their standard of living for many years after graduation. While multiple factors – many beyond the sphere of influence of the institutions themselves – have contributed to the rise in the cost of a four-year degree, colleges and universities should strive to minimize tuition increases to make education affordable and accessible. The college will contribute to this University effort.

Initiatives described under the section *Cooperation and Collaboration* are aimed at minimizing duplication and providing increased opportunities to capture savings. During recent years, the college has successfully gained efficiencies in the delivery of lower division courses. Additionally, the college will use technology extensively to gain other efficiencies. Another area for careful attention will be under-enrolled sections and programs. Section enrollment will be monitored frequently and program evaluations will be conducted routinely.

INITIATIVES

Education and the Environment

- Enhance awareness of environmental sustainability among campus audiences.
- Develop curriculum that fosters environmental and sustainability education across disciplines.
- Use the campus physical plant as a learning tool to teach, understand, and improve sustainability.

Efficient, Effective Operations

- Follow environmentally friendly practices in operations:
 - Utilize best practices in new construction and in building and grounds maintenance.
 - Promote environmentally responsible standards for new construction, renovation, and maintenance of buildings and grounds.
 - Implement new energy management methods.
 - Implement environmentally responsible purchasing policies.
 - Minimize solid waste and improve recycling efforts.
- Improve efficiencies through process improvements across the college.
- Utilize technology to promote standardization
- Monitor under-enrolled sections annually.
- Monitor utilization of laboratory space and equipment.
- Explore and implement practices, including advising, to improve degree completion rates at the graduate and undergraduate levels.

- Develop three-year class schedules to help students ensure timely completion of their degrees.

Strategic Planning Steering Committee

Hedi Abbey	Associate Librarian
Omid Ansary	Senior Associate Dean for Academic Affairs
Thomas Bowers	Associate Professor of Psychology
Stefania Dearment	Data Analyst, Student Services
Rebecca Gardner	Senior Director, Marketing Research and Communications
Dorothy Guy	Director, Human Resources
Yvonne Harhigh	Associate Director, Marketing Research and Communications
Donald Holtzman	Senior Director, Student Services
Peter Idowu	Assistant Dean for Graduate Studies
Mukund Kulkarni	Co-chair, Chancellor
Angela Larks	Administrative Support Coordinator, Chancellor's Office
Shashidhara Marikunte	Senior Lecturer in Civil Engineering
Dinesh Pai	Assistant Professor of Supply Chain Management
Steven Peterson	Director, School of Public Affairs
Bing Ran	Co-Chair, Associate Professor of Public Administration
Catherine Rios	Associate Professor of Communications and Humanities, Faculty Senate President
Sairam Rudrabhatla	Associate Professor of Biology
Chiara Sabina	Associate Professor of Social Sciences
Jay Spiegel	Financial Officer, Bursar's Office
Christopher Weaver	Assistant Director, Marketing Research and Communications
T. Aaron Wachhaus	Lecturer in Public Administration
Samuel Winch	Associate Professor of Communications and Humanities
Richard Young	Professor of Supply Chain Management, Faculty Senate President-Elect

Strategic Planning Process

Strategic planning at Penn State Harrisburg is characterized by a top-down, bottom-up process – information is shared and priorities are established in both directions, from senior level executives through front line employees. This inclusive process involved faculty, staff, students, alumni, and external stakeholders.

Strategic planning is a dynamic process: while each cycle begins with the creation of a document outlining initiatives, a plan's implementation over time involves continuous review and evaluation of activities. Such ongoing assessment permits the college to adapt and respond to change over the life of the plan.

Penn State Harrisburg's process was comprised of data gathering and analysis, identification of strategic themes, development of an online hub for the exchange of planning information, and the formation of a steering committee to oversee the specifics of the plan's creation.

Data Analysis

The chancellor appointed the Strategic Planning Working Group during the fall 2013 semester to collect and analyze internal and external data for strategic planning purposes. The internal data for the college and University included comparative information for the University's other four standalone colleges – Abington, Altoona, Berks, Erie. Data for Great Valley, a special mission campus, also was gathered for comparisons related to graduate programs. External market and labor data provided the background for assessing the college strengths and weaknesses, opportunities and competition.

The data was provided to all units to assist them in developing their individual plans. The units also were urged to consider the college's previous strategic plan, the 2012 Core Council Recommendations, and the college's 2012 climate assessment (which is conducted every three years). The use of common data and these specific resources helped to ensure that all units developed their plans with the same understanding of the environmental factors that impact the college and its community. Finally, all units were encouraged to utilize other bona fide data sources relevant to their discipline.

Strategic Themes

During fall 2013, the college leadership reviewed the University's overarching strategic themes to arrive at specific themes, selected to guide college priorities over the next five to 10 years. These themes were shared broadly with the college community as strategic initiatives were developed.

Online Hub

The Strategic Planning Working Group tasked the college Web team with creating an online portal, the Strategic Planning Hub, for the collection and dissemination of planning data and ideas. With an emphasis on collaboration, transparency, and Web-based access, the Hub included posted Planning Data and a Goals and Initiatives collection form.

The Goals and Initiatives form (Appendix x) was built to act as a collection point for each unit's goals and initiatives and allow the units to review their colleagues' submissions to the form and edit their own submissions. In this way, units were enabled to collaborate virtually and respond to another unit's initiatives within their own.

A significant benefit of the Goals and Initiatives form was the improved consistency in the information that was collected. Each submission required the unit to select the College-level theme that it fell under, identify the other units that would be impacted by the initiative, and list the potential funding sources for the proposed item.

Finally, an Offline Worksheet (Word template; Appendix X) was created to allow each academic and administrative unit to work offline, within their departmental structure or even at an individual level, further expanding the range of collaboration outward. Units developed initiatives and utilized hub to submit. Academic and admin units submitted. Units were to adjust plans after reviewing other plans and how they were impacted.

Steering Committee

Co-Chaired by the Chancellor and the Chair of the Faculty Senate Strategic Planning Committee, the Steering Committee consisted of unit heads, staff, members of the Faculty Senate Strategic Planning Committee, and the SGA President as a student representative. The Steering Committee met on a weekly basis since the start of the spring semester and guided the Plan through the following process milestones:

Mission, Vision, Values

The Steering Committee began with review of the University of the and laid out process for going forward. Steering Committee chairs presented existing University and college mission, vision, and value statements to the committee. Significant review undertaken and this (the mvv) subcommittee group created several iterations of each statement. These, in turn, were shared with the entire college community and external stakeholders for additional input to be considered for incorporation in the statements.

Unit Plan Review

Numerous subcommittees were created to review each unit plan using a common matrix (Appendix X) to assess the feasibility and impact of implementing each initiative. They were encouraged to

solicit deeper information from the unit whenever necessary to clarify the unit's goals, objectives, and impact thereof on other units.

After the subcommittee review, each unit presented its strategic plan to the full Steering Committee as well as other unit leaders, to allow for additional awareness and opportunities for collaboration. Units then had the opportunity to amend and resubmit their goals and initiatives.

Town Hall Meetings

In order to involve the college community as a whole, a series of Town Hall meetings was held, in which the draft Mission, Vision, and Values were shared, along with the strategic themes. Town Hall attendees included students, faculty, members of the Board of Advisers, and community members from Middletown and Harrisburg, all of whom were invited to provide feedback and commentary on the proposed documents.

Drafting the Plan

The writing of the Strategic Plan itself began with Working Group developing an outline of the various plan sections, after which members of the Working Group were assigned the task of writing these sections based on the goals and initiatives submitted by all units. Finally, the co-chairs and the primary plan editor pulled these component pieces together to create a consistent whole.

Submission and Beyond

Implementation of a strategic plan is a dynamic enterprise and must be assessed often and maintained as a reactive process. After submission of the plan to the University, the college will distribute the plan to the community for input, and continue to refine it through the collaborative efforts described above. Furthermore, during the implementation of initiatives that are approved and move forward, each unit head will assess, evaluate, and adjust these strategic actions based on the outcomes of this assessment, sharing this on a periodic basis for continuous, College-wide improvement.

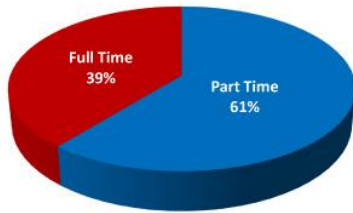
**PENN STATE HARRISBURG
BASELINE DEMOGRAPHICS FOR PLANNING CYCLE**

ENROLLMENT GROWTH	FA04	FA09	FA12	FA13
Total Enrollment	3,729	4,012	4,376	4,441
Female	54.4%	51.1%	47.1%	45.6%
Male	45.6%	48.9%	52.9%	54.4%
International	1.7%	2.4%	5.2%	8.2%
Minority	12%	17%	25%	24%
PA	94.4%	88.9%	83.6%	79.1%
Out-of-State	5.6%	11.1%	16.4%	20.9%

PENN STATE HARRISBURG BASELINE DEMOGRAPHIS

Enrollment – Full-Time/Part-Time

FALL 2001
Total Enrollment 3,239

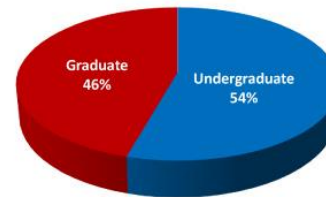


FALL 2013
Total Enrollment 4,441

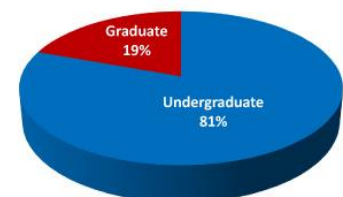


Enrollment – Undergraduate/Graduate

FALL 2001
Total Enrollment 3,239

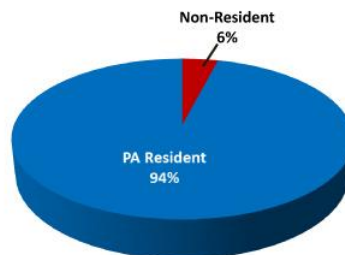


FALL 2013
Total Enrollment 4,441

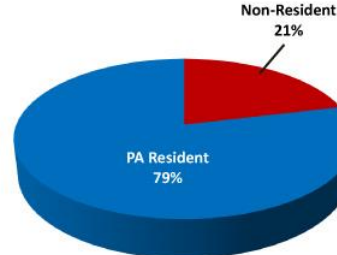


Enrollment – Residency

Fall 2001
Total Enrollment 3,239



Fall 2013
Total Enrollment 4,441



PERFORMANCE INDICATORS (2004-2013)

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline FA04	FA09	FA12	FA13
	Student Data: Freshman Indicators				
1.	Harrisburg as a first-choice campus ¹	125	996	1375	1264
2.	Harrisburg as a second-choice campus ¹	423	4596	4785	4381
3.	Freshman Evaluation Index ² (Excludes transfer and international students)	2.65	2.80	2.78	2.75
4.	Retention rate (%) of all freshmen ¹ Baccalaureate:	FA	FA	FA	FA
	One-year	84.9	84.0	81.7	NA
	Two-year	76.1	73.1	NA	NA
	Three-year	71.1	69.4	NA	NA
5.	Graduation rates (%) of all freshmen ¹ Baccalaureate:	FA	FA	FA	FA
	Four-year	39.6	40.8	NA	NA
	Five-year	58.5	NA	NA	NA
	Six-year	64.2	NA	NA	NA

¹ Source: Intranet.uao.psu.edu

² Source: Applicants_hist Database

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	Student Data: Transfer Student Indicators				
6.	Retention rates (%): ³ of first semester juniors One-year Two-year Three-year	98.6 75.3 39.7	96.1 70.6 31.4	93.5 NA NA	NA NA NA
	Student Data: Graduate Student Indicators				
7.	Average test scores of entering graduate students ⁴ GRE GMAT	675 568	605 582	Incomplete Information 606	Incomplete Information 645
8.	Assistantships ⁵	NA	17	24	22
9.	Funding for graduate students (# of awards, fellowships, and supplements) ⁶	NA	13	21	19

³ Source: Official Database

⁴ Source: Official and Gradappl Database

⁵ Source: Office of Research and Graduate Studies

⁶ Source: Office of Research and Graduate Studies

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	Student Data: High Impact Activity Indicators				
10.	Student participation in athletics ⁷	NA	175	270	232
11.	Student participation in intramurals ⁸	342	812	954	1,078
12.	Active student clubs and organizations ⁹	39	49	67	80
13.	International study ¹⁰				
	# of study tours	1	3	3	4
	# of students: study tours	33	38	40	40
14.	Internships/externships ¹¹	FA	FA	FA	FA
		67	122	169	166
15.	Endowed (college-based) student scholarships and awards ¹²	\$137,030	\$579,643	\$746,698	\$805,322

⁷ Source: Student Activities Office (Campus began intercollegiate athletics in Fall 2005; entered NCAA Division III Fall 2007)

⁸ Source: Student Activities Office

⁹ Source: Student Activities Office

¹⁰ Source: Office of International Programs

¹¹ Source: Official and Student Database – This is partial data due to the decentralized nature of the process and the lack of a centralized depository for data. One of the initiatives in this plan is focused on creating a collection system to gather complete data on internships.

¹² Source: ISIS student financial aid screen tabulation by Financial Aid Coordinator

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	College Data: Student/Faculty/Facilities Indicators				
16.	Maintain favorable section size: ¹³ Lower level (001-299 level) Upper level (300-399 level) Graduate (400-599 level)	FA 20 18 11	FA 35 25 14	FA 34 26 13	FA 32 25 13
17.	Student/faculty ratio ¹⁴	FA NA	FA 12.5:1 ¹⁵	FA 13.4:1 ¹⁶	FA 12.3:1 ¹⁷
18.	Proportion (%) of credit hours generated by full-time faculty ¹⁸	FA 73	FA 74	FA 71	FA NA
19.	Utilization of available learning space Coefficient ¹⁹ Daytime (8 a.m.-5:30 p.m.) Evening (5:30 p.m.-midnight)	FA 54 96	FA NA NA	FA 36 NA	FA 38.6 NA

¹³ Source: Student Database

¹⁴ Source: Penn State Harrisburg Fact Sheet

¹⁵ Undergraduate/Graduate Combined

¹⁶ Undergraduate/Graduate Combined

¹⁷ Undergraduate/Graduate Combined

¹⁸ Source: Official and Student Database

¹⁹ Source: University Registrar Report VPAR1169B

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	College Data: Research Indicators²⁰				
20.	Book Chapters	NA	NA	49	44
21.	Book Review	NA	NA	30	19
22.	Referred Journal Articles	NA	NA	151	150
23.	Manuscripts	NA	NA	44	56
24.	Creative Accomplishments	NA	NA	40	35
25.	Books	NA	NA	14	18
26.	Non-Refereed Journal Articles	NA	NA	79	31
27.	Conference Presentations	NA	NA	256	342
28.	Conference Proceedings	NA	NA	81	51
29.	Other Publications: Websites, Encyclopedia Entries, Monograph, Blogs & Trade Publications	NA	NA	48	29
30.	Other Intellectual Contributions: Non-Referred Articles	NA	NA	14	22
31.	Grant Total \$	NA	NA	\$6,512,463	\$5,044,332*

*Does not include entire year

²⁰ Source: Academic Schools, Penn State Harrisburg

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	Student Data				
32.	Percent of students from underrepresented groups ²¹ Minority Female	FA 12.4 54.4	FA 17.2 51.6	FA 22.2 47.1	FA 24.2 45.6
33.	Retention rate (%) for minority freshman baccalaureate: ²² One-year Two-year Three-year	72.2 63.9 52.8	84.5 73.6 66.4	79.9 NA NA	NA NA NA
34.	Enrollment of international students ²³	65	97	226	366
35.	Faculty representative of general populations (%) ²⁴ Female Minority	FA 39.8 17.1	FA 40.2 23.9	FA 38.6 22.2	FA 39.6 20.7

²¹ Source: Official Database

²² Source: Intranet.uao.psu.edu

²³ Source: Intranet.uao.psu.edu

²⁴ Source: Penn State Harrisburg Common Data Set

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	Program Collaboration				
36.	Students enrolled in joint and collaborative delivery degree programs (Joint degree programs through Dickinson, and Hershey ²⁵	FA 31	FA 16	FA 26	FA 29
	Inter-Institutional Partnerships				
37.	Contracts to provide training or service onsite # Contracts # Companies Revenue	22 19 \$353,200	45 16 \$460,000	36 17 \$ 300,300	31 14 \$68,000
38.	% of college alumni in Harrisburg region ²⁶	52.3	53.5	53.7	NA
39.	Development income ²⁷				

²⁵ Source: Official Database and EIS

²⁶ Source: Office of Development and Alumni Relations

²⁷ Source: Office of Development and Alumni Relations

	PERFORMANCE INDICATORS (2004-2013)				
		Baseline 04-05	09-10	12-13	13-14
	Enrollment Management				
40.	Students changing assignments to Harrisburg from other Penn State campuses ²⁸	FA 220	FA 207	FA 229	FA 265
41.	Manage/sustain total student enrollment ²⁹	FA 3,729	FA 4,012	FA 4,376	FA 4,441
42.	Manage/sustain total student FTE ³⁰ Average FTE Total FTE	FA .65 2,427.5	FA .75 3,012.6	FA .82 3,587.4	FA .85 3,766.8
43.	Nontraditional student enrollment ³¹	FA 1,447/ 39%	FA 1,954/ 49%	FA 1,816/ 41%	FA 1,662/ 37%
44.	Undergraduate/graduate student ratios ³² Undergraduate Graduate	FA 54.9 45.1	FA 67.5 32.5	FA 78.3 21.7	FA 80.5 19.5

²⁸ Source: 2014 Integrated Plan

²⁹ Source: Official Database

³⁰ Source: Official Database

³¹ Source: Official and Student Database

³² Source: Official Database

Appendix A: College Enrollment Trends

Table A1: Penn State Harrisburg Total Enrollment

Harrisburg	2004		2009		2012		2013	
	#	%	#	%	#	%	#	%
Undergraduate	2,047	54.8	2,708	67.5	3,426	78.3	3,577	80.5
Graduate	1,682	45.1	1,304	32.5	950	21.7	864	19.5
Total	3,729	100	4,012	100	4,376	100	4,441	100

Table A2: Penn State Harrisburg Undergraduate Enrollment by Ethnic Origin

SEMESTER	AFRICAN AMERICAN	%	ASIAN AMERICAN	%	HISPANIC AMERICAN	%	NATIVE AMERICAN	%	TOTAL MINORITY	%	INTER- NATIONAL	%	TOTAL ENROLLMENT
FALL 2004	127	6.2%	127	6.2%	47	2.3%	3	<1%	304	14.9%	10	<1%	2047
FALL 2005	155	7.5%	138	6.7%	63	3.0%	0	<1%	356	17.2%	29	1.4%	2068
FALL 2006	176	7.8%	153	6.8%	93	4.1%	7	<1%	429	19.0%	29	1.3%	2259
FALL 2007	201	8.3%	151	6.2%	94	3.9%	8	<1%	454	18.6%	34	1.4%	2435
FALL 2008	206	8.0%	172	6.7%	98	3.8%	4	<1%	480	18.7%	47	1.8%	2570
FALL 2009	218	8.1%	174	6.4%	108	4.0%	4	<1%	504	18.6%	73	2.7%	2708
FALL 2010	271	9.1%	192	6.5%	146	4.9%	5	<1%	614	20.7%	89	3.0%	2963
FALL 2011	298	9.4%	226	7.1%	173	5.5%	7	<1%	704	22.2%	104	3.3%	3167
FALL 2012	350	10.2%	237	6.9%	181	5.3%	8	<1%	776	22.7%	160	4.7%	3426
FALL 2013	373	10.4%	268	7.5%	222	6.2%	5	<1%	868	24.3%	289	8.1%	3577

Table A3: Penn State Harrisburg Graduate Enrollment by Ethnic Origin

SEMESTER	AFRICAN AMERICAN	%	ASIAN AMERICAN	%	HISPANIC AMERICAN	%	NATIVE AMERICAN	%	TOTAL MINORITY	%	INTER-NATIONAL	%	TOTAL ENROLLMENT
FALL 2004	81	4.8%	43	2.6%	27	1.6%	5	<1%	156	9.3%	42	2.5%	1682
FALL 2005	69	4.1%	39	2.3%	19	1.1%	5	<1%	132	7.9%	38	2.3%	1668
FALL 2006	62	4.0%	31	2.0%	26	1.7%	4	<1%	123	8.0%	37	2.4%	1540
FALL 2007	59	4.0%	45	3.1%	32	2.2%	1	<1%	137	9.3%	29	2.0%	1472
FALL 2008	74	5.4%	37	2.7%	31	2.3%	4	<1%	146	10.7%	17	1.2%	1366
FALL 2009	56	4.3%	34	2.6%	37	2.8%	1	<1%	128	9.8%	16	1.2%	1304
FALL 2010	59	4.7%	28	2.2%	33	2.6%	1	<1%	121	9.6%	26	2.1%	1261
FALL 2011	60	5.4%	33	3.0%	26	2.4%	3	<1%	122	11.1%	32	2.9%	1102
FALL 2012	52	5.5%	28	2.9%	30	3.2%	2	<1%	112	11.8%	63	6.6%	950
FALL 2013	38	4.4%	31	3.6%	30	3.5%	1	<1%	100	11.6%	75	8.7%	864

Table A4: Penn State Harrisburg Enrollment by Residency

SEMESTER	NON-PENNSYLVANIA	%	PENNSYLVANIA	%	TOTAL
FALL 2004	140	3.8%	3589	96.2%	3729
FALL 2005	202	5.4%	3534	94.6%	3736
FALL 2006	281	7.4%	3518	92.6%	3799
FALL 2007	329	8.4%	3578	91.6%	3907
FALL 2008	348	8.8%	3588	91.2%	3936
FALL 2009	337	8.4%	3675	91.6%	4012
FALL 2010	392	9.3%	3832	90.7%	4224
FALL 2011	469	11.0%	3800	89.0%	4269
FALL 2012	470	10.7%	3906	89.3%	4376
FALL 2013	536	12.1%	3905	87.9%	4441

Appendix B: Accreditation Schedule³³

PENN STATE HARRISBURG					
Program(s)	Degree	Accrediting Agency	Initial Accreditation	Last Review	Next Review
Civil Engineering	Bachelor	Engineering Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	2011	2011	2014
Criminal Justice (Residential and Online)	Bachelor	Academy of Criminal Justice Sciences (ACJS)	2009	2009	2019
Early Childhood Education	Bachelor Master	Pennsylvania Department of Education Program Approval	1991	2005	TBA
Electrical Engineering	Bachelor	Engineering Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1999	2012	2019
Electrical Engineering Technology	Bachelor	Technology Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1973	2010	2016
Elementary & Secondary Teacher Education	Bachelor	Pennsylvania Department of Education Program Approval	1973	2005	TBA
English as a Second Language (Certification)	Master	Pennsylvania Department of Education Program Approval	2003	2005	TBA
Electrical Engineering Technology	Bachelor	Engineering Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1973	1996	2015-16
Environmental Engineering	Bachelor	Engineering Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1999	2012	Program discontinued
Environmental Engineering Technology	Bachelor	Technology Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1973	1996	Program discontinued
Finance, Info. Systems, Management, Marketing, Accounting	Bachelor	Association to Advance Collegiate Schools of Business International (AACSB)	1998	2012-13	2017-18
General Business	Bachelor	Association to Advance Collegiate Schools of Business International (AACSB)	1998	2012-13	Program discontinued
MBA, MSIS	Master	Association to Advance Collegiate Schools of Business International (AACSB)	1998	2012-13	2017-18
Mechanical Engineering	Bachelor	Technology Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	2011	2011	2014
Mechanical Engineering Technology	Bachelor	Technology Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1973	2010	2016
Public Administration (Residential and Online)	Master	National Association of Schools of Public Affairs and Administration (NASPAA)	1980	2009	2015-16
Structural Design & Construction Engineering Technology	Bachelor	Technology Accreditation Commission of Accrediting Board for Engineering and Technology (ABET)	1973	2010	2016
Teaching & Curriculum (Reading Specialist Option)	Master	Pennsylvania Department of Education Program Approval	1976	2005	TBA
Teacher Education Programs	Bachelor Master	National Council for Accreditation of Teacher Education (NCATE)	1976	2014	TBA

³³ Source: Self-Reported by Academic Schools, Penn State Harrisburg

Appendix C: Collaborative Programs

A. Current Degree Programs

- Joint Master of Business Administration/Juris Doctor degree with the Penn State Dickinson School of Law and the School of Business Administration
- Joint Master of Science in Information Systems /Juris Doctor degree with the Penn State Dickinson School of Law and the School of Business Administration
- Joint Master of Public Administration/Juris Doctor degree with the Penn State Dickinson School of Law and the School of Public Affairs
- Joint Master of Environmental Pollution Control or Master of Science in Environmental Pollution Control/Juris Doctor degree with the Penn State Dickinson School of Law and the School of Science, Engineering, and Technology
- Joint Master of Business Administration/Ph.D. in Pharmacology with the Penn State College of Medicine and the School of Business Administration
- Joint Master of Science in Information Systems/Ph.D. in Pharmacology with the Penn State College of Medicine and the School of Business Administration
- Master of Education in Teaching and Curriculum with Penn State Beaver, New Kensington, and York
- Graduate/post baccalaureate PDE certificates in English as a Second Language and Early Childhood with Penn State Abington, Hazleton, Wilkes-Barre, Worthington-Scranton, and Abington
- The joint M.D./M.Ed. in adult education with the Penn State College of Medicine

B. Programs in Exploration/Pipeline

- The M.D./M.B.A. with the College of Medicine
- Accelerated Second Degree in Nursing (B.S.N.) with the Penn State College of Nursing
- B.S. in Biology with Penn State York
- B.S. in Elementary Education with Penn State York
- B.S. in Engineering (Civil, Electrical, Mechanical) with Fergusson College, University of Pune, India
- Computer Science 3+2 with Fergusson College, University of Pune

C. World Campus

- a. B.S. in Criminal Justice
- b. iMBA with Penn State Smeal College of Business, Penn State Erie, and Great Valley
- c. M.S. in Information Management with Great Valley
- d. M.P.S. in Homeland Security with the College of Medicine, College of I.S.T, College of Liberal Arts, and College of Agriculture
- e. B.S. in Accounting with Penn State Erie
- f. M.S. in Professional Accountancy with Smeal College, Penn State Erie, and Great Valley
- g. B.S. in Marketing with Smeal College and Penn State Erie
- h. M.H.A. in Health Policy and Administration with the College of Health and Human Development

Appendix D: Market Needs-Based Degrees, Integrated Master's Degrees, Minors, and Certificate Programs

School of Behavioral Sciences and Education

- B.S./M.S. in Psychology (IUG)
- Minor in Psychology
- Minor in Sociology
- Certificate in Health Psychology (undergraduate)
- Reading Supervisor State Certification (post baccalaureate)

School of Business Administration

- B.S. in Business Economics
- B.S. in Project and Supply Chain Management
- Full-Time M.B.A.
- Minor in Supply Chain Management
- Minor in Entrepreneurship

School of Humanities

- B.A. in Corporate Communications
- M.A. in English
- Minor in Arts Management

School of Public Affairs

- B.S./M.A. in Criminal Justice (IUG)
- B.S. in Health Policy and Administration

School of Science, Engineering, and Technology

- B.S. in Biology
- B.S. in Computer Engineering
- B.S. in Industrial Engineering
- M.S. in Mechanical Engineering
- Minor in Green Engineering
- Certificate in Computer Science (post baccalaureate)

Appendix E: Summary of High Impact Activities

Capstone Courses

The goal of the capstone course in each of the School of Science, Engineering, and Technology undergraduate majors is to have teams of students incorporate the entire curriculum into a design project. All projects have a local focus and are done in consultation with faculty and external experts (e.g., engineers).

For example, teams of Environmental Engineering students recently designed a new water treatment plant for Middletown. The students developed a preliminary design for the treatment plant, identified water sources, determined the effective treatment for each source, and developed the distribution method.

The School of Business Administration capstone course integrates all coursework students have undertaken in the previous seven semesters. The capstone course is introduced with required readings and the case studies in which students must use a particular tool (e.g., diversification of business) from the readings and complete analyses.

Clubs and Organizations

More than 70 clubs and organizations are available to students to enhance their overall college experience or advance knowledge in their chosen academic field. From the campus newspaper, to the Finance Club, to the International Affairs Association, students have the opportunity to join an organization which fits their social and career goals.

Honors Programs

Students enrolled in the one of the two Honors Programs prepare for the capstone project through a series of courses. Working closely with a faculty supervisor, most students choose to complete the capstone requirement by writing a research-driven thesis, but they also may pursue other options in areas such as creative writing, engineering design, photographic expression, or documentary film.

Intercollegiate Athletics

A member of the Capital Athletic Conference and the NCAA Division III, the college offers intercollegiate athletics in 16 sports – baseball, golf, women’s volleyball, softball, and men’s and women’s teams in basketball, cross country, tennis, soccer, and indoor and outdoor track. Nearly 150 students currently participate in these sports. Additional sports under consideration are swimming, field hockey, and lacrosse.

International Study Tours

Drawing on the success of its previous study tours, the college will increase the number of study tours offered and expand the tour destinations into new regions of the world, introducing students to cultures that are fast becoming important in the global economy. The college also will open these tours to other Penn State colleges and campuses.

Intramural Sports

Designed to be recreational rather than competitive, the intramural sports available to students are all conducted with co-ed rosters. Sports available to students include: table tennis, tennis, horseshoes, badminton, basketball, racquetball, softball, volleyball, flag football, and dodgeball. Nearly 800 students participate in intramurals.

Service Learning

Service learning is an integral part of the educational experience provided to students. All professional programs at the undergraduate level and most at the graduate level require internships.

For example, the School of Science, Engineering, and Technology has established a program for its students in mathematics, science, engineering, and engineering technology which includes an externship during their freshman year followed by another on-the-job experience after 60 credits of study. Students are given the opportunity to visit workplaces, meet professionals in the discipline, and learn more about the field. Early field externships are linked to the cooperative education experience students select in the senior year. These experiences lead to greater understanding of the profession with the goal of increased retention.

The School of Public Affairs is home to the Harrisburg Semester Internship Program which offers students a semester-long opportunity to live, work, and study with business, industry, government, and nonprofits in the capital city.

Education majors undergo extensive field experiences during the junior year prior to student teaching. Within the Harrisburg School District, students are placed for field experience in three elementary schools, as well as Sci-Tech High School.

In the School of Business Administration, students complete internships with major companies throughout the region, such as Capital Blue Cross, PHEAA, Select Medical Corporation, Highmark, the PA Media Group, and TE Connectivity.

Appendix F: Full-Time/Part-Time Faculty Student Credit Hour Generation³⁴

	Fall 2004	%	Fall 2009	%	Fall 2012	%	Fall 2013	%
UNDERGRADUATE								
Full-Time	37,963.0	52.8%	54,078.5	59.5%	60,349.7	57.8%	71,542.6	62.2%
Part-Time	14,383.0	20.0%	21,345.5	23.5%	30,696.9	29.4%	30,805.0	26.8%
TOTAL	52,346.0	72.9%	75,424.0	83.0%	91,046.6	87.2%	102,347.6	89.0%
GRADUATE								
Full-Time	14,815.0	20.6%	12,964.4	14.3%	10,479.0	10.0%	10,093.0	8.8%
Part-Time	4,693.0	6.5%	2,435.0	2.7%	2,926.0	2.8%	2,599.0	2.3%
TOTAL	19,508.0	27.1%	15,399.4	17.0%	13,405.0	12.8%	12,692.0	11.0%
TOTAL UG/GR	71,854.0	100.0%	90,823.4	100.0%	104,451.6	100.0%	115,039.6	100.0%

³⁴ Excludes Continuing Education

Appendix G: Diversity Data

Table G1: Utilization and Goals for
Faculty within College by Division, Spring 2014³⁵

Harrisburg	Total	Minority		Women		Availability %		Goal %	
		N	%	N	%	Minority	Women	Minority	Women
Tenured & Tenure Track									
Behavioral Sciences and Education	31	7	22.6%	23	74.2%	19.3	50.3		
Business Administration	27	7	25.9%	7	25.9%	18.6	32.7		32.7
Humanities	21	2	9.5%	7	33.3%	14.3	40.5	14.3	40.5
Library	5	1	20.0%	2	40.0%	22.0	45.9	22.0	45.9
Public Affairs	15	5	33.3%	5	33.3%	17.8	42.5		42.5
Science, Engineering, & Technology	34	12	35.3%	5	14.7%	18.2	27.0		27.0
Tenured & Tenure-Track Total	133	34	25.6%	49	36.8%	*18	*38.2		38.2
Non-Tenure-Track Total	84	11	13.1%	37	44.0%	*18	*38.2	18.0	
College Total	217	45	20.7%	86	39.6%	*18	*38.2		

Table G2: Utilization and Goals
Administrative and Non-Faculty, Spring 2014³⁶

Harrisburg EEO-6 Category	Total	Minority		Women		Availability %		Goal %	
		N	%	N	%	Minority	Women	Minority	Women
(01) Executive/Admin/Managerial	35	7	20.0%	14	40.0%	10.0	37.9		
(03) Professional Non-Faculty	86	17	19.8%	52	60.5%	9.4	43.0		
(04) Secretarial/Clerical	78	10	12.8%	75	96.2%	9.2	60.1		
(05) Technical/Paraprofessional	15	1	6.7%	6	40.0%	6.7	50.2	6.7	50.2
(06) Skilled Crafts	22	2	9.1%	1	4.5%	5.1	4.1		
(07) Service/Maintenance	44	10	22.7%	17	38.6%	12.0	32.0		
Total	280	47	16.8%	165	58.9%				

³⁵ Penn State University Office of Affirmative Action

³⁶ Penn State University Office of Affirmative Action

Appendix H: Centers and Institutes

Research Centers & Institutes	Funding Source	Web Address
The Capital Area Early Childhood Training Institute (CAECTI) the purpose is to improve the quality of child care for young children by developing, providing, and coordinating a wide variety of professional development opportunities and early childhood services in the South Central Region of the Commonwealth.	Office of Child Development and Early Learning (OCDEL)	http://harrisburg.psu.edu/capital-area-early-childhood-training-institute
The Capital Area Institute for Mathematics and Science seeks to improve research-based teaching and learning in the areas of mathematics and science PreK-12 with a primary emphasis on long-term, sustained professional development of those directly involved in the education of children and youth.	Tyco Foundation, Wachovia, Seven Trees Foundation, PPG Industries, and Penn State Children, Youth, and Families Consortium	http://harrisburg.psu.edu/capital-area-institute-for-mathematics-and-science
Center for Signal Integrity supports research and product development for local and national companies and advances research partnerships between the College and industry.	Ben Franklin Technology Partners, Innovation Transfer Network, TE Connectivity, Phoenix Contact, Amphenol/Intercon, and Yakazi-North America	http://www.hbg.psu.edu/csi
Center for the Improvement of Teaching and Learning establishes research-based partnerships to improve the quality of teaching and learning in Pennsylvania schools, especially those in central Pennsylvania.	U.S. Department of Education, PA Department of Education, and Family Communications Inc.	http://citl.hbg.psu.edu/
Central Pennsylvania Research and Teaching Laboratory for Biofuels -serves as a center for the study of second- and third-generation biofuels, with the goal of bringing environmentally friendly energy alternatives to the marketplace.	PADCED, Keystone Biofuels, Whitaker Foundation, ITN USDA-ARS, NSF, Ben Franklin, Kunj Biotech, Ernst Conservation Seeds, Select Medical, UGI	http://harrisburg.psu.edu/places/central-pennsylvania-research-and-teaching-laboratory-biofuels
Environmental Technology Center is home to the college's Environmental Engineering programs and two training centers.	PA Department of Environmental Protection, U.S. Environmental Protection Agency, and workshop fees	http://www.hbg.psu.edu/etc/
Innovation Transfer Network pairs regional higher education institutions, economic development organizations, business, and government to provide companies with a gateway to discover how they can partner with college researchers to meet their respective innovation needs.	PA Department of Community and Economic Development	http://www.innovationtransfornetwork.org/
Institute of State and Regional Affairs undertakes applied research and service projects for federal, state, regional, and local government agencies as well as for the private sector. The Institute consists of four core centers: Pennsylvania State Data Center, Center for Survey Research, Center for Geographic Information Services, and the Economic Development Research and Training Center.	PA Departments of Public Welfare, Health, Education, Transportation, Labor and Industry; Governor's Office of Administration; PA Legislature; statewide and local organizations supporting the Penn State Poll; PPL Electric Utilities; Verizon.	http://isra.hbg.psu.edu/ http://edrhc.hbg.psu.edu http://pasdc.hbg.psu.edu/ http://csr.hbg.psu.edu/
Justice and Safety Institute (JASI) formed in 1971 to meet the professional development needs of law enforcement and public safety professionals.	Pennsylvania Child Support Enforcement Training Institute (PACSETI), PA Commission on Crime and Delinquency (PCCD) and Fee for Service Training	http://www.jasi.outreach.psu.edu/#index.php?home
Recycling Markets Center's mission is to expand and develop more secure and robust markets for recyclable materials by enhancing knowledge and skills of professionals, supporting market development opportunities, and delivering relevant and effective programs and services.	PA Department of Environmental Protection	http://www.parmc.org/
Venture Investment Forum is designed to create new opportunities for the funding of entrepreneurs in Central Pennsylvania.	Ben Franklin Technology Partners of Central and Northern PA	http://www.venture-forum.org/