

Reaching for 2025 and Beyond

Slippery Rock University Strategic Planning and Assessment

- Selected Goals (by committee vote) April 8, 2011 Steering Committee Meeting
- Selected Outcomes/Action Statements (by committee vote) April 21, 2011 Steering Committee Meeting
- Approved addition of Trend Six: Wellness (by committee vote) October 19, 2011 Steering Committee Meeting

Reaching for 2025 and Beyond. The University's strategic thinking and long-term planning is influenced by the significant global trends facing the next generations of educated citizens. Our purpose is to provide as best as possible an in-depth understanding of the issues their generation will be asked to address. By focusing on the educational needs of the future, 2025 and beyond, our hope is that our students will have the skills and the leadership talent to make a difference in the quality of life on our planet throughout their lifetimes.

Population

Global Challenges

Trend One: Understand global demographic differences and population changes that impact political, environmental, and economic stability.

Slippery Rock University is committed to act upon the institutional and educational challenges of these global trends, preparing students in the sciences, humanities, arts, health and human services, business, and education. The university recognizes its mission to provide meaningful educational opportunities that produce informed, globally-invested citizens who make meaningful personal and professional contributions to the global community.

In order to accomplish this, SRU will establish a living and learning environment that encourages the engagement of students in a global community; be recognized for undergraduate and graduate academic programs that support the global community; be recognized as a preferred workplace where faculty and staff participate in professional, scholarly, and personal growth opportunities that support engagement in and competencies related to global trends; and provide educational opportunities to existing and emerging nontraditional learning communities, including alumni, community members, and retirees.

SRU Goal: Slippery Rock University will establish a living and learning environment that encourages the engagement of students in a global community.

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|-----------------|--|
| ACTION | Expand opportunities and dedicate resources for international students to study at Slippery Rock University. |
| BASELINE | Identify international students as a discreet group from "out-of-state" students and begin documenting in fall 2010. |

ACTION Develop new and existing opportunities for internships, travel and study abroad programs.

MEASURE Number of students participating in global internships, travel and study abroad programs.

BASELINE 282 students in 15 countries (2004)

UPDATE 331 students in 20 countries; 122 studied abroad (2007)

UPDATE 333 students in 20 countries; 112 studied abroad (2008)

UPDATE 426 students in 18 countries; 112 studied abroad (2009)

UPDATE 420 students in 28 countries, 114 studied abroad (2010)

STRATEGIES: Promote a comprehensive learning experience that combines classroom instruction with service learning, experiential learning, and extracurricular activities to produce informed, globally-invested citizens who contribute in meaningful personal and professional ways to the global community.

SRU Goal: *Slippery Rock University will continuously improve the quality and value of its academic degrees, intellectual products and programs.*

ACTION Slippery Rock University faculty and staff will collaborate to create learning opportunities for students to apply their classroom knowledge to real world situations.

MEASURE Number of opportunities created for students

SUBCOMMITTEE NOTE: Action statements targeting an application of classroom knowledge to "real world situations" would provide an opportunity to measure outcomes for students "who contribute in meaningful personal and professional ways to the global community."

ACTION Promote academic and cultural arts activities – such as Kaleidoscope Festival, Luna Fest, and fine arts programs that foster awareness of regional, national, and global issues and cultures.

BASELINE Public Relations publications and news articles showcasing events

SRU Goal: *Create an environment conducive to student growth and development in areas of leadership, civic engagement and professional preparation.*

Develop living and learning opportunities that are integrated through residential programs such as community development activities and Living-Learning Communities to encourage global citizenship and the interaction of domestic and international students across national, cultural, and experiential lines.

Engage all students in the development of leadership skills required in the context of global trends through programs such as the Compass Leadership Program, the Freshman Leadership Scholars Program, centralized Peer Leader Campus Wide Training, Club & Organization Student Leader Training, and community service opportunities.

ACTION Develop a student leadership certification process to ensure that all students meet basic competencies in leadership skills and to provide advanced certification for those who choose to pursue additional experience. (SL)

MEASURE Students participating in the advanced leadership certification process.

- BASELINE** One of five students completed the Advanced Leadership Certification program prior to the end of the spring 2007 semester. A leadership certification process is developed for implementation in a collaborative effort between the Center for Student Involvement and Leadership and the FYRST seminar program. Beginning in August 2007 students can achieve certification at varying levels: leadership, emerging leadership, and advanced leadership.
(Spring 2007)
- UPDATE** The Center for Student Involvement & Leadership launched the leadership certification program, Compass Leadership Program, with 478 students enrolled for initial year (6.3% of the 7585 undergraduate population), 336 students received Level 1 certification, 13 students received Level 2 certification, 4 students were paired with a faculty/staff mentor and received Level 3 certification. Ten sections of the FYRST Seminar collaborated with the Compass Leadership Program and enrolled 248 students in Level 1; 191 FYRST Seminar students completed the requirements and received Level 1 certification.
(Spring 2008)
- UPDATE** Currently, 1168 students are enrolled in the Compass Leadership Program (15.2% of the undergraduate population), a 9% increase from last year. 835 received Level 1 Certification, 336 received Level 1 certification in 2008; 33 students received Level 2 Certification, 13 students received Level 2 Certification in 2008; 8 students were paired with faculty/staff mentors and received Level 3 certification compared with 4 students last year.
(Spring 2009)
- UPDATE** Currently, 1928 students are enrolled in the Compass Leadership Program (22% of the undergraduate population), which is a 6.8% increase from last year. 850 students received Level 1 Certification, compared to 835 last year; 56 students received Level 2 Certification, compared to 33 last year; 12 students were paired with faculty/staff mentors and received Level 3 certification compared with 8 students last year.
(Spring 2010)
- UPDATE** Currently, 2,247 students are enrolled in the Compass Leadership Program (27.9% of the undergraduate population), which is a 6% increase from last year. 991 students received Level 1 Certification, compared to 850 last year; 173 students received Level 2 Certification, compared to 56 last year; 14 students were paired with faculty/staff mentors and received Level 3 certification compared with 12 students last year.
(Spring 2011)

SUBCOMMITTEE NOTE: Subcommittee recommends additional statements to measure other leadership development programs and accommodation of global leadership competencies within the structure of the Compass Leadership Program.

STRATEGIES: Safeguard a core liberal education program that provides the breadth of knowledge, skills, and values expected of an educated person in our global community.

Strategies

Slippery Rock University will establish a living and learning environment that provides for development of the total person.

STM Leadership

Trend Two: Expand our capacity to create and ethically utilize science, mathematics and technology to solve a number of the most challenging crises we face today.

The very nature of higher education involves the creation, collection, analysis, and dissemination of information. As STM areas become increasingly important in the functioning of society, the very essence of what we as educators do changes as well. For example, the roles and definitions of classrooms, textbooks, libraries, student-faculty communication and research are all being transformed by ubiquitous computing and the technologies of information. As new disciplines are born, disciplinary mutation and interdisciplinary cross-fertilization becomes widespread rather than exceptional.

To meet the STM-specific needs of the students, Slippery Rock University must place a proactive emphasis on supporting STM disciplines, and on increasing student awareness of the role STM plays in modern society. In addressing student education in the STM areas, it is necessary to consider the needs of students whose career goals lie within STM majors as well as those students in other, non-STM areas. As a result, Slippery Rock University must further develop STM content and provide substantial support for STM educational experiences in all areas of the curriculum. In particular, a greater emphasis on exposure to STM content in the Liberal Studies Program is necessary to ensure adequate student preparation. Especially in STM-oriented majors, institutional support for the acquisition of cutting-edge technology, including both science instrumentation and computational resources, is necessary to ensure that students entering STM fields upon graduation have the skills needed for success. In addition, Slippery Rock University recognizes the strategic imperative of nurturing a culture of ethical thinking at all levels of the institution, and assuring that ethical decision making is emblematic of the SRU experience.

In meeting these goals, Slippery Rock University envisions that students earning a degree, whether in STM disciplines or not, will possess certain STM-related competencies, which will contribute significantly to the students' future success.

Science, Technology and Mathematics Student Competencies

Students earning a degree in any discipline are expected to have ...

- A firm educational foundation permitting them to appreciate the critical roles that STM plays in the productive functioning of modern society
- An increased capacity to critically evaluate and make informed decisions about the content and ethics associated with the increasing number of societal issues that are STM-related
- An appreciation of the importance and application of the scientific method to STM-related studies

In addition, students earning a degree in STM disciplines are expected to have ...

- A firm educational foundation in knowledge areas specific to their respective disciplines
- A significant skill set in the use of relevant modern technologies, which will enhance post-graduation employment opportunities, long-term productivity, and ability to contribute to the advancement of their respective areas

Specific Strategic Goals

To address the long-term STM educational needs of students at Slippery Rock University, the following strategic goals are being adopted. Each of the strategies is linked to the institutional accountability measures (IAM) listed in the appendix

SRU Goal - Slippery Rock University will increase new and enrolled student interest and participation in Science, Technology and Mathematics disciplines [IAM 1, 4, 10, 13]

ACTION	The Office of Retention Services will coordinate campus efforts to improve the graduation rates in STM areas
MEASURE	Track graduation and retention rate of freshman cohort-grouped undergraduate students in STM areas: Number of students enrolled in science and technology areas using CIP codes 03, 14, 15, 26, 40, 48 and 45072 for science.
BASELINE	591 students (Fall 2003)
UPDATE	636 students, up 5.8% majored in science and technology as compared to 599 students enrolled in fall 2006. (Fall 2007)
UPDATE	710 students, up 11.6%, majored in science and technology as compared to 636 students enrolled in fall 2007. (Fall 2008)
UPDATE	790 students, up 11.3%, majored in science and technology as compared to 710 students enrolled in fall 2008. (Fall 2009)
UPDATE	765 students, down 3.2%, majored in science and technology as compared to 790 students enrolled in fall 2009. (Fall 2010)
ACTION	The Center for Undergraduate Research will promote the SRU Research Symposium as a venue to stimulate interest in STM areas
MEASURE	The number of undergraduate students participating in the symposium
BASELINE	91 people presented 44 projects, 61 students (42 undergrads; 19 graduates), 23 faculty, 2 staff, 5 outside faculty (2003 Symposium)
UPDATE	129 people presented 44 projects: 91 students (77 undergraduates, 14 graduates), 35 faculty advisors, 3 outside participants (2008 Symposium). Under the guidance of the Director of the Library, the Research Symposium is showing a 57% increase in participation (2007-2008 Symposium)
UPDATE	151 people presented 43 projects: 122 students (112 undergraduates, 10 graduates), 29 faculty advisors. Under the guidance of the Director of the Library, the Research Symposium is showing a 17% increase in participation (2008-2009 Symposium)
UPDATE	155 people presented 74 projects; 104 students (95 undergraduates and 9 graduates), 51 faculty advisors. Under the guidance of the Director of the Library, the Research Symposium is showing an 8% increase in participation (also an increase of 72% in presentations over 2008-09 although a decrease of 18 students participating due to a smaller number of group projects represented.) (2009-2010 Symposium)
UPDATE	129 people presented 63 projects at the Symposium for Student Research, Scholarship, and Creative Activity: 99 students (95 undergraduates and 4 graduates), and 38 faculty advisors. Under the guidance of the Director of the Library, the Research Symposium is showing a 15% decrease in projects over 2009-2010 and a 17% decrease in overall participation, although the same number of undergraduate students presented in 2010/11 compared to the previous year. The decrease in participation is largely due to less faculty participation. (2010-2011 Symposium)

SRU Goal - Slippery Rock University will increase student achievement in STM areas by providing challenging curricular, co-curricular, and extracurricular experiences, with engaging instruction, and with assessments that encourage real world, inquiry-based problem solving [IAM 1, 2, 3, 4, 5, 7, 8, 16]

ACTION Academic Affairs will support student/faculty collaborative research projects in STM areas

MEASURE Resource allocation by the university (U), College of Health, Environment and Science (CHES), and/or Academic Affairs (AA) for faculty/student research projects

BASELINE **2003-2004:** \$38,988 (U)

UPDATE **2007-2008:** \$35,000 (U), \$10,524 (CHES)

UPDATE **2008-2009:** \$35,000 (U), \$18,982 (CHES), \$5000 toward 10 student researcher awards (AA)

UPDATE **2009-2010:** \$35,000 (U), \$14,516 (CHES), \$5000 toward 10 student researcher awards (AA)

UPDATE **2010-2011:** \$35,000 (U), \$18,079 (CHES), \$5,000 toward 10 grant awards of \$500 each to student researchers (AA).

ACTION Academic Affairs will support STM-oriented co- and extracurricular initiatives such as on-campus workshops, lecture series for students and faculty on modern trends affecting STM disciplines, field experiences, and cross-disciplinary endeavors

MEASURE Resource allocation and number of opportunities

BASELINE To be established

ACTION Academic Affairs and University Advancement will support and expand initiatives, such as the business incubator, that have the potential to provide students with real-world experience in STM areas

MEASURE Number of initiatives impacting students in STM areas

BASELINE To be established

SRU Goal - Slippery Rock University will provide technological resources to facilitate learning, research, and professional development for students, faculty and staff in STM areas [IAM 2, 3, 5, 8]

ACTION Information Administrative Technology Services will provide timely training for students, faculty, and staff in emerging technologies available on campus

MEASURE Number of training opportunities

BASELINE To be established

Cultural Awareness

Trend Three: Appreciate the global interdependence of economies and nations and how concerns over identity, heritage and culture take on increasing importance when people, resources and ideas must be exchanged across borders.

Goals and Actions

SRU students in 2025 will have to contend with complex cultural trends that will affect their personal and professional lives. SRU has identified the following strategic goals in relation to the trend identified as “The need to understand other cultures.” These strategic goals for 2025 for Slippery Rock University are in alignment with PASSHE’s diversity related strategies and with SRU University-Wide Outcomes.

SRU Goal: Prepare all SRU students to be successful professionals for the culturally diverse world of the year 2025 and beyond

ACTION	Create, improve, and maintain programs, co-curricular activities, and extracurricular offerings as well as courses related to the exploration and analysis of cultural factors (University Outcome – Aesthetic perception and Ability);
MEASURE	The quantity and quality of student involvement as provided by assessments in all areas related to diversity and inclusion (i.e. number of minority students by category, number and attendance to diversity related events, number of diversity related courses)
BASELINE	Current level of participation as provided by existing measures in programs offered by the Frederick Douglass Institute and International Services
UPDATE	We have had a steady level of participation in the Frederick Douglass Institute programs since 2004. Since then we have offered between 8 and 12 programs and between 390 and 575 students have participated in them. Since 2006 International Services has had an increase in the number of students overseas from 331 to 426 but has had a decrease in students studying abroad from 173 to 112.
ACTION	Require all undergraduates to participate in an international program and to learn a world language other than their own
MEASURE	Establish a world language degree requirement with at least a one semester college level proficiency.
BASELINE	Level of proficiency acquired by the majority in each of the different languages.

SRU Goal: Provide support for development of grants and contracts for faculty research and development.

ACTION	International Professional Development grants, diversity grants activity through support of Grants Office.
MEASURE	Increase in grants externally funded.(AA)
BASELINE	Grants 2003: Federal: 8; State: 17; Other and Private: 8
UPDATE	Grants 2007: Federal: 8; State: 19; Other and Private: 17
UPDATE	Grants 2008: Federal: 7; State: 25; Other and Private: 22
UPDATE	Grants 2009: Federal: 8; State: 21; Other and Private: 27
UPDATE	Grants 2010: Federal: 7; State: 23; Other and Private: 12

Education as Access

Trend Four: Value that knowledge grows and that education and a commitment to life-long learning are essential tools for all segments of our societies to be successful.

Themes

- Shaping the university's student body to be representative of our country.
- Providing strategies that assure access from all economic levels of the Commonwealth.
- Operating with efficiency that maintains affordable costs to students.

A college education is considered a major key in achieving economic success and upward mobility in American society. However, first-generation and low-income students and students of color still have many disadvantages ranging from financial to personal needs and from cultural to institutional barriers. Statistics show that low income students and students of color are two times more likely to abandon studies than students who do not have these associated risk factors and they are less likely to return (Renny Christopher in "New Working Class Studies in Higher Education"). Slippery Rock University, as a premier residential institution, needs to continue its successful strategies and develop new strategies that narrow this gap. In addition, the Pennsylvania State System of Higher Education (PASSHE) has established accountability measures that include, number of degrees awarded, second year persistence by ethnicity, graduation rates by ethnicity, diversity of entering class, internships, and enrollment diversity; all of which are addressed within the goals and strategies/actions associated with improving Slippery Rock University's commitment to social mobility.

For the purpose of strategic planning, low income students are identified as Pell Grant Recipients. Underrepresented Minority Students (URM) – Includes African-American, Hispanic, and American-Indian students; as well as students who report a combination of Black, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander with any other race. Students who select Hispanic and another race are considered Hispanic, not multiracial. Non-URM students include White, Asian/Pacific Islanders, and students who report White and Asian as their multiple races. Unknown and nonresident aliens are excluded.

To clearly define these strategies/actions, existing trends first must be shared. These trends include but are not limited to:

- Stringently defined retention and graduation rate performance indicators affect the institution's direct and indirect funding sources. Unfortunately, these indicators do not take into consideration the unique characteristics and challenges faced by First Generation/Low Income students. Since maximizing PASSHE performance funding is critical to the institution's long-term viability, SRU has responded by increasing the number of transfer students (over 20% in 8 years); many of whom are low income. The low income student population at both the freshman and transfer levels has not yet been thoroughly studied to determine their comparative graduation/retention rates and the appropriate intervention strategies that should be developed to ensure their success.
- Across the nation, there is an increased awareness and interest in service learning and civic engagement. Students participating in such activities/internships can not only improve their opportunities for college success, but such activities can have a significant positive impact on first generation, low income students and students of color.
- Unemployment and underemployment are more prevalent for those who lack a college degree, and income level and quality of life are closely related to educational attainment.

While many SRU students value a college degree, some wish to remain in the local employment market and will not leave the region to seek opportunity.

- Availability of resources to provide professional development opportunities to faculty, staff, and administration regarding issues of socioeconomic class remains in competition with other individual and institutional priorities.

SRU Goals and Actions

Currently at SRU, 47% of the fall 2009 first-year cohort students are first generation, 38.4% are low income and 9.1% are students of color. These students enter a new, often alien culture in the university, with a value system that may conflict with their home experience. SRU has and will continue to undertake efforts to assist with this transition.

SRU Goal – Student Identification, Tracking, Support and Assessment:

Improve student learning and success of low-income, first-generation students and students of color, (FGLI/SC) including first-year and transfer cohorts, as measured by improved retention and graduation rates, obtained through existing and expanded institutional research processes.

ACTION Increase the amount of need-based funding from private sources (SRU Foundation, Inc.) and public sources (financial aid) for low income students. (ADV & AA)

MEASURE Determine current levels of funding from both sources and increase appropriately
BASELINE Current private and public funding levels

ACTION Increase the amount of scholarship funding from private sources paid out by Slippery Rock University Foundation, Inc. and the Alumni Association. (UA)

MEASURE Dollars expended by University Advancement (UA) and Alumni Affairs for scholarships from July 1 to June 30

BASELINE \$504,179 (2003-2004) (UA), \$19,064 (2003-2004) (ALUMNI)

UPDATE \$1,844,988, up 13.5% (2007-2008)

UPDATE \$1,978,529, up 7.2% (2008-2009)

UPDATE \$2,149,300 (including \$167,000 provided through the new ROCK Opportunity Fund), up 8.6% (2009-2010)

UPDATE \$1,993,302 (including \$136,250 provided through the ROCK Opportunity Fund), down 7.3% (2010-2011)

ACTION Improve retention for Underrepresented Minority Students (URM/Pell Grant recipients). (AA & SL)

BASELINE First-to-second year persistence for African-American students (64.9%) and Hispanic students () (2002)

UPDATE First-to-second year persistence for African American and Hispanic students (Cohort 2006-67.5%, down 6.5%), Cohort 2005-74.3%, Cohort 2004-67.2%. **2007-2008**

UPDATE First-to-second year persistence for African American and Hispanic Students (Cohort 2007-77.6%, up 10.1%), Cohort 2006-67.5%, Cohort 2005-74.3%, Cohort 2004-67.2%. **2008-2009**

UPDATE First-to-second year persistence for African American and Hispanic Students (Cohort 2009-76.7%, up 2.9% from last year), Cohort 2008-73.8% (revised 2008 retention rate, 77.6% was incorrect), Cohort 2007-77.6%, Cohort 2006-67.5%, Cohort 2005-74.3%, Cohort 2004-67.2%. **2010-2011**

ACTION	Increase the number of Board of Governor's Scholars (AA)
MEASURE	Number of Board of Governors Scholars
BASELINE	123 – (2003)
UPDATE	Increased the number of Board of Governor's Scholars. 141 - 2007, down 1.4% from 2006, 143 - 2006, 122 - 2005, 138 - 2004, 123 - 2003. (2007)
UPDATE	Increased the number of Board of Governor's Scholars. 146 – 2008, up 3.5% from 2007. 141 – 2007, 143 – 2006, 122 – 2005, 138 – 2004, 123 – 2003. (2008)
UPDATE	Increased the number of Board of Governor's Scholars. 148– 2009, up 1.4% from 2008. 146 - 2008, 141 – 2007, 143 – 2006, 122 – 2005, 138 – 2004, 123 – 2003. (2009)
UPDATE	Increased the number of Board of Governor's Scholars. 152 - 2010, up 1.3% from 2009. 148 – 2009, 146 - 2008, 141 - 2007, 143 - 2006, 122 - 2005, 138 – 2004, 123 – 2003. (2010)

SRU Goal - Social, Economic, and Technological Mobility:

Identify distinct “mobility” issues, related to the social, economic, and technological mobility of low income, underrepresented minority students and transfer students. A college education is no longer a luxury, but a necessity to compete for entry-level positions; however, low income students frequently do not enjoy the social/career networking opportunities, economic resources, and technological applications that are available to middle and upper income cohorts.

ACTION	Identify institutional cultural, economic, and technological barriers that limit low income students' success. (AA & SL)
MEASURE	A working group will be established to research this issue and issue its findings from which possible actions may be taken.
BASELINE	A report will be presented by the end of the 2011-2012 academic year.
ACTION	Assist students in developing a wider geographic vision of employment opportunities and define a model for social, career networking and mentoring opportunities for low income students. (AA)
MEASURE	Career Services will incorporate in its services/materials information and resources that assist students in overcoming their resistance to leaving the region to find employment and will collaborate with academic departments to develop networking/mentoring events for low income students.
BASELINE	To be established during the 2011-2012 academic year.

Strategies

Slippery Rock University will strive to be affordable for eligible students from low- and middle-income families.

- Increase the number of need-based scholarship opportunities for prospective and current students.
- Decrease the total average debt of students at time of graduation.

Sustainability

Trend Five: Recognize that our planet’s ability to provide us with adequate food, water, clean air and energy depends on our stewardship.

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

SRU Goal - To increase the opportunities for students to learn about sustainability and get involved in sustainability efforts on campus and in the surrounding communities.

ACTION	Increase the number of sustainability components within goal courses in the Liberal Studies Program
MEASURE	Review of components added to goal courses
BASELINE	Annual ASSHE STARS Report – Curriculum score 9.24/55.00 (preliminary)
UPDATE	Data to be provided with STARS final submissions (August 2011)
ACTION	SRU will continue to fully support the Green Fund student initiative and encourage participation by students, faculty and staff
MEASURE	Number and monetary support of projects by academic year
BASELINE	2009 Green Fund supported 9 projects totaling \$73,598
UPDATE	2010 Green Fund supported 11 projects totaling \$48,786
UPDATE	2011 Green Fund supported 9 projects totaling \$34,622

Administration and Finance

Ongoing Activities

SRU’s administration has demonstrated a long history of supporting efforts to promote sustainable practices. The most recent example was President Robert Smith signing the American College and University Presidents Climate Commitment in November of 2009. By signing the agreement, the university has committed to neutralize greenhouse gas emissions as soon as possible, and to accelerate its research and educational efforts in an effort to equip society to re-stabilize the earth's climate. Existing administrative programs and committees on campus also demonstrate SRU’s efforts to promote sustainable practices. Foremost among these have been the student-initiated Green Fund Advisory Board, which has awarded \$75,000 each year in sustainability grants, and the Green Bike Initiative, which provides free bike checkouts to reduce automobile use. Two additional committees on campus promoting sustainability are the Energy Conservation Committee, and the Environmental Zoning Committee.

Challenge

While various departments, committees, and individuals on campus have been making progress toward adopting sustainable practices, there is a lack of campus wide coordination and communication that would make these efforts more successful. Much of the sustainability work currently being accomplished is not the direct responsibility of any one individual or group, and so does not get the priority that these issues demand. What is needed is a commitment to fund and staff an Office of Sustainability that would drive these efforts and engage the entire campus community. As mentioned above, the savings from reduced energy use, reduced paper and other supplies, and reductions in both landfill and water fees have the potential to more than offset the additional costs of establishing a sustainability office. Responding to the 2005 Cornell survey, the University of British Columbia reported total annual savings of \$2.6 million due to its sustainability programs, and that energy savings alone fund that school’s sustainability office.

Other schools reported similar savings. Although SRU does not operate at the same scale as UBC, there remains a strong potential for the sustainability office to be self supportive through energy savings and obtaining grants.

SRU Goal - SRU will shift toward a more sustainable model by using a systems approach that coordinates and engages all aspects of campus operations.

ACTION SRU will create a new Office of Sustainability in a highly visible location, and create the position of Campus Sustainability Officer – a full-time position reporting to the President, with adequate office support staff, including a full-time graduate assistant position by Fall 2012.

MEASURE Appointment of position and staffing implementation

BASELINE

Operations

Ongoing Activities

SRU has been steadily reducing its use of energy and natural resources, despite the addition of new buildings. While the campus square footage has increased from 1.9 million in 2003-04, to 2.26 million in 2008-09, total energy use has decreased primarily through the replacement of older, less efficient buildings at the end of their useful service lives with new, energy efficient buildings, increases in the efficiency of mechanical, electrical, and controls systems, and improved building shells (better insulated roofs and walls, and energy-efficient windows) in an aggressive building renovation program, and the use of ESCO (Energy Service Company) contracts to improve lighting systems in existing buildings. The six new residence halls are LEED (Leadership in Energy and Environmental Design) certified and the University has declared that all future construction and renovation projects must meet LEED standards. The new halls include motion detectors that provide lighting on demand, as well as computer-controlled heating and cooling systems that monitor outside air temperature and optimize systems operations in order to more efficiently provide the heating or cooling as needed within the halls. One of the environmental benefits of these decreases in energy consumption, coupled with the installation of a flexible fuel system provided in the central heating plant, was a reduction of almost 50% in the amount of coal burned in the last five years without a significant increase in energy costs. The installation of a \$4 million baghouse and flue gas heat recovery system at the central heating plant, to be completed by 2011, will provide further opportunities to both increase plant efficiency and greatly decrease local emissions.

Water-conserving sink faucets and automatic flush toilets have been installed where feasible and are helping the University conserve water and money. A massive office and classroom lighting retrofit was completed in 2002 and is showing considerable electrical energy saving for the campus. The University has an active recycling program and annually recycles more than 273,000 tons of material that would have been sent to landfills. In addition, 16 tons of pre-consumer food scraps are taken from campus dining halls and combined with leaves collected on campus and from the community to make compost that is then used for campus beautification projects. SRU also recycles its electronics (computers and televisions) through the state prison system, which dismantles the units and makes parts and other components available for reuse, and has implemented a green cleaning program.

Challenge

With more than 600 acres, and more than 8,600 students supported by more than 1,000 faculty and staff, the SRU campus is the size of a small city and has a similar environmental impact. As with cities, universities across the country have the responsibility to find ways to help reduce their

impact on the environment. To that end, we must continue to explore and implement opportunities to reduce greenhouse gasses, reduce and recycle waste and improve efficiencies that lead to a reduction in the University's overall environmental impact.

SRU Goal - Slippery Rock University will strive to become a living laboratory where sustainability is knit into the fabric of the institution. The operation of the entire campus becomes a classroom in this model.

ACTION Conduct a sustainability assessment to document SRU's efforts, and pursue STARS (an evaluation created by the Association for the Advancement of Sustainability in Higher Education) certification
MEASURE STARS evaluation
BASELINE STARS evaluation began in Spring 2010
UPDATE STARS draft report completed February 2011, final report due August 2011

ACTION Reduce campus waste and increase campus recycling to ultimately become a zero-waste community
MEASURE Recycling and waste volume
BASELINE In-house recycling efforts have resulted in savings of \$6200 annually (2006-2007)
UPDATE In-house recycling efforts have resulted in savings of \$6600 annually (2007-2008)
UPDATE Campus recycling efforts resulted in 690.85 tons of campus waste, a 9.67% decrease in landfill waste from '07-'08; and a 15.8% decrease in landfill waste from base year, '02-'03. (2008-2009)
UPDATE Campus recycling efforts resulted in savings of \$9,618.75 and resulted in 710.76 tons of campus waste, a 2.88% increase in landfill waste from '08-'09; and a 13.39% decrease in landfill waste from base year, '02-'03. (2009-010)
UPDATE Campus recycling efforts resulted in 523.61 tons of campus waste (through 6/3/11), a 26.33% decrease in landfill waste from '09-'10; and a 35.34% decrease in landfill waste from base year, '02-'03. (2010-2011)

ACTION Consolidate use of classrooms to fewer buildings at night and in the summer.
MEASURE Classroom use
BASELINE Consolidation began during the summer 2010

ACTION Meter and display utility usage in campus buildings and connect all buildings to an automated energy monitoring system so that educated choices can be made about building utilizations
MEASURE Begin implementation
BASELINE Electric meters to be installed at Physical Therapy Building and Swope Music Hall in 2011; Visual display of energy usage planned for Student Center.

SRU Goal: Increase energy savings through innovative programs

ACTION Develop ESCO process to decrease Btu/sq. ft. consumption of energy on campus by 1.5%/year. (FA)
MEASURE Annual Btu/sq.ft. energy consumption.

BASELINE	Slippery Rock University consumed 185,714 Btu/sq.ft. in FY 2003-2004. The University is currently pursuing an ESCO contractor to accomplish its goal of reducing energy consumption.
UPDATE	The ESCO project started construction in May 2009. Ten of the eleven energy conservation measures will be completed by October 2009. The controls upgrade measure will continue through the fall of 2010. The ESCO project is guaranteed to provide \$3,657,085 over the 15 year service life of the project and save 549,482 KWH per year. For FY '07-'08, BTU/sq. ft. consumption decreased 33.13% versus the base year FY '04-'05 and decreased 8.70% versus FY '03-'04. 2009 (provided 2007-2008 data)
UPDATE	The ESCO project will be completed in August 2010. The ESCO project is guaranteed to provide \$3,657,085 over the 15-year service life of the project and save 549,482 KWH per year. For FY '08-'09, BTU/sq. ft. consumption decreased by 32.97% versus the base year FY '03-'04, by 34.28% versus FY '04-'05 by 11.51% from the previous year, FY'07-'08. 2010 (provided 2008-2009 data)
UPDATE	FY '09-'10, BTU/sq. ft. consumption decreased by 37.48% versus the base year FY'03-'04; by 38.71% versus FY '04-'05; by 6.74% from the previous year, FY'08-'09. 2011 (provided 2009-2010 data)
ACTION MEASURE	Pursue LEED Certification for new and renovated facilities. New or renovated facilities require LEED Certification
UPDATE	Slippery Rock University will plan, design, renovate, and construct campus facilities with a commitment to sustainability and environmental stewardship. 2007: a part-time sustainability officer was appointed and policies were approved to require LEED certification for new building construction and adherence to LEED guidelines for building renovations on campus. In addition, Slippery Rock University Foundation, Inc. applied for LEED certification of the Phase I Housing project. (2007-2008)
UPDATE	In 2009, The Slippery Rock University Foundation, Inc. received LEED certification of its on campus Phase I Housing project that consists of four buildings with 476,354 total gross square feet. In addition, the Foundation has applied for certification of Phase II, consisting of two buildings of 270,234 gross square feet. In the 2008 report of Green Building Alliance, Slippery Rock University's Phase II Student Housing project was acknowledged as a "project to watch." The LEED submission identifies sufficient criteria to qualify the project for LEED Silver certification. The University has recently renovated the Robert A. Macoskey Center for Sustainable Systems Education and Research building to incorporate the latest in sustainable systems design. The University will accumulate operational data for LEED certification. (2008-2009)
UPDATE	The housing project was recognized at silver level. It was also listed by the Pittsburgh Business Times as the second largest LEED certified project in Western Pennsylvania, and the Regional Learning Alliance was listed as the 19 th largest LEED project. The University completed the renovation of the Robert A. Macoskey Center for Sustainable Systems Education and Research building in August 2009. The University is accumulating one year of operational data to apply for LEED OM (operation and maintenance) certification. (2009-2010)
UPDATE	Phase II Housing Project was awarded LEED Silver certification. In June of 2011 representatives of Slippery Rock University responded to questions from

the Green Building Council regarding their LEED-OM submission of the renovation of the Robert A. Macoskey Center. The LEED submission identifies sufficient criteria to qualify the project for LEED Gold certification. In May of 2011 the Department of General Services contracted with the design firm of R3A to design the Renovation and Addition to Miller Auditorium to LEED standards and to pursue LEED certification. (2010-2011)

SRU Goal - Slippery Rock University will create a campus setting through the judicious use of space and facilities that enhances the sense of community, promotes engagement, provides for safety, demonstrates respect for the environment, and promotes learning opportunities.

- Invest in existing instructional and laboratory facilities that provide effective and flexible learning opportunities.
- Sustain a campus characterized by natural and architectural elegance with facilities and infrastructures that deliver needed services to the University community and demonstrate a pride of craftsmanship and recognition of principles of sustainable development.
- Implement a model strategic plan for sustainability of its natural and energy resources.
 - Implement policies and procedures that support the Sustainability Strategic Plan
 - Develop faculty-assistance programs to assure that curriculum-embedded principles of sustainability are part of the appropriate department programs.

Wellness

Trend Six: Understand wellness on a personal and societal level and empower individuals to make choices that positively impact their well-being and quality of life.

Slippery Rock University is committed to the personal development of its students and community members by facilitating intellectual curiosity, as well as a commitment to wellness, and to emotional and spiritual growth. The need for students to understand, appreciate, and make lifestyle choices promoting wellness is central to their development as well-rounded and educated individuals. Moreover, emerging trends underscore the urgency for all people to understand wellness and enact behaviors contributing to their own wellness in order for them to be fully-contributing members of their local and global communities.

There is a well established link between lifestyle choices and physical and mental ailments that result in a diminished quality of life and, ultimately, death. The CDC estimates that 7 out of 10 deaths in the U.S. are from chronic diseases, and the total cost of chronic and lifestyle related disease is \$1.8 trillion annually. Although the incidences of lifestyle related diseases is on the rise, there is also a trend of growing recognition that modifiable behaviors and lifestyle choices have a profound impact on health and well-being. Further, there is an accelerating trend of employers and governments enacting wellness promotion programs. Careers available in Wellness related industries will grow profoundly in the coming decades, and businesses will value employees who can demonstrate that they engage in behaviors that contribute to their own health and wellness.

Slippery Rock University will support both academic and non-academic initiatives that enhance wellness and increase student awareness of the profound role that wellness-related issues play in society. Whether choosing a wellness related career or not, Slippery Rock University graduates will enjoy knowledge and skills which will contribute to their professional development as well as their quality of life.

Strategic Vision: A culture that embraces wellness as an essential facet of life for all individuals in the University and surrounding communities and empowers individuals to make choices and enact behaviors that positively influence their wellness.

The plan takes a “learning reconsidered” approach which seeks to develop individuals by using a synergistic blend of academic and non-academic University resources. The University committee includes members who represent all of the 7 dimensions of wellness. This committee monitors the wellness needs of the communities and designs and implements initiatives to advance the wellness of the individuals in these communities. Assessments will be made using strategies specific to each initiative. The ultimate aim is to engage all members of the communities.

SRU Goal - Increase awareness of the connection between physical activity and health/wellness, and also increase participation in physical activity.

ACTION The Wellness Committee will coordinate initiatives that provide guided physical activity programs (Exercise is Medicine).

MEASURE Participation rates in the Exercise is Medicine initiatives.

BASELINE Will be participation rates in the current year (2011-2012)

ACTION Promote the Presidents Active Lifestyle Award (PALA) challenge to heighten awareness of the benefits associated with physical activity and increase self-directed physical activity.

MEASURE Registration rates and the amount of self-reported physical activity associated with the PALA challenge.

BASELINE Will be registration rates and activity levels (2011-2012).

ACTION Yoga and Mindfulness sessions will be offered to facilitate stress reduction and coping skills.

MEASURE Participation rates within the sessions.

BASELINE Current participation rates (2011-2012).

SRU Goal: Increase awareness and expand opportunities and settings for health/wellness assessments ensuring that all aspects of wellness are included in community assessments.

ACTION Market and conduct various health/wellness assessments including depression screenings, blood pressure screenings, alcohol use screenings, body composition assessments, etc.

MEASURE The number of assessment events, the diversity of the events, and the participation levels within these events.

BASELINE The number of events and the participation rates in the current year (2011-2012) as well as the diversity of assessments currently offered.

SRU Goal: Develop a program with “Student Wellness Champions” to increase awareness and enact health/wellness initiatives directed towards the student body.

ACTION Coordinate a collaborative multidisciplinary peer-to-peer approach amongst our student champions to increase understanding of the impact of lifestyle choices on quality of life.

MEASURE A qualitative description of the collaborations as well as a tracking of the multidisciplinary collaborative peer-to-peer initiatives.

BASELINE To be established during the 2011-2012 academic year.

Definition: Wellness is an active process of becoming aware of and making choices toward an optimal quality of life. It emphasizes the state of the entire being and a person's ongoing development. The pursuit and achievement of wellness is unique and dynamic for every individual. Wellness includes a blending of the following dimensions: physical, emotional, spiritual, social, intellectual, environmental, and occupational.

Physical Wellness: Physical wellness is the synergy of each individual's daily behavior. The dimensions include physical fitness, activity levels, nutrition, and sleep. Proactive choices include safety and prevention measures, health screenings, and disease management behaviors.

Emotional Wellness: Emotional wellness emphasizes an awareness and acceptance of one's feelings. The dimensions include the cultivation of positive and hopeful feelings about oneself and life, the capacity to manage one's feelings and related behaviors and the development of meaningful connections and engagement with the world.

Spiritual Wellness: Spiritual wellness refers to the integration of beliefs in relationship with others, the external world and/or a sense of the Divine. Dimensions of spiritual wellness include growth in awareness and understanding of one's meaning and purpose in life, experiences of inner and relational peace, expression of truth and values, and practice of faith and morals.

Social Wellness: Social wellness focuses on contributing to the overall welfare of the human community. The dimensions include good communication skills, interdependence with others, the pursuit of harmony in the community, and the development of support systems.

Intellectual Wellness: Intellectual wellness encompasses the development of knowledge and the desire for lifelong learning and self-improvement through mental challenge. The dimensions include curiosity, creativity, problem solving.

Environmental Wellness: Environmental wellness is maintaining a way of life that exists in harmony with the Earth through active engagement with your surroundings. The dimensions include protecting ourselves from environmental hazards, using the gifts of nature wisely, and making positive impacts on the quality of our environment.

Occupational wellness: Occupational wellness is achieving personal satisfaction in one's work/leisure balance. The dimensions include contributing your unique gifts, skills and talents to vocation(s) that are meaningful and rewarding.

Business Strategies: Responding to Institutional Challenges

Business Challenge One: Demographics: Economic downturns at the state and national levels, demographic shifts and a refocus on the process of teaching and learning are reshaping the higher education landscape.

Funding and demographic trends are unlikely to improve in the near future, and academic needs will continue to change, presenting the opportunity to achieve our preferred future through planning.

Preserving Enrollment

Pennsylvania's college-age population will continue to grow for a few more years and then decline through a period of approximately eight years before rebounding.

Beginning in 2009 and continuing through 2014, the number of students graduating from high schools nationally is expected to decrease from 3.18 million to 3.04 million (4.4% decrease). For Pennsylvania, the decline will be steeper-the number decreasing during that same time period is 13,611 (9.3). From 2009-2016, sixteen of the 20 top feeder counties for Slippery Rock University will see a decrease in high school graduates. Overall the decrease is 9.8% (7.6% for Eastern counties in Pennsylvania and 15.9% for Western counties). Competition will intensify among colleges and universities recruiting fewer high school graduates beginning in 2009.

Business Strategy One:

Achieve a marketing position as the institution of first choice among qualified undergraduate and graduate students who can benefit and succeed from the University's academic and co-curricular offerings.

SRU Goal: Slippery Rock University will communicate a clear and consistent brand that enhances its reputation among stakeholders.

ACTION Collect data from prospective students, high school counselors, students who declined admission to discover marketing needs.

UPDATE 2010, Commissioned institutional research studies by Paskill, Stapleton and Lord, Student Insights and *intelliresponse* to help inform media buys and messaging.

ACTION Select marketing and advertising firm to create messages and determine media buys with a consistent brand presence that matches research findings.

SRU Goal: Utilize advanced technology in marketing strategies to position the University at the forefront of innovation and creativity.

ACTION Develop social media markets and access to University web sources through mobile devices

UPDATE 2011, Soliciting contract with social media and mobile application provider

SRU Goal: Through marketing efforts, inspire targeted prospective students to seek enrollment at Slippery Rock University.

ACTION Increase high school visitations, college fair participations, hosted on-campus events on weekends, hosted on-campus events for students of color, and alumni recruitment activities

MEASURE Number of events

BASELINE High school visitations (2003-215), College fair programs (2003-68) Weekend recruitment events (Saturday Visitations and Weekend Tour Groups (2003-14), Hosted on-campus events for students of color (2003-4), Alumni recruitment activities (2003-5) (2003-2004)

UPDATE High School visitations, up 17.61% from baseline year and up 9% from 2005. College Fair programs, up 25% from baseline year and up 2% from 2005. Weekend recruitment events (Saturday Visitations and Weekend Tour Groups,

up 14% from baseline year, and up 10.5% from 2005. Hosted on-campus events for students of color, up 100% from baseline year and up 33% from 2005. Use of alumni for recruitment activities, up 140% from baseline year and up 20% from previous year. High School visitations, up 26% from baseline year and up 17% from 2006. College Fair programs, up 118% from baseline year and up 92% from 2006. Weekend recruitment events (Saturday Visitations and Weekend Tour Groups, up 36% from baseline year and up 16% from 2006). Hosted on-campus events for students of color, up 225% from baseline year and up 31% from 2005. Use of alumni for recruitment activities, up 540% from baseline year and up 167% from previous year. The Department of Exercise and Rehabilitative Sciences held a diversity luncheon November 2006 with 42 in attendance and in November 2007 they held a diversity breakfast with 65 in attendance. (2007-2008)

UPDATE

1) High School visitations; 256, up 19% from baseline year and up 10% from 2007. 2) College Fair programs; 152, up 124% from baseline year and up 32% from 2007. 3) Weekend recruitment events (Saturday Visitations and Weekend Tour Groups); 21, up 50% from baseline year and up 17% from 2007. 4) Hosted on-campus and off-campus events for students of color; 40, up 900% from baseline year and up 25% from 2007. 5) Use of alumni for recruitment activities; 28, up 460% from baseline year and up 27% from previous year. 6) Implemented new campus visit programs including Summer Career Days (Health, Education, Computing, Sports). Each Summer Career Day program reached its capacity limit and involved the academic departments and SRU alumni in new and collaborative ways. 7) Initiated first Transfer visit day in February with over 120 prospective transfer students and their families in attendance. 8) Initiated several on and off campus additional bus visits and church/organization visits for students of color. 9) Successfully hosted PASSHE Counselor Information Day that brought over 120 High School and Community College Counselors from PA and OH to campus for professional development and updates. 10) 31 visits were made to Community Colleges for fairs and transfer days. (2008-2009)

UPDATE

1) High School visitations: 227 down by planned 12% from year prior to better focus recruitment initiatives. 2) College Fair programs: 100, planning decrease of 35% from year prior to better focus outreach efforts. 3) Weekend recruitment events (Saturday Visitations and Weekend Tour Groups): 21, same as last year, 4) Hosted on campus and off campus events for students of color: 27, down 13 from previous year with larger groups this year. 5) Use of alumni for recruitment activities: 19, down by 9 to streamline initiatives. 6) Continuing 7 summer career day visit programs in June and July by academic program (3 in June and 4 in July). 7) Coordinated second annual Transfer visit day in February with over 160 prospective transfer students and their families. 8) Hosted Butler County Counselors Meeting in May with 20 participants, 9) 35 visits were made to community colleges for fairs, campus visits, and transfer days, up by 4. (2009-10)

SRU Goal: To enroll students with the greatest ability and potential, Slippery Rock University will provide competitive as well as need-based scholarship opportunities.

Sustain an enrollment capacity of the University to deliver quality teaching and exceptional services balanced with the financial requirements of the enterprise.

SRU Goal: Slippery Rock University will seek a planned enrollment growth from 2007 to 2012 that represents an annual increase in Fall credit hours generated at 1 percent each year. The

overall enrollment goal is focused on attaining a student enrollment of approximately 8,675 students at the end of 2011 at the projected 1 percent credit hour growth rate.

ACTION	Support the recommendations from Slippery Rock University's Enrollment Services Division's Strategic Enrollment Plan. Goals are:
MEASURE	1) Headcount enrollment will increase by 1%; 2) Credit hours generated
BASELINE	Headcount enrollments and credit hours generated in fall terms 1) Headcount enrollment: 7789 (Fall 2003); 2) Credit hours generated: 106,334 (Fall 2003); 3) Out-of-state enrollment: 327 (Fall 2003); and 4) African-American and Hispanic first-time full-time headcounts: 86 and 13, respectively (Fall 2003)
UPDATE	1) Fall 2007 Headcount enrollment 8325, up by 1.2% since baseline year (Fall 2006). 2) Credit hours generated: 115,860, up 1.1% from baseline year, (Fall 2006). 3) Out-of-state enrollment; 697, up 3.1% from Fall 2006. 4) African American and Hispanic first-time, full-time headcounts; 97 African American, down 7.6% from Fall 2006, up 12.8% from baseline year and 28 Hispanic, up 47.4% from Fall 2006, up 115% from baseline year.
UPDATE	1) Fall 2008 Headcount enrollment 8458, up by 1.6% from Fall 2007, up by 8.6% since baseline year. 2) Credit hours generated: 118,211, up by 2.0% since Fall 2007, up 11.2% since baseline year. 3) Out-of-state enrollment; 719, up 18.5% from Fall 2007 (607). 4) African American and Hispanic first-time, full-time headcounts; 82 African American, down 15.5% from Fall 2007, down 4.7% from baseline year and 22 Hispanic, down 21.4% from Fall 2007, up 69.2% from baseline year. 2008 (Fall 2007 out-of-state # is 607, the # reported of 697 is out-of-state and international combined).
UPDATE	1) Fall 2009 Headcount enrollment 8,648, up by 2.3% from Fall 2008, up by 11.0% since baseline year. 2) Credit hours generated: 120,508, up by 1.9% since Fall 2008, up 13.3% since baseline year. 3) Out-of-state enrollment: 773, up 7.5% from Fall 2008 (719). 4) African American and Hispanic first-time, full-time headcounts; 97 African American, up 18.3% from Fall 2008, up 12.8% from baseline year and 24 Hispanic, up 9.1% from Fall 2008, up 84.6% from baseline year.
UPDATE	1) Fall 2010 Headcount enrollment 8,852, up by 2.4% from Fall 2009, up by 13.6% since baseline year. 2. Credit hours generated: 123,948, up by 2.9% since Fall 2009, up 16.6% since baseline year. 3. Out-of-state enrollment; 865, up 11.9% from Fall 2009 (773). 4. African American and Hispanic first-time, full-time headcounts; 80 African American, down 17.5% from Fall 2009 (97), down 7.0% from baseline year and 32 Hispanic, up 33.3% from Fall 2009 (24), up 146.2% from baseline year.

SRU Goal: Increase the quality of the incoming cohort while sustaining planned enrollment growth.

ACTION	Support the recommendations from Slippery Rock University's Enrollment Services Division's Strategic Enrollment Plan to improve the selectivity rate and the quality of incoming first-time full-time students. Goals are: 1) Improve selectivity rate over three years; 2) Improve SAT to over 1000 within two years; 3) Improve high school grade point average mean to 3.25; and 4) Improve percent of students in top 10%, 25%, and 50% of high school in class. (AA)
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MEASURE	Selectivity rate, SAT mean, high school grade point average, and class rank percent for top 10%, 25%, 50% for first-time full-time students.
BASELINE	1) Selectivity rate: 80.7% (Fall 2003); 2) SAT 990 (Fall 2003); 3) High School GPA: 3.18 (Fall 2003); 4) Top 10%, top 25%, top 50% of high school rank in class: 7%, 29%, 63%, respectively
UPDATE	1) Selectivity rate: 59% (Fall 2008) 70% (Fall 2007); 2) SAT mean: 1031 Fall 2008) 1002 (Fall 2007); 3) High school GPA: 3.39 (Fall 2008) 3.26 (Fall 2007); 4) Top 10%, top 25%, top 50%: 12%, 40%, 80% Fall 2008) Top 10%, top 25%, top 50%: 10%, 35%, 71%.
UPDATE	1) Selectivity rate: 62% (Fall 2009) 59% (Fall 2008); 2) SAT mean: 1026 (Fall 2009) 1030 (Fall 2008); 3) High school GPA: 3.38 (Fall 2009) 3.39 (Fall 2008); 4) Top 10% = 12.25%, top 25% = 41.9%, top 50% = 83.6% (Fall 2009) Top 10% = 11.8%, top 25% = 39.6%, top 50% = 0.4% (Fall 2008)
UPDATE	1) Selectivity rate: 67% (Fall 2010) 62% (Fall 2009); 2) SAT mean: 1018 (Fall 2010) 1026 (Fall 2009); 3) High school GPA: 3.39 (Fall 2010) 3.38 (Fall 2009); 4) Top 10%=13.1%, top 25%=42.8%, top 50%=82.3% (Fall 2010) Top 10% =12.25%, top 25%=41.9%, top 50%=83.6% (Fall 2009)

SRU Goal: Develop programs that promote successful integration to the academic community and retain students to graduation. (AA)

ACTION	Encourage students to participate in Orientation programs. Orientation participation will be for first-time full-time and transfer students in an effort to improve student learning and success in the first college year.
BASELINE	Orientation participation rates in 2002 for first-time full-time and transfer students were 90% and 30%, respectively.
UPDATE	2007 - 99.5% full-time, 45% transfer; 2006 - 98% full-time, 50% transfer, 2005 - 99% full-time, 55% transfer; 2004 - 99% full-time, 49% transfer, 2003 - 95% full-time, 46% transfer; 2002 - 90% full-time, 30% transfer.
UPDATE	2008 – 99.3% full-time, 47% transfer; 2007 – 99.5% full-time, 45% transfer; 2006 – 98% full-time, 50% transfer, 2005- 99% full-time, 55% transfer; 2004 – 99% full-time, 49% transfer, 2003 – 95% full-time, 46% transfer; 2002 – 90% full-time, 30% transfer.
UPDATE	2009 – 99.6% full-time, 44% transfer 2007 – 99.5% full-time, 45% transfer; 2006 – 98% full-time, 50% transfer, 2005- 99% full-time, 55% transfer; 2004 – 99% full-time, 49% transfer, 2003 – 95% full-time, 46% transfer; 2002 – 90% full-time, 30% transfer.
UPDATE	2010 - 99.9% full-time, 40% transfer 2009 – 99.6% full-time, 44% transfer 2007 – 99.5% full-time, 45% transfer; 2006 – 98% full-time, 50% transfer, 2005- 99% full-time, 55% transfer; 2004 – 99% full-time, 49% transfer, 2003 – 95% full-time, 46% transfer; 2002 – 90% full-time, 30% transfer.

SRU Goal: Develop retention programs for all students. (AA)

ACTION	Improve graduation rates for first-time full-time students.
MEASURE	Review of annual retention and graduation rates of first-time full-time students.
BASELINE	First-to-second year persistence, Second-to-third year persistence, Third-to-fourth year persistence, Four-year graduation, Five-year graduation, Six-year graduation (2000)

UPDATE First-to-second year persistence (Cohort 2006-78%, up 2% from 2005, 76%), Second-to-third year persistence, (Cohort 2005-67.4%, up .4% from last year, 67%), Third-to-fourth year persistence, (Cohort 2004, 64.2%, up 2.2% from last year, 62%), Four-year graduation (Cohort 2003, 30.09%, up 1.09% from last year, 29%), Five-year graduation (Cohort 2002, 54.6%, up 5.8% from last year, 48.8%), Six-year graduation (Cohort 2001-53.2%, up 1.5% from last year, 51.7%) **2007-2008**

UPDATE First-to-second year persistence (Cohort 2007-79%, up 1% from 2006, 78%), Second-to-third year persistence, (Cohort 2006 – 70.3%, up 2.9% from last year, 67.4%), Third-to-fourth year persistence, (Cohort 2005, 63.0%, down 1.2% from last year, 64.2%), Four-year graduation (Cohort 2004, 35.9%, up 5% from last year, 30.9%), Five-year graduation (Cohort 2003, 52.8%, down 1.8% from last year, 54.6%), Six-year graduation (Cohort 2002, 59.2%, up 6% from last year, 53.2%) *Note - (30.09% incorrect/30.9% correct for Cohort 2003 four-year graduation) **2008-2009**

UPDATE First-to-second year persistence (Cohort 2009 – 81.5%, up 0.9% from last year, 80.6%), Second-to-third year persistence, (Cohort 2008 – 74.3%, up 4.0% from last year, 70.3%), Third-to-fourth year persistence, (Cohort 2007, 67.2%, up 2.0% from last year, 65.2%), Four-year graduation (Cohort 2006, 37.4%, down 0.3% from last year, 37.7%), Five-year graduation (Cohort 2005, 56.1%, down 1.5% from last year, 57.6%), Six-year graduation (Cohort 2004, 60.6%, up 2.9% from last year, 57.7%) **2010-2011**

Business Challenge Two: Academic Needs

The world of the academic is constantly changing and will place a premium on those institutions that are responsive to the needs of recruiting and developing a quality faculty and staff.

Nurturing and Quality Faculty and Staff

For today's academic the world seems like a crush of challenges on time and resources. Everything has changed, is changing, and will continue to change: students, faculty, research methodologies, the processes of teaching and learning, and technologies. Most faculty members did not perceive they would be constantly challenged by waves of adapting to rapid change in their classroom let alone face a new breed of student, "the Millennial." Today's student also brings a plethora of social issues to the university that faculty and staff may not be prepared to face. As the academic world swirls seemingly out of control, institutions have to be aggressive to support and nurture their most important resources: the faculty and staff.

Business Strategy Two:

Recruit and retain faculty and staff of high quality and support them with developmental opportunities needed to continue their professional growth throughout their career at Slippery Rock University.

SRU Goal: Establish standards for faculty recruitment within the colleges and develop supportive methods that help attract the most highly qualified applicants. The University standard will be that a minimum of 90% percent of faculty will hold a terminal degree.

ACTION	Hire fulltime tenure-track faculty with terminal degrees
BASELINE	84.49% of all tenure and tenure-track faculty as reported in 2003 for Fall 2002 data
UPDATE	87.80% (2007)
UPDATE	89.80% (2008)
UPDATE	91.14% (2009)
UPDATE	91.74% (2010)

SRU Goal: Refine and strengthen existing academic degree programs and other learning experiences that contribute to the quality and diversity of an engaged academic community.

ACTION Status of Accreditations

New Accreditations earned this year: Middle States Commission on Higher Education (MSCHE) “To reaffirm Accreditation, and to commend the institution for the quality of the self-study process and report and for progress to date. The Periodic Review Report is due June 1, 2016;” Computer Science Information Technology (ABET), Maintain accreditations for 2011: Middle State Commission on Higher Education (MSCHE), American Physical Therapy Association (APTA), National League for Nursing Accrediting Commission (NLNAC), Commission on Accreditation of Allied Health Education (CAAHEP), Commission on Accreditation of Athletic Training Education (CAATE), National Recreation and Park Association (NRPA/AALR), Institute for Safety and Health Management (Council for Accreditation of Counseling and Related Educational Programs (CACREP), Accreditation Board for Engineering and Technology (ABET), Council on Social Work Education (CSWE), National Association of Schools of Art & Design (NASAD), National Association of Schools of Dance (NASD), National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), Accreditation for Ambulatory Health Care (AAHHC) The School of Business withdrew from the AACSB accreditation process and re-joined the ACBSP accreditation agency and entered the accreditation process with an expected completion date of November 2011. (2010)

SRU Goal: Expand the library, technology, and research resources available to faculty to provide opportune ways to engage in creative pedagogy, research and scholarly work.

ACTION	Enhance the quality of academic instruction by directing additional resources toward increasing library acquisitions and services (AA)
BASELINE	\$194,536 of performance funding allocations to expand library acquisitions. (2005-2006)
UPDATE	\$247,897 of performance funding allocation to expand library acquisitions; allocated \$272,577 in 2006-2007); Library received 25% of the \$991,588 allocated to the performance funding initiative line. Future plans are to renovate Bailey Library to provide the latest technology to students. (2007-2008)
UPDATE	\$228,297 of performance funding allocation to expand library acquisitions, a decrease of \$19,600 over 2007-2008. Library received 25% of the \$913,189 allocated to the performance funding initiative line. The renovation and expansion of Bailey Library has been included in the Facilities Master Plan and the Capital Budget and is scheduled to begin after the new student union is finished and occupied and the library tenants move to the old student union. (2008-2009)
UPDATE	\$205,463 of performance funding allocation to expand library acquisitions, a decrease of 10 percent from 2008-2009. Although the Library is no longer required to receive a portion of the performance funding allocation, the university

has continued to designate a portion of the performance funding allocation to Library operations. **(2009-2010)**

UPDATE \$205,467 of performance funding allocation to support library acquisitions and the development of a Technology Learning Center (TLC) within the library. **(2010-2011)**

Business Challenge Three: Financial Resources
Competition for state appropriations will increase and private dollars will become more essential.

The University is both aided and hampered by its status within the Pennsylvania State System of Higher Education. Although the University benefits from the collective power of fourteen institutions as a leverage for state appropriations, the added controls and unpredictable funding processes place greater need on the University to make effective use of existing resources and develop alternative sources of funds.

Business Strategy Three: Control Financial Destiny

The University will continuously improve institutional effectiveness and conduct business at the highest level of professional standards.

SRU Goal: Maintain credit-worthiness ratios within acceptable national benchmark standards. The standard is no material weaknesses in internal controls and an unqualified audit opinion (zero problems).

ACTION The University will maintain credit-worthiness ratios within acceptable national benchmark standards. The standard is no material weaknesses in internal controls and an unqualified audit opinion (zero problems). (FA)

BASELINE 1. Credit-worthiness ratio was .019. The threshold standard that has emerged from bond analysts and rating agencies is 10 percent or less. The institution is in a positive position as it compares to the standard. **(2003)**
2. Closed the 2002-03 fiscal year under a new auditing firm with no material weaknesses in internal controls and a clean unqualified audit opinion. The audits were conducted using applicable Sarbanes Oxley Act requirements. **(2003)**

UPDATE The institution received an unqualified opinion and no material weakness comments as it pertains to internal controls in 2006. The credit-worthiness ratio was .021 in 2006 as compared to .020 in 2007. This ratio indicates the institution is continuing to maintain a positive credit worthiness position and is consistent with its three-year trend. **(2007)**

UPDATE The institution received an unqualified opinion and no material weakness comments as it pertains to internal controls. The credit-worthiness ratio was .015 in 2008 as compared to .020 in 2007. This ratio indicates the institution is continuing to maintain a positive credit worthiness position and is consistent with its three-year trend. **(2008)**

UPDATE The institution received an unqualified opinion and no material weakness comments as it pertains to internal controls. The credit-worthiness ratio was .021 in 2009 as compared to .015 in 2008. This ratio indicates the institution is

continuing to maintain a positive credit worthiness position and is consistent with its three year period. (2009)

UPDATE The institution received an unqualified opinion and no material weakness comments as it pertains to internal control. The credit-worthiness ratio was .069. This ratio indicates the institution is continuing to maintain a positive credit worthiness position and is consistent with its three year trend. (2010)

SRU Goal: *Reallocate resources from low demand and marginal areas to high demand and high performance areas.*

ACTION The University will continue to reallocate resources from low demand and marginal areas to high demand and high performance areas. The standard is to reallocate at minimum 5% of university budget annually. (FA)

BASELINE The institution reallocated 4.1% of the budget totaling \$3.2 million (2003-2004)

UPDATE The institution reallocated 6.4% of the budget totaling \$6.4 million (2007-2008)

UPDATE The institution reallocated 7.7% of the budget totaling \$8.9 million (2008-2009)

UPDATE The institution reallocated 8.1% of the budget totaling \$8.9 million (2009-2010)

UPDATE The institution reallocated 8.5% of the budget totaling \$9.6 million (2010-2011)

SRU Goal: *Continue to leverage financial efficiencies within University operations.*

ACTION Improve the credit hour productivity of instructional base

BASELINE The overall instruction was 558 credit hours per FTE instructional faculty (reported in 2003 for 2001-02 data)

UPDATE 612 credit hours per FTE (2007). Decision was made to stabilize the productivity to sustain both this level of efficiency and the performance funding dollars received by this level of productivity.

UPDATE 610 credit hours per FTE (2008)

UPDATE 614 credit hours per FTE (2009)

UPDATE 613 credit hours per FTE (2010)

ACTION Review current contracts and internal processes to ensure that resources are used effectively and efficiently. (FA)

UPDATE The University continues to see ways to outperform the state bid process to assure significant savings in recurring expenditures. The local phone service competitive bid resulted in an annual recurring savings of \$120,000.(2003-2004)

UPDATE A new travel policy was developed in August '06 to ensure university personnel are using the most economic means to travel. From its inception through April 2008 the university saved \$39,856 in travel costs; color copier with variable data copying technology reduced per copy expense by 20% and generated revenue in excess of expense by \$97,498 since June 2002; First-class mail pre-sort program resulted in savings of \$64,872 since September 2004; Bulk mail, pre-sort program resulted in savings of \$121,582 since February 2002. Implemented clerical and custodial applicant pool for full-time position vacancies in November 2005. In 2007-2008, filled 26 clerical positions resulting in a savings of \$4,598.10 in advertising costs for clerical positions; filled 12 custodial positions with a savings of \$2396.44 in advertising costs. (2007-2008)

UPDATE Pre-sort mail program has resulted in savings of \$15,148.23, a 2.7% increase over last year; bulk mail pre-sort program resulted in savings of \$20,364, a 19.56% increase over last year; and color copier program resulted in savings of

\$19,342, a 27.69% increase in savings over last year. Compliance with the University vehicle travel policy, which requires travelers to use the most economical means of vehicle travel, generated cost savings of \$36,154 for FY '08-'09. **(2008-2009)**

UPDATE Compliance with the university travel policy, which requires travelers to use the most economical means of vehicle travel generated cost savings of \$28,444 for FY '09-'10. **(2009-2010)**

UPDATE Compliance with the University vehicle travel policy, which requires travelers to use the most economical means of vehicle travel, generated cost savings of \$18,590 **(2010 – 2011)**

The Strategic Plan and University Budgeting.

The strategic plan drives the University budget. Annually, budget allocations are based on two primary processes: (1) Project-based funding to meet specific initiatives that support the strategic plan; and (2) funding-by-rounds, where recurring budgets are evaluated to assure consistency and focus on strategic directions. Regardless of each type, every funding request includes a link to the strategic plan along with an assessment plan designed to measure the outcomes of the allocation. Typically, project-based funding is one-time seeding for initiatives but can be approved for repeated funding based on assessment results. Funding-by-rounds are usually the methods by which recurring budget adjustments are made. The University has set a goal to reallocate resources from low demand and marginal areas to strategic high demand and high performance areas. The standard is to reallocate at minimum 5 percent of the university budget annually through either of the two processes.

Additionally, the university uses two different performance funding processes with academic departments. The first process recognizes departments that have increased credit hour production over the base year. This process is designed to provide additional resources to departments in order to service the growth. The other performance funding process evaluates and funds academic departments based upon their qualitative and quantitative performance outcomes relating to several strategic initiatives. Departmental assessments and five-year program review outcomes are also incorporated into this process.

The budgeting process is driven by basic principles:

- Student comes first. Educating students is always the highest priority.
- Academic programs are a higher priority than nonacademic programs.
- Consultation with faculty, students, and administration on matters of the strategic plan and budget decisions are an inherent integral part of the shared governance of the University.
- Cuts and/or increases are not made “across-the-board.” Doing so violates the purpose of the strategic plan and is a formula for mediocrity.
- The University cannot be all things to all people. The budget reinforces the strategic priorities of the University to preserve the overall quality of the institution.