

University of Pittsburgh at Titusville

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Strategic Planning Report

March 1, 2011

UPT FY 2012 Strategic Planning Report

Contents

PART ONE — GENERAL INTRODUCTION

- 1. Context p. 3
- 2. Long-Range Perspective p. 3
- 3. The Assumptions p. 3
- 4. The Goals p. 4
- 5. Short-Range Perspective p. 4
- 6. The 2010-2011 Year in Perspective p. 5

PART TWO — OBJECTIVES AND RESULTS

- 1. Review of FY 2011 Enrollment Objectives p. 7
- 2. Objectives for FY 2012 p. 9

PART THREE — FINANCIAL

- 1. Budget Narrative and Matrix p. 10
- 2. Reallocations and Investments p. 17

PART FOUR — BENCHMARKING

- 1. Introduction p. 20
- 2. Comparison Groups p. 20
- 3. Enrollment p. 21
- 4. Retention p. 22
- 5. Cost of Attendance p. 24
- 6. Financial Aid p. 24
- 7. Quality of Faculty p. 25
- 8. Diversity in the UPT Student body p. 27

PART FIVE — SENIOR ACADEMIC LEADER'S REFLECTION AND CONCLUSION p. 30

APPENDICES

- A. University of Pittsburgh Mission Statement p. 32
- B. UPT Mission Statement p. 33
- C. The UPT Planning and Budget Committee p. 34
- D. Planning Matrices for FY 2011 p. 35
- E. Planning Matrices for FY 2012 p. 46

ADDENDUM

- Charts for Benchmarking p. 56

PART ONE: GENERAL INTRODUCTION

Strategic Vision and Annual Implementation

1. Context:

In our FY 2007 Planning Report, we outlined the features of a five-year vision that had been articulated by President Shields in his Opening Convocation address in the fall of 2005. We stated then that it was our intention to pursue our educational mission using Dr. Shields' vision as the context for institutional planning and budgetary activities over time. Consistent with that intention, we then used the parameters of the president's vision as the format for each of the intervening annual budget and planning documents (FY 2007 to 2010).

Although we have made steady progress over the past four years, our strategic vision is still evolving. Therefore, the parameters of this vision continue to dictate the direction of our strategic institutional planning as well as the tactical aspects of annual budgeting and decision-making ... and consequently, the continuing format of this FY 2012 Strategic Planning Report.

2. Long-Range Perspective:

Our strategic, institutional vision proceeds from the Mission Statement of the University of Pittsburgh; ¹ it is predicated on four basic assumptions; and outlines ten general goals.

3. The Assumptions

1. We will build upon the successes of the past and the strong foundation that is now in place.
2. We will emphasize our unique institutional and human assets.
3. We will initiate significant institutional and curricular initiatives based upon how those alternatives comply with our educational mission, the demonstrated need for programs, and the available and anticipated resources to underwrite them.
4. We will work together in the spirit of cooperation and shared responsibility.

¹ See Appendix A

4. The Goals

1. To achieve an FTE enrollment of 500 students.
2. To establish a sustainable equilibrium between prospective students who are referrals (options) and those who are direct applicants to UPT.
3. To establish additional cooperative programs with campuses and schools within the University of Pittsburgh. (This goal has been slightly modified from previous versions. Going forward, our efforts will not be limited to degree programs only, but will include cooperative initiatives within the University generally.)
4. To explore the establishment of additional associate degree programs in allied health fields.
5. To systematically review and evaluate existing academic offerings on a regular basis.
6. To hire and retain highly qualified faculty and staff who are committed to our educational mission and to the welfare of the students we serve.
7. To address significant deferred maintenance and other issues relating to campus facilities.
8. To expand UPT's development and fund-raising capacity.
9. To enhance UPT's capacity as a center for community service and outreach activities for the region, especially in the area of economic development.
10. To improve student life and activity on campus so as to enrich the student experience and reduce attrition.

To one degree or another, we have attempted to address each of these objectives over the last five years; we will continue to pursue them in subsequent annual plans.

5. Short-Range Perspective:

Because the goals of our plan are fairly broad, their completion will require some time to achieve. Therefore, each year, we articulate specific objectives or action plans designed to achieve certain aspects or portions of the more general goals. Following this course of action, a series of specific objectives or implementing activities relative

to each of the ten goals articulated above, has been pursued annually for the last five years.

Since the 2005-2006 academic year, some 128 objectives have been initiated and 103, or 84%, have been achieved or substantially completed. The remaining objectives, as well as others that may be envisioned in each succeeding year, will be subject to continuing attention and effort.

6. 2010-2011 Year In Perspective:

Major Challenge:

The 2011 fiscal year began with a rather unique set of circumstances, which, in varying degrees, have continued to the present. In late spring 2010, two members of the President's Senior Staff, the Vice President for Student Affairs and the Vice President for Academic Affairs, announced their intentions to take positions elsewhere. In both instances, the departures were entirely amicable. However, they created a definite challenge to administrative continuity, especially coming as they did virtually at the beginning of a new fiscal year.

Fortunately, two very capable individuals stepped forward and agreed to serve in interim capacities until permanent replacements could be hired. A new Vice President for Student Affairs came on board February 1, and a national search is underway for the VPAA position.

In the interim, however, the long-time Vice President for Business Affairs announced his retirement, effective March 31, 2011. A search to fill this position is nearing completion.

The net effect of these circumstances is that we have been in a major hiring mode since the fiscal year began. Further, we will begin the 2011-12 academic year, with a 60% turnover in the senior administration of the campus. While this does present a challenge to the strategic continuity that we have been quite successful in establishing over the past six years, it also affords us the benefit of new talent and the advantage of differing perspectives relative to the challenges and issues with which we must contend.

Student Living and Dining Facilities

In August 2010, we completed the second and final phase of a major refurbishing and remodeling project of our main student resident hall. This project, begun two years before, was part of a strategic larger goal to address the less than desirable conditions of student living and dining facilities.

During this past year, we continued work on a related project, the construction of a 300 seat addition to the dining facilities in the McKinney Student Union. This project was scheduled to commence last fall. However, beginning in September and over the intervening months, the entire project was reexamined. And, working with

Facilities Management and the architects and engineers involved, we have incorporated a number of changes that will enhance the facility's ultimate functionality. Ground-breaking for the redesigned facility is scheduled for May 2011.

With the completion of these two projects, we will have achieved a significant portion of our plan to rehabilitate and expand student living and dining facilities on the UPT campus.

Changing Student Body:

During this past year, we have continued to address the aspects of the changes taking place in the UPT student body.

Last year, as our student body had become more and more diverse, geographically, demographically, and academically, a series of infrequent, yet troubling, events ... significant disciplinary issues, chronic class absences, and an abnormal number of dismissals ... convinced us to begin a thorough review of all student service and student support programs and functions so that we might better serve the needs of a changing student body.

Many of these issues are similar to those that colleges and universities throughout the nation are experiencing. However, some arise out of the fact that Titusville is a small town with very limited services and recreational opportunities for college students. Therefore, part of our review will include how we might better provide such services and opportunities on campus.

As a result of an on-going review and in response to these issues and their consequences for this campus, a number of remedies were implemented this past year. For example, the new student orientation was extended by a full day and sessions on diversity and ethical behavior were included in the program. A series of "town meetings" to receive student comment and opinion was introduced. Campus police enforcement and student judicial affairs were separated and made independent of one another. The campus learning center was completely restructured and its professional personnel was expanded. A 25 passenger bus was purchased to enhance the transportation alternatives for students.

As expressed more specifically later in this document, attention to how we might better serve an increasingly diverse student body will continue to be a primary focus for the 2012 fiscal year. While these issues and others have preoccupied our attention administratively, we continue to make progress on the long-range plan we outlined five years ago. This progress has been characterized by some unanticipated, yet unavoidable, distractions, but progress has been made nonetheless. The advances we have made have encouraged us, but the reality is that we have considerable work to do.

PART TWO: OBJECTIVES AND RESULTS

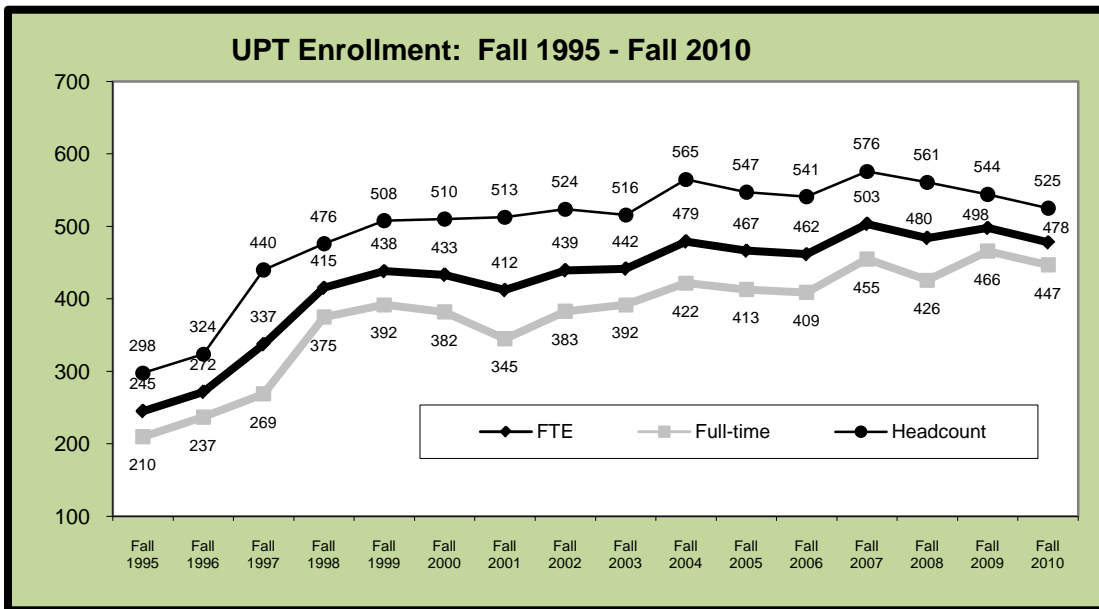
1. Review of Enrollment Objectives for FY 2011

1. To maintain an FTE enrollment of at least 500 students.

For a variety of reasons, we failed to meet this goal. Our fall term enrollment was 478 FTE's, consisting of 447 full-time students and 78 part-time students. Although short of our target, still, this FTE amount has been exceeded only four times in the history of the campus. The biggest reason for the drop from last fall was the large decrease in referral or Option applicants – over 300 fewer than in FY 2010. The number of Option freshmen who enrolled was down 31 students from last year (=33%).

There were, however, some bright spots in FY 2011:

- Highest number of full-time freshmen who were direct applicants (157).
- Highest number of full-time returning students (228).

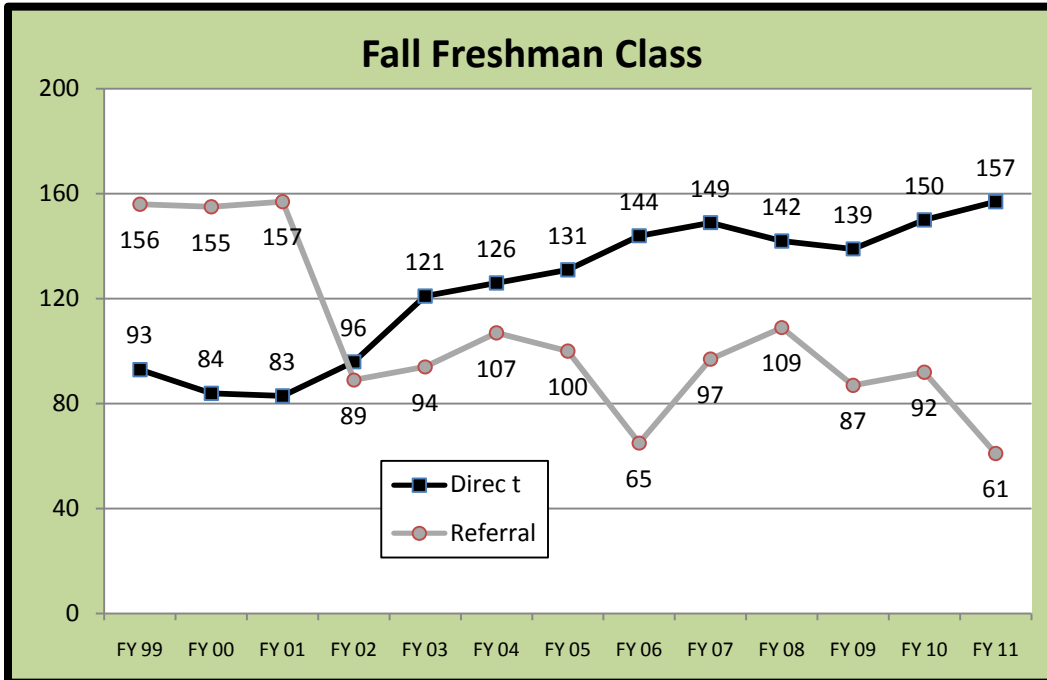


Like last year, the enrollment of part-time students is of particular concern. It remained the same at 78 students. This is the lowest figure since FY 1989. The most critical factor here is the poor general state of the economy, which has led many potential part-time students not to enroll and put a tremendous dent in the training budgets of regional companies that in the past paid for their employees to take courses at UPT.

2. To establish a sustainable equilibrium between prospective students who are Referrals and those who are Direct Applicants to UPT.

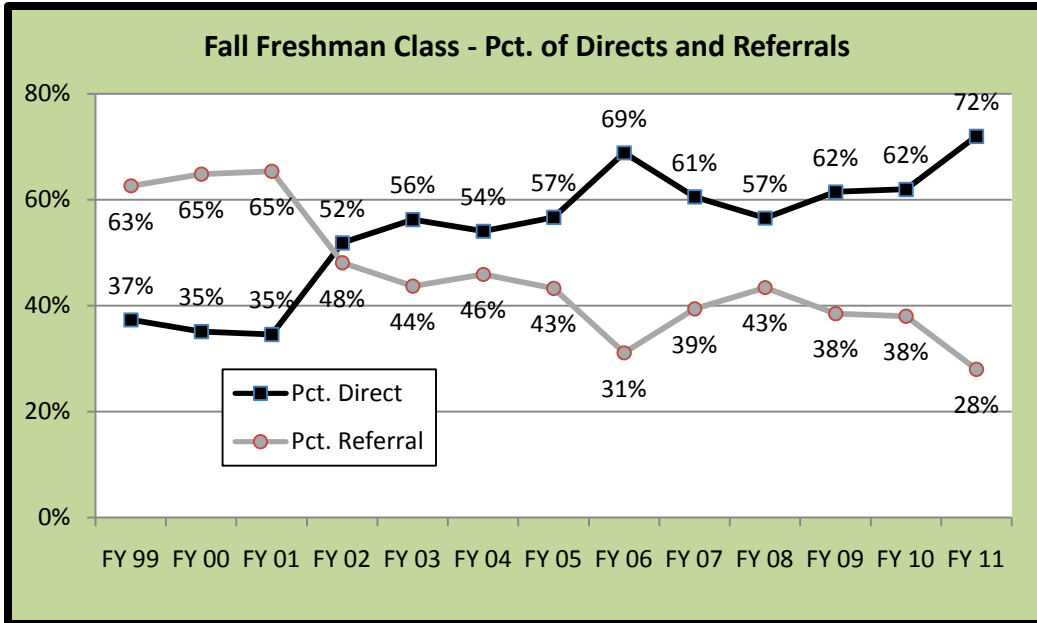
a) Increase the number of new Direct enrollments to 155

We exceeded this goal by two students, and this number was the highest in UPT's history. In addition, the number of Direct applicants increased from 283 last year to 290 this year.



b) Maintain the proportion of Direct enrollments compared to Referral enrollments for fall 2009 at 60% and 40% respectively.

This was more than achieved, as Referral students make up 28% of this year's full-time enrollments and Direct students 72%, which is the highest percentage in UPT's history. As we have noted previously, the proportion of Direct to Referral matriculates has more than reversed itself for the better since FY 1999. Of course, one reason for this year's ratio was the reduced number of Referral enrollments, as noted above.



Format Note: Although we have reviewed the numerical objectives of enrollments in the main text of our report, the remaining objectives we set for FY 2011 will be reviewed and assessed in the matrices which form Appendix D.

2. Objectives for FY 2012

The objectives we intend to address during the 2012 fiscal year for each of the ten goals stated in Part One, paragraph 4 (p.4 above), are listed in the matrices which form Appendix E.

Note that goal 1, “**Maintain an FTE Enrollment of at Least 500 Students,**” is overarching; it assumes the achievement of virtually every goal and objective of our strategic vision. And as we make progress toward the achievement of these other goals, by that fact, it will be realized.

PART THREE: FINANCIAL

1. Budget Narrative

The “Sources and Uses” charts supplied by the Office of the Provost appear at the end of this section. They display financial figures from FY 2010 (actual) and FY 2011 (budget). The amounts are subdivided for each fiscal year by purpose (e.g., faculty salaries, instructional program support, operating expenses) and further distinguished by source of funds (Entity 02, 03, 04, or 05). (Note: fringe benefits are not included in these amounts, since they fluctuate from year to year, and any changes are covered by the central University).

Two pages of graphs follow these charts. The first set indicates the percentage of Entity 02 funds (E & G) expended or budgeted in the various areas for each of the these fiscal years. The second set does the same for Entity 04 funds. It will be noted that the distribution of Entity 02 funds varies little if at all between the two fiscal years. In contrast, a much higher percentage of Entity 04 funds had to be spent in FY 2010 to cover operating expenses and support for instruction and research: 62% in FY 2010 vs. only 27% in the FY 2011 budget. This, in turn, has allowed us to designate a higher percentage of Entity 04 funds in FY 2011 for financial aid and facilities renovation. This change illustrates the impact of the FY 2010 budget cut upon our institution and the manner in which we shifted the source of our resources (from Entity 02 to Entity 04) to ensure areas of significance were not negatively impacted by the reduction.

The details of the way in which the various FY 2010 reductions were carried out are set out in section 2 below (p. 18), “Reallocations and Investments.”

In addition to these budget reductions, tuition incentive funds received or given back by UPT are reflected in the figures for FY 2010.

Detailed explanations follow for *year-to-year changes that exceed 10% and total more than \$5,000 in any given category.*

Major Changes from FY 2010 to FY 2011

Student Salaries

The increase of \$15,928 (=59.6%) from the FY 2010 actual to the FY 2011 budget is misleading, as it only resulted from the entire allocation of student salaries not being spent in FY 2010. This occurred because, in several instances where allocations provided for the hiring of regular student employees, students eligible for Federal College Work/Study were used instead. In these instances, the students were either “free” (if Pennsylvania residents, since the non-Federal share was paid by PHEAA), or, if from out of state, still less expensive than regular student employees, because UPT had to cover only 25% of their compensation.

Instructional Program Support

This area increased in Entity 02 by \$16,406 (+10.2%) and, overall, by \$21,416 (+21.3%). These increases reflect the effort we put into a major improvement of our Learning Center and our utilizing of gift funds to improve significantly our laboratory facilities.

Operating Expenses

The decrease of \$150,033, mostly in Entity 04 funds, resulted from several, large, one-time purchases being made in FY 2010 which were not repeated in FY 2011. The biggest of these was a bus for the campus (over \$70,000). It also reflects the need in FY 2010 to use large amounts of Entity 04 funds for operations due to the budget cuts in Entity 02, a practice much diminished in FY 2011.

Facilities Renovation

The FY 2011 budgeted amount is \$43,258 higher than its FY 2010 counterpart (=113.1%) since we plan on using Entity 04 funds for major renovations. A large gift of \$50,000 was given to the campus for this purpose, and it should be spent in FY 2011.

Proposed Reallocations for FY 2012

As noted in the narrative above, areas of major concern in FY 2012 will be to replace departing faculty members and administrators with quality successors, to continue the enhancement of our academic support services, and to begin the operation of a new Associate Degree in Health Information Technology. In addition, we plan on continuing major renovations which the campus infrastructure badly needs.

A table below indicates some notion of how we feel amounts will be affected. We plan on continuing the rigorous cut-back of low-enrollment courses, shifting unused year-end balances from departments to areas of higher priority, and making use of both gift funds and tuition incentive funds which we believe our efforts to attract more students with new programs will accrue to us.

Summary

Taken as a whole, UPT's financial situation is, despite the budget reductions, quite positive. We have carefully sequestered our restricted reserve funds over the years precisely to provide a "cushion" which would allow us to absorb budget reductions or tuition incentive give-backs without jeopardizing our ability to carry out our mission. We have also used them to great advantage for long-needed major renovation projects and to underwrite special initiatives.

Meeting future enrollment goals is the key to increasing our resources so we can strengthen the academic effort supported by the E & G budget. Expanded fundraising efforts will continue to augment our endowed scholarships and unrestricted gift funds, and growing numbers of resident students and the prospect

of a new, modern residence hall and dining facility will contribute to the profitability of our auxiliary enterprises. As our campus becomes more attractive physically, we will not only be able to maintain desired enrollment levels, but also to improve, over time, the quality of the students we admit.

University of Pittsburgh at Titusville

**Sources and Uses Chart
FY2010 Final Actuals**

done

	Entity 02	Entity 03 *	Entity 03 **	Entity 04 ***	RDF	Entity 5
Faculty Salaries	\$1,838,969					
Staff Salaries	\$1,275,365	\$30,497				
Student Salaries	\$26,717					
Undergrad Scholarships	\$213,327			\$54,648		\$17,339
Research Program Support	\$0			\$14,080		
Instructional Program Support	\$123,904			\$37,435		
Operating Expenses	\$595,762	\$8,615		\$175,200		
Facilities Renovation	\$35,000			\$3,242		
Utilities	\$359,762					
Total	\$4,468,806	\$39,112	\$0	\$284,605	\$0	\$17,339

Fringe benefits are not to be included in the totals.

* Include those expenditures directly related to the operation of the non-auxiliary program itself

** Include those expenditures that represent "profits" from the non-auxiliary program that are used to support other programs

*** Endowment and gift revenue only

Sources and Uses Chart
FY2011 Budget
 (spring tuition incentive not included)

done

	Entity 02	Entity 03 *	Entity 03 **	Entity 04 ***	RDF	Entity 5
Faculty Salaries	\$1,869,459					
Staff Salaries	\$1,323,153	\$23,650				
Student Salaries	\$42,645					
Undergrad Scholarships	\$217,286			\$81,863		\$6,509
Research Program Support	\$0			\$12,378		
Instructional Program Support	\$150,320			\$27,425		
Operating Expenses	\$557,584	\$10,000		\$61,960		
Facilities Renovation	\$39,000			\$42,500		
Utilities	\$366,034					
Total	\$4,565,481	\$33,650	\$0	\$226,126	\$0	\$6,509

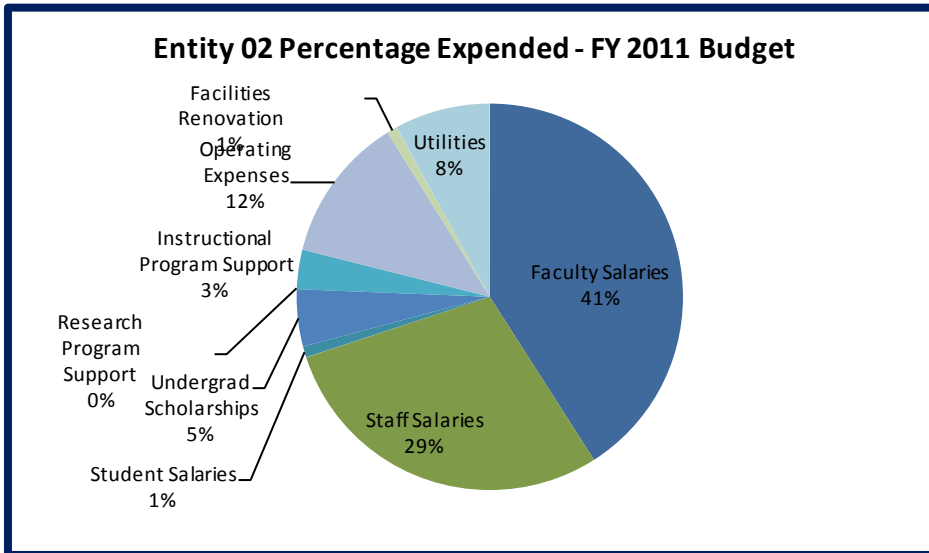
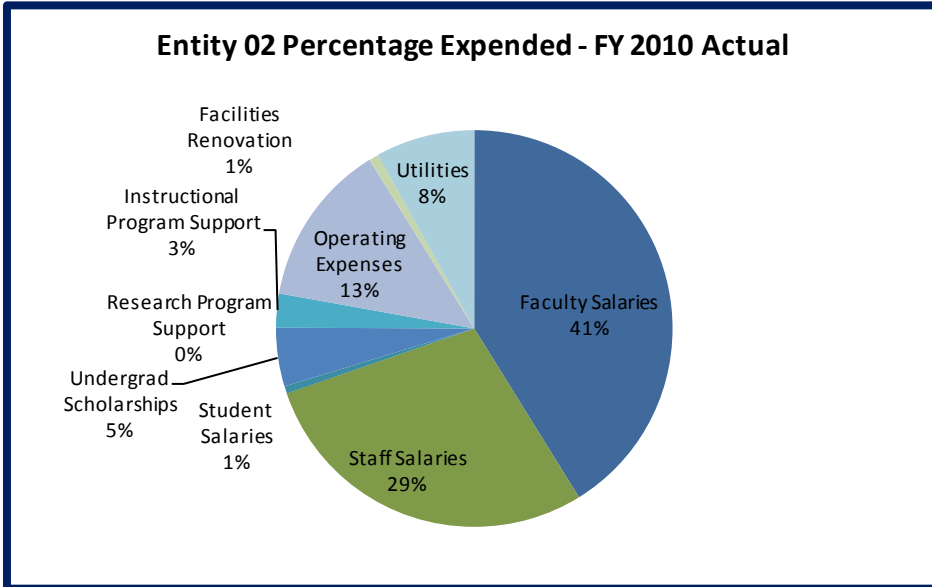
Fringe benefits are not to be included in the totals.

* Include those expenditures directly related to the operation of the non-auxiliary program itself

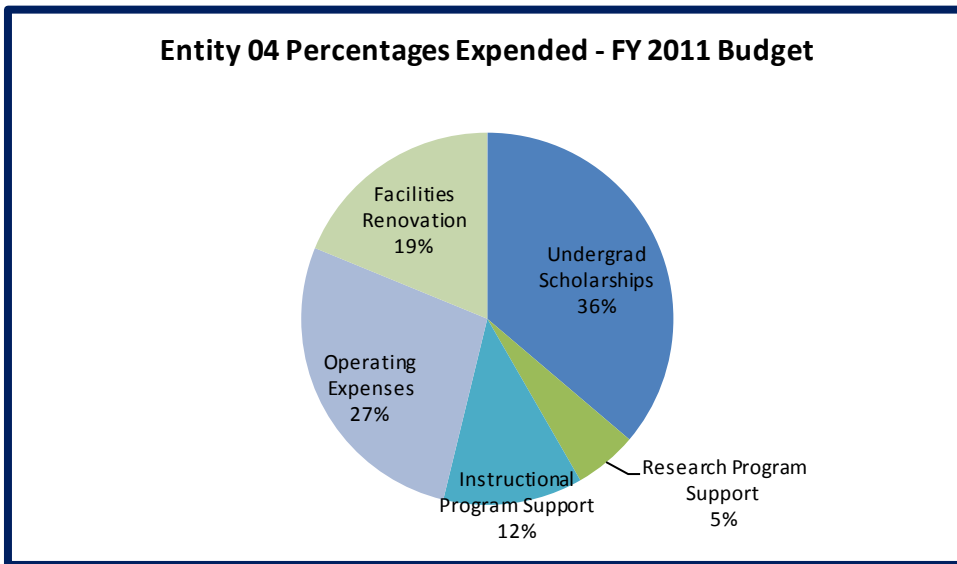
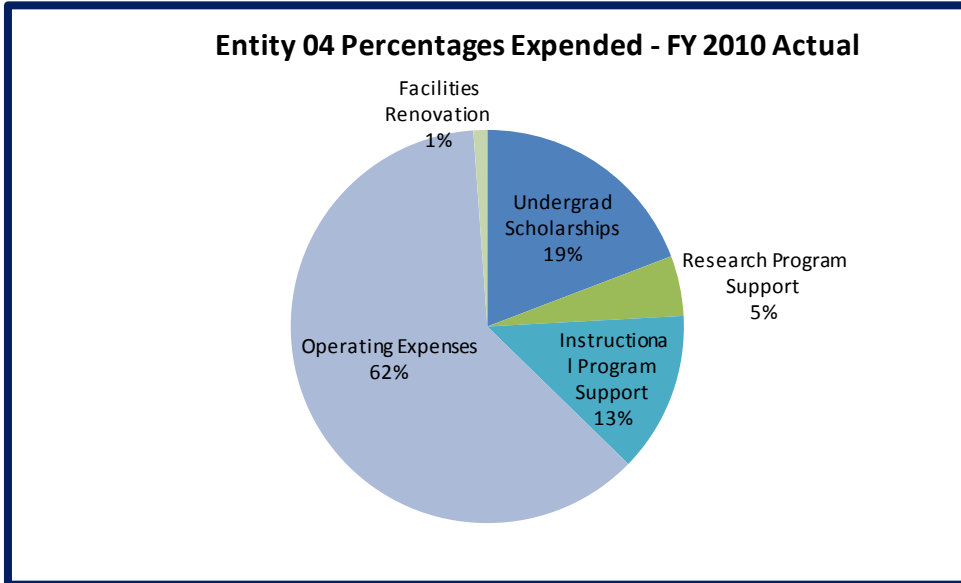
** Include those expenditures that represent "profits" from the non-auxiliary program that are used to support other programs

*** Endowment and gift revenue only

Percentage Distribution of Entity 02 Expenditures Among Areas for FY 2010 (actual) and FY 2011(budget)



Percentage Distribution of Entity 04 Expenditures Among Areas for FY 2010 (actual) and FY 2011(budget)



2. Reallocations and Investments

FY 2010

The budget reduction target of \$240,000 was achieved as follows

1.	Eliminating courses or sections which:	\$96,708
	➤ had low enrollments	
	➤ or were non-essential to the academic program	
	➤ and were taught by adjunct, part-time instructors or paid via overload	
2.	Eliminating all summer classes chargeable to the E & G budget.	\$16,930
3	Not replacing a departing campus police officer.	\$11,590
4.	Eliminating an “Instructional Computing” budget line.	\$10,000
5.	Not replacing a departing mail clerk/purchasing assistant.	\$22,400
6.	Reducing the campus vehicle lease allocation to equal the actual expenditure figure.	\$5,000
7.	Eliminating the position of Webmaster	\$47,000
8.	Eliminating one of three Residence Life Coordinator positions	\$8,012
9.	Eliminating men’s golf and women’s volleyball	\$11,360
10.	Shifting the Faculty Professional Travel line to restricted funds	\$10,000
11.	Reducing the Faculty Computing budget line	\$1,000
	Total FY 2010 Budget Reduction	\$240,000

FY 2011

Reallocation of Entity 02 funds for the current fiscal year

Area	Amount
<u>Increases</u>	
1. Learning Center and Remedial Instruction Support	\$10,000
2. Fac. Mgmt.: Supplies, Maintenance, Infrastructure Improvements	\$50,000
3. Freshman Orientation and Integration	\$5,000
4. Student Life Enhancements	\$ 5,000
5. Minority Student Support	\$11,000
Total	\$81,000
<u>Decreases or New Revenue</u>	
1. Continue to eliminate courses or section which: <ul style="list-style-type: none">➤ have low enrollments➤ or are non-essential to the academic program➤ and were taught by adjunct, part-time instructors or paid via full-time faculty overloads	\$29,000
2. Utilize the net tuition incentive carried forward from FY 2010	\$26,000
3. Draw on the increase in our Provost Development allocation	\$11,000
4. Reduce allocations in postage and copier lease budget lines	\$ 5,000
5. Reduce departmental allocations with ongoing year-end balances	\$10,000
Total	\$81,000

These reallocations are reflective of and have been made to underwrite the special emphasis we have placed on addressing “student life” issues discussed in earlier sections of this document.

While additional, similar reallocations may be necessary in the future, we are confident that those to be made during the current year will allow us to make significant advances relative to these important concerns.

FY 2012

Planned reallocation of Entity 02/04 funds for the next fiscal year

Area	Amount
<u>Increases</u>	
1. Learning Center and Remedial Instruction Support	\$10,000
3. New Health Information Management Associate Degree	\$100,000
4. Student Life Enhancements	\$ 5,000
5. New faculty and staff (net increase)	\$50,000
<hr/>	
Total	\$165,000
<u>Decreases or New Revenue</u>	
1. Continue to eliminate courses or section which: <ul style="list-style-type: none">➤ have low enrollments➤ or are non-essential to the academic program➤ and were taught by adjunct, part-time instructors or paid via full-time faculty overloads	\$25,000
2. Tuition incentive funding from higher enrollments	\$40,000
3. Provide subsidies from gift funds to support new programming	\$90,000
4. Shift departmental allocations with ongoing year-end balances	\$10,000
<hr/>	
Total	\$165,000

A brief narrative of these reallocations was provided above.

PART FOUR: BENCHMARKING

1. Introduction.

Our main sources for benchmarking data are the statistics provided by the College Board and *Peterson's Guides*.

Our benchmarking process is guided by two basic principles:

1. The data must be relevant to developing our campus' mission and future strategic direction. Statistics that are only marginally related to the vision we have for UPT will be passed over.
2. The comparisons made with other colleges must be meaningful and of serious, practical use in determining how well we are meeting our goals.

The focus of the benchmarking section is on the following critical areas:

1. Enrollment and Retention
2. Cost of Attendance and Financial Aid
3. Quality of Faculty
4. Diversity in the Student Body

2. Comparison Groups

Finding comparable institutions to provide benchmarks for UPT is difficult, as we have been noting for many years now. Our competitors are not our peers, so they are not useful for comparisons. The colleges and universities that continually receive the highest number of SAT score reports from the same students who send them to Titusville are quite different from UPT (data taken from The College Board). The top ten schools for the fall of 2010 are as follows. With the exception of Drexel and UPG, these same schools have been in the top ten for at least ten years.

Penn State University
Clarion University of PA
Edinboro University of PA
Slippery Rock University of PA
University of Pittsburgh (Oakland Campus)
UPB
Indiana University of PA
UPJ
Drexel University
UPG

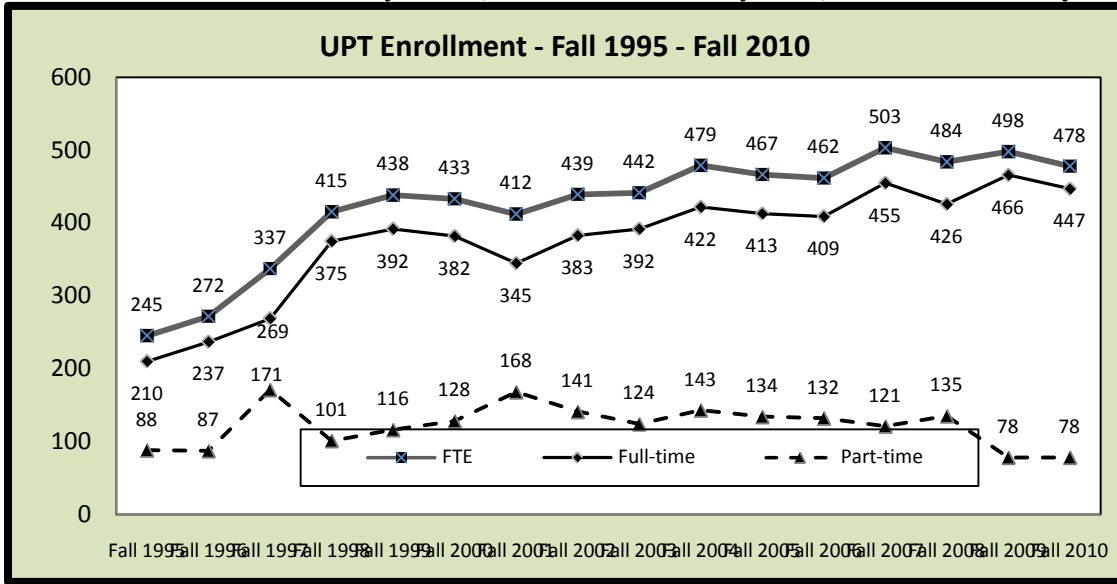
All of these competitors are four-year institutions, so it would not be meaningful to use any one of them (including the other Pitt regional campuses) as a benchmarking institution.

The Charts containing benchmarking data will be found in the Addendum, which follows the Appendices. Chart#1 lists the schools selected as our peers. It will be

noted that, for some strategic indicators, additional schools in our region have been added to the comparison group, and are also listed there.

3. Enrollment

Increasing our enrollment to the level of 500 FTE students has been an overriding priority from the earliest days of the campus. In the fall of 2007, we finally achieved this goal with 503 FTE students. Our progress has been uneven since then, dipping this fall to 478 FTE. Nevertheless, our enrollment growth has been impressive over the past decade and a half. From the fall of 1995 through the fall of 2010, UPT's full-time enrollment increased by 113%, FTE enrollment by 95%, and headcount by 77%.



Despite these increases, UPT remains the smallest of the comparison group (Chart#2).

Like most colleges, the size of our E & G budget is directly related to our enrollment level. It is a conundrum that to maintain a budget sufficient to fulfill our strategic plan, we must keep our enrollment at a consistently high level and even increase it from year to year. Unfortunately, we have yet to discover how to accomplish this goal and also raise the quality of our students. Charts #3 and #4 illustrate this situation.

Chart#3 notes that we admit 83% of our applicants, the same as do our peers. The previous year's corresponding figures were 80% for UPT and 88% for the others, so the effort to maintain desired enrollment levels has led us to become somewhat less selective than we would desire. It will be noted, however, that our yield of admitted to enrolled students is *almost thirty points higher* that of the comparison group: 88% to 60%. This gap of 28% illustrates the progress we have made in making direct applicants the focus of our recruiting effort: once accepted, students *do* come to UPT because they *want* to come here.

To maintain this trend, it is vital to continue flexibility in the range of our offerings which can adapt to changing market conditions. This involves not simply beginning

new programs, but also phasing out current programs which no longer have a broad appeal.

Chart#4 demonstrates the results of lowering admissions standards to maintain a budget target. There is a considerable gap between UPT and the comparison group in the percentage of freshman scoring above 500 on each of the three SAT tests – Verbal, Math, and Writing. In consequence, the overall quality of our student body is considerably less than we would like. Lowering of admissions standards, however, is not the only factor in play here. As will be discussed below (p. 24), UPT has a very high percentage of minority students, who tend to have lower SAT scores across-the-board than their white counterparts. Thus, our commitment to diversity also has as one of its results, the lowering of our SAT averages.

These comparative statistics emphasize a key component of our strategic planning effort: to raise admissions standards – for both minority and for non-minority students - so we may be more selective and, simultaneously, enhance significantly the academic proficiency of our students.

In addition, it demonstrates the criticality of the need for academic support services and the importance of the efforts we have made to re-design and vastly improve such areas as our Learning Center.

4. Retention

A vital part of enrollment management is the retention of current students, and, for a two-year college, especially freshmen. In this area, we have been able to maintain a freshman retention rate that has consistently surpassed national norms despite changes in the requirements for transfer and relocation imposed by the Pittsburgh campus.

Retention could be measured in several ways at Titusville:

- The percentage of first-year students returning to UPT for a second year.
- The percentage of first-year students returning for a second year in the Pitt system, but not necessarily at UPT.
- The percentage of first-year students moving on to some college or another for a second year, but not necessarily within the Pitt system.

To make a fair comparison with other schools, we must consider any first-year student who moves on to another college (within the Pitt system or elsewhere) as “retained”, for other schools count as drop-outs only students who leave college altogether.

The retention rate for FY 2011 was **65.7%**.

Compared to other two-year colleges in the nation, UPT has achieved remarkable success in giving students the academic foundation and implanting an interest in

University of Pittsburgh at Titusville

continuing their education beyond their time at Titusville, whether within the Pitt system or outside it.

To illustrate this point, we have used the most recent available national retention rates from freshman to sophomore year, as compiled from the *ACT 2010 Retention/Completion Summary Charts*, are as follows:

Type/Control	Current Rate	Highest Rate
2-year Public	55.7%	55.7%
2-year Private	58.6%	72.6%
4-year Public BA/BS	67.6%	70.0%
4-year Private BA/BS	68.7%	74.0%

UPT's comparable rates since Fiscal Year 1999 are:

Spring to Fall of Fiscal year	Retention Rate
1999	62.8%
2000	73.7%
2001	69.6%
2002	74.2%
2003	80.1%
2004	73.5%
2005	70.4%
2006	71.7%
2007	61.7%
2008	62.8%
2009	68.2%
2010	68.6%
2011	65.7%

For thirteen years, although UPT's retention rate has fluctuated, it has remained at **least eight percentage points higher than the national average for two-year, public colleges**. This year, it is 10.0% higher than the rate of public two-year colleges and 7.1% higher than the rate for *private* two-year colleges. For the last five years, our average retention rate is 65.4%, and it is 69.7% for the past 10 years. These averages are comparable to the current retention rates for all *four-year* colleges.

This success, however, needs to be balanced against the very high percentage of academic suspensions and dismissals in recent years — 22.6% this year, vs. 14.2% last year vs. 16.9% in FY 2009, 15.4% in FY 2008, and 16.2% in FY 2007. Prior to that year, the percentage exceeded 12.5% only once (15.7% in FY 1999). These figures emphasize the need for UPT to improve the quality of its freshman class.

This fall has seen some progress. The average freshman combined SAT score was 910, up significantly from last year's 880 and the 890 of two years ago. It has fluctuated in the past several years: 891-fall 2007, 882-fall 2006, 920-2005, 926-2004, and 924-2003, and, hopefully, we have reversed the decline. Doing so and improving the academic quality of our students is, as previously emphasized, critical to our future.

5. Cost of Attendance

The high cost of attending UPT compared to other similar institutions presents a major challenge to sustaining current enrollment levels and achieving future growth. Although UPT's annual tuition is now significantly less than the Penn State two-year, regional campuses (\$9,942 for UPT vs. \$14,412 for the PSU branch campuses), we are considerably more expensive than the schools in the comparison group (Chart#5). The total cost of attending UPT in the fall of 2009 was *nearly twice* the amount of the PA State System schools or institutions in Ohio or South Carolina.

When compared our closest geographic neighbors (and competitors), the Pennsylvania State System (which includes Clarion - and its Venango Campus -, Slippery Rock, Indiana, and Edinboro), we remain at a serious disadvantage. The current, annual tuition in the state system is **\$5,804**, over *\$4,000 less* than UPT's **\$9,942**. The cost per credit for part-time students is also much less: **\$242** for the State System vs. **\$414** for UPT. It is clear that UPT is not the low cost alternative in our service region.

This cost differential has an impact upon transfers after one year from UPT to four-year colleges outside the Pitt system. Over one-third of such transfers consistently have been to institutions in the State System: 70 out of 206 over a period of 8 years (=33.9%). Apart from State System schools, no other college had more than two students transferring from UPT in any given year except Penn State and CCAC (a community college). Most had only one.

6. Financial Aid

It is critical to meet the financial need of our students to the greatest extent possible in order to offset, at least partially, this disadvantage in costs. We have placed and continue to place a very high priority on this effort. Although we have generally met at least 80% of need, a very high number vs. the comparison group's average of 59% (Chart #6), and even though the percentage of aid we give as grants is roughly the same as the other schools, the average total loan amount is much higher: \$7,067 vs. \$3,251 (Chart #7).

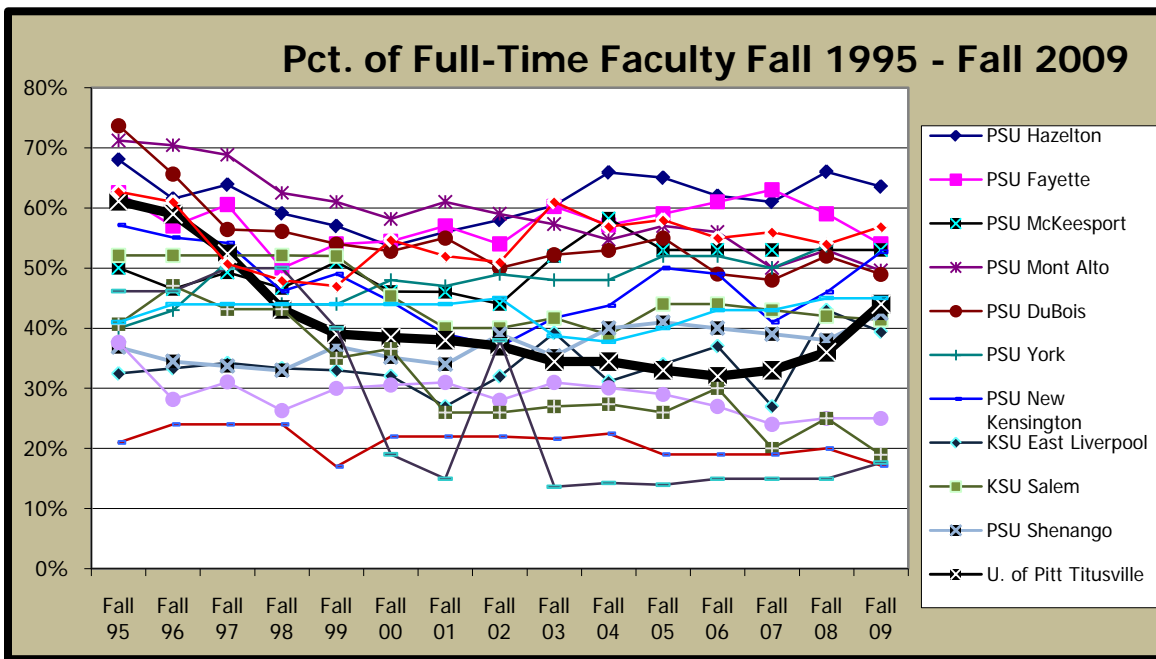
This places a significant burden on our students. The data demonstrate the importance of expanding institutional aid, whether by increasing the amount of "hard-money" scholarships or by continuing to solicit gifts from private individuals or trusts to endow scholarships. We have had considerable success in the latter instance: in FY 2000 we had only three endowed scholarships generating \$24,000

per year; in FY 2011 this number has risen to nine, generating well over \$80,000. We will strive to continue this upward trend.

7. Quality of Faculty

Two measurements of the quality of an institution’s faculty are the percentage of individuals who are full-time and the percentage of full-time instructors who hold terminal degrees. As compared to adjunct, part-time instructors, full-time faculty provide a long-term stability to the campus, have a greater depth of knowledge in their disciplines, are available for a number of co-curricular assignments such as counseling and committee work, and can bring a far more intense and complete commitment to teaching and scholarship, since being a faculty member constitutes their entire vocation and livelihood. Moreover, faculty members with terminal degrees possess a greater degree of knowledge in their disciplines than those who have stopped short of this ultimate achievement.

The percentage of full-time faculty at UPT was steadily decreasing over the past several years, in line with a similar, broad circumstance across many schools. However, we were able to hire several new, full-time faculty members over the past three years. This, along with a continuing effort to reduce the use of part-time faculty, has resulted in the upward trend visible in the following chart.

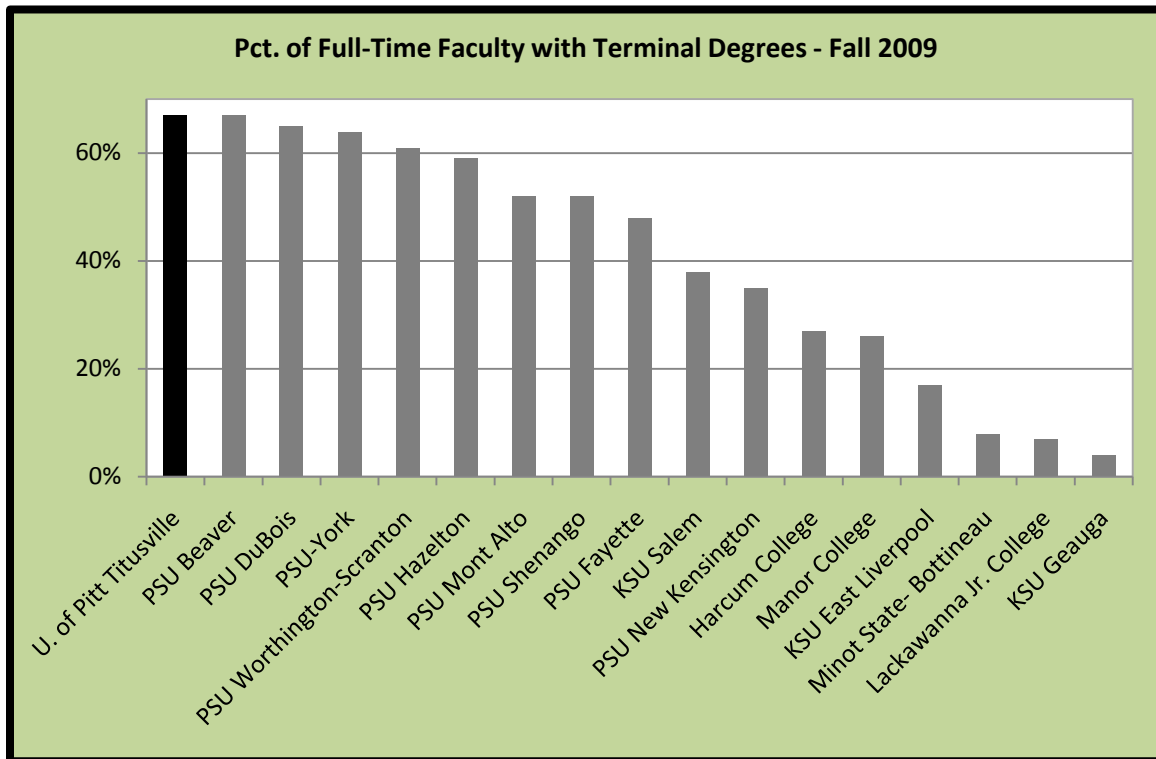


From a low point of 32% in the fall of 2006, we increased the percentage of full-time faculty to 33% in 2007, to 36% in 2008, and to 44% in 2009. This past fall, our percentage stood at 47%, continuing the increase. Although we are still a way from the figures of the mid-nineties — in part because our expanded curriculum and

University of Pittsburgh at Titusville

enrollments made it necessary to utilize more part-time instructors than previously — we are making steady progress in ameliorating this situation.

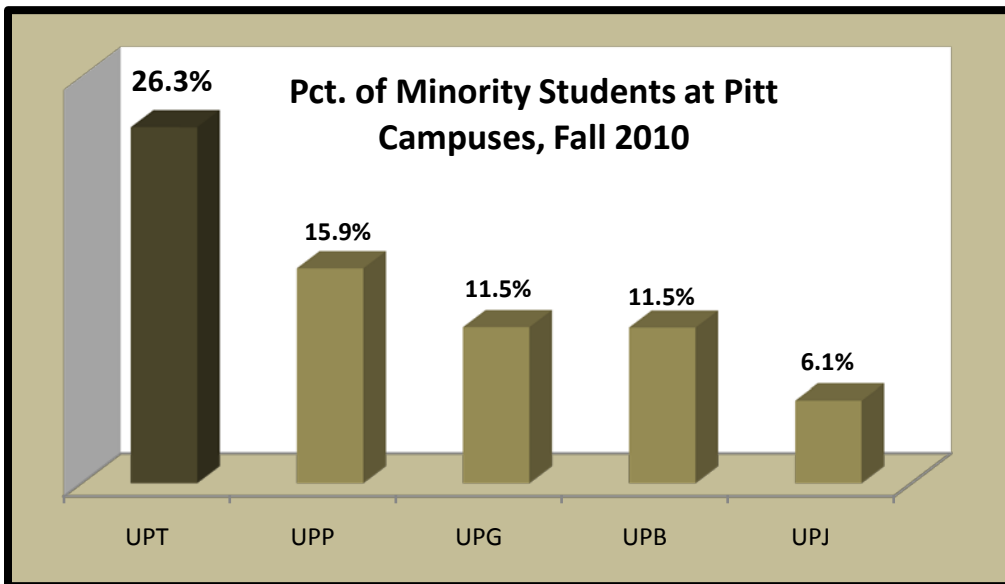
In the second measure of quality, the number of full-time faculty with terminal degrees, UPT is at the very top of the comparison group .



From the data revealed by the benchmarking exercise, it is clear that we are fulfilling our commitment to attract and retain faculty of the highest quality.

8. Diversity of the UPT Student Body


The Titusville Campus has been the most successful of all Pitt campuses in creating a diverse student body over the past several years:



Our commitment to maintaining a high level of diversity remains strong. As Chart#8 demonstrates, we also continue to be far more successful than most similar institutions in the comparison group. The only schools higher than UPT in the percentage of minority students enrolled are near larger cities

The following chart shows the progress we have made over the years compared to other two-year colleges in Pennsylvania and Ohio. The data (except for UPT) are for fall, 2009.

Name	Minority Percentage – Fall 2009
Manor College	30%
UPT — Fall 09	30%
PSU Hazelton	28%
UPT — Fall 08	27%
UPT — Fall10	26%
UPT — Fall 07	25%
Lackawanna Jr. College	22%
PSU Mont Alto	20%
UPT — Fall 06	20%
UPT — Fall 05	18%
UPT — Fall 04	18%
PSU Beaver	18%
UPT — Fall 03	17%
UPT — Fall 00	17%
PSU York	17%
UPT — Fall 99	16%
UPT — Fall 02	14%
UPT — Fall 01	14%
UPT — Fall 98	12%
KSU Geauga	12%
Dakota College - Botineau	10%
PSU Shenango	10%
PSU Fayette	6%
UPT — Fall 97	5%
Wright State Lake Campus	5%
KSU East Liverpool	5%
PSU Worthington-Scranton	4%
PSU New Kensington	4%
KSU Salem	4%
PSU DuBois	4%
UPT — Fall 96	3%
UPT — Fall 95	2%



Our total percentage of minority students is *thirteen times* higher than in the fall of 1995.

Full-time, minority enrollment in our fall, 2010, freshman class is 25%. The minority enrollment percentage of *all* full-time students at UPT is 26%.

Moreover, almost half of our *resident* students are minority (49%), nearly all living at some distance from home.

A significant challenge to maintaining an ethnically diverse student body is our geographical location. Only about 1.5% of the population in our region is made up of minorities; hence, most of our minority students come from a distance. Recruiting them requires a determined effort and the commitment of considerable resources. Although our Admissions Office has succeeded remarkably well in this task, it would be in the University's interest as well as our own to augment its financial support for our recruitment and retention programs. The substantial increase in our allocation from the Commonwealth Fund in FY 2010 and this year is a welcome step in this direction. We intend to demonstrate the need for an additional increase for FY 2012.

PART FIVE: SENIOR ACADEMIC LEADER'S REFLECTION AND CONCLUSION

1. Reflection

The issue upon which I reflected last year ... the changing nature of the UPT student body and the steps we intended to take with regard to it ... remains the focus of our attention as we anticipate the administrative milieu of FY 2012. It remains a concern not only because the complexity of this issue requires on-going, multi-year attention, but also because many of the actions we intended to take regarding it were unfulfilled because of unanticipated changes in the senior administration of the Student Affairs and Academic Affairs Offices. As stated earlier in this document, we did make some progress in our intended game plan, for example, extending and enhancing our new student orientation program and the revitalization of the learning center. However, more needs to be done.

My senior administrative staff situation will have stabilized by the beginning of the next fiscal year and we again will in a position to give appropriate attention to these issues. And, for the first time, having an experienced student affairs professional in the VPSA position will be a real advantage in addressing the needs of a diverse student body. The particular initiatives we will undertake are referenced in other sections of this document and are specifically delineated in the objectives with in Appendix E.

A related issue to which we intend devote significant attention during FY 2012 is the question of our student dining and residential facilities. With the beginning of the fall 2011 term, construction of our new dining facility will be well underway. While this project is significant and will demand considerable time and attention, it is just one part of our overall plan to address the rather deplorable state of our student facilities. The next phase of the master plan, as approved by Dr. Pack two years ago, is to begin consideration of constructing a new residence hall to take the place of Ball Hall. Ball Hall is nearly 50 years old and its structural condition, coupled with its floor plan, restroom facilities and overall esthetics don not lend themselves to repair or remodeling. In short, the building should be razed and a new facility built on the lower campus.

A new residence hall will not be a reality anytime soon, however, planning for it and assessing its feasibility have to begin now, if we are ever to eliminate what is, quite candidly, a significant detriment to achieving and maintaining adequate enrollments on this campus. We intend to make this project a central focus during FY 2012.

APPENDICES

- A. University of Pittsburgh Mission Statement
- B. UPT Mission Statement
- C. The UPT Planning and Budget Committee
- D. Planning Matrices for FY 2011 - reviewed
- E. Planning Matrices for FY 2012

ADDENDUM

Charts for Benchmarking

Appendix A

University of Pittsburgh

Mission Statement

The University of Pittsburgh, founded in 1787, is one of the oldest institutions of higher education in the United States. As one of the nation's distinguished comprehensive universities, the resources of the University constitute an invaluable asset for the intellectual, economic, and social enrichment of Pennsylvania, while the international prestige of the University enhances the image of Pennsylvania throughout the world.

The University's mission is to:

provide high-quality undergraduate programs in the arts and sciences and professional fields, with emphasis upon those of special benefit to the citizens of Pennsylvania;

offer superior graduate programs in the arts and sciences and the professions that respond to the needs of Pennsylvania, as well as to the broader needs of the nation and the world;

engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor;

cooperate with industrial and governmental institutions to transfer knowledge in science, technology, and health care;

offer continuing education programs adapted to the personal enrichment, professional upgrading, and career advancement interests and needs of adult Pennsylvanians; and

make available to local communities and public agencies the expertise of the University in ways that are consistent with the primary teaching and research functions and contribute to social, intellectual, and economic development in the Commonwealth, the nation, and the world.

The trustees, faculty, staff, students, and administration of the University are dedicated to accomplishing this mission, to which they pledge their individual and collective efforts, determined that the University shall continue to be counted among the prominent institutions of higher education throughout the world.

Source: Office of the Secretary, approved by the University of Pittsburgh Board of Trustees, February 1995.

University of Pittsburgh, Fact Book 2005

Appendix B

University of Pittsburgh at Titusville

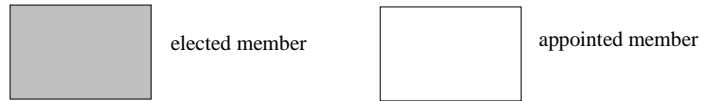
Mission Statement

The University of Pittsburgh at Titusville, a degree-granting, regional campus of the University of Pittsburgh, provides students with a quality educational experience offered in a supportive environment conducive to learning, self-discipline, and mutual respect. UPT combines the advantages of a small college with the resources of an internationally respected institution by:

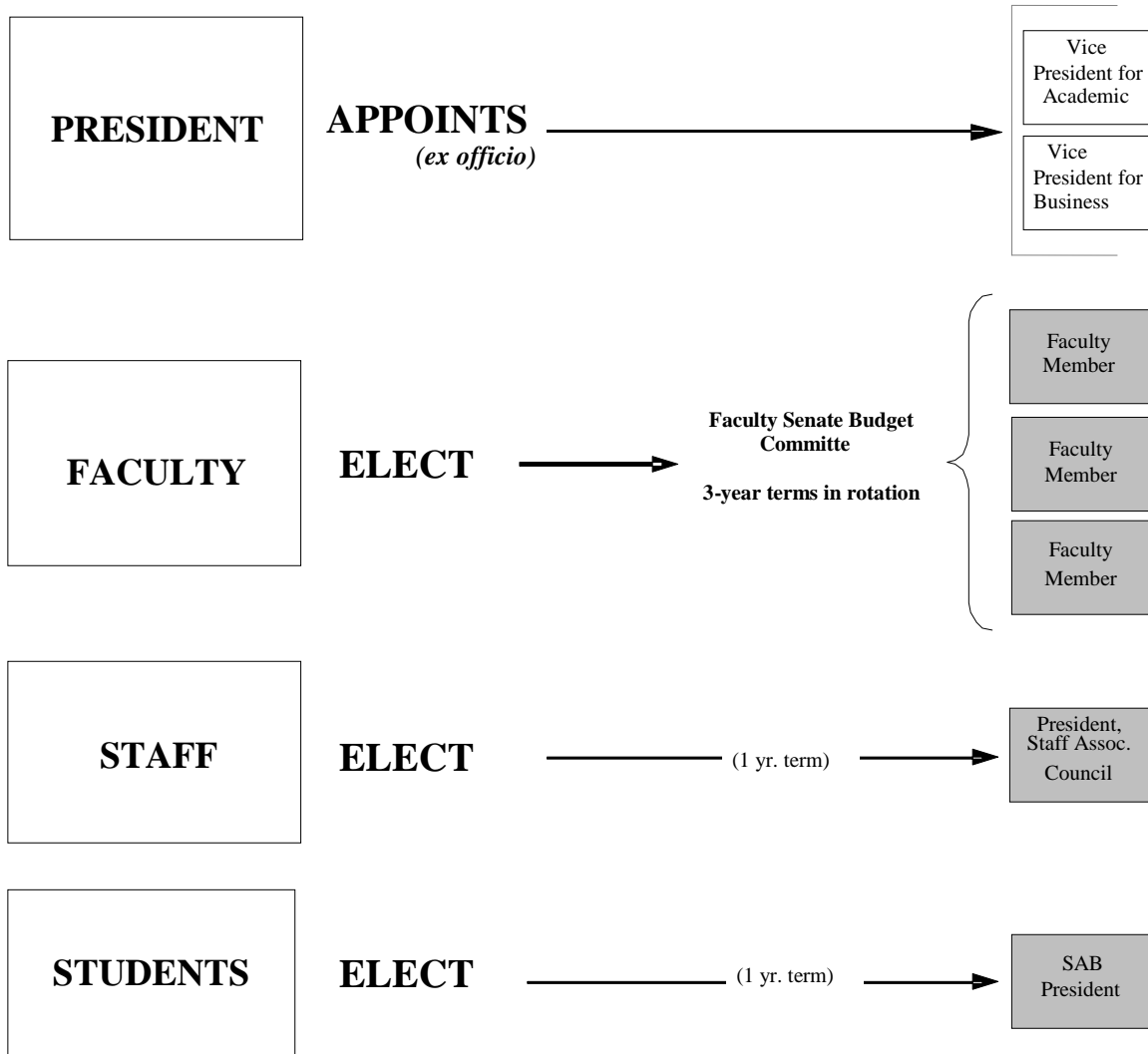
- Providing a point of access to the instructional and research facilities of the University of Pittsburgh for northwest Pennsylvania;
- Offering an excellent undergraduate curriculum in the liberal arts and sciences and professional programs with an emphasis on personalized attention to students;
- Serving as an educational, cultural, and economic resource for northwest Pennsylvania.

Appendix C

UPT PLANNING AND BUDGET COMMITTEE



Five elected members, two appointed members.



Appendix D

Planning Matrices for FY 2011 – Review and Assessment

In our FY 2011 planning document, 37 objectives were outlined in areas ranging from academics and enrollment to fund-raising and physical plant. In addition, each of these objectives evolved from one or the other of the 10 general goals that have been part of our strategic plan since 2006.

The specific results of our efforts relative to these objectives are summarized in the matrices shown in this appendix. In summary, the matrices show that of the 37 objectives envisioned last year, 21 were completed; 7 were delayed or partially completed and 9 were not achieved. The fact that virtually 76% of these objectives were completed, or partially completed, is a notable achievement

1. Maintain an FTE Enrollment of at Least 500 Students

Objective	Measure/Metric	Evaluation and Outcome
1a. Review and evaluate the effectiveness of all UPT student retention programs and procedures.	Review completed by January 2011.	This review was begun last spring, but was suspended with the departure of the Executive Director of Student Affairs. This position has just been filled and the review, with suggested modifications outlined, will be completed by June 30, 2011.
1b. Develop a freshman experience program as a means of attracting and retaining students.	A freshman seminar or learning communities program to be implemented by Fall 2010.	A program was developed over the summer of 2010 but implementation was delayed due to administrative changes in the Academic Affairs Office. This objective will be revisited this summer.
1c. Restructure and broaden the function of the UPT Learning Center.	Organizational and programmatic revision completed by January 2011.	This objective was completed in September, 2010.
1d. Implement an "early warning" system to more effectively address student classroom performance and attendance issues.	System in place by Fall 2010.	This objective was achieved. No new procedures were implemented; rather existing programs were reenergized and reemphasized.

2. Establish a Sustainable Equilibrium Between Prospective Students Who are Referrals and Those Who are Direct Applicants to UPT

Objective	Measure/Metric	Evaluation and Outcome
2a. Increase the number of new Direct enrollments to 155 for fall 2010.	Direct enrollments total 155 or more in Fall 2010.	This objective was achieved. One hundred and fifty-seven new full-time students enrolled in fall 2010. This figure is the highest ever for UPT and represents a 100% increase over the past ten years.
2b. Continue to maintain the proportion of Direct enrollments compared to Referral enrollments for fall 2010 at 60% and 40% respectively.	Direct enrollments for fall 2010 represent at least 60% of the freshman class.	This objective was achieved. Direct enrollments represented 72% of the fall freshman class.
2c. Continue to identify and develop recruiting activities that will attract Direct applicants.	Two new activities implemented during FY 2011.	This objective was achieved. An additional recruiter position was added; 150 students from Pittsburgh schools were brought to UPT for a campus visit; and visits to Western Pennsylvania high schools were increased by 20%.

3. Establish Additional Cooperative Degree Programs with Other Regional Campuses and Schools within the University of Pittsburgh

Objective	Measure/Metric	Evaluation and Outcome
3a. Develop cooperative teaching opportunities with other campuses.	At least one such opportunity established during FY 2011.	Because of a lack of interest and the logistics involved, this objective was not achieved.
3b. Continue dialogue with UPB, UPG, and UPJ to develop cooperative degree programs in fields consistent with institutional expertise.	One meeting between the UPT VPAA and counterparts at <u>each</u> regional campus held in FY 2011.	This objective was not achieved. After further consideration and a decision to pursue additional degrees of our own, this initiative was suspended.
3c. Establish a BSN and MSN completion relationship with the Pitt School of Nursing.	The first classes in the BSN completion program offered in the Fall 2010 semester.	This objective was held in abeyance because of administrative changes in the Office of the Provost. It is our hope that the program can be implemented in Fall 2011.

4. Explore the Establishment of Additional UPT Associate Degrees and Special Emphasis Academic Programs

Objective	Measure/Metric	Evaluation and Outcome
4a. Continue to explore the possibilities of establishing special emphasis programs in areas of institutional and faculty expertise.	Exploration continued throughout the 2010-2011 academic year.	This objective is nearing completion. A new associate degree proposal is being prepared and will be submitted by the end of June 2011.
4b. During the fall of 2010, establish a committee of administration, faculty, and community representatives and professionals to ascertain possibilities for health-related programs.	The committee convened by October 2010.	This objective was not achieved but remains a desired outcome.
4c. Continue to consult with faculty in each academic division to encourage exploration of new program possibilities in their areas.	Consultation on-going throughout the 2010-2011 academic year.	This process continues and has resulted in the associate degree proposal cited in Objective 4a.
4d. Implement a STEM (<u>S</u> cience, <u>T</u> echnology, <u>E</u> ngineering, and <u>M</u> athematics) training program for elementary school students in our service region.	A STEM program established with the Titusville Area School District by Spring 2011.	A STEM program, involving elementary and high school students, was begun in Fall 2010, is on-going and will be expanded to include middle school students next year.

5. Systematically Review and Evaluate Existing Academic Offerings on a Regular Basis

Objective	Measure/Metric	Evaluation and Outcome
5a. Continue to refine assessment procedures in general education courses.	All assessment reporting deadlines set by the Provost's Office met.	This objective has been achieved.
5b. Continue to refine assessment procedures in courses required for the major.	All assessment reporting deadlines set by the Provost's Office met.	This objective has been achieved.
5c. Implement assessment procedures for certificate programs.	Procedures in place by the Fall 2010 semester.	The process was begun and resulted in the decision to eliminate all certificate programs.
5d. Complete process of reviewing all certificate programs for approval through PACUP.	Process completed Fall 2010.	Same as the above
5e. Draft the self-study of the Physical Therapist Assistant program in preparation for the CAPTE visit in May 2011.	Self-study completed by February 2011.	This self-study is nearing completion and will be ready for the CAPTE visit.

6. Hire and Retain Highly Qualified Faculty and Staff Who are Committed to Our Educational Mission and to the Welfare of the Students We Serve

Objective	Measure/Metric	Evaluation and Outcome
6a. Continue efforts to recruit and maintain a diverse faculty and staff despite the difficulties presented by our location and size.	All faculty and staff searches focused on finding minority candidates.	Currently there are four faculty searches and two senior staff searches on-going; all are focused on hiring minority candidates.
6b. Continue and expand activities to build and sustain a positive work environment for faculty and staff.	Current activities continued and one new activity added during FY 2011.	A series of Friday afternoon social gatherings for faculty and staff is scheduled to begin this spring.
6c. Continue to develop mechanisms for the communication of faculty and staff concerns to senior management.	Current mechanisms kept in place and one new communication channel established in FY 2011.	All current communication channels remain. However, no new channels have been implemented.

7. Address Significant Deferred Maintenance and Other Issues Relating to Campus Facilities

Objective	Measure/Metric	Evaluation and Outcome
7a. Complete Phase Two of the renovation of student residential facilities.	Renovation completed by August 2010.	This objective was achieved. Renovation was finished in August.
7b. Begin planning for remodeling and construction of student dining facilities.	Planning and bidding completed by June 2010, and construction commenced in the fall.	The process was delayed by one year because the original design concept was changed. The process is on track for groundbreaking to take place in May 2011.
7c. Complete all authorized and funded projects for the 2011 Fiscal Year.	All projects to be completed by June 30, 2011	This objective was achieved.
7d. Complete the renovation of the Summer House as a gathering place for faculty, staff, and students	Renovation to be completed in August 2010.	This project was postponed by one year; it will be completed in August 2011.

8. Expand UPT's Development and Fund-Raising Capacity

Objective	Measure/Metric	Evaluation and Outcome
8a. Continue to enhance our cooperative arrangements with Pitt's Office of Institutional Advancement.	Regular interaction between UPT president and I.A. staff continued throughout FY 2011.	On-going meetings and interactions, on campus and in Pittsburgh, have taken place all year.
8b. Obtain specific financial commitments from major donors to the <i>Building Our Future Together</i> campaign.	At least two major (six-figure) commitments garnered during FY 2011.	One major pledge (\$2,000,000) was received. Two others are in the hands of prospective donors.
8c. Establish a permanent campus grant-writing function.	The decision to make this function permanent made during the Fall 2010 semester.	Because of administrative changes in the Academic Affairs Office, this action is scheduled for Fall 2011.

9. Enhance UPT's Capacity as a Center for Community Service and Outreach Activities for the Region

Objective	Measure/Metric	Evaluation and Outcome
9a. Continue to cooperate with state and local entities as an institutional partner in regional economic development activities.	Regular contacts between the UPT president and state and local entities continued throughout FY 2011.	President has continued his involvement with various local and regional entities, including the Titusville Redevelopment Authority, the Northwest Commission, the Oil Regional Alliance and the Northwest Pennsylvania Workforce Investment Board.
9b. Serve as a conduit to bring resources of the University of Pittsburgh to local and regional development efforts.	Referrals through the Titusville Redevelopment Authority and the Northwest Commission made as the need arises.	One referral has been made this year. The Graduate School of Public health will be assisting Titusville Area Hospital and Meadville Medical Center with a county-wide health assessment study.
9c. Reorganize the committee structure of the UPT Advisory Board and outline formally expectations of members to enhance the role of the board as a liaison with the community and region.	Committees formed, their specific charges outlined, and first meetings to be convened by Summer 2010.	This objective was achieved. All Committees were formed and convened.
9d. Expand those campus cultural events (lectures, concerts, presentations) which are open to the public and explore ways to increase public involvement in such events.	One additional performance added to the 2010-2011 UPT Spotlight Series. Recommendations made by the P R Office as to how to increase public participation by Fall 2010.	This objective was achieved. One new program was added to the 2010-2011 season. In addition, an agreement has been made with the Titusville Council on the Arts to host its concerts at UPT.

10. Improve Student Life on Campus so as to Enrich the Student Experience and Reduce Attrition.

Objective	Measure/Metric	Evaluation and Outcome
10a. Extend the length and broaden the programmatic focus of <i>new student</i> orientation.	The Fall 2010 new student orientation scheduled over four days and the programmatic focus expanded.	The new student orientation was extended by one full day and the program was expanded to include more diversity and ethical behavior programming.
10b. Systematically review all University-sponsored student activities and programs and make recommendations for modifications in light of a changing student body.	Review completed and recommendations made by August 2010.	This review was postponed as a result of the administrative change in the Students Affairs area. It will be resumed in the spring and recommendations made by August 2011.
10c. Review the structure and function of the Student Affairs Division to gauge its effectiveness in light of the changing nature of the student body.	Review completed by Spring 2011.	This review, too, was postponed as a result of the administrative change in the Student Affairs area. It will be resumed and recommendations made by August 2011.

Appendix E

Planning Matrices for FY 2012

We have outlined 36 objectives we intend to pursue during FY 2012. The majority of these objectives represents continuing activity from FY 2011 or objectives that were not achieved this past year but remain part of our administrative agenda.

Nine of the objectives listed are new for the upcoming year. In all instances, however, the objectives relate to and evolve from the ten general goals we have employed as a strategic framework for the past several years.

While other, unforeseen matters will inevitably demand our administrative attention, the objects outlined here will be our primary focus during the upcoming year.

1. Maintain an FTE Enrollment of at Least 500 Students

Objective	Measure/Metric	Evaluation and Outcome
1a. Review and evaluate the effectiveness of all UPT student retention programs and procedures.	Review completed by January 2012.	
1b. Develop a freshman experience program as a means of attracting and retaining students	A freshman seminar or learning communities program to be implemented by fall 2011.	
1c. Conduct a thorough review and evaluation of the effectiveness of the restructuring and programmatic expansion of UPT Learning Center that was implemented during the 2010-2011 academic year.	Review completed by January 2012.	
1d. Implement an “early warning” system, with follow-up through counseling office, to more effectively address student classroom performance and attendance issues.	System in place by Fall 2011.	

2. Increase the Number of Full-time, Direct Applicants

Objective	Measure/Metric	Evaluation and Outcome
2a. Strengthen UPT's presence in targeted geographic recruiting areas.	Increase focus in Erie and Allegheny Counties by working more closely with Pittsburgh Promise program.	
2b. Bring more high school seniors to UPT for campus visits.	Host "major specific" days on campus in Nursing, PTA and Business. Arrange for bus transportation to UPT for three Northwest Pennsylvania high schools offering the opportunity for prospective students to sit in on classes and interact with UPT students.	
2c. Enhance UPT's market appeal by developing creative new relationships with professional schools on the Pittsburgh Campus.	Solidify the "Freshman Guarantee" with the appropriate major/program in Pittsburgh and create promotional material designed to present a realistic plan to begin a selected major/program at UPT, then seamlessly relocate to the Pittsburgh Campus.	
2d. Increase the involvement of guidance counselors from local high schools	Plan and implement an event for local guidance counselors to learn more about UPT's academic and social programs.	

3. Establish Additional Cooperative Programs with Other Regional Campuses and Schools within the University of Pittsburgh

Objective	Measure/Metric	Evaluation and Outcome
3a. Establish a BSN and MSN completion program in cooperation with the Pitt School of Nursing.	The first classes in the BSN completion program offered in the Fall 2012 semester.	
3b. Establish agreements with CAS and other Pitt Schools articulating pathways to baccalaureate degrees.	Establish one such articulation during the 2011-2012 academic year.	
3c. Continue dialogue with UPB, UPG, UPJ, and Pitt to develop cooperative programs in fields consistent with institutional expertise.	One meeting between the UPT VPAA and counterparts at each campus held in FY 2012.	

4. Explore the Establishment of Additional UPT Associate Degrees and Special Emphasis Academic Programs

Objective	Measure/Metric	Evaluation and Outcome
4a. Continue to explore the possibilities of establishing special emphasis programs in areas of institutional and faculty expertise.	Receive approval for an associate degree in Health Information Technology by Spring 2012.	
4b. Continue to consult with faculty in each academic division to encourage exploration of new program possibilities in their areas.	Consultation on-going throughout the 2011-2012 academic year.	
4c. Implement a STEM training program for high school students in our service region.	A middle school STEM program established with the Titusville Area School District by Spring 2012.	

5. Systematically Review and Evaluate Existing Academic Offerings and Policies on a Regular Basis

Objective	Measure/Metric	Evaluation and Outcome
5a. Continue to refine assessment procedures in general education courses.	All assessment reporting deadlines set by the Provost's Office met.	
5b. Continue to refine assessment procedures in courses required for the major.	All assessment reporting deadlines set by the Provost's Office met.	
5c. Draft the self-study of the Nursing program in preparation for the NLNAC visit in Fall 2012.	Self-study completed by March 2012.	
5d. Establish policies to better analyze and manage students' academic progress.	Policies outlining remedial standards, major declaration and internship placement will be implemented in Fall 2011.	

6. Hire and Retain Highly Qualified Faculty and Staff Who are Committed to Our Educational Mission and to the Welfare of the Students We Serve

Objective	Measure/Metric	Evaluation and Outcome
6a. Continue efforts to recruit and maintain a diverse faculty and staff despite the difficulties presented by our location and size.	All faculty and staff searches focused on finding minority candidates.	
6b. Continue and expand activities to build and sustain a positive work environment for faculty and staff.	Current activities continued and one new activity added during FY 2012.	
6c. Continue to develop mechanisms for the communication of faculty and staff concerns to senior management.	Current mechanisms kept in place and one new communication channel established in FY 2012.	

7. Address Significant Deferred Maintenance and Other Issues Relating to Campus Facilities

Objective	Measure/Metric	Evaluation and Outcome
7a. Begin construction of student dining facilities.	Ground-breaking will take place in June 2011.	
7b. Complete all authorized and funded projects for the 2012 Fiscal Year.	All projects to be completed by June 30, 2011.	
7c. Complete the renovation of the Summer House as a gathering place for faculty, staff, and students	Renovation completed by August 2011	
7d. Begin planning for construction of new residence hall on lower campus.	Preliminary plan completed by June 2012.	

8. Expand UPT's Development and Fund-Raising Capacity

	Objective	Measure/Metric	Evaluation and Outcome
8a.	Continue to enhance our cooperative arrangements with Pitt's Office of Institutional Advancement.	Regular interaction between UPT president and I.A. staff continued throughout FY 2012	
8b.	Obtain specific financial commitments from major donors to the <i>Building Our Future Together</i> campaign.	At least one major (six-figure) commitment garnered during FY 2012.	
8c.	In cooperation with Pitt's Institutional Advancement Office, implement a formal, routinized Annual Giving program.	Program in place by November 2011.	
8d.	Establish a permanent campus grant-writing function.	Function in place by Spring 2012.	

9. Enhance UPT's Capacity as a Center for Community Service and Outreach Activities for the Region

Objective	Measure/Metric	Evaluation and Outcome
9a. Continue to cooperate with state and local entities as an institutional partner in regional economic development activities.	Regular contacts between the UPT president and state and local entities continued throughout FY 2012.	
9b. Serve as a conduit to bring resources of the University of Pittsburgh to local and regional development efforts.	Referrals through the Titusville Redevelopment Authority and the Northwest Commission made as the need arises.	
9c. Expand those campus cultural events (lectures, concerts, presentations) which are open to the public and explore ways to increase public involvement in such events.	Establish a speakers' series by Spring 2012.	

10. Improve Student Life and Activity on Campus so as to Enrich the Student Experience and Reduce Attrition.

	Objective	Measure/Metric	Evaluation and Outcome
10a.	Continue to refine the programmatic focus of <i>new student</i> orientation.	Review completed & refinements implemented by Fall 2011.	
10b.	Systematically review all University-sponsored student activities and programs and make recommendations for modifications in light of a changing student body.	Review completed and recommendations made by August 2011.	
10c.	Review the structure and function of the Student Affairs Division to gauge its effectiveness in light of the changing nature of the student body.	Review completed by Fall 2011.	
10d.	Assess all personnel positions within the Student Affairs Area to ensure that appropriate expertise is in place.	Review completed by Fall 2011.	

ADDENDUM

CHARTS FOR BENCHMARKING

1. Comparison Group of Institutions.
2. Enrollment figures for fall 2009.
3. Percent of applicants admitted and enrolled.
4. Pct. of SAT scores above 500.
5. Annual tuition for in-state, full-time students.
6. Percent of financial aid met and grants given.
7. Average amounts of loans.
8. Percent of students enrolled by race/ethnicity

SOURCES FOR ALL THE FOLLOWING CHARTS:

2011 College Handbook, the College Board, 48th edition (2010)
Peterson's Two-Year Colleges 2011, Peterson's (2010)

Figure 1

Basic Comparison Group of Institutions

Kent State University –East Liverpool Campus	East Liverpool, Ohio
Kent State University – Geauga Campus	Burton, Ohio
Kent State University – Salem Campus	Salem, Ohio
Minot State University – Bottineau Campus	Bottineau, North Dakota
New Mexico State University – Grants	Grants, New Mexico
Pennsylvania State University –Beaver Campus	Monaca, Pennsylvania
Pennsylvania State University – Dubois Campus	Dubois, Pennsylvania
Pennsylvania State University – Mont Alto Campus	Mont Alto, Pennsylvania
Pennsylvania State University – Shenango Campus	Sharon, Pennsylvania
Penn State Univ. – Worthington Scranton Campus	Dunmore, Pennsylvania
University of New Mexico – Los Alamos Campus	Los Alamos, New Mexico
University of South Carolina – Salkehatchie	Allendale, South Carolina
University of South Carolina – Union	Union, South Carolina
Wright State University – Lake Campus	Celina, Ohio

Additional Institutions Used in Some Comparisons

Harcum College
Keystone College
Lackawanna College
Manor College
Pennsylvania State University – Fayette Campus
Pennsylvania State University – Hazelton Campus
Penn State University – New Kensington Campus
Pennsylvania State University – York Campus

Bryn Mawr, Pennsylvania
La Plume, Pennsylvania
Scranton, Pennsylvania
Jenkintown, Pennsylvania
Uniontown, Pennsylvania
Hazelton, Pennsylvania
New Kensington, Penna.
York, Pennsylvania

Chart 1

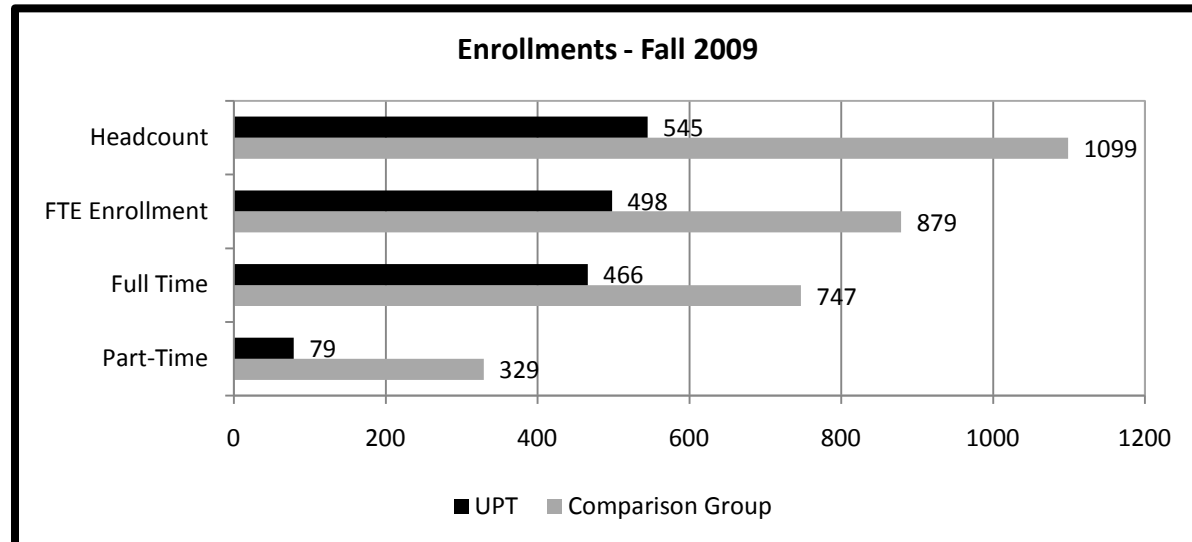


Chart 2

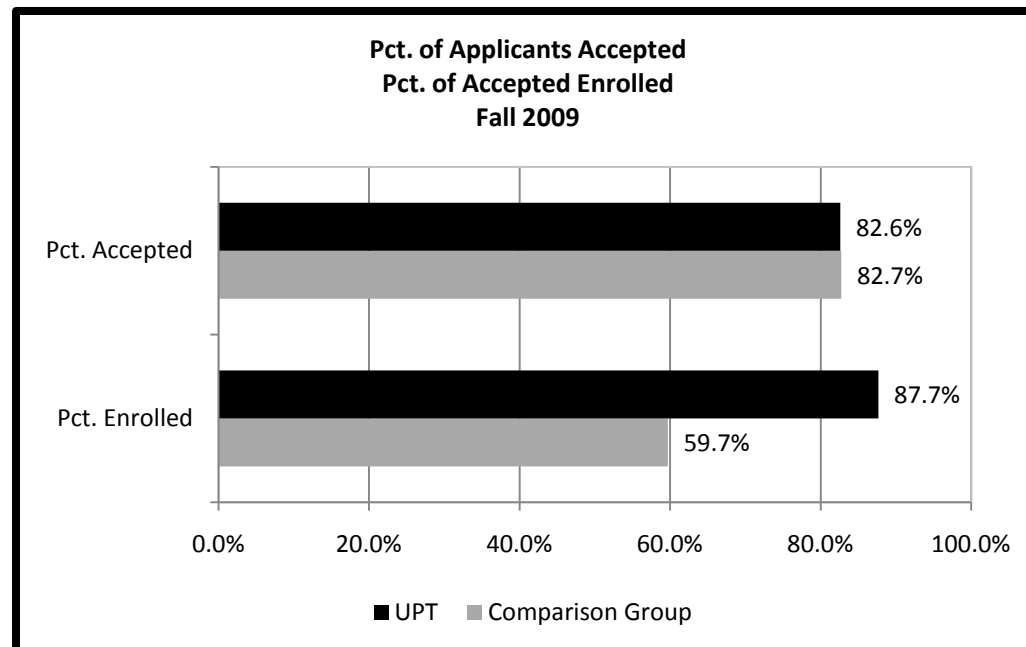


Chart 3

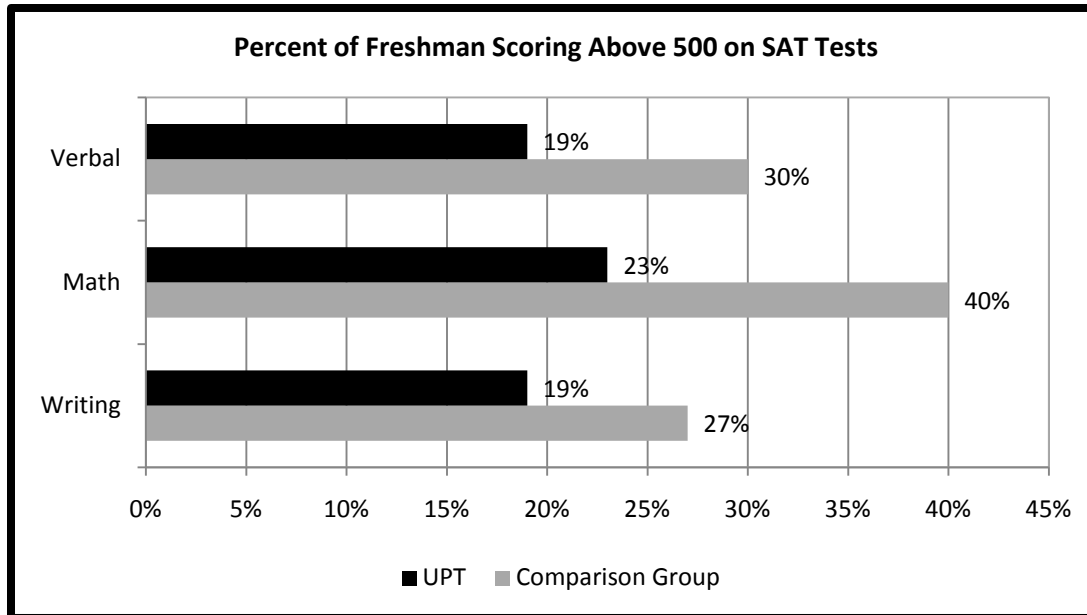


Chart 4

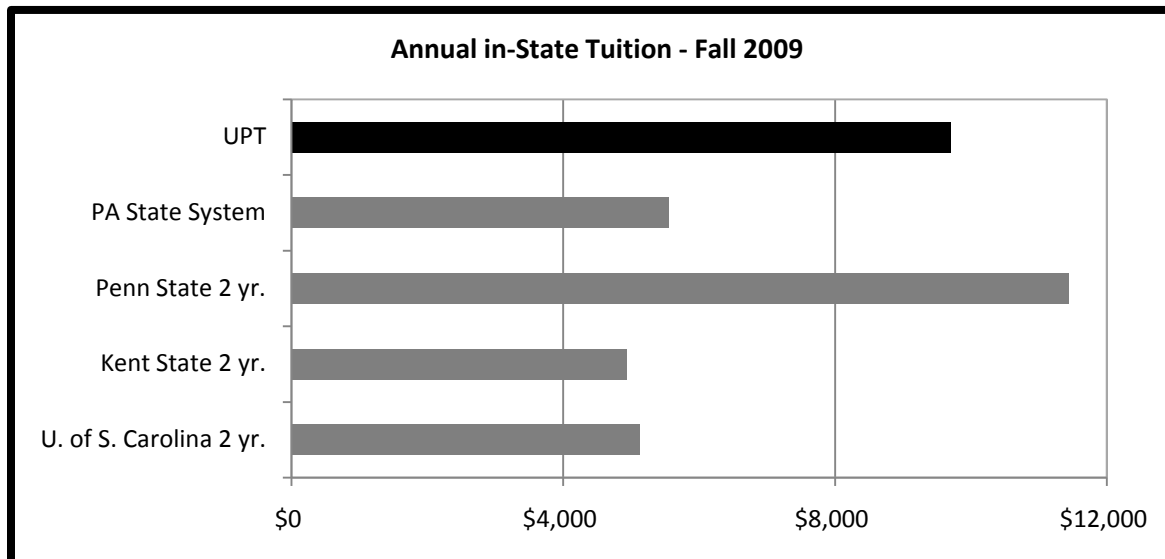


Chart 5

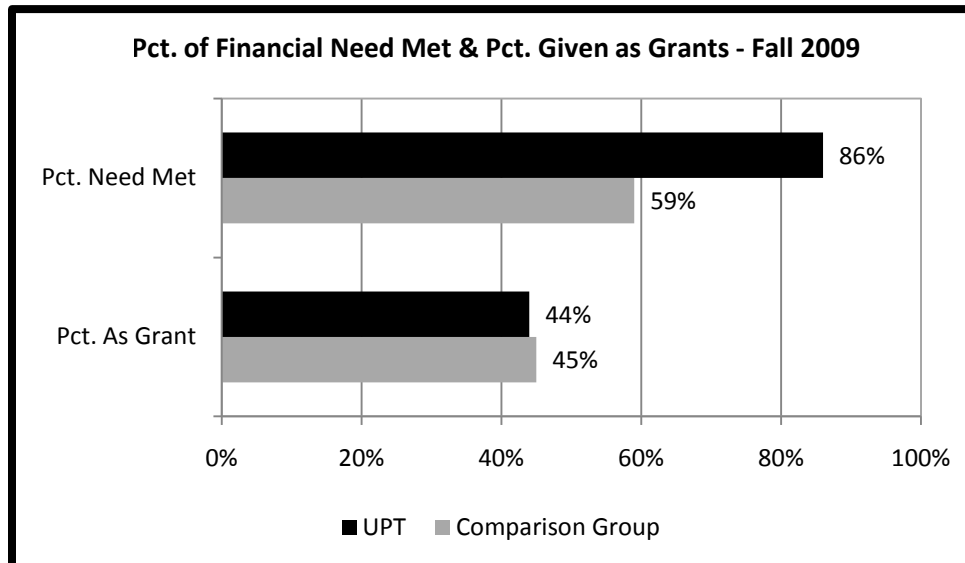


Chart 6

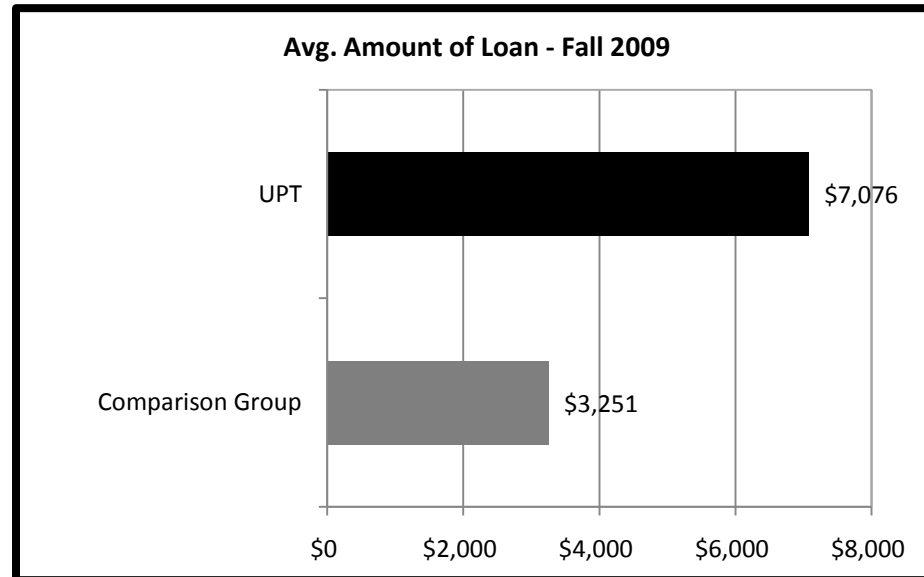


Chart 7

