TEACHING AND LEARNING IN UNDERGRADUATE EDUCATION AT PENN STATE

An Institutional Self-Study

Prepared for:
The Middle States Association of Colleges and Schools, Commission on Higher Education
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EXECUTIVE SUMMARY
January 27, 2005

The Process

Formal preparation of this Institutional Self-Study began in the spring of 2002, when President Graham B. Spanier and Executive Vice President and Provost Rodney E. Erickson asked Robert Secor, Vice Provost for Academic Affairs, to oversee the University’s self-study process in preparation for Penn State’s 2004-2005 decennial re-accreditation. He would be supported in the process by Louise E. Sandmeyer, Executive Director of the Office of Planning and Institutional Assessment. In designing the Self-Study and preparing for the evaluation teams and their visits, Dr. Secor and Ms. Sandmeyer would work closely with Elizabeth Sibolski, Associate Executive Director of the Middle States Commission. In an August, 2002 visit with Ms. Sibolski and in subsequent discussions, it was agreed that each of the six undergraduate campus colleges would be visited by an evaluation team, with the Commonwealth College receiving visits at two of its twelve-campus locations. In addition, the associate chair of the Evaluation Team would visit the Dickinson School of Law and the College of Medicine, but only to tour their facilities and review their disciplinary accreditation documents.

In November 2002, Ms. Sandmeyer and Dr. Secor met with Provost Erickson to agree on a focus for the Self-Study, which would be on teaching and learning in undergraduate education. That focus would relate to President Spanier’s challenge to the University earlier that fall to become “a student-centered University” and give us the opportunity to measure our progress towards that goal. The meeting also included a discussion of the creation of a steering committee to prepare the Self-Study. That committee, consisting of sixteen members and chaired by Dr. Secor, was formed and charged in spring 2003. The Steering Committee in turn developed six working groups or subcommittees, dealing with the seven standards that Middle States sets forward under Educational Effectiveness in its Designs for Excellence: A Handbook for Institutional Self-Study. Each subcommittee was chaired by a member of the Steering Committee, and consisted of four to eight members. Subcommittee membership was diverse and included faculty and administrators from several campus locations. Overall, 40 members of the Steering Committee and the subcommittees contributed to the writing of the Self-Study report. The outline for the Self-Study and the material from the various committees were discussed and reviewed by the Steering Committee in several meetings from spring 2003 through fall 2004, when a preliminary draft of the Self-Study was prepared for the Committee’s review by its Chair.

After its review by the Committee, the Preliminary Self-Study was then sent for further review and comment to a number of constituencies—administrators, trustees, faculty, and students. Further revisions were made as a result of these reviews, and a penultimate draft was distributed to the Committee at the end of January 2005, for last comment and updating before final copies would be made for the Evaluation Team.

The Self Study

In designing our report, we compressed and at times retitled the seven Commission Standards for Educational Effectiveness (8 to 14) in ways that we feel address the essentials of those standards while at the same time placing focus where it is most useful for our Self-Study. We close each
section with a list of Challenges and Strategies or Future Directions, and conclude with reflections on what we learned from our Self-Study and some global recommendations. Our six sections are summarized as follows:

I. Undergraduate Student Admissions, Enrollment, and Educational Progress (Standard 8)

This section introduces the complexity of a single University geographically dispersed as it seeks to accommodate student needs and expectations for a Penn State education at the appropriate locations. Penn State uses a single undergraduate admission application, processed centrally in the Undergraduate Admissions Office (12,620 new freshmen at 20 locations in fall 2003). That process, as well as most other operations that fall under Enrollment Management and Administration (EMA), has been greatly advanced by technological efficiencies—both to facilitate student enrollment and to help students through the registration process, including degree auditing, monitoring of progress, and advising. The main challenge faced by EMA is in the area of enrollment and access, with higher tuition driven by decreased state funding, greater unmet need accompanied by lessening student aid from government sources, and an unfavorable demographic picture in Pennsylvania. The University’s strategies to meet these challenges include greater fund raising for student scholarships (including the matching Trustee Scholarships), better marketing, and identifying further efficiencies to keep tuition under control. At the same time, the University needs to continue to look into such new markets as international undergraduates and non-traditional learners.

II. Services that Support Teaching and Learning (Standard 9)

This section describes the many ways in which Penn State supports a student-centered learning community within and outside of the traditional classroom. This support includes Penn State’s learning centers; programs to support civility and citizenship, such as our educationally based disciplinary system and the Penn State initiative for a newspaper readership program; support for student involvement, as in our e-portfolio program; our creation of living and learning environments, both at University Park and at some of our campus locations; and our programs to prepare campus students, particularly from special populations, to transition to University Park. Recommendations for improving student services included the following: strengthening communication and collaboration between/among service units and locations; enhancing assessment activities with a particular emphasis on outcomes; developing a more thorough, seamless orientation process for new students that is integrated, spans the entire first year, and provides a consistent core of messages regardless of location; reassessing organizational alignments to determine if synergy would be gained by closer association between offices offering student services; increasing efforts to encourage and recognize faculty involvement and contributions to the out-of-class learning environment; and expanding living-learning opportunities at all residential campuses.

III. Institutional Support and Expectations for the Faculty in Teaching and Student Learning (Standard 10)

This section addresses University expectations for faculty regarding the scholarship of teaching and learning, current practices to enhance faculty development in the teaching and
learning enterprise, and challenges and strategies for continued improvement. The expectations for faculty are reviewed in relation to Penn State’s policies for tenure and promotion, annual and extended reviews, and sabbatical leave. We then review the various practices in place that are designed to support faculty in teaching and learning, at University, college, campus, and department/division levels. These practices are grouped into five areas: (1) University initiatives to support teaching excellence; (2) teaching awards that bring visibility to outstanding instructors; (3) teaching support units (often programs or positions at the department level) to help instructors develop basic skills, become involved in the scholarship of practice, and create and/or utilize educational resources and technologies; (4) grants designed to improve learning environments and promote the scholarship of teaching; and (5) evaluations of faculty performance in instruction. The main challenges that are posited for faculty include the growing impact of a more diverse student body, and the need for sensitivity to assess what may be different learning needs of students with varying backgrounds. At the same time, there is the need to assess support and recognition for a growing group of faculty who are part-time or simply not part of the tenure system. The demands placed on faculty in balancing their participation in a student-centered environment with the expectations placed on them for research and creative activity are also seen as a challenge, one that the UNISCOPE report addresses only in part. Finally, communicating the various opportunities for support for teaching and learning, as well as assessing the impact of various programs designed to enhance teaching and learning, are seen as challenges, which we address in our global recommendations in our concluding chapter.

IV. Educational Offerings and General Education (Standards 11 and 12)

This section combines two overlapping standards to deal with both educational offerings and general education. After an overview of our degree programs and the first-year experience, we provide descriptions and examples of the design and implementation of General Education, a discussion of some examples and initiatives in disciplinary education, and an overview of our numerous academic enhancement programs. This is followed by a description of the ways in which we provide support for maintaining quality and innovation in the curriculum, including our efforts to support a dynamic learning environment; a climate of integrity and student responsibility; and opportunities to integrate classroom and experiential learning. We close with observations about future directions for general education and discipline-based education at Penn State. These observations note some clear challenges and make some specific recommendations in response to them.

The first challenge is to assess and evaluate information on which to make decisions about recent curricular changes. The following University-wide programs need systematic evaluation of both implementation and student outcomes at both unit and University levels: pedagogical techniques specified by the General Education program, first year seminars, the newly revised International Cultures and U.S. Cultures requirement, and student learning in General Education across courses. The second challenge is to maintain curricular coherence and diminish “curricular drift,” best described as subtle changes in curricula that may occur due to geographic dispersion and potential lack of communication between University Park and campus colleges. Recommendations for addressing this issue include developing an electronic system for the dissemination and consultation of proposed curricular changes; reducing the problem of competitive duplication of academic programs by asking all proposals for new academic programs at all locations to demonstrate that they are providing a net benefit to the University; creating an on-line system for the archiving of University
course outlines and recent course syllabi; increasing curricular cooperation and providing encouragement and support for discipline-based University-wide curricular cooperation among faculty; and charging the Senate Committee on Intra-University Relations to work with other appropriate Senate committees and interested parties to develop specific implementation strategies for meeting these challenges. (The Chair of the Faculty Senate plans to make this a priority issue for 2004-2005.) A third challenge is to increase opportunities for students to apply knowledge gained and skills achieved outside of the classroom, by doing better at integrating internships and externships within the curriculum, coordinating information about available experiences, extending research experiences to a larger number of students, meeting the obligation to integrate academic goals with those of citizenship, and integrating international experiences into the undergraduate curriculum.

V. Educational Activities and Structural Changes to Improve Access (Standard 13)

We here describe various kinds of educational and structural changes to improve access that have occurred since the last review. The major structural change was the conversion of what was the Commonwealth Education System into new campus colleges, thereby allowing location bound students to complete selected degrees near home. There have also been major restructuring initiatives to improve education and access under the Vice President for Outreach in continuing education, cooperative extension, and distance education. The section then goes on to describe educational activities and other initiatives that have extended access of Penn State programs to students and the public. A number of these depend upon technological advances: our World Campus, a major online virtual campus; our new School for Information Sciences and Technology, with a presence on virtually every campus; the Campus Course Exchange, a multi-college online delivery program; the LionShare digital objects management tool, which facilitates file sharing; and Penn State Public Broadcasting, as it transitions to a digital broadcasting environment. We also review programs to ensure access for special populations: service members, law enforcement professionals, teachers, youth, and members of minority populations.

Recommendations made to meet the seven challenges that close this section include suggested strategies to address the changing demographics of the Commonwealth, especially the growing importance of adult learners. Noting that the need for continuing education in Pennsylvania’s small cities and rural communities has increased, reflecting changes in the Commonwealth’s economy, we recommend that the University take a fresh view of the identification, development, and delivery of continuing education services to ensure that we are properly positioned to respond to local, regional, and statewide needs. In order to insure access through Penn State’s many digital resources, we recommend the development of a content management system that could be easily integrated with other services provided by Information Technology Services and the Libraries. We also recommend a planning initiative among the academic units in support of the e-Learning Cooperative. Finally, for the digital conversion to deliver on its promises, we encourage new ways of thinking about the creation of digital content and new partnerships with other University units.

VI. Student Learning Outcomes (Standard 14)

This section notes the many ways Penn State assesses student learning. All initiatives from the Office of Undergraduate Education and International Affairs and the Schreyer Institute for Teaching Excellence mandate assessment, and the Faculty Senate routinely builds an
assessment component into its legislative initiatives involving undergraduate education. The section focuses on the University’s articulation of expected student learning outcomes—including the seven active learning expectations in our General Education program—and the practices that are currently employed to measure them, including examples of how they are used to assist decision-making. In the preparation for this section of the Self-Study, we conducted a survey to benchmark with a similar one taken eleven years ago the degree to which programs articulate student learning outcomes. Over that period there was an increase from 24% to 68% of respondents who reported that they had explicitly defined expectations for learning outcomes. Our survey also allowed us to track what outcomes measures were being used by our various programs and to discuss models of assessment used in the University and their relationship to academic decisions.

After reviewing the many ways in which student learning is assessed at Penn State, we conclude that, nonetheless, there is at this time no systematic, institutional approach to outcomes assessment. We therefore recommend that the University explore opportunities for expanding the role of formative and summative assessment plans with targets for general education and academic programs. The leadership for developing and implementing an outcomes assessment plan would be taken by the Office of Undergraduate Education and International Programs. It would partner with other stakeholders—such as the colleges, the Graduate School, the University Faculty Senate, Student Affairs, and the Office of Planning and Institutional Assessment—to approach assessment from a collaborative and integrated organizational perspective.

Conclusion

Our conclusion reflects on what we learned from the self-study process. Among our observations are that we learned how committed we are at every level to helping our students become active participants in their learning and to take responsibility for their intellectual, civic and moral growth. We were also struck by the degree to which Penn State has embraced the opportunities offered by technology in the delivery of education and student services and the increased efficiencies that have resulted. We also express our appreciation for the efforts to improve teaching and learning made by our various colleges and departments, and we find in them models to be widely emulated. We also note the strong involvement by the Faculty Senate in initiatives identified in every section of the Self-Study.

After organizing what we see as recurring themes in the challenges presented in each section, under the rubrics of assessment, integration, and application, we close with five global recommendations: 1) that the assessment needs of various units and a University-wide assessment plan be developed and implemented under the leadership of the appropriate offices; 2) that there be a plan to integrate information for faculty and students; 3) that the issue of achieving curricular coherence and avoiding curricular drift be addressed by the appropriate offices and the Faculty Senate; that the appropriate offices develop a program for greater involvement of adult learners at Penn State; and that all units review carefully the Self-Study and develop specific action plans to meet the challenges (and recommendations noted earlier in this Executive Summary) specific to their areas.
The Pennsylvania State University is seeking:

(Choose one)

X Reaffirmation of Accreditation

☐ Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education.

☐ If applicable, exceptions are noted in the attached memorandum.

_______________________________________  ___________________
(Chief Executive Officer)                                                                                                               (Date)

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INTRODUCTION

Penn State was founded in 1855 as a publicly supported agricultural college. In 1863, Penn State’s mission was broadened when the Pennsylvania legislature designated it the Commonwealth’s sole land-grant institution in response to the Morrill Land-Grant Act (1862), a distinction we continue to hold. The Morrill Land-Grant Act conferred on Penn State a three-part mission: teaching, research, and public service. Penn State’s current President, Graham B. Spanier, has made the integration of these three aspects of Penn State’s mission one of the University’s most central goals.

For the past 70 years, Penn State embraced an organizational approach that established multiple campuses across the Commonwealth, thereby extending a Penn State education to all citizens. Seventeen campuses enabled students to complete the first two years of a Penn State education while remaining at home or near home, before transferring to one of several upper-division campuses (University Park, Erie, and Harrisburg). In 1995, Penn State’s multiple campus structure was reorganized, enabling each campus to deliver an array of associate and baccalaureate degree programs, typically targeted to meet the needs of the local community. This development provided increased opportunity for “location bound” students to complete a Penn State degree program, while at the same time opening up spots in University Park’s freshman class that were previously taken by those upperclass students from our campuses who changed their assignment to University Park after two years, but who may now may choose to remain at their campus location for their entire undergraduate years.

Twenty-four Penn State campuses throughout Pennsylvania express a strong institutional commitment to provide access to programs and services. Nineteen of these campuses are organized into six colleges that offer undergraduate degrees: Abington, Altoona, Berks-Lehigh Valley, Capital, the Commonwealth College, and Erie. The Commonwealth College is Penn State’s largest, with about 14,000 credit students at 12 campuses: Beaver, Delaware, DuBois, Fayette, Hazleton, Mont Alto, New Kensington, McKeesport, Shenango, Wilkes-Barre, Worthington Scranton, and York.

The University’s main campus is at University Park, located at the geographic center of Pennsylvania. Students in good standing who began at campus locations may change their assignment to the University Park campus for their junior year, and over half of the students who graduate with baccalaureate degrees at University Park began their studies at a campus location. Total enrollments at University Park, about 42,000, represent just about half of the total enrollments of the University as a whole. The University Park Campus is the home for eleven of Penn State’s
academic colleges: Agricultural Sciences, Arts and Architecture, Business, Communications, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, School of Information Sciences and Technology, Liberal Arts, and Science. It is also the home of the Graduate School.

University Park is also the administrative hub for the university, but even with its twenty-four locations, including its Dickinson School of Law and College of Medicine, Penn State is a single, multi-campus university under the leadership of a single President. All senior academic and administrative executives, whether at the University Park Campus or other locations, report to the Office of the President either through the President or through the Executive Vice President and Provost of the University. University-wide support services, e.g., enrollment management, human resources, student affairs, libraries, computer and information systems and telecommunications, finances and business, grants and contracts, are provided from the University Park campus under uniform policies and procedures, with representatives of these offices and functions often located at other locations.

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It was therefore the entire University at all of its locations that President Spanier was addressing in his State of the University Address in 2002, when he issued the following challenge:

“Although a university’s national reputation is substantially based on the research productivity and stature of its faculty, we must never forget that our University exists first and foremost to provide an advanced education to our students. I truly believe students must be our top priority, and this is why Penn State must be a model of a student-centered university. As a learning community, we must put our students and their development at the heart of what we do.”

Penn State has understood its mission in teaching and learning since its founding as a land grant college, but President Spanier’s charge has led us to focus this Self-Study on teaching and learning in undergraduate education so that we could study for ourselves how well we are doing in providing education and support for Penn State students, and so we could identify challenges and future directions to lead us towards our goal of becoming a truly student-centered university. The teaching and learning focus of the self study also aligns with goal two of the University’s strategic plan, “Progress Amidst Challenge 2003-2004 through 2005-2006.” Goal two states “Enrich the educational experience of all Penn State students by becoming a more student-centered University.”

In designing our report, we found that all of the seven Commission Standards for Educational Effectiveness (8 to 14) addressed the issues we wanted to review concerning teaching and learning in a student-centered university. We retitled them somewhat and combined Educational Offerings and General Education because we found so much overlap as we discussed them, but we feel that each of our six sections fully addresses the essentials of those standards, while at the same time placing the focus where we think it is most useful for our Self-Study. We close each section with a list of Challenges and Strategies or Future Directions. We found that to be a more useful structure than a list of recommendations, since it captured strategies that we have already begun to put in place and directions that we are moving or planning to go in, while at the same time allowing us to make recommendations and evoke future challenges on the horizon. In our concluding section we reflect on what we have learned from our Self-Study and make some summary recommendations for meeting the challenges ahead.
I. UNDERGRADUATE STUDENT ADMISSIONS, ENROLLMENT, AND EDUCATIONAL PROGRESS

(Standard 8)

Introduction

Admissions and enrollments at Penn State are organized under the organizational unit, Enrollment Management and Administration (EMA), which provides the leadership and support for admissions, enrollment, student aid, and educational progress in the context of a multi-campus environment within a single, University-wide administration. The mission of EMA is to coordinate enrollment services for the University. Working collaboratively with the academic colleges, campuses, and administrative units, it strives to identify and implement processes that will support the University’s educational and enrollment goals. In support of this mission, EMA is committed to do the following:

- Manage Penn State’s enrollments,
- Provide strategies and tools to facilitate the financing of a Penn State education,
- Provide quality service through partnership and teamwork,
- Support process improvements and system enhancements,
- Enhance staff development, training, and participation.

EMA consists of a complex network of resources focused on: 1) activities and initiatives designed to recruit and enroll talented, diverse, and dedicated students to each of the University’s undergraduate campuses; and 2) activities and initiatives designed to provide academic support and services, including financial services, for enrolled students so they may continue to make progress and succeed in their chosen academic program and graduate from Penn State. It coordinates enrollment services for the University, working collaboratively with the academic colleges, campuses, and administrative units to identify and implement processes to meet the University’s enrollment goals. Its efforts to achieve the goals of recruitment, admissions, awarding financial aid, and providing academic support services for students so they may succeed at Penn State are the collective responsibility of faculty, staff, and students across the University. In particular, the units of Undergraduate Education, Student Affairs, International Programs, Educational Equity, Bursar, Outreach and Cooperative Extension, and Computer and Information Systems are all involved in these areas to help Penn State achieve its educational goals for its students.

Managing Enrollments

The Central Enrollment Management Group (CEMG), chaired by the Vice Provost and Dean for Enrollment Management and Administration, is composed of senior University leaders and provides direction for the enrollment management initiatives of the University. Enrollment goals for each campus are determined through an integrated planning process which considers enrollment projections, staffing, and facility requirements. Enrollments are managed through a combination of admission criteria and enrollment goals or controls for campuses or programs, based on limitations of space, faculty, or other resources.

As the flagship campus, the University Park Campus has engaged a plan to increase enrollments modestly over the past ten years. In 1993, University Park enrollment totaled 37,588. In 2004, University Park enrolled 41,289, or a gain of about one percent per year. The CEMG, in consultation
with the President and Provost, has established a University Park enrollment target of between 40,000 to 42,000 students. There has also been an increase in enrolled students at the other campuses of Penn State combined, with 30,391 enrolled in 1993 at non-University Park locations, and 32,631 in 2004. These figures exclude enrollments at the two professional schools of medicine and law.

The process of managing enrollments at Penn State has been greatly enhanced by the use of technology. Web delivered information systems were limited in 1993, but currently provide access to information critical to the effective and efficient management of Penn State enrollments. Enterprise Information Systems, Web delivered recruitment and enrollment information, data warehousing, and better data management through the use of technology represent new tool sets for Penn State enrollment management.

Undergraduate Admissions

As a comprehensive, multi-campus, land-grant university, Penn State seeks to recruit and admit a diverse student body by increasing avenues of access to the University. The recruitment and admission process is a single, unified process throughout Penn State’s multi-campus system.

Penn State seeks to recruit and enroll students who demonstrate the greatest likelihood of successfully completing their chosen undergraduate degree program. This goal guides efforts to assist students in making choices that best meet their individual needs. Admissions professionals provide information regarding the breadth of campus and academic choices available at Penn State. As a single university structured across multiple campuses, Penn State communicates with over 350,000 prospective students each year.

Prospective students learn about Penn State campus and academic options through a cohesive series of publications and communications that incorporate both print and electronic media. The multiplicity of undergraduate majors and campus options at Penn State can complicate the decision-making process for prospective students. An increased focus on the delivery of information through electronic media has greatly increased the clarity of interactions between Penn State and those students interested in applying and eventually enrolling. For the admission year that ended fall 2004, 67% of the 52,987 applicants applied online.

While technology has served to add clarity and to personalize the admissions process for prospective students, Penn State also strives to maximize the opportunities for students to visit and learn about its multiple campuses by meeting with staff, faculty, alumni, and current students. A unique effort is the “Spend A Summer Day” program, an example of one event that is orchestrated across each campus of the University. Prospective students and family members are invited to visit the campus of their choice to tour facilities, meet with current students, listen to a variety of information sessions, and ask questions. This has become a popular opportunity for many prospective students, with approximately 4,464 prospective students attending the 2004 “Spend A Summer Day” program.

Penn State utilizes a single undergraduate admission application and the processing of student applications is centralized in the Undergraduate Admissions Office at the University Park Campus. In the summer and fall of 2004, 12,174 new freshmen began their academic programs at 20 Penn State campuses. The single largest group, 5,900, began at the University Park campus.

Students are admitted to a campus of their choice and typically complete the first two years of their academic program before moving to the University Park Campus to complete the final two years of
their baccalaureate degree. Each year, approximately 4,000 students transfer to University Park. Some students begin their programs at a campus and elect to complete their program at that campus without moving to the University Park Campus.

**Recruitment**

The Penn State recruitment process has been developed to support the University’s enrollment management goals. Various strategies are used to actively recruit not only Pennsylvania residents, but also out-of-state and international students, in order to increase the opportunity for Pennsylvania students to interact with students from different states, cultures, and backgrounds. Penn State alumni throughout the United States are invited to complete a training program that prepares them to represent Penn State at various recruiting activities. Full-time recruiters in New York City and New Jersey focus on recruiting a diverse student body from these two major geographic areas. These recruiters visit high schools, participate in college fairs, and work collaboratively with the admissions staff at all of the Penn State campuses. In addition, undergraduate admissions counselors also represent Penn State at college fairs across the United States.

**Recruiting for Diversity**

Penn State’s commitment to diversity is demonstrated through a variety of initiatives, including Community Recruitment Centers operated in Philadelphia and Pittsburgh. The staff at the recruitment centers focuses its energies on delivering the Penn State message to underserved and underrepresented student populations and to help these students understand the college selection and application process at Penn State. From 1994 to 2004, minority enrollment at University Park and other campus locations has increased 56%—with the majority of the increase (76%) occurring at campus colleges. Minority students now make up 12.6% of the total university population—up from 8.8% in 1994.

Since 1994, Penn State has also seen a 75% increase in international student enrollment. In the spring of 2000, the Undergraduate Admissions Office launched an aggressive initiative to increase the number of international undergraduate students enrolled at the University. To support this initiative, its customized publications for the international student market, shortened the time for reviewing and responding to requests, and enhanced communications and outreach to students abroad and to the guidance community. While international recruitment initially focused on five geographic areas, the current emphasis is on Asia, Europe, and Latin America. Six recruiters with backgrounds in international credential evaluation have participated in recruiting trips focused solely on the undergraduate student market. The recruiters visit both international and native schools, conduct workshops on U.S. higher education, interact with the college guidance community, and participate in some public college fairs. Between 1999 and 2002 the number of new international undergraduate students had increased by 48 percent. The impact of new homeland security measures on the flow of international undergraduate students to our universities is yet to be measured.

**Adult Learners**

At the same time, the need for life-long learning and changing job skills has had an impact on the average age of the student population, and this is a clientele that our recruiters pay attention to as well. In fall 2004, adult learners comprised 13% of the undergraduate student population at Penn State, with 54% enrolling in classes on a part-time basis. This adult student population, largely between the ages of 24 and 40, were 49% male and 51% female. Results from a October 2003
survey of newly enrolled Penn State adults showed that of the 451 responses, 62% indicated that they enrolled to change careers, 55% returned to complete their degree, and 61% indicated that they had always wanted to go to college.

Student Aid

Under the aegis of Enrollment Management and Administration, the Office of Student Aid (http://www.psu.edu/dept/studentaid/) administers student aid programs on behalf of all University students—undergraduate, graduate, medical, and law—at all campuses of the University. The University’s student population is predominantly assisted through federal- and state-funded student-aid programs, but assistance is also provided from a growing institutional funding base and from private scholarships.

The Office of Student Aid uses an online computer-based student aid delivery system to implement and oversee programs of financial aid. The system is a part of the overall Integrated Student Information System (ISIS). The student aid system accepts data input electronically from the federal processor, conducts independent calculations for eligibility, awards funds, and documents actions. An active record of retrieval is maintained for three years following a student’s last attendance at the University. Student paper records are imaged in a continuous manner, and no paper files are retained on individual students. Over 75 percent of students who apply for aid do so via the Web.

The Student Aid system is integrated with other ISIS functions, including those that serve the Registrar, Undergraduate Admissions, Housing, and the Graduate School. The Office of Student Aid has achieved a highly effective, efficient and near paperless operation for the delivery of student aid funds, managing the complexities of student aid administration with speed and accuracy.

Since the last accreditation review, the University has more than doubled the number of dollars (all sources) available to award as student aid. During this same period, the number of students receiving student aid has grown from 64 percent in 1993-94 to 78 percent in 2003-04. The number of eligible underrepresented students has increased by 24 percent along with a 44 percent growth of available funds for this population. Overall, the Office of Student Aid manages in excess of one-half billion dollars in aid to enrolled students each year.

EMA Services Using Technology to Serve Students’ Educational Needs

Today’s students expect more and more services to be supported through the Web and other technologies. Penn State has responded to that expectation by adopting a virtual approach to delivering student services.

The Web Schedule of Courses

The Web Schedule of Courses (http://soc.our.psu.edu/soc/) identifies all of the University’s course offerings for a particular semester. It includes all campuses and many of the University’s Outreach credit courses. This public Web site, updated daily, provides numerous search capabilities and further enables advisors to track closely courses critical to their advisees.
eLion

A number of University offices collaborated to develop the Penn State eLion system. Providing an integrated array of services focused on improving student advising and success, eLion has become one of the most frequently used internet applications by Penn State students.

The eLion Web system (http://www.elion.psu.edu) provides students with the ability to perform over 40 administrative/academic functions related to their enrollment. The more popular functions include registering for courses, reviewing a degree audit, requesting an academic transcript or verification of enrollment, reviewing end-of-semester grades, applying for financial aid, communicating with advisors, paying tuition and fees, and applying to enter an academic major. The integrated, real-time nature of eLion provides students with timely, accurate information about their enrollment at any time or place. Advisors have reported that since the arrival of eLion, their number of advisee appointments has increased and, more importantly, the quality of the advising sessions has improved. As one advisor stated, “Students are now seeking my advice, not my signature.”

Classroom faculty are also using eLion to receive their class lists and end-of-semester grade rosters. eLion provides an easy but secure method for faculty to record final grades for students to receive them. The first semester that this capability was made available, over 83 percent of all grades were recorded through eLion, giving students immediate access to them. This service has resulted in the cost savings of mailing printed grade reports, and has resulted in reducing the number of telephone inquiries and self-address postcard mailings that students would often direct to their instructor.

The Degree Audit System

The Degree Audit system provides critical advising information for students preparing their future schedules by comparing the requirements of their degree programs with their academic transcripts, identifying those requirements completed and those requirements yet to be fulfilled. In addition, the Degree Audit system provides an opportunity for students to consider and explore other academic interests by mapping their completed and currently enrolled courses to the curricular requirements of all associate and baccalaureate majors.

Teacher Certification Reports

Professional educators in the Commonwealth of Pennsylvania are required to complete specified college credits in order to continue their teaching certificate. For those students who enroll for these credits at Penn State, a unique application has been developed that enables the educator to electronically report and certify their course enrollments to the PA Department of Education.

Verification of Academic Records

The certification of current enrollment and validating academic credentials has become increasingly important. Current enrollment verification is necessary for student loan deferment purposes and to continue coverage of student family health insurance and automobile policies. Many employers require the verification of academic credentials.
These services are available through secure Web transactions that are compliant with federal student privacy laws.

**Other Efficiencies through Technology Served by EMA**

- **Increased Responsiveness in Evaluating Applications for Admission**

  A complete redefinition/redesign of staff and technological processes has increased the speed and accuracy of completing student application files. A smaller staff now manages a higher volume of material (high school transcripts, letters, school profiles, etc.) using optical scanning and storage to bring all student materials together for admissions counselor access.

- **External Credit Evaluation/Transfer**

  Through the use of course articulation tables and Web technology, Penn State students may now request that courses completed at another accredited college or university be recorded on their Penn State transcript.

- **Placement Testing on the Web**

  Beginning Spring 2003, all students entering the University completed freshman placement testing in Math, Chemistry, and English by use of a secure Web site. This approach replaced a paper-based examination process that required students to visit a Penn State campus. This new approach has effectively reinforced the University’s view of placement testing as a low-stakes diagnostic opportunity. Students report satisfaction with the convenience of this approach and data collected to date suggest that placement results parallel the previous paper-based approach.

- **World Campus and Student Record Integration**

  World Campus ([http://www.worldcampus.psu.edu/pub/home/de/de_mission.shtml](http://www.worldcampus.psu.edu/pub/home/de/de_mission.shtml)) is the University’s “25th campus.” This virtual campus is delivering several of the University’s signature programs to students across the globe. Student records are being integrated to ensure seamless processing of enrollment, billing, and student aid.

- **WEB-Based Student Aid**

  Through interactive Web-based applications and other technologies, the complex and often confusing student aid process has been made more user friendly for students and for staff. Such applications have enabled a 10 percent reduction of staff due to budget reductions during the decade of the 90’s without compromising high quality service to students during a period of significant growth in the number of students seeking assistance.
Challenges and Strategies or Future Directions

- **Challenge 1: Access to a Penn State Education**

  Penn State faces significant enrollment challenges, especially as it reaches out to historically underserved populations. Funding for Penn State has not been a state priority for the past several decades, and as a result the University has increasingly depended on tuition increases to make up for the difference. In our *Periodic Review* of 1995, we indicated that Penn State ranked 47th in the nation in appropriations of state tax funds per capita for operating expenses of higher education, and overall reductions in state support over the past several years have forced us to implement some sizable tuition increases, so that Penn State now has the highest tuition of any public institution in the nation. At the same time, funding from the various federal and state student aid programs has been reduced over the past several years.

  We are at a point where increases in tuition and other educationally related costs pose significant challenges in the years ahead if the University is to remain accessible and affordable to the citizens of the Commonwealth and beyond. Currently, approximately 36 percent of Penn State’s undergraduates are first generation college students; 13 percent come from extremely low family income backgrounds. The problem is intensified at our campus locations, which enroll a higher percentage of these students and which face growing competition from local sources of education able to offer much lower tuitions. One strategy that the University has employed in the face of the need to raise tuition is to do so differentially, so that the increase is not as high on our campuses as it has been at University Park. Nonetheless, the impact has been disproportional for our students at campus locations and this remains a challenge and a concern.

  Future directions will require us to find ways to both control tuition increases as much as possible, and also to continue our efforts to increase our programs for student aid. One new strategy that the University has launched specifically in support of Penn State’s most financially needy students is The Trustee Scholarship Program. The program matches donor gifts with permanent matching funds, committed through general University resources, and intends to raise 100 million dollars in endowments over the next five years.

- **Challenge 2: Demographic Projections**

  In addition, Penn State’s total enrollment is comprised mostly of Pennsylvania residents (79 percent), and the percentage of Pennsylvania high school graduates going to college appears to have peaked. With a projected decline in the total number of Pennsylvania high school graduates through 2014, there will be added pressures to maintain enrollments. The decrease in Pennsylvania high school graduates will be experienced differentially throughout the Commonwealth. Declines are expected in the west and northeast and modest increases are projected for the central and southeastern portions of the Commonwealth. This combination of factors will make maintaining enrollments across the University system a very real challenge.
Other Challenges

Other challenges and future directions for student admissions and enrollments in the coming decade will likely involve the following:

- Continued impact of national security concerns on the recruitment and enrollment of international students,
- Maintaining a diverse student body in the face of recent court rulings on affirmative action in college admissions,
- Continued understanding of and strategic use of rapidly developing new technology to improve the recruitment, enrollment, and graduation processes for our students,
- Safeguarding the privacy and identity of all university constituents,
- The effective blending of traditional classroom delivery of instruction with online delivery,
- Concerns about the degree of student and parent loan indebtedness required to pay the cost of education,
- New demands for public accountability related to cost, efficiency, and outcomes,
- Demand for improved systems of student transfer of credit from one institution to another,
- Increased demand for consortia agreements across multiple higher education institutions.

Penn State’s division of Enrollment Management and Administration is positioned to respond to these challenges, drawing upon its strong organizational infrastructure and human resources. However, this is a rather daunting array of challenges and it is expected that the coming decade will require close examination of many policies and processes that affect the recruitment and enrollment of students. That examination will likely call upon the division and the University as a whole to become more agile in response to such a changing landscape.

URL Sites for Student Admissions, Enrollment Management, and Educational Progress

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<td>Penn State Fact Book: Facts about students including fall headcount enrollment information</td>
<td><a href="http://www.budget.psu.edu/FactBook/StudentDynamic/StudentTableofContents2004.asp">http://www.budget.psu.edu/FactBook/StudentDynamic/StudentTableofContents2004.asp</a></td>
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<td>Strategic Performance Indicators Tables 2.3 and 2.4 provide most recent five years of data showing growth in student aid funding from all sources of student aid.</td>
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| **Student Policies and Regulations:**  
| Academic Administrative Policies  
| University Faculty Senate Policies | http://psu.edu/oue/aappm/  
| http://www.psu.edu/ufs/policies/ |
| **Student Registration, Enrollment:** | https://elion.oas.psu.edu/ |
| eLion Web site. | http://soc.our.psu.edu/soc/ |
| University Registrar Schedule of Courses | http://www.psu.edu/ur/prgcoursesedes.html |
| Program and course description bulletins for associate, baccalaureate, and graduate degrees. |
| **Undergraduate Admissions Office Home Page** | http://www.psu.edu/dept/admissions/ |
| **The World Campus** | (http://www.worldcampus.psu.edu/pub/home/de/de_mission.shtml). |
II. SERVICES THAT SUPPORT TEACHING AND LEARNING

(Standard 9)

Introduction

Penn State attracts to its multiple locations students with differing levels of academic backgrounds, motivation and educational goals. This multiplicity of student needs and interests require an appropriate and extensive range of services that directly contribute to both formal and informal student learning.

As articulated by President Spanier, Penn State conceives of itself as a student-centered learning community. The University expects students to take a direct and active role in their educational experience. Students subscribe to four core principles that provide a context for Penn State’s learning environment. The Penn State Principles call for them to: 1) respect the dignity of all individuals within the Penn State community; 2) practice academic integrity; 3) demonstrate social and personal responsibility; and, 4) undertake responsibility for their own academic progress. These principles foster and promote a common set of expectations for students within Penn State’s learning community.

At the heart of a student-centered orientation is the implicit recognition that there are multiple linkages between learning, personal development, student development and the myriad of personal and environmental challenges that may impede student learning. The array of support services offered by Penn State reflects a commitment to minimize the barriers to learning, and more importantly, to enrich the teaching and learning opportunities of its students and faculty.

The student support services that are embedded within the fabric of the Penn State experience are as varied as the students they serve. It is important to note that, while there may be some differences in the delivery of student services because of differing student needs and staffing practices, the essential services and options found at the multiple locations of Penn State reflect the same core values and approaches to teaching and learning, so that students’ educational experiences are comparable regardless of campus location. The University’s commitment to student success remains the same wherever they may be located.

Student services that undergird teaching and learning may be broadly characterized in the following manner.

- Support of the formal educational experiences of students,
- Support of the health and wellness needs of students,
- Support of the teaching of civility and citizenship,
- Support and encouragement of student involvement.
Support of the Formal Educational Experiences of Students

University Learning Centers (ULC)

Learning Centers are communities of undergraduate students, peer and professional tutors, and professional staff. As the primary academic support service for undergraduate students at Penn State, the Learning Centers assist students in transitioning to the University, navigating the academic terrain, creating networks of resources, and achieving academic, personal and professional goals. Learning Centers provide meeting space for student groups, easy access to technology, assistance in conducting effective group meetings, and access to peer tutors.

- **Team and Group Work: Supplemental Instruction**

  There is an increasing emphasis in the curriculum on team and group work. Learning Centers offer special study groups for students enrolled in certain targeted, traditionally difficult courses. These groups follow a nationally recognized model of student support, called Supplemental Instruction (SI) (http://www.ulc.psu.edu/services.htm#si). Peer tutors attend lectures with the students and offer review sessions on a regular basis throughout the semester. The tutors function as facilitators for the study groups with an emphasis on the development of a deep level of understanding of the course material and the development of learning skills appropriate to the content area.

  The SI program works with Penn State faculty who teach courses identified as “difficult.” An SI leader is an ULC-trained and compensated undergraduate peer tutor who has taken the course previously and has demonstrated a good understanding of the course material. SI leaders attend all course sessions and facilitate review sessions at three different times per week for enrolled students who want to attend. Students set the agendas for these meetings, and agendas often include discussing readings and lectures, asking follow-up questions to the regular course sessions, and sharing ideas. The aim is to help students master new concepts, learn new vocabulary, and put ideas into perspective.

  During spring semester, SI is offered for nine large (mostly general education) courses at University Park, including introductory chemistry, economics, and statistics. On average, 900 students participate in SI per semester at University Park campus, and 2,200 student contacts are made. Similar resources also are available in some locations outside University Park.

- **Technology Support in Learning Centers**

  Learning Centers provide two primary types of technology support to students. Centers provide support to students who wish to use advanced technology to complete course assignments, and technology tutors help students learn to use presentation software, such as iMovie and PowerPoint, course management software such as ANGEL and e-Portfolio, and specialized software for specific courses such as Minitab and C++.
Advising Centers

Since the mid 1980’s, Penn State has seen the development of advising centers in its colleges as a mechanism for delivering quality advising programs and services. These centers serve a variety of student populations and are staffed by combinations of faculty and staff personnel. Originally designed to provide advising programs and services primarily to first year and sophomore students, as a result of their success some colleges are expanding these centers to serve juniors and seniors as well. Further discussion of undergraduate advising can be found in Section IV.

Support of the Health and Wellness Needs of Students

There is no doubt that students who are physically, mentally, and emotionally healthy are better able to handle the academic rigors of University life. To that end, Penn State provides health and psychological services for students at all locations.

University Health Services (UHS) and Counseling and Psychological Services (CAPS)

UHS (http://www.sa.psu.edu/uhs/, http://www.sa.psu.edu/uhs.ohpe/ohpe.cfm) provides individual assistance to students who wish to quit smoking, assess their HIV risk, improve their eating behaviors, and reduce high risk drinking. A recent “Quit and Win Survivor Challenge” included one-on-one quit coaches, group counseling, nicotine replacement therapy, clinical consultation, and quit kits. Fifty-nine students enrolled in the program. The retention rate was 49%, exceeding the goal of 22.5%.

CAPS (http://www.sa.psu.edu/caps/) served approximately 5000 students, faculty and staff in 2002 – 03 via 121 outreach programs, many of which were focused primarily on members of underrepresented groups at Penn State. These psychoeducational programs covered the spectrum of health and wellness topics. In the end of the year survey of student satisfaction with counseling services, students sampled rated their psychological wellbeing as fair to poor (mean = 1.9 on a 5-point scale) before their individual counseling, but improved significantly (mean = 3.3) as a result of counseling. In addition, 27% indicated that the individual counseling they received was a significant factor in their ability to remain at the university and 35% indicated that the individual counseling they received was a significant factor in improving their academic performance.

University Health Services and Counseling and Psychological Services also support teaching and learning through numerous academic alliances and efforts. Several UHS and CAPS staff have faculty positions in the Colleges of Health & Human Development and Education. Staff members teach numerous credit and non-credit courses, provide guest lectures, participate on many University committees and advisory boards and mentor students in Counseling and Clinical Psychology, Biobehavioral Health, Health Policy & Administration, and the College of Communications. UHS also provides clinical rotations for health science students and volunteer opportunities for students in a variety of majors. Likewise, CAPS provides internship and practicum experiences for students engaged in doctoral programs in Counseling and Clinical Psychology.
Prevention Marketing Strategies

Penn State makes use of marketing strategies to prevent health problems from developing. For example, posters, public service announcements and events such as the Homecoming Parade, have been used to educate students about how the tobacco industry markets its products to young adults, especially women and people of color.

Marketing strategies have similarly been used to engage the campus and community in collaborative efforts to reduce high risk drinking. Like most universities, Penn State has been concerned for a number of years with the problem of binge drinking, and we wish that we saw some better results as a result of our efforts. Information on self-reported student consumption of alcoholic beverages has been gathered from a sample of Penn State students each January since 1999 through a special Penn State Pulse Student Drinking Survey. Those surveys and a recent report by the Campus and Community Partnership suggest that alcohol use among students has remained relatively stable over the last five years.

Supporting the Teaching of Civility and Citizenship

*Progress Amidst Change: The Penn State Strategic Plan, 2003-04 –2005-06* emphatically reiterates the University’s commitment to fostering a caring, civil community. There are many initiatives that make a significant contribution to the formation of a caring, civil community as well as towards the development of citizenship for our students. These include efforts geared toward the development of academic integrity, ethical leadership, and social engagement. Below are just a few examples of how programs managed by the Office of Student Affairs contribute to the education of Penn State’s students in these areas.

The Office of Judicial Affairs

A primary goal of the Office of Judicial Affairs ([http://www.sa.psu.edu/ja](http://www.sa.psu.edu/ja)) is to provide an environment where open and active learning may take place. Penn State’s Judicial System has undergone a major transformation since the University’s last reaccredidation review. Upon his arrival in 1995, President Spanier appointed a Judicial Affairs Working Group to review the student disciplinary system and to develop a series of recommendations for its improvement, making it more educational in nature. The result has been a restructured disciplinary system based on the principle that, “The Office of Judicial Affairs should play a central role in fostering a community of values and reinforcing key virtues at the University.”

Perhaps the major change has been the establishment of the “Discipline Conference.” Instead of simply being contacted by mail with a notification that there had been a disciplinary charge, followed by a sanction if there was no response to the written charge, every student is now contacted by phone and seen in person before there is any decision to file a formal charge. This personal approach gives the staff the opportunity to discuss the concepts of civility and responsibility with each student who goes through the process.

In addition, the Office of Judicial Affairs has developed an *Educational Resource Guide*. The *Guide* exhibits a wide range of educational assignments/alternatives and other important resources related to student education. Judicial Affairs is committed to assigning, where possible, educational sanctions to students who are found responsible for Code of Conduct violations. Approximately 40% of all sanctions are or include educational interventions.
These opportunities for “active learning” are directly connected to the teaching and learning goals of the University.

The staff in Judicial Affairs also supports teaching and learning by providing faculty and staff with challenging training and development opportunities. Classroom instructors not only need to be sensitive to the pressing issues facing students but need to know how to respond to them. Faculty and staff are consulted on how best to manage these difficult issues in an effort to prevent them from affecting student learning. Some of these opportunities include, but are not limited to, training faculty and staff on common issues such as substance abuse, student stress, self-destructive behaviors, relationship and sexual violence, and how to manage the conduct of students who may be challenged with emotional or psychological illnesses. The office presents programs on Learning in a Civil Environment: A Faculty Guide for Classroom Management, and on Academic Integrity. These programs help faculty to identify strategies to improve classroom behavior and increase students’ ethical decision-making as it relates to issues of academic integrity.

The Student Readership Program

Based on the conviction that reading a newspaper each day is an important part of being an informed and educated citizen, under President Spanier’s leadership, Student Affairs launched the Student Newspaper Readership Program (SNRP) ([http://www.psu.edu/ur/newspaper/](http://www.psu.edu/ur/newspaper/)) in spring 1997 as a pilot study for a group of residence hall students at the University Park campus. After a successful start, the program expanded and is now offered at majority of Penn State locations, including Penn State’s Dickinson School of Law. Copies of *The New York Times*, *USA Today*, and a local newspaper are made available, Monday through Friday, in convenient locations to all students with the costs of the program covered centrally. The program intends to build a lifetime habit of newspaper readership and help students to understand more about the arts, contemporary society, politics and complex local, national and international issues.

Penn State Pulse surveys, conducted annually since 1998, have attempted to measure student perceptions about how much the program contributes to their personal attainment of general education learning outcomes. On average (from 2002-2004), student respondents have indicated that newspaper reading improved their “ability to discuss current events or issues” (76%), helped them shape their “opinions about national or international concerns” (72%), and helped them feel “informed about local community issues” (62%). Respondents also noted that reading newspapers regularly encouraged more participation in classroom discussions (46%) and helped to connect class concepts to real life experiences (45%).

Religious Groups and Educational Programs

Penn State has long understood the contribution that religion can play in moral and intellectual development. Since the mid-1950s, this commitment at University Park has been symbolized by the presence of the Helen Eakin Eisenhower Chapel ([http://www.campusmaps.psu.edu/buildings/eisenhowerchap.shtml](http://www.campusmaps.psu.edu/buildings/eisenhowerchap.shtml)), which provides office space for religious leaders and meeting space for religious groups and educational programs. This space was recently renovated and expanded to include the Pasquerilla Spiritual Center, 29,400 square feet of additional space. The Chapel and Spiritual Center host over 50
registered student religious organizations and accommodate worship for a wide variety of religious traditions represented on campus.

**Support and Encouragement of Student Involvement: Other Opportunities Available to Students**

Research indicates that those students who are active participants in and outside the classroom are those most likely to stay in school and be satisfied with their experience. Penn State supports and encourages student involvement in a variety of ways, providing options as diverse as the student body. The following are some examples of Penn State programs that encourage out of class learning:

**Student E-portfolios**

Every Penn State student, regardless of campus location or program of study, has the opportunity to create an e-portfolio by using the 200 MB account of personal web space offered at no charge by the University's Information Technology Services. (For a fuller discussion of ITS, which supports both students and faculty, see Section III.) One of the goals of the e-portfolio initiative is to provide resources for e-portfolio developers. As a result, an extensive website has been created (http://www.e-education.psu.edu/portfolio/index.html).

Student e-portfolios are personalized, Web-based collections of selected coursework, artifacts of co-curricular activities, and students' reflective commentary. By fostering a reflective approach to learning, the process of e-portfolio development encourages students to become more actively involved in planning and more responsible for achieving their own educational goals. Through these portfolios, students may share examples of their work with potential employers, demonstrating transferable information technology skills and knowledge gained beyond the classroom. Student e-portfolios portray the values and outcomes of a student-centered institution. (For examples of how colleges have been making use of e-portfolios for their students, see Section III.)

**The AT&T Center for Service Leadership**

The Office of Student Activities’ AT&T Center for Service Leadership (http://www.sa.psu.edu/usa/att/sl.shtml) is committed to fostering socially responsible, civic-minded students through community service and service learning initiatives. The Center’s programs enable students to explore and strengthen the connection between the University and the surrounding communities, put theory into practice through out-of-classroom experiences, expand their perspectives on the world, while enhancing their moral and cognitive development. The office also collaborates with various faculty members to help schedule service learning initiatives for their classes.

**Student Organizations and Programs**

There are countless academically related student organizations (http://www.sa.psu.edu/usa/studentactivities/usermain.asp) under the Student Affairs umbrella that contribute to co-curricular learning. The Political Science Society, Psi Chi, a psychology honor society, the Penn State Logistics Association, the Society of Hispanic Professional Engineers, and the Schreyer Honors Scholars are just a few examples of organizations that proactively seek out-of-the-classroom experiences for their groups.
Grounded in the belief that peer influence is extremely powerful, many programs utilize students to assist other students. This approach not only improves learning, but it also develops leadership and mentorship skills. One example is the Resident Assistant Program (http://www.sa.psu.edu/rl/employ/raposition.shtml), where undergraduate students serve as live-in helpers to students residing in on-campus housing.

Support of Living-Learning Environments

Special Living Options (SLO’s) (http://www.sa.psu.edu/rl/slo/default.htm) at Penn State are the best example of the co-curricular connection for residence hall students and their specific area of academic concentration. The primary goal of the SLO program is to support the classroom learning of its residents by facilitating opportunities for interaction with faculty and staff and a cohort of students pursuing a particular course of study. The following examples highlight some of the University’s most significant successes in this area.

Discover House

Discover House (http://www.sa.psu.edu/rl/slo/default.htm#discover), a living-learning community for first-year exploratory students at Penn State, emphasizes general education as a means to explore curricular choices. Students participate in specially designed sections of general education courses, such as English composition and speech communication, discussing such topics as race relations, civil society, and the first amendment. These sections allow for out-of-class group work and spirited class discussions that continue in the residence hall.

Advisors and faculty members from departments, academic colleges, and student affairs offices come to Discover House to speak with the students about majors, minors, internships, study abroad, volunteer opportunities, and careers. These visits help students to explore the University in a group and on their home turf, feeling less intimidated or overwhelmed than they might if they had to set up individual appointments with people in various offices. To encourage students to appreciate the relevance of general education in their lives, advisors accompany students on outings, including theatre, sporting events, sightseeing, museum visits, and lectures.

The Learning Edge Academic Program (LEAP)

The Leap Program (http://www.psu.edu/summersession/LEAP) began in 1996 with 96 students as an experiment of the Schreyer Institute for Innovation in Learning. The goal was to introduce first-year students to the large campus by creating a small campus atmosphere. The program focuses on the residential, social, and academic aspects of campus life. Because program participants all live together, they get to know people as classmates and neighbors. Both types of associations lead to lasting friendships that make the large campus seem more comfortable. Each group of 24 students (called a pride) has a mentor, an upper-class student who serves as a coach/counselor and role model for the students. The mentors attend classes with the students, supervise study hours in the halls, and are available each day to help students with questions about classes, directions, or academic issues from advising to study habits. Each pride enrolls in two courses that are taught collaboratively. The program encourages instructors to overlap syllabi and assignments to the extent that is possible, so that
students in one course may write or speak about work being done in the other. Students respond positively to each of these three aspects of the program to a high degree. The program grew to nearly 700 students in 2003, with more than 84% being glad they enrolled in the program.

The Pennypacker Experience

The Pennypacker Experience (http://www.clubs.psu.edu/pennypacker/) is a first-year initiative comprised of two distinct populations in Pennypacker Hall – the Freshmen in Sciences and Engineering (FISE) House (http://www.clubs.psu.edu/pennypacker/fise.html), and Bunton-Waller fellows/scholars, many of whom are students from underrepresented groups. The Pennypacker Experience provides in-house tutoring in math and science, peer mentoring and programming designed to address the transition issues of first-year students in science and engineering. Students learn strategies for academic success and begin to explore career possibilities.

Freshman Interest Groups (FIGS)

The FIG program (http://www.pserie.psu.edu/affairs/fig/FIGmain.htm) at Penn State Erie co-enrolls a cohort of students in a freshman seminar and a linking course, usually in general education, specific to their intended major. Residential FIG participants are housed together. Out-of-class activities, arranged by the peer mentor (who also attends class meetings of the freshman seminar) with input from the faculty member, frequently include topics related to career exploration, campus/university resources, and student support services. The group shares social activities as well. Begun in 1999, the FIG program involves approximately 250 of the college’s 800 first-time, full-time freshmen each fall. All students are given an opportunity to participate in the program on a first-come, first-served basis.

Based on Tinto’s theory of student retention, the FIG program seeks to better integrate students into the social and academic settings of the college. When students are effectively integrated in both dimensions, they are more likely to be retained at the institution. Research on the Penn State Erie FIG program has demonstrated that FIG participants are retained to the sophomore year at a significantly higher rate than non-participants (85.7% v. 78.2%) and demonstrate significantly greater levels of both academic and social integration.

Support of Special Student Populations

One characteristic found in the history of American public higher education is an ever-increasing commitment to access. The Land Grant College Act of 1862, the Servicemen’s Readjustment Act (G.I. Bill) of 1944, and the Civil Rights Act of 1965 all represent the nation’s determination to make public higher education available to all. As more and more people gained access to higher education, student enrollments became more and more diverse by virtually every measure.

With the admission of a diverse student body come the obligation to provide those services and programs that help students adjust to life in and the expectations of the learning community. The following initiatives share one common goal— to increase the learning opportunities and maximize the academic success of students who are underrepresented in the student body or in particular fields of study.
The Center for Adult Learner Services

The Center for Adult Learner Services (http://www.sa.psu.edu/cals/) sponsors programs that connect in-class and out-of-class learning by familiarizing adult students with University resources that support their academic and personal goals. Topics include Introduction to Technology Tutoring, the eLion Advising System (https://elion.oas.psu.edu/), and Math Anxiety and the Adult Learner, to name a few. The programs are offered in collaboration with colleagues from Continuing Education, University Libraries, the University Learning Center, the Office of Student Aid, Academic Advising and Information Centers, and faculty members.

Commission for Adult Learners

The University’s Commission for Adult Learners http://www.sa.psu.edu/cals/commission/) supports teaching and learning primarily through its Incentive Grant Program and annual Hendrick Best Practices for Adult Learners Conference. Incentive grants provide seed money in support of programs and services for campus adult learners and those who work with them, including faculty. The Hendrick Best Practices for Adult Learners Conference brings together Penn State staff, faculty, and adult learners from across all campus locations and units. The conference provides a forum for sharing best practices and research while encouraging networking among participants, many of whom are direct service providers to adult learners.

The Multicultural Resource Center (MRC)

MRC (http://www.equity.psu.edu/mrc/) delivers professional counseling and educational services for undergraduate students of color as well as other students. Its staff is dedicated to helping students succeed at Penn State. Each student is assigned to a counselor who works with the student in a variety of areas, including:

- University policies, procedures, and regulations,
- Study skills, time management, and test-taking strategies,
- Obtaining free tutorial assistance,
- Interpersonal relationships with peers and family, conflict resolution, and other personal matters,
- Careers, internships, application to graduate and professional school, education abroad, and job opportunities,
- Assistance with questions on financial aid, scholarships, and money management,
- Educational programming, including study groups and seminars.

Other University Programs

Other University Programs in support of special populations include The Lesbian, Gay Bisexual, Transgender and Ally Student Resource Center (LGBTA) (http://www.sa.psu.edu/lgbt/); The Center For Women Students (CWS) (http://www.sa.psu.edu/cws/); The Paul Robeson Cultural Center (http://www.sa.psu.edu/prcc/); The Office of Veterans Programs
College Programs

There are several ways in which colleges seek to serve special student populations.

**Coordinators and Directors of Multicultural Programs**

There is a Coordinator or Director for Multicultural Programs who is responsible for diversity support in each of the academic colleges at University Park. These persons typically answer to the dean’s office and are responsible for helping underrepresented students to access research opportunities, academic advising, career workshops, and orientation programs. Together, these staff members serve on the Council of Coordinators and Directors of Multicultural Programs.

**College Programs Supporting Students’ Changing Assignment**

Colleges also offer programs to those students at other Penn State locations who will eventually attend University Park, and many have a component targeted to students from underrepresented groups. For example, the multicultural coordinator in the College of Earth and Mineral Sciences (EMS) sends underrepresented students (women and students of color) a letter at the time of their offer to a Penn State campus, outlining the services and resources of the College. When students accept the offer, they receive a mailing outlining the services provided at the campus of their attendance, including a diversity contact at that location. Throughout the year, students receive email outlining opportunities for internships, co-ops, research, and scholarships. All non-University Park students and EMS advisors at those locations are part of an Angel Group, "EMS at the Campus College." Currently the site contains advice from the writing tutor and the math tutor. This site provides an additional link with all EMS students, helping them to stay on track while easing their transition to University Park when the time comes.

The College of Engineering offers similar programs, including Campus College Connection (CCC), whose purpose is to create a welcoming and supportive environment for students from a specialized audience as they transition to University Park and continue on to graduate.

**Penn State’s Academic Advancement Programs (AAP)**

The Academic Advancement Programs (http://www.equity.psu.edu/) in the Office of the Vice Provost for Educational Equity consists of the following six federally funded TRIO programs, the College Assistance Migrant Program, and the Comprehensive Studies Program.

- The Educational Opportunity Centers for Philadelphia (http://www.equity.psu.edu/aap/eoc/phila) and Southwest Pennsylvania (http://www.equity.psu.edu/aap/eoc/swpa/) reach low income adults who are interested
in pursuing postsecondary education, giving them information about financial and academic assistance.

- The Ronald E. McNair Scholars Program (http://www.equity.psu.edu/aap/ms) prepares undergraduate students from disadvantaged backgrounds to pursue advanced studies in the disciplines of their choosing. This national program includes research and publication opportunities and visits to select graduate schools.

- The Student Support Services Program (http://www.equity.psu.edu/aap/sss) enhances academic skills, increases retention and graduation rates, facilitates entrance into graduate and professional schools, and fosters a supportive institutional environment.

- Talent Search (http://www.equity.psu.edu/aap/ts) is a federally funded program aimed at helping eligible youth and adults to continue in and complete secondary education or its equivalent, and to enroll in or re-enter a college or training program.

- Upward Bound (http://www.equity.psu.edu/aap/ub) works with eligible high school students, making available the opportunity to develop the skills necessary to succeed in a postsecondary program.

- Upward Bound Math and Science Center (http://www.equity.psu.edu/aap/ubms) works with eligible high school students, focusing on developing the skills necessary to succeed in a postsecondary math or science program.

- The College Assistance Migrant Program (CAMP) (http://www.equity.psu.edu/aap/camp) serves first-year students of migrant and seasonal agricultural workers, and includes academic, personal and financial support, mentoring, and course placement.

- The Comprehensive Studies Program (CSP) (http://www.equity.psu.edu/aap/csp/) provides academic and personal support for Penn State students who qualify for Pennsylvania’s Educational Opportunity Program –Act 101 services. The CSP includes academic advising, tutoring, basic skills instruction, and personal and financial counseling.

The Educational Opportunity Program (EOP) at Penn State Worthington Scranton

Because of its size, the University Park campus offers some learning assistance programs that are not available at our campus locations, however, campus students may avail themselves of most of these programs and have a number of these programs of their own. For example, EOP (http://www.sn.psu.edu/career_services/services_steps.html) at Penn State Worthington Scranton provides intensive academic advising, monitoring, and academic skills training for students who qualify on the basis of economic and academic need. As students enter into the first year, they are required to attend a full day orientation that includes a comprehensive immersion into every significant aspect of college life. Students are introduced to campus personnel and administrators, visit the Learning Center and Library, and receive academic tools such as a day planner, a dictionary, and a thesaurus. The EOP counselor is assigned as the student’s academic advisor.

Support of Faculty, Student, and Staff Collaboration and Engagement

It is essential for the success of student support services at Penn State that faculty and staff are not only made aware of student needs, but are also given the opportunity to participate in its programs. It is especially important that faculty are made aware of the characteristics of the student body and be
given the opportunity to engage students in the learning process outside the formal structure of the class room and laboratory. The following offices and programs are designed to achieve those ends:

**The Student Affairs Research and Assessment Office**

The goal of the Student Affairs Research and Assessment Office ([http://www.sa.psu.edu/sara/](http://www.sa.psu.edu/sara/)) is to gather feedback from students about their expectations and out-of-class experiences. The office conducts research that helps faculty and administrators to gain a better understanding of the learning behaviors of Penn State’s students. Significant information about Penn State Students is often gathered by means of Penn State Pulse Surveys ([http://www.sa.psu.edu/sara/pulse.shtml](http://www.sa.psu.edu/sara/pulse.shtml)).

**Faculty Associates and Advisors**

Student Affairs also supports Faculty Associates, a program whereby faculty members contribute support, advice, and assistance to students who reside in living-learning environments and special living options. The Faculty Associate plays a crucial role in connecting students to other faculty, staff, services and resources in the academic college. Regular dinners and socials provide an opportunity for informal interaction with faculty and staff in the colleges as well.

At the same time, the staff in the Student Activities Office ([http://www.sa.psu.edu/usa/studentactivities/](http://www.sa.psu.edu/usa/studentactivities/)) assists faculty who act as advisors to student organizations, presenting information about involvement opportunities in class and inviting advisors to attend the student organization involvement fair held each semester.

**The Students in Distress Program**

A key program for faculty departments and administrative units has been the Students in Distress program ([http://www.sa.psu.edu/caps/distress/](http://www.sa.psu.edu/caps/distress/)), in which the staff of Counseling and Psychological Services prepare faculty and staff members for their role as gatekeepers for students in need of counseling services.

**Collaborative Efforts at Penn State Abington: The Working Group on Student Life**

At Penn State Abington, in the spring semester of 2002, a College Task Force was charged to recommend ways to increase the college’s effectiveness in developing the academic skills and encouraging the success of its first year students. Its recommendations included the establishment of six working groups. Academic Affairs and Student Affairs collaborated in the formation of the working group on student life. This group focuses on three areas: student leadership opportunities, co-curricular programming, and public scholarship. As a result of its efforts, an Abington Leadership Exchange Committee, composed of faculty, staff, and students, was formed to plan a comprehensive schedule of leadership opportunities for Abington students for the year. This year’s Abington Speakers’ Series, facilitated by the Faculty Academic Environment Committee and funded by Academic Affairs and the Student Activities Fee, scheduled six speakers. The faculty members of the Academic Environment Committee have required their students to attend the series. The group has also focused on integrating public scholarship with community service opportunities. The goal is to develop a service learning program at Abington that will encourage and enrich students’ community
activity and their learning. It is clear to the college that the integration of curricular and co-curricular education is important in creating an engaged learning community.

The Fast Start Program

The Fast Start program (http://www.alumni.psu.edu/faststart) is a collaborative program between Alumni Affairs and Student Affairs. Located in the Paul Robeson Cultural Center at University Park, the program brings together first-year students with two mentors: a faculty or staff member and a Penn State alumnus, usually related to the students chosen major and home geographic area. The mission of the program is to offer a dual mentoring relationship to students, helping them to adjust to academic life at Penn State and making the transition from high school to college. Local faculty are encouraged to participate with students in a variety of out-of-class experiences, from cultural to athletic to social events. Faculty and alumni discuss academic issues with their mentor and the alumni mentor facilitates the relationship. Fast Start is an entirely voluntary program to which students apply and faculty and alumni are recruited.

Challenges and Strategies or Future Directions

As the University plans for the future, there may be opportunities to improve student services that support teaching and learning by considering the following:

• Challenge 1: Strengthening communication and collaboration between/among service units and locations.

The size, complexity, and geographical spread of Penn State make it prone to a “silo mentality.” The focus on continuous quality improvement and an executive and senior leadership team that models effective partnerships have begun to transform the environment. Evidence of collaboration should be a criterion in resource allocation and strategic planning. Cross unit teams focused on issues and processes, rather than functions, and the use of technology to share information need to be continually encouraged.

• Challenge 2: Enhancing assessment activities with a particular emphasis on outcomes.

Most, if not all, of the programs and activities discussed in this section are assessed in some way by the staff responsible for their implementation. At the very least, a user satisfaction survey is implemented. However, outcomes-based evaluation strategies are less common, primarily because of the challenges associated with design, development, time, and resources. Such assessments need to be more broadly used in order to gain a clearer understanding of the impact of these student services efforts on teaching and learning.

• Challenge 3: Developing a more thorough, seamless orientation process for new students that is integrated, spans the entire first year, and provides a consistent core of messages regardless of location.
Although many transition programs for new students exist at Penn State, they typically are planned and implemented in isolation from one another. To rectify this situation, a First Year Experience Steering Committee has been appointed jointly by the Vice Provost for Undergraduate Education and International Programs and the Vice President for Student Affairs. Their charge is to review all current practices and determine how best to assure the most positive and comprehensive first year experience for all entering students. This is to be an on-going committee that will have the authority to make decisions, in collaboration with stakeholders, to determine future directions for the communications and events that the University provides for first year students. It is expected that the First Year Experience Steering Committee will, on an annual basis, review current and best practices of the first year experience to create a comprehensive plan and programs that will enhance a new student’s successful academic, social and cultural transition to Penn State.

- **Challenge 4: Reassessing organizational alignments to determine if synergy would be gained by closer association between offices offering student services.**

  With so many varying offices offering services on behalf of a student-centered university, we believe that there should be some reassessment to see if there would be an increase in efficiencies and services if offices worked in closer association. Is there merit in a closer alignment of student services/affairs units at all locations or among academic student services and general student services units throughout the system? This merits further exploration and discussion.

- **Challenge 5: Increasing efforts to encourage and recognize faculty involvement and contributions to the out-of-class learning environment.**

  Faculty involvement in the out-of-class life of students is not recognized in the promotion and tenure process, nor is it honored through any of the University-wide faculty awards. Believing it is important to reward what is valued and recognizing that faculty involvement in student services that support teaching and learning is critical, it is suggested that a new University award for faculty who engage and support students outside of the classroom be created.

- **Challenge 6: Expanding living-learning opportunities at all residential campuses.**

  The research done at Penn State Erie clearly demonstrates the positive impact of freshmen interest groups on the success, satisfaction, and retention of students. Given this data as well as other information gained from the National Living-Learning Survey (http://www.livelearnstudy.net/pages/1/index.htm), it would benefit every residential location in the system to assess and enhance its current offerings as appropriate, consider replicating the FIG model at Behrend, and explore the addition of other living-learning environments. A board of Housing and Residence Life staff and faculty from all locations could champion this effort.
### URL Sites for Best Practices Related to Student Services that Support Teaching and Learning

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III: INSTITUTIONAL SUPPORT AND EXPECTATIONS FOR THE FACULTY IN TEACHING AND STUDENT LEARNING

(Standard 10)

This section addresses university expectations for faculty regarding the scholarship of teaching and learning, current practices to enhance faculty development in the teaching and learning enterprise, and challenges and strategies for continued improvement. Included are all relevant policies regarding the evaluation and support of faculty in teaching and learning and mechanisms in place throughout the university to recognize and assist faculty in the continued improvement of teaching and learning.

University Expectations for Faculty regarding the Scholarship of Teaching and Learning

The expectations and support for teaching performance are widely disseminated in key policies governing faculty reviews for tenure, promotion, annual merit, base salary adjustments, sabbatical leave, and in the published guidelines for preparing documentation for these reviews. Performance expectations for teaching are also evident in the stated goals of the university’s strategic plan and other major reports of official bodies of the university, including the University Faculty Senate. Appropriate human resource policies, related guidelines, strategic plans and senate reports are cited below, with summary descriptions and Websites.

Penn State Policies that Set Expectations for Teaching and Faculty Development

Penn State’s Policy for Promotion and Tenure Procedures and Regulations (http://guru.psu.edu/policies/OHR/hr23.html) and its accompanying Guidelines (http://www.psu.edu/oldmain/vprov/P%20&%20T/HR23%20guidelines%20I.htm#Purpose) state the criteria, procedures, and conditions for review of university faculty, including the awarding of promotion and tenure. In them, the university affirms the primacy of academic excellence, sustained through retention and reward for academic and professional merit. The scholarship of teaching and learning is assessed by performance and achievement in: (1) the ability to convey subject matter to students, (2) demonstrated competence in teaching and capacity for growth and improvement, (3) the ability to maintain academic standards and to stimulate the interests of students in the field, and (4) effectiveness of counseling, advising, and service to students.

In addition, Policy HR-40 – Evaluation of Faculty Performance (http://guru.psu.edu/policies/OHR/hr40.html) —requires that a faculty member’s achievements, including teaching, be assessed every year, whether or not he or she is being considered for promotion or tenure or is a regular faculty member. In addition to determining merit salary increases, the annual performance review provides an occasion for self-evaluation and reassessment of the role a faculty member is playing, which may evolve significantly during the course of a career. In 1999, the University Faculty Senate added to HR-40 a provision for a periodic extended review for tenured faculty (http://www.psu.edu/ufs/fa/docs/hr40). It defined the purposes of such reviews as: (1) to achieve faculty development and, when desirable, to promote different career emphases over time, and (2) to constantly improve program quality and the learning environment of students.
Expectations for Faculty Scholarship

Several years ago, a faculty committee issued a report titled: *UniSCOPE 2000: A Multidimensional Model of Scholarship for the 21st Century* ([http://www.cas.psu.edu/docs/CASPROF/keystone21/uniscope/default.htm](http://www.cas.psu.edu/docs/CASPROF/keystone21/uniscope/default.htm)). This report articulates a multidimensional model of scholarship in general, of which outreach scholarship is a key component. Aligned with Boyer’s *Scholarship Reconsidered* (1990), it broadens the definition of scholarship to include the scholarship of teaching, research and outreach and recommends actions to recognize and reward all forms of scholarship. Scholarly teaching is presented as a continuum of events and activity that includes various contexts, delivery modes, and audiences for the teaching/learning enterprise.

The University Faculty Senate and administration embraced the report and its recommendations are reflected in the criteria for promotion and tenure. The rainbow colored dividers that guide the preparation of candidates’ review materials now include the scholarship of teaching and learning, the scholarship of research and creative accomplishments, and service and the scholarship of service to the university, society, and the profession (passed March 26, 2002; implemented July 1, 2002). Outreach scholarship is treated as a component of each of these kinds of scholarship.

Expectations for Pedagogical Research in Penn State’s Sabbatical Leave Policy

Policy HR-17 ([http://guru.psu.edu/policies/OHR/hr17.html](http://guru.psu.edu/policies/OHR/hr17.html)) provides for a leave of absence with pay for purposes of intensive study or research to increase the quality of an individual’s future contribution to the university. The guidelines for preparing a sabbatical proposal ([http://www.psu.edu/oldmain/vprov/Sabbatical/Sabbatical%20guidelines.htm](http://www.psu.edu/oldmain/vprov/Sabbatical/Sabbatical%20guidelines.htm)) encourage applications for pedagogical projects of all types. These range from instructional scholarship, such as writing a textbook, which requires research in the field and publishing it with a respected publishing company, to the development of outreach programs.

Practices to Enhance Teaching and Learning

Penn State has a long history of promoting and recognizing teaching excellence. Current practices that have developed over the past 20 years impact Penn State instructors of all ranks—from graduate teaching assistants to tenured faculty members—and take place at university, college, campus, and department/division levels. The following overview of general practices focuses on five areas: (1) university initiatives to support teaching excellence; (2) teaching awards that bring visibility to outstanding instructors; (3) teaching support units (often programs or positions at the department level) to help instructors develop basic skills, become involved in the scholarship of practice, and create and/or utilize educational resources and technologies; (4) grants designed to improve learning environments and promote the scholarship of teaching; and (5) evaluations of faculty performance in instruction. All of these practices should be seen as integral to the institution’s central mission of “enhancing academic excellence through greater support of high-quality teaching, research, and service” (Penn State Strategic Plan, 2003).

University Initiatives to Support Teaching Excellence

The commitment of Penn State to high-quality instruction and learning is embedded in its Promotion and Tenure procedures and its evaluation and sabbatical leave policies, as
discussed above. However, the university is committed to seeking ways to continuously improve. Among efforts to assess progress toward improving teaching and learning University-wide, perhaps the most prominent is an initiative of the University Faculty Senate. The Senate leadership charged a Special Committee on Faculty Teaching Development and Evaluation (FTDE) with investigating a variety of alternative and complementary methods for the development and evaluation of teaching and creating a set of recommendations that would apply to all academic units at Penn State, as well as guidelines for implementation. In 1998, the FTDE Committee issued a report containing the following four recommendations for improving teaching development and evaluation:

1. Each academic unit or cluster of related units shall establish teaching development programs that are available for all its faculty members.
2. Each academic unit or cluster of related units shall establish review procedures that insure a comprehensive, fair, and rigorously applied system for assessing and evaluating teaching.
3. Each academic unit or cluster of related units shall clearly articulate its expectations for excellent teaching and institute a system for adequately rewarding demonstrated excellence.
4. Each academic unit or cluster of related units shall take the steps required to achieve a multi-dimensional excellence in teaching, research/creative accomplishments, and service.

By fall 2000, all colleges at Penn State had submitted implementation plans to the University Provost and received a formal response from the FTDE Feedback and Support Group appointed by the University Provost to review all the plans.

**Teaching Awards**

Currently, 15 faculty and ten graduate student teaching awards ([http://www.psu.edu/ur/events/awards/index.html](http://www.psu.edu/ur/events/awards/index.html)) are given University-wide at Penn State each year. Of the faculty awards, 13 are given for undergraduate teaching and two are given for graduate teaching. The most prestigious of the faculty awards are the Milton S. Eisenhower Award for Distinguished Teaching (established 1992, 2/yr.), the George W. Atherton Award for Teaching Excellence (4/yr.), and the Penn State Teaching Fellow: Alumni/Student Award for Excellence in Teaching (established 1985, 2/yr.). Faculty teaching awards also include the Penn State Excellence in Advising Award (2/yr.), the President’s Award for Excellence in Academic Integration of Teaching, Research, and Service (1/yr.), the Undergraduate Program Leadership Award (1/yr.), and the recently established President’s Award for Engagement with Students (1/yr.). Graduate faculty awards include the Howard B. Palmer Faculty Mentoring Award (1/yr.) and the Graduate Faculty Teaching Award (1/yr.).

Numerous teaching awards have also been created at the college, campus, and department levels, and these recognize the full range of instructors at Penn State—from graduate teaching assistants, to fixed-term instructors, to new and experienced tenure-line faculty.
Teaching Support Units and Programs

Various units and programs have been established at university, college, and department/division levels to develop basic teaching skills, foster a scholarly approach to teaching, help assess and measure student learning, design optimum learning environments, and enrich learning environments with technology. Some reorganization and renaming of units have occurred over the past decade, but support has steadily increased. This section provides an overview of university- and college-level support. In some degree-granting colleges, support is more often provided at the level of smaller academic units such as the department or division, particularly where teaching loads have traditionally been heavy or where large multi-section courses in the general education curriculum are offered.

Numerous initiatives and programs have been designed to change the educational culture, train (or retrain) professors, provide incentives for curricular and pedagogical innovation, place a brighter spotlight on excellent teaching, and modify student expectations, to name only a few objectives. Among the organizations and programs that have helped to produce such change are the following:

The Schreyer Institute for Teaching Excellence

The Schreyer Institute for Teaching Excellence (http://www.schreyerinstitute.psu.edu/), organizationally located in the Office of Undergraduate Education and International Programs, is one of the units recently reorganized in order to strengthen teaching and learning support for faculty. In July 2002 the Schreyer Institute for Innovation in Learning was merged with three other well-established and well-respected support units: The Center for Excellence in Learning and Teaching, University Testing Services, and the Teaching and Learning Consortium. The purpose of the merger was to provide a more “consolidated effort” and give the new unit “even greater visibility, effectiveness, and national recognition while maximizing cost effectiveness” (Penn State Intercom, April 11, 2002).

Individually, these units had a history of supporting teaching and learning initiatives across all campuses and colleges at Penn State. The Schreyer Institute for Innovation in Learning provided support for faculty by collaborating with them on the design and assessment of innovative teaching and learning environments; sponsoring a lunch series for them to share ideas about teaching and learning; and, assisting them in writing, designing, and assessing external curricular change-related grants. The Center for Excellence in Learning and Teaching was dedicated to enhancing undergraduate education at Penn State by providing programs, services, and resources designed to increase understanding of the teaching and learning process, promote teaching as a scholarly activity, and encourage interdisciplinary conversations. University Testing Services had as its mission to provide technical and research support in all forms of educational measurement, including testing, scanning, and evaluation of teaching effectiveness. Finally, the Teaching and Learning Consortium served as the conduit for faculty, students, support units, and administration by facilitating communication between these groups and providing seminars to highlight and promote best practices in teaching and learning at Penn State.
With the merger and reorganization the combined missions and strengths of each of these units have been capitalized on, and as a result, faculty and graduate assistants have been provided with more opportunities to receive assistance. During its first year of operation since the merger, the Institute has attracted individuals from 90% of the university’s academic departments, divisions, and schools to participate in its programs, workshops, and consulting services.

Information Technology Services (ITS): Technology Support for Teaching

ITS (http://its.psu.edu/) is a multi-function unit at Penn State whose mission is to “ensure that faculty, students, and staff have the information technology tools and infrastructure necessary to carry out the University's mission.” To achieve this mission, ITS provides faculty members with consultation and instructional design support, grants to jump-start technology-motivated curricular change, as well as software and Web-based course management systems infrastructure to transform Penn State’s learning environments and help students better understand how to learn and adapt to the ever changing technological age. Specifically, “ITS is working to achieve five broad goals: (1) help faculty improve the way education is delivered, (2) provide students with resources to enrich their educational experience, (3) create and sustain an environment that enables leading-edge research, (4) help to improve productivity, and (5) establish the information technology infrastructure necessary to maintain Penn State's preeminence in integrating high-quality programs in teaching, research, and outreach” (Information Technology Services Website, 2003).

Teaching with Technology: ANGEL

The division of ITS provides pedagogical support to instructors is Teaching and Learning with Technology (TLT) (http://tlt.its.psu.edu). TLT provides seminars, workshops, and software products to help Penn State instructors take advantage of information technology to enrich the educational experience of their students. TLT services are designed to support and promote creative and innovative uses of technology in courses to actively engage learners in acquiring and assimilating the core principles and experiences of a discipline.

Under ITS, since spring semester 2002, all university instructors have had the opportunity to use a course management system called ANGEL (A New Global Environment for Learning). Faculty can utilize ANGEL to post syllabi and other pertinent information, documents, or files for student access, and they can list live hyperlinks to other recommended web locations. Instructors can collect assignments electronically via drop boxes, track attendance, conduct live chat sessions with groups of students, and communicate important messages between class sessions. For instructional purposes, ANGEL provides the capability to create low-stakes quizzes using a variety of question types (multiple choice, true/false, essay, etc.) and have objective answers scored automatically. Additionally, it is possible to create student surveys and polls (which can also be anonymous) and automatically compile results into usable forms. For facilitating communication among participants in a class, ANGEL can generate student discussion via threaded message boards, mail messages can be sent to one or more students, and course announcements and news
can be sent. For classes with multiple sections or concurrent semesters, ANGEL allows instructors to export information from one class site to another.

Penn State offers a New Instructor Orientation program (http://www.schreyerinstitute.psu.edu/Programs/NIO/) that provides an in-service course for on-line ANGEL pedagogical techniques.

**World Campus Support for Teaching**

More and more of our faculty are incorporating technology into the delivery of their courses. The World Campus Professional Development Program provides learning opportunities for faculty and staff to support the enhancement of authoring, development, and delivery skills fundamental to facilitating success in online courses.

This professional development program, founded in 1995, offers online courses such as Faculty Development 101 and World Campus 101 to help faculty and students learn how to teach in an online environment, including how to develop Web-based instructional activities and how to transform existing courses to a Web environment. The program also offers a variety of workshops and conferences on teaching and learning at a distance.

For a discussion of the World Campus and “blended” courses combining on-line teaching with resident instruction, see Section IV.

**University Libraries—Pedagogical Support for Faculty**

Penn State University Libraries (http://www.libraries.psu.edu/instruction/index.htm) maintain a department of Instructional Programs. Instructional programs offered include numerous courses, seminars, and tutorials for visitors, students, faculty, and librarians. New faculty programs include an online workshop under development entitled, “Virtual Research: Where the Web & Library Meet.” The workshop provides Penn State instructors with “strategies for creating assignments that foster and develop effective information gathering skills while using Web-based resources,” and topics include “transferring print-based research skills to the Web, developing strategies for gathering Web-based information, judging Web-based information, and encouraging the ethical use of Web-based information” (http://www.libraries.psu.edu/instruction/schools/vrmain.htm).

**Other University Support for Teaching**

Other support for faculty teaching would include the teaching support that faculty achieve from peer tutors in the Supplemental Instruction program and the Technology Tutoring program, both of which are located in the University Learning Centers (http://www.ulc.psu.edu/services.htm); Summer Teaching Academies (conducted for several years to stimulate initial pedagogical changes in the direction of active learning); the Active Learning Exchange (ALEx) database (http://www.schreyerinstitute.psu.edu/resources/alex/), and The Penn State Teacher II (http://www.schreyerinstitute.psu.edu/pdf/PennStateTeacherII.pdf). In addition, Penn State offers in-service courses, regular teaching lunches, and annual Colloquia (e.g.
Colloquy XIII, May 2003, “Making Connections: Campus Cultures that Foster Student Learning”

College-Level Support

Some support for teaching and learning exists in all colleges but varies in depth and breadth. For example, the Commonwealth College offers its instructors professional development opportunities through the Jack P. Royer Center for Learning and Academic Technologies. The Royer Center (http://www.clat.psu.edu/) supports faculty within the College through individual consultation and group programs on teaching, learning, and assessment, as well as on technical issues related to teaching and learning. The Royer Center staff work closely with Instructional Development Specialists (IDSs) located on CWC campuses that provide day-to-day services in support of teaching and learning.

Several other Penn State degree-granting colleges, such as Altoona College and Capital College, offer teaching support through local chapters of the Teaching and Learning Consortium (TLC) (http://www.aa.psu.edu/tlc/). These TLC chapters have sponsored successful teaching conferences in recent years, drawing presenters and attendees from other institutions of higher education. Technology is increasingly making resources developed and supported by units at University Park available online to those at other campuses. However, some University Park programs are still really only accessible to those who can attend in person.

The twelve colleges that confer degrees at University Park also provide significant levels of teaching support. Good examples include the following:

- The College of Earth and Mineral Sciences (EMS) provides teaching and learning resources through The John A. Dutton e-Education Institute, a community of EMS faculty members, staff members, and students working together to improve the quality and accessibility of EMS education through the imaginative use of networked computing (http://www.e-education.psu.edu/).

- The College of Engineering provides many instructional resources to its faculty and teaching assistants through such college-based units as Engineering Instructional Services (EIS), The Leonhard Center for the Enhancement of Engineering Education, and the Learning Factory (http://www.engr.psu.edu/FacultyStaff/).

- The Graduate School Teaching Certificate, launched in 2003, provides graduate student instructors the opportunity to enhance their teaching skills and marketability on the academic job market. Like many other degree-granting colleges, the Graduate School also offers outstanding teacher awards to graduate faculty (one annually) and graduate teaching assistants (ten annually) (http://www.gradsch.psu.edu/fellow/honorary.html).
Grants and Funding Sources for Teaching

Funding for course and curricular development and research is provided to faculty and instructors from the budgets of a wide range of units at Penn State, and some is provided by grants secured from outside Penn State. Following is a representative, but not exhaustive, list of funding sources and types of funding available to Penn State faculty from various internal sources.

Teaching Grants from the Schreyer Institute for Teaching Excellence

The Schreyer Institute for Teaching Excellence offers support to Penn State faculty members and departments and divisions who are seeking assistance in the areas of program evaluation, course and curricular change, and learning outcomes assessment. Support for these projects includes consultations with the Institute’s course and curricular development, and assessment specialists, instructional workshops, and financial support. Via proposal processes, the Institute annually disburses $170,000 for curricular projects with support ranging from $2,500 to support curricular changes in individual courses to $25,000 for projects that will impact a sequence of courses, a department, or a unit and span a period of up to three years. Specific targets for support include departments and colleges who seek assistance with developing program evaluation plans for outcomes based assessment, faculty or departments interested in transforming a course or curricula into a learner-centered environment, faculty evaluating the impact of course innovations on student learning, faculty adopting new methods to assess student learning, and faculty testing new pedagogical tools for improved learning. An additional $20,000 is available to support faculty travel to disseminate findings on course and curricular change, to attend workshops and conferences on instructional methods, or to visit funding agencies to discuss educational program proposals. These travel grants have a limit of up to $500 per fiscal year. There is no application deadline for curricular project proposals; however, proposals are reviewed three times per year (January 15, April 15, and September 15). Travel grant requests are reviewed upon receipt and accepted until the funding is exhausted.

World Campus Funding for Faculty Online Teaching

Over a three-year period, the AT&T Foundation’s Innovations in Distance Education project (http://www.outreach.psu.edu/DE/IDE/) enabled the World Campus to fund faculty innovations and reflective practices that resulted in a set of faculty-developed guidelines for distance education.

Over the past two years, the World Campus, with funding from the Alfred P. Sloan Foundation, has supported six faculty reflective research projects, whereby funded faculty reflected on online teaching practices as a basis for pedagogical and learning research. In addition, the World Campus via the Foundation funded an international workshop for faculty “best practices” in online learning (http://www.worldcampus.psu.edu/pub/home/fac/workload_strat.pdf).
Grants for Public Scholarship Projects/Courses

Over the last four years, Undergraduate Education and International Programs, Outreach, and Campus Compact have provided a total of 20 grants ranging from $1,500 to $3,000 to Penn State faculty for the development of public scholarship courses. These courses provide civic engagement opportunities to students so that they can learn in and with neighboring communities surrounding various Penn State campuses. Through a $28,000 grant from the Fettering Foundation, seven Penn State campuses are also currently involved in public scholarship research.

Grants for Internationalizing the Curriculum

In 2003, the Office of International Programs (OIP) created two funds to support faculty initiatives to internationalize the curriculum (http://www.international.psu.edu/faculty_staff/grants_funding.htm). The Faculty Travel Fund (http://www.international.psu.edu/faculty_staff/faculty_travel_fund.htm) awards up to $3000 for faculty traveling abroad on a one to four week visit to work on projects that are explicitly tied to the transformation of an existing course or development of a new course that would be offered within the next two years. The Short Course Travel Fund awards one-time grants of up to $5000 to develop new opportunities to include international travel as one component of an undergraduate course. Also, OIP allocates Global Funds to each college to support faculty travel for teaching and research activities with an international component that will benefit students. In addition, some colleges have allocated funds to support international initiatives. For example, the Commonwealth College created the Campus International Program Fund (CIPF) to support study abroad initiatives. Efforts are made to link the award of these funds to other sources of grants within Penn State.

College-Sponsored Teaching Grants

In addition to the resources identified above, some Penn State Colleges offer grants to support teaching. For example, Commonwealth College offers grants ranging from $500 to $1500 each year to support a variety of requests that will improve teaching. These requests range from funds to hire students and purchase special software to developing course modules using blended technologies and attending pedagogic conferences.

A College that serves the entire University Community, the Schreyer Honors College (SHC), offers five to eight seed grants of $3000 each year to develop courses that test new models of honors teaching that potentially could be transferred to other courses and campus units. Of particular interest are those course proposals that address elements of the SHC mission.

Evaluating Faculty

As indicated at the outset of this section, Policy AD-40 mandates that all faculty are evaluated by administrators every year on their teaching, research and service activities—and in an extended review periodically after tenure. Evaluations consider the full range of faculty activities and identify faculty who integrate these activities effectively. The annual
performance review for teaching includes a review of student evaluations and peer reviews, and teaching portfolios when available. A common measure of evaluation is the University’s Student Ratings of Teaching Effectiveness (SRTE) form, which is expected to be administered in every class. Some colleges, such as the Commonwealth College, have created a peer review process to be used throughout the college for tenure system faculty reviews. The guidelines to the process are described in its Peer Review Handbook. Other colleges have developed such procedures as surveys and exit interviews of graduates, and surveys of employers who have hired graduates of a program.

The measure of instructional outcomes outlined above may be used for tenure system evaluations, as well as for reappointment evaluations of non-tenure track faculty. The most rigorous and carefully monitored reviews, however, are those conducted for tenure-track faculty in their provisional years, which provide mentoring and feedback faculty members concerning their performance in instruction, research and service activities during their first six years.

Challenges and Strategies or Future Directions

A survey of the current landscape of higher education in the United States reveals many challenges to faculty as teachers. However, the following six are the most critical for Penn State over the next ten years.

• **Challenge 1: The Changing Undergraduate Student Population**

Section I charted changes in the undergraduate student population at Penn State: increases in minority enrollments by 42%, with the majority of the increase (71%) at campus colleges; a 75% increase in international student enrollment; and a growing component of adult learners. As the student population becomes more diverse, Penn State has recognized the need to create a climate of understanding and inclusion and has emphasized diversity as a distinct part of its strategic planning process. The challenge for faculty is to develop a curriculum and an awareness of student needs that reflect this changing student population.

In response, a major emphasis has been placed on “developing a curriculum that fosters intercultural and international competencies” ([Framework to Foster Diversity at Penn State, 2004](http://www.equity.psu.edu/framework/). This challenge has been addressed by the Faculty Senate and included as part of the undergraduate general education requirements. To support this effort, colleges, departments and faculty development support units are guiding faculty in the creation of effective pedagogical approaches to help students understand and experience diversity issues, topics, and perspectives throughout the curriculum. There have also been University-wide efforts to diversify our faculty ranks, with only modest success. It remains a continuing challenge for some faculty members to be sensitive to the different learning needs of students of backgrounds that may be very different from the traditional students they have been used to teaching.
Challenge 2: Faculty Profile and Its Impact on Improving Faculty Teaching and Learning

Mirroring responses at other institutions to reduced national and state funding, Penn State’s profile for instructional delivery has been changing. The situation at Penn State has perhaps been more challenging than at other colleges and universities because of a continued, long-term upward trend in enrollments.

As shown in Table 1, the number of full-time academic appointments at Penn State has increased both for standing and non-standing faculty. While there has been growth in the numbers of tenured and tenure-eligible faculty members, more rapid growth has occurred in full-time but non-standing lines – what Penn State calls Fixed Term I and Fixed Term Multi-Year appointments. Table 1 does not break down these data by campus or college. However, the university does monitor those data and, while there are differences among University Park colleges and among campuses, in general the tendency to rely more heavily on fixed-term appointments has been more pronounced at the campus colleges than at University Park.

Table 2 compares student credit hours generated by faculty appointment types during 1992 and 2003.

<table>
<thead>
<tr>
<th>Tenured &amp; Provisional</th>
<th>Ineligible</th>
<th>Total Standing &amp; Multi-Yr</th>
<th>Fixed Term I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999 2,444 61% 375 9%</td>
<td>2,819 71%</td>
<td>1,177 29%</td>
<td>3,996</td>
<td></td>
</tr>
<tr>
<td>Fall 2000 2,498 61% 385 9%</td>
<td>2,883 70%</td>
<td>1,240 30%</td>
<td>4,123</td>
<td></td>
</tr>
<tr>
<td>Fall 2001 2,525 59% 372 9%</td>
<td>2,897 68%</td>
<td>1,365 32%</td>
<td>4,262</td>
<td></td>
</tr>
<tr>
<td>Fall 2002 2,571 59% 351 8%</td>
<td>2,922 67%</td>
<td>1,425 33%</td>
<td>4,347</td>
<td></td>
</tr>
<tr>
<td>Fall 2003 2,621 59% 341 8%</td>
<td>2,962 67%</td>
<td>1,474 33%</td>
<td>4,436</td>
<td></td>
</tr>
</tbody>
</table>

Source: University Budget Office, Program & Performance Indicators (annual). Total University excluding Hershey College of Medicine and The Dickinson School of Law. Does not include academic administrators.

(1) “Ineligible” – standing faculty ranks not eligible for tenure (lecturer, instructor, research assistant, and assistant librarian).
(2) “Fixed Term I and Multi-Year” – full-time, tenure ineligible appointments of at least two consecutive semesters or six months.

<table>
<thead>
<tr>
<th>Full-Time Academic</th>
<th>Fall 1992</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fixed Term</td>
<td>100,249</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>608,965</td>
<td>68%</td>
</tr>
</tbody>
</table>

Part-Time Academic
Table 2 shows that the large majority of teaching, at about 70 percent of student credit hours, continues to be performed by full-time faculty at Penn State. However, an important shift has occurred. Within the full-time cohort, teaching by standing faculty (mostly tenured and tenure-eligible professors, along with a small share of instructors as profiled in Table 1) has declined, from 57 percent to 43 percent. Full-time, fixed-term faculty members were the only cohort to show significant growth in student credit hour production, which rose from 11 percent to 27 percent. As might be expected, the impact of these shifts has been differential for various University Park colleges and for campus colleges.

The challenge that this represents is to limit the erosion of tenure-line faculty while supporting our increased ranks of fixed-term faculty. Strategies that have been employed include an infusion of central funds to support the hiring of faculty on the tenure track, but if there is a continued erosion of our financial base it is not certain that the hiring trends can be reversed. Meanwhile, the Provost and the Faculty Senate charged committees to make recommendations for addressing the needs and the evaluation of fixed-term faculty, and these have been implemented. One of the most significant of these recommendations was the creation of a Handbook for Part-Time Faculty, which has been done and proven to be a useful guide (http://www.psu.edu/oldmain/vprov/part%20time%20handbook.htm). Another was that the trend be monitored and be given continued attention.

- **Challenge 3: Balancing Teaching and Learning and Student-Centeredness with Research Expectations**

Conceiving a research university as also a student-centered one creates competing demands on its faculty. In their research endeavors, faculty members are expected to forge national and international reputations. At the same time, as major participants in a student-centered University, they are encouraged to support their students both inside and outside of the classroom. As teachers they are encouraged to create learning-centered classroom and laboratory environments where students actively engage in inquiry, problem solving and cooperative learning. As a result, faculty are often confronted with
the realities of time management. Conflicts arise between balancing a commitment to research activities and a commitment to pedagogical initiatives and experimentation in the classroom.

We have earlier described the various ways teaching excellence is considered in promotion and tenure reviews. Nonetheless, it is easier to quantify research than it is teaching. While good teaching is applauded, research productivity is perceived to be disproportionately emphasized when promotion and financial rewards are being considered. UniSCOPE 2000 presented one strategy to meet this challenge, proposing a model that is a “more comprehensive, more dynamic understanding of scholarship . . . one in which the rigid categories of teaching, research, and service are broadened and more flexibility defined.” This model would allow faculty to become more innovative in their teaching and encourage them to bring research into the classroom as the impetus for teaching the curriculum. Teaching and research need not continue to be defined separately but, instead, the focus could shift to teaching through research.

Nonetheless, the challenge that remains is how to reconcile this vision with the expectations of a research institution to ever increase its contributions and its reputation on the forefront of research and discovery, and in so doing to put the highest value on contributions to that mission, particularly when those faculty responsible for such contributions are most sought after by other institutions. Penn State has tried to meet the challenge by claiming to value most those who integrate teaching and research, but it would be naïve to suggest that this is not an ongoing tension and challenge that needs to be continually addressed.

- **Challenge 4: Communicating to Faculty and Assessing Support for Teaching and Learning**

Academic and other support units provide a host of innovative programs and tools for professional development in teaching and learning, and many entry-level and veteran professors participate in and benefit from these opportunities. The amount of information can be both elusive and overwhelming. Negotiating this maze of information can be daunting. Challenges remain in both establishing an effective, systematic University-wide means of communicating available resources in support of teaching and learning and to appreciating the extent to which faculty avail themselves of these professional development opportunities. Finally, it is equally difficult to measure the collective impact of these programs beyond the individual level.

Remaining questions include: With what ease can a faculty member access information concerning professional development? How many faculty actually avail themselves of professional development opportunities? Beyond University Park, how do faculty members at regional campuses learn about professional development opportunities? How effective are these programs? What is the impact of these programs and resources on the teaching and learning process? What kinds of aggregate data are available showing the impact by academic unit or University-wide of faculty professional development programming?
These are the questions that the administration and the University Faculty Senate Must seek to resolve in the years ahead. The challenge for the university will be to find ways to provide its varied instructional staff with access to the wide range of instructional assistance that is now available and must continue to be available. In addition, the university must continue to improve the instruments used to assess student learning so that the faculty and those who help the faculty teach better can continue the university’s longstanding commitment to instructional excellence for its undergraduates.

**URL Websites Related to Support and Expectations for Faculty Teaching**

<table>
<thead>
<tr>
<th>URL</th>
<th>Title</th>
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<tbody>
<tr>
<td><a href="http://guru.psu.edu/policies/OHR/hr23.html">http://guru.psu.edu/policies/OHR/hr23.html</a></td>
<td>HR-23 Promotion and Tenure Procedures and Regulations</td>
</tr>
<tr>
<td>(<a href="http://www.psu.edu/oldmain/vprov/P%20&amp;%20T/HR23%20guidelines%20I.htm#Purpose">http://www.psu.edu/oldmain/vprov/P%20&amp;%20T/HR23%20guidelines%20I.htm#Purpose</a>)</td>
<td>Administrative Guidelines for HR-23</td>
</tr>
<tr>
<td><a href="http://www.psu.edu/oldmain/vprov/P%20&amp;%20T/HR23%20guidelines%20I.htm#Purpose">http://www.psu.edu/oldmain/vprov/P%20&amp;%20T/HR23%20guidelines%20I.htm#Purpose</a></td>
<td>Administrative Guidelines for HR-23 Promotion and Tenure Procedures and Regulations</td>
</tr>
<tr>
<td><a href="http://www.engr.psu.edu/FacultyStaff/">http://www.engr.psu.edu/FacultyStaff/</a></td>
<td>College of Engineering Faculty/Teaching Assistant Resources</td>
</tr>
<tr>
<td><a href="http://www.gradsch.psu.edu/fellow/honorary.html">http://www.gradsch.psu.edu/fellow/honorary.html</a></td>
<td>Graduate School Awards</td>
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<td><a href="http://www.psu.edu/oldmain/vprov/part%20time%20handbook.htm">http://www.psu.edu/oldmain/vprov/part%20time%20handbook.htm</a></td>
<td>Handbook for Part-Time Faculty</td>
</tr>
<tr>
<td><a href="http://its.psu.edu">http://its.psu.edu</a></td>
<td>Information Technology Services</td>
</tr>
<tr>
<td><a href="http://www.international.psu.edu/faculty_staff/grants_funding.htm">http://www.international.psu.edu/faculty_staff/grants_funding.htm</a></td>
<td>International Programs Grants and Funding Opportunities</td>
</tr>
<tr>
<td><a href="http://www.international.psu.edu/faculty_staff/faculty_travel_fund.htm">http://www.international.psu.edu/faculty_staff/faculty_travel_fund.htm</a></td>
<td>International Programs New Places, New Challenges grant</td>
</tr>
<tr>
<td><a href="http://www.clat.psu.edu">http://www.clat.psu.edu</a></td>
<td>The Jack P. Royer Center for Learning and Academic Technologies</td>
</tr>
<tr>
<td><a href="http://www.e-education.psu.edu">http://www.e-education.psu.edu</a></td>
<td>The John A. Dutton e-Education Institute, College of Earth and Mineral Sciences</td>
</tr>
<tr>
<td><a href="http://www.psu.edu/ur/events/awards/index.html">http://www.psu.edu/ur/events/awards/index.html</a></td>
<td>The Pennsylvania State University Teaching Awards</td>
</tr>
<tr>
<td><a href="http://guru.psu.edu/policies/OHR/hr17.html">http://guru.psu.edu/policies/OHR/hr17.html</a></td>
<td>Policy HR17 – Sabbatical Leave</td>
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<td><a href="http://guru.psu.edu/policies/OHR/hr23.html">http://guru.psu.edu/policies/OHR/hr23.html</a></td>
<td>Policy HR-23 – Promotion and Tenure Procedures and Regulations</td>
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<td><a href="http://guru.psu.edu/policies/OHR/hr40.html">http://guru.psu.edu/policies/OHR/hr40.html</a></td>
<td>Policy HR-40 – Evaluation of Faculty Performance (Includes Extended Post-Tenure Reviews)</td>
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<td><a href="http://www.schreyerinstitute.psu.edu">http://www.schreyerinstitute.psu.edu</a></td>
<td>Schreyer Institute for Teaching Excellence</td>
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<td><a href="http://www.aa.psu.edu/tlc/">http://www.aa.psu.edu/tlc/</a></td>
<td>Teaching and Learning Consortium</td>
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<td><a href="http://tlt.its.psu.edu">http://tlt.its.psu.edu</a></td>
<td>Teaching and Learning with Technology</td>
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<td>University Learning Centers</td>
<td><a href="http://www.ulc.psu.edu/services.htm">http://www.ulc.psu.edu/services.htm</a></td>
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<tr>
<td>University Libraries</td>
<td><a href="http://www.libraries.psu.edu/instruction/index.htm">http://www.libraries.psu.edu/instruction/index.htm</a></td>
</tr>
<tr>
<td>World Campus</td>
<td><a href="http://www.worldcampus.psu.edu/pub/home/de/de_mission.shtml">http://www.worldcampus.psu.edu/pub/home/de/de_mission.shtml</a></td>
</tr>
<tr>
<td>World Campus AT&amp;T Foundation Innovations in Distance Education project</td>
<td><a href="http://www.outreach.psu.edu/DE/IDE/">www.outreach.psu.edu/DE/IDE/</a></td>
</tr>
<tr>
<td>World Campus - Faculty “Best Practices” in Online Learning</td>
<td><a href="http://www.worldcampus.psu.edu/pub/home/fac/workload_strat.pdf">www.worldcampus.psu.edu/pub/home/fac/workload_strat.pdf</a></td>
</tr>
</tbody>
</table>
IV. EDUCATIONAL OFFERINGS AND GENERAL EDUCATION

(Standards 11 and 12)

Introduction

An undergraduate education at Penn State is designed to promote engagement with learning, intellectual curiosity, lifelong learning, and good citizenship. This is accomplished through courses that are required for all students, the General Education curriculum, and through courses that each student will take in his or her major. The intent is to offer integrated learning experiences that include both breadth and depth in coursework, as well as experiential academic activities that enhance knowledge gained in the classroom. Our expectation is that students will experience greater breadth in the early years, as they learn general ways of approaching problems and critical thinking across a variety of domains, so that they are exposed to different ways of knowing and discovery. Our General Education requirements are designed to provide this breadth of understanding (http://www.psu.edu/bulletins/bluebook/gened).

We concur with the learning-centered philosophy of the AAC&U's report, “Greater Expectations: A New Vision for Learning as a Nation Goes to College,” and have designed our program of General Education to include some of the concepts proposed in that document. These include the importance of intentionally aligning our actions with our aims; providing a coherent curriculum that fosters cumulative learning of intellectual skills and insights; linking the curricular and co-curricular parts of the student experience; assessing student learning to provide evidence for the desired outcomes; and, finally, making General Education the responsibility of the entire faculty, student affairs personnel, and students themselves.

The inclusion of General Education in every degree program reflects Penn State's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. These include the ability to reason logically and quantitatively and to communicate effectively; an understanding of the sciences that makes sense of the natural environment; a familiarity with the cultural movements that have shaped societies and their values; and an appreciation for the enduring arts that express, inspire, and continually challenge these values. General Education, in essence, augments and rounds out the specialized training students receive in their majors and aims to cultivate a knowledgeable, informed, literate human being. This goal is best summarized by some of our current students’ comments:

"General Education has opened my eyes to endless possibilities...allowing me to focus on existing academic interests while introducing new ideas and concepts."
   Melanie Eger, senior, College of Arts & Architecture

"General Education offers each student the opportunity to broaden their horizons, develop their "total-person," and challenge themselves in a manner not offered within their academic discipline."
   Josh Troxell, senior, College of Engineering

Building understanding is an active process in which connections are made among one’s own internal knowledge networks and information obtained from the wider environment and other perspectives. An undergraduate education should provide opportunities for students to develop general habits of mind and learn specific skills associated with development of knowledge and accumulation of wisdom among diverse individuals and communities. To this end, Penn State's
General Education courses provide an opportunity to join a community of individuals who believe in the value of teamwork as well as leadership; history as well as innovation; and artistic endeavors as well as science. Our students are expected to learn about a world beyond their own personal experience and their own academic pursuits as a part of general education.

The General Education program provides many opportunities to explore and develop knowledge and learning skills that will be important, regardless of the major each student chooses. Courses within the structure of General Education may be relevant to the major or to a student’s particular interests. We expect students to be responsible for their own learning as they plan programs of study to fulfill requirements for both General Education and their majors; however, we encourage them to work with their academic advisors as they make course selections that complement the academic requirements of the specific major, while making sure that the courses are useful to the students' interests and goals.

The foundation that students receive in their General Education courses thus supplies a context for the courses within their majors that will allow them to master the disciplinary tools for successful careers or further education. These courses, planned and provided by the specific college or department, provide the depth that is necessary for students to develop the discipline-specific skills that will be necessary for future careers or as a stepping stone for graduate education.

Beyond the General Education and within-major requirements, we provide a wide variety of experiences that extend and enhance the curriculum (e.g., research, service, internships, and education abroad). We believe that it will be important for our students to learn to apply what they are learning in classes to a variety of situations; thus, we promote integration of academic and experiential learning. We promote the concept of learning-to-learn in "real world" situations and support practices that develop active and collaborative learning skills. These include research, class projects, public scholarship, and creative works by undergraduates. Optimal educational opportunities are also promoted through programmatic support for faculty to foster opportunities for active learning.

In the sections below, we present first an overview of our degree programs and the first-year experience. We then provide brief descriptions and examples of the design and implementation of General Education at Penn State; a discussion of some examples and initiatives in disciplinary education; and an overview of the numerous academic enhancement programs at Penn State. This is followed by a description of the ways in which we provide support for maintaining quality and innovation in the curriculum, including our efforts to support a dynamic learning environment; a climate of integrity and student responsibility; and opportunities to integrate classroom and experiential learning. The section ends with observations about future directions for general education and discipline-based education at Penn State.

**Overview of Degree Programs and the First Year Experience**

Penn State students, working with professional and faculty advisors and assisted by eLion and other electronic tools, select from 156 Bachelor of Science, 79 Bachelor of Arts, and 15 other specialized degree programs ranging from the individualized and interdisciplinary Bachelor of Philosophy to professionally recognized programs culminating in the Bachelor of Elementary Education, the Bachelor of Architectural Engineering and other degrees ([http://www.psu.edu/bulletins/bluebook/intro/gi-084.htm](http://www.psu.edu/bulletins/bluebook/intro/gi-084.htm)). Deep academic enrichment is also recognized through the availability of 200 undergraduate minors, each requiring a minimum of 18
credits beyond the major ([http://www.psu.edu/bulletins/bluebook/intro/gi-085.htm](http://www.psu.edu/bulletins/bluebook/intro/gi-085.htm)). Non-baccalaureate students select from 48 Associate of Arts and Associate of Sciences options ([http://www.psu.edu/bulletins/bluebook/$asmenu.htm](http://www.psu.edu/bulletins/bluebook/$asmenu.htm)).

The University offers several intercollege degree programs that recognize the growing importance of interdisciplinary approaches. Currently, there are intercollege minors in Astrobiology, Civic and Community Engagement, Environmental Inquiry, Gerontology, Marine Sciences, Military Studies, and Neuroscience, in addition to the four year Bachelor of Philosophy program ([http://www.psu.edu/bulletins/bluebook/major/co-ic.htm](http://www.psu.edu/bulletins/bluebook/major/co-ic.htm)). Each is administered by faculty and periodically reviewed by the Office of Undergraduate Education, which administers all intercollege academic programs.

Penn State offers several options for students to pursue bachelors and masters degrees simultaneously through an integrated undergraduate-graduate degree (IUG) program ([http://www.scholars.psu.edu/currentscholars/IUG/index.shtml](http://www.scholars.psu.edu/currentscholars/IUG/index.shtml)). The Schreyer Honors College (SHC) and the Graduate School provide ambitious and accelerated research-oriented honors students the opportunity to pursue an IUG in any academic major at University Park; about 50 students participate each year. The College of Engineering and the Eberly College of Science both have BS/MBA programs with the Smeal College of Business. About 5-6 new students enroll as first year students each year in each college's program for a total of 25-30 students in each college. The Spanish department and the department of Labor Studies and Industrial Relations (LSIR) cooperate in an integrated program that allows Spanish B.A. students to enroll in the LSIR’s M.A. in Human Resources. The program is designed to provide more Spanish speakers for human resources departments. In addition, an average of four students per year participates in an IUG program between the SHC and the University of Pennsylvania’s Veterinary School, and a long-standing accelerated six-year (2 + 4) program also exists between the Eberly College of Science and the Jefferson Medical School ([http://www.science.psu.edu/academic/PremedMed.html](http://www.science.psu.edu/academic/PremedMed.html)). Finally, a new IUG program between the Franklin Pierce Law Center and the Eberly College of Science was established in 2003 for intellectual property law.

Degree program development includes rigorous peer review and assessment. All proposals for academic programs are distributed for consultation to relevant colleges for peer review and comment. The University Faculty Senate Curricular Affairs Committee and Senate Council review each submission before moving proposals on to the Vice Provost for Undergraduate Education and International Programs, who reviews them according to procedures developed by the Administrative Council for Undergraduate Education (ACUE) before seeking final administrative approval from the Provost. A special committee is currently reviewing those procedures to assess their effectiveness in a university that now includes 24 campuses. Recommendations to ACUE are expected in 2004.

**First-year Experience**

The transition from high school to college presents many challenges to even the most well-prepared student, and Penn State has several programs that are designed to facilitate an easy entry of students into their first year.

The first year experience typically begins in the late spring/summer before classes begin in the fall. Two weeks after high school seniors are accepted at Penn State, they are invited to take placement tests in Chemistry, English, and Mathematics. The tests are designed to evaluate student preparedness in these three areas and the results are used for advising
students about course selection as they enter the University. In 2003, we began to offer the
math proficiency tests on-line (see http://www.psu.edu/dus/ftcap/index.shtml) and our initial
experience indicates this method has merit. We included an evaluation component as we
implemented this innovation and, thus far, our evaluation indicates that the number of
students, the drop out and failure rates, and the final grades of the students did not differ
significantly from those placed in previous years by using paper-and-pencil tests that were
monitored on campus. We will continue to refine this measure and to evaluate its
effectiveness over time. Our future goals include creating on-line tests that also serve a
diagnostic purpose, so that students may get remedial help before arriving on campus if it is
needed.

The results of the placement tests are compiled and summarized by the Division of
Undergraduate Studies and reported back to the students and advisors. Beginning in May,
students and their families are invited to come to the campus they plan on attending, to meet
with an advisor, and to schedule classes. This is typically a day-long event and students
leave with a class schedule, information about possible major programs, contact information
for an advisor, and a Penn State access account so that they may stay in touch with advisors
and access information about Penn State prior to arrival.

Prior to arrival for their first semester at Penn State, all students receive a number of mailings
that include information about courses, housing, and other important topics to help them
prepare for the transition. One of the most critical mailings that they receive is a letter of
welcome from the president of Penn State, along with a copy of the Penn State Principles
(see Appendix A). The Principles lay out in brief form four over-arching expectations for
students at Penn State: 1) respect the dignity of all individuals; 2) social and personal
responsibility; 3) academic integrity; and 4) responsibility for academic progress. The goal is
to let them know that membership in the Penn State community carries both academic and
social responsibilities.

Students typically arrive on campus several days prior to the start of classes. After moving
into their dorm rooms, students may participate in a variety of orientation activities that are
offered by the University. Many of the pre-course activities are run by the colleges and
departments. Orientation activities include presentations by various student groups, sessions
on study skills, library orientation, and career planning sessions, health orientation, volunteer
sessions, community familiarity, and various “ice-breaker” activities. Orientation continues
into the first year in the form of a required first-year seminar course (1-3 credits).

We have begun a process of evaluating and modifying the wide array of first-year
experiences that are offered at all campuses, with the goal of improving our coordination and
delivery of activities and publications for content, coherence, and consistency. The Vice
Provost for Undergraduate Education and International Programs and the Vice President for
Student Affairs jointly appointed a steering committee in fall 2003 to oversee this process.
The committee was charged with the responsibility of reviewing all current practices,
identifying a set of coherent messages, and developing strategies and structures to assure that
each student receives the most appropriate information and timely delivery of that
information to assure a successful transition to Penn State.
General Education

In February of 1996, the University Faculty Senate appointed the Special Committee on General Education (SCGE) and issued a three-part charge: to assess the current General Education program, identify and analyze General Education models appropriate for Penn State, and recommend warranted changes. An 18-month study included a review of previous reports and assessment data, analysis of emerging national curricular patterns and best practices, and inclusive consultation with faculty across the University. The SCGE legislative report was passed by the Faculty Senate on October 21, 1997. Since the original report, modifications followed to address particular initiatives and to increase the emphasis on active learning elements.

The vision for the 45-credit requirement placed the educational focus on student learning and promised a curriculum that would function as "an integral, provocative, and enlightening part of students’ higher education," one that was also expected to provide "a source of pride and identity for the entire Penn State community." It created a blueprint that endorsed traditional Penn State commitments to both skill (15 credits) and knowledge (30 credits). The skills component includes speaking and writing (9) as well as quantification (6). The knowledge domain is divided into the arts (6), health and physical activity (3), humanities (6), natural sciences (9), and social and behavioral sciences (6). The new General Education program also elevated expectations for learning in several pedagogically important ways.

The First Year Seminar

The General Education plan emphasized early engagement with college-level scholarship through a first-year seminar requirement. This 1-3 credit course, taught by full-time faculty, has a maximum class size of 22, must be portable across majors, and is designed to help students adjust to the increased freedoms and expectations of a university learning environment. Each college is responsible for the design and delivery of the seminars; thus, courses vary depending on the perceived needs of the students in each college. Some colleges have chosen a discipline-based model with faculty members teaching courses that will introduce students to various subjects and research opportunities within their fields of study. Other colleges have created courses that focus on helping students make the transition to college and independent learning during their first year. Others combine these two goals. For example, at Penn State Abington, peer assistants help faculty conduct such classes. Many courses include information explaining University policies on academic integrity, library resources, information technology for particular disciplines (i.e., database searches and software applications), time-management, advising on the production of a four-year academic plan and scholarly discussions on ethics. Information on student activities, career services (i.e., internships, CO-OPs), department-based clubs, and study abroad programs may also presented in these courses. The first-year seminar courses are relatively new, and we are in the process of gathering assessment information so that best practices can be identified and disseminated.

Active Learning

The new curriculum placed an emphasis on active learning, integration, and skill development. In 2001, the legislation was modified to make more explicit the expectations
for student engagement. Consequently, fundamental academic skills are stressed in the 15-credit skills component, as well as practiced and reinforced in the knowledge domain classes (http://www.psu.edu/bulletins/bluebook/gened). In particular, knowledge domain courses must require each student to engage in activities promoting learning course content through practicing, typically, three or more of the following:

- Writing, speaking and/or other forms of self-expression,
- Information gathering, such as the use of the library, computer/electronic resources, and experimentation or observation,
- Synthesis and analysis in problem solving and critical thinking, including, where appropriate, the application of reasoning and interpretive methods, and quantitative thinking,
- Collaborative learning and teamwork,
- Activities that promote and advance intercultural and/or international understanding,
- Activities that promote the understanding of issues pertaining to social behavior, scholarly conduct, and community responsibility,
- A significant alternative competency for active learning designed for and appropriate to a specific course.

Writing Across the Curriculum

The emphasis on active learning, integration, and the refinement of academic skills is reinforced by Penn State’s Writing Across the Curriculum requirement. Every academic program requires students to complete at least one 3-credit writing intensive offering within the major. This provides additional practice for general writing skills and allows students to develop unique discipline-based writing competencies.

Intercultural and International Competence (IIC)

A third important change resides in the area of values education and involves a revision of the 3-credit cultural diversity requirement. The requirement was broadened to recognize intercultural and international understanding, and it integrated overseas experiences into the pallet of educational options available to satisfy the obligation. In practice, the previous focus on minorities and women was expanded to provide perspective and knowledge relevant to a complex and increasingly interdependent global community. Further, by making intercultural and international competence one of the seven active learning components for any knowledge domain course, the requirement is now part of the curricular mainstream. In April, 2004, after a substantial review of this requirement by the Faculty Senate, it was expanded to six (6) credits—3 credits of U.S. intercultural content and 3 credits of international content. The changed requirement will be implemented in summer 2005.

Health and Activity

Finally, Penn State is one of the few large Research I universities that continues to support a health and activity requirement as part of its commitment to undergraduate students. Students must earn three credits within a broad array of courses designed to increase a knowledge-based understanding of good health while developing sound habits and skills that contribute to a healthy lifestyle.
Senate Oversight and Review of General Education

General Education transformation required a concerted commitment to the development of new General Education curricular guidelines and to the certification and re-certification of courses through a process of peer review involving departments, colleges, and the Faculty Senate. Many new courses were written, including more than 120 offerings for the first-year seminar alone. In addition, every General Education course that was to be retained had to be re-thought, revised, and resubmitted. The six year process has realized a breadth of offerings in all General Education knowledge domain categories: Arts (140), Humanities (280), Health and Activity (75), Natural Science (83), Social and Behavioral Science (111) (complete listing on the web at http://www.psu.edu/bulletins/bluebook/gened). These distribution requirements are complemented by courses endorsed as First-Year Seminar offerings (over 120), Intercultural and International Competence (nearly 200), and Writing Across the Curriculum (about 270). (Specific courses for these three areas can be reviewed at http://www.psu.edu/bulletins/bluebook/gened/).

Stringent criteria for meeting the new General Education requirements in the areas of academic skills, the knowledge domain, the first-year seminar, intercultural and international competence, and writing across the curriculum are listed in the Guide to Curricular Procedures (on the web at http://www.psu.edu/ufs/guide/contents.html). Between the end of 1997 and March 29, 2003, these standards were used to review over 550 courses that had been significantly modified, and 200 new offerings. Approximately 175 additional courses are either under review or have been listed in the master plan of different colleges for submission in the near future.

Assessment of General Education has been ongoing, primarily through the Senate’s initial course review process. Currently, assessment is being ramped up. Three special Senate committees were appointed in 2003 to consider the first-year seminar, the intercultural/international requirement, and the health/activity portion of the curriculum. Revisions to the General Education curriculum may be recommended as the assessment reports are received. No changes were recommended for the health/activity requirement; substantial changes were made to the intercultural/international requirement (see description above); and the Undergraduate Education Committee of the Faculty Senate will be charged to follow up on the report of the ad hoc first-year seminar committee in 2004-05.

Disciplinary Education

Baccalaureate degrees offered at Penn State include those designed to provide an academic (including preprofessional) experience and those designed to provide specific professional preparation. All degrees are designed to provide a strong conceptual base within an academic discipline, achieving disciplinary unity through a variety of strategies. These strategies range from vertically integrated degree programs, culminating in professional internship placements and professional certifications, to degree programs providing broad flexibility in exploring the scholarly bases of academic disciplines. To this end, Penn State offers more than 251 baccalaureate majors, many of which provide multiple options. Many students earn two or more majors in Penn State’s concurrent degree program, and many supplement their majors with minors providing specializations of 18 or more credits in a field distinct from the major.
The undergraduate experience in the College of Engineering offers a good example of vertical integration and a professional approach to disciplinary unity. Twelve of its thirteen baccalaureate programs at University Park are accredited by the Accreditation Board for Engineering and Technology (ABET). The Leonhard Center for the Enhancement of Engineering Education focuses on enhancement and assessment of engineering education at Penn State. Leonhard Center projects include the implementation of new courses in Mechanical Engineering that Integrate Design, Experimentation, Analysis, and Life Skills (IDEALS) and the incorporation of case studies into a range of required courses in Civil Engineering. These efforts reflect the vertical integration of research, design, and application into courses ranging from the introductory level to capstone experiences.

Disciplinary education is kept current by constant revision and the introduction of new majors and programs, by new initiatives such as capstone courses, and by enhancements through extra-curricular activities.

**Maintaining Relevance: New and Revised Majors**

Ongoing change in scholarship, technology, and society poses challenges for maintaining the relevance of disciplinary education, and Penn State is addressing those challenges by developing new majors and revising existing majors. Perhaps most dramatic is the development of the School of Information Sciences and Technology (IST). The IST majors became available in fall of 1999, and now enroll 2,273 students in three options, at locations throughout Pennsylvania. These students are prepared for careers in information technology in a wide variety of settings. Other new majors have been developed to fit regional needs. For example, several campuses in eastern and western Pennsylvania now offer degrees in Applied Psychology that prepare students for careers in human services. Existing majors are also being reviewed and revised to ensure relevance. The Smeal College of Business has recently conducted a comprehensive review of its undergraduate curriculum, resulting in the revision of a number of majors and an increasing focus on international business to reflect the increasing importance of internationalization.

**Capstone Experiences**

Many majors offer capstone experiences that allow students to synthesize knowledge acquired in major courses, apply professional standards in their own projects, and participate in the development and application of disciplinary knowledge. For example, students in Art Education participate (through a capstone course) in an installation, performance, or exhibition prior to a pre-practice internship, whereas students in Electrical Engineering complete a capstone design project, first conducting initial research and preparing a written proposal that integrates design experiences throughout the curriculum.

**Curricular Enhancements**

Disciplinary education at Penn State is enhanced by a wide range of co-curricular activities that support academic interests and contribute to a culture of active learning. For example, there are 48 discipline-related student organizations within the College of Engineering alone. Student organizations also provide many activities that contribute to active learning and professional preparation. For example, the large and active chapter of Psi Chi (the national honors organization in Psychology) presents talks by local and national research.
psychologists, sponsors professional development workshops available to all Psychology students, and coordinates activities that link undergraduate and graduate students in Psychology.

Academic Enhancement Programs

Penn State offers numerous academic enhancement programs, primarily through the Schreyer Honors College, intercollege degree programs, integrated undergraduate/graduate degree programs and the individualized Bachelor of Philosophy degree. These programs provide highly motivated, intellectually curious students the opportunity to pursue learning in any subject area at a level they find suited to their abilities, potential and interests.

The Schreyer Honors College

Penn State has offered academically talented and accelerated students an opportunity for honors study since 1980. The Schreyer Honors College was founded in 1997, building on the honors program already in place, but expanding the mission of honors education to include internationalization, leadership development, and civic engagement in addition to academic excellence (http://www.scholars.psu.edu). Most honors students live in the honors living/learning community in Atherton or Simmons Halls for one or more years. All honors students (1800+) complete a minimum of 28 honors credits and an undergraduate thesis before graduation, and the majority graduate with a collegiate grade point average of 3.8 or above. University Park offers about 250 honors courses/year; most are capped at 20 seats, but all Penn State students may enroll on a space available basis. Many of these courses are also innovative in nature and combine research, international travel, and/or service with academic content. About one third of all honors students study or conduct research/service abroad and about one third graduates with multiple majors and/or minors. Schreyer Honors Scholars at University Park may pursue any major. Schreyer Scholars at the campus colleges may complete their first two years and transfer to University Park to complete their honors experience. Schreyer Scholars at Abington and Behrend may complete a four year degree with an honors notation in selected majors. In addition, other campus colleges offer their own honors programs, generally comprised of a small array of honors courses and a set of extra-curricular activities.

Interdisciplinary Programs

Interdisciplinary programs allow students to pursue academic study of those problems or issues that either cross disciplinary boundaries, are newly emergent issues not yet identified with a single discipline, or include any subject area for which Penn State does not have an organized department or major field of study. These semi-structured programs typically emphasize inquiry and an undergraduate research experience along with a flexible set of course expectations. Interdisciplinary or intercollege minors are also available in Astrobiology, Civic and Community Engagement, Environmental Inquiry, Gerontology, Marine Sciences, Military Sciences, and Neuroscience.

The Rock Ethics program in Liberal Arts (http://rockethics.psu.edu), with its goal of improving moral literacy among students, gives interdisciplinary support to the teaching of civility and citizenship mentioned in Section One. The Institute partners with the Leonhard
Center to train engineering faculty how to integrate ethics into their own courses, an initiative which will be expanded to other colleges as well.

**The Bachelor of Philosophy Degree**

Penn State students may also pursue a Bachelor of Philosophy degree program ([http://www.psu.edu/oue/bphil](http://www.psu.edu/oue/bphil)). This is an individualized intercollege undergraduate degree program that allows students to design a cross-disciplinary baccalaureate program of study that cannot be met, in content or intent, by any other Penn State majors. Students develop their curricular plans in conjunction with a faculty preceptor. This program also requires a thesis and oral presentation for graduation. The program has grown in the last few years, with approximately 50 students participating per year.

**The Integrated Undergraduate/Graduate (IUG) Degree Program**

Ambitious and accelerated undergraduates may apply for admission to the IUG Degree Program ([http://www.scholars.psu.edu/currentscholars/IUG/index.shtml](http://www.scholars.psu.edu/currentscholars/IUG/index.shtml)), usually during their sophomore year. IUG students are permitted to "double count" 12 credits toward both an undergraduate and graduate degree and simultaneously enroll in graduate as well as undergraduate courses. Most students finish their baccalaureate and a Master's degree in a total of four or five years. Some of these programs are formalized, including those offered in conjunction with professional schools (e.g., Dickinson School of Law, Hershey Medical School, Jefferson Medical School, and Franklin Marshall School of Law). There are also specialized programs that offer a baccalaureate in Engineering or Science coupled with an M.B.A. degree from the Smeal College of Business. The Schreyer Honors College also oversees an IUG program that is tailored to individual students in any major. On average, 40 students per year graduate from this individualized program.

**Maintaining Quality and Innovation in the Curriculum: Technology and Access**

In the previous section, we spoke of support for faculty in their efforts on behalf of teaching. At the same time, Penn State has significantly increased support for student learning. Because information literacy is included in one of the seven active learning components, and because it is identified as a part of first-year seminars, a considerable amount of support has been developed for both faculty and students in this area. As discussed in Section III, Information Technology Services provides a set of tutorials on such general technologies as MS Word, PowerPoint and Excel: ([wbt.psu.edu](http://wbt.psu.edu)). Online technologies peculiar to Penn State (e.g., webmail, the Portal, and eLion) are now supported with a number of educational packages available at: [its.psu.edu/training/test/](http://its.psu.edu/training/test/). Significant areas of student support and innovation include the following:

**Penn State Libraries**

Since Penn State’s last Middle States review, the Libraries added a new unit that is focused on literacy and education, the Department of Instructional Programs. The University Libraries now provide course-related instructional programs that reach every subject area. During the 2002-2003 academic year, over 900 presentations were made to over 22,000 students. This compares favorably with only 270 presentations for roughly 7,500 students as recently as the 1998-1999 academic year. University Libraries has also written a full complement of acclaimed tutorials that have been adopted by other universities and that are
accessible to students at all Penn State locations. Students in the first-year seminar are provided with information literacy material in part through online resources. Through ANGEL, students can also use a subject guide link (http://www.lias.psu.edu/instruction/tutorials.htm) that leads them to course-specific materials. A dozen state-of-the-art instruction rooms, including six hands-on laboratories, provide additional support for library-based education (http://www.libraries.psu.edu/instruction/Seminar/index.htm).

The University Libraries Chat Virtual Reference Service is a good example of how the University functions as a multi-campus whole (http://ask.libraries.psu.edu/index.html). This service is coordinated by the Reference Librarian at the Delaware County Campus and is staffed by library faculty from across the University, including Abington, Beaver, Delaware County, Hazleton, Hershey Medical Center, Schuylkill, University Park, and Wilkes-Barre. The service offers online information assistance to students and faculty using software that enables chat and co-browsing; the librarians and students can share computer screens to search for information in library databases or on the web.

**ANGEL as a Support System for Students**

In describing faculty resources, Section III outlined how our course management system, ANGEL, provided faculty with a number of resources to support their teaching. Examples of what students can do with ANGEL include conferring with classmates, team members, and the course professor outside of class, as well as posting files and assignments for public, team, or instructor-only access. Students can view due dates for all their semester’s assignments, as well as personal events, on a single calendar, and they can access contact information for classmates and the professor. To monitor and track their own performance, students can also view their current attendance record or drop box assignment grades.

The advantage that ANGEL offers Penn State is single login access and uniform interface for all courses across the institution. No additional software is needed since ANGEL exhibits cross-platform (PC & Mac) compatibility using popular web browsers. Moreover, the integration with institutional administrative software allows for seamless transfer of registration and grading data to and from ANGEL. The option exists for each user to have site messages forwarded to an external e-mail address so as to receive timely notification of important class updates. Except for scheduled maintenance periods, ANGEL is available to faculty and students at all times.

Over 55,000 undergraduate students are enrolled in at least one course in ANGEL, an increase from approximately 45,000 students during spring 2003. In order to prepare incoming students for ANGEL courses and other computer technology requirements, all 16,000 new students are sent a letter each fall that refers them to http://www.psu.edu/studentcomputing, with a link to http://www.psu.edu/studentcomputing/purchasing.html. The latter site provides students with all necessary information on computer configurations required for participation in the Penn State technology environment.
World Campus, Blended, and Other Web-Based Courses

Many returning adult students and fully employed professionals across the globe are also taking Penn State courses provided online by the World Campus. The mission of Penn State World Campus is “to provide learners worldwide with access to Penn State academic programs and resources in a sustainable, technology-based learning environment.”

Electronic learning is quickly taking root at Penn State, so that more and more undergraduates are receiving what might be called a “blended education”—that is, they are taking some resident instruction courses and some online courses offered through the World Campus. This may become the norm for our undergraduates. Courses that integrate web-based exercises into resident instruction include Statistics 200, in which students spend a majority of time working through on-line statistics problem sets and then meet in class for theoretical overviews and to receive help in problem areas. Biology 110 also uses the Web to deliver tutorials that provide students and instructors with feedback that is subsequently used to shape classroom time. Accounting 211 is another example of a high-enrollment course in which the faculty member has reduced the number of lectures and increased the amount of time that students spend on problem sets relevant to the core principles of accounting. In Spanish 1, 2, and 3, students similarly spend less time in the classroom and additional time engaged in web-based exercises, quizzes, and interaction. Landscape Architecture 60, six courses in Liberal Arts, and Meteorology 100 are examples of resident instruction courses that are wholly on-line.

Section III discussed support being given to faculty to help them develop the skills necessary for these new directions in teaching and learning. With such help, many faculty members are beginning to develop web-based courses or parts of courses on their own. In an effort to create more such options, especially for some of our high-demand courses, the Provost has funded a new initiative that is being carried out as a collaboration between Instructional Technology Services, the Schreyer Institute for Teaching Excellence, and several departments. Other departments are collaborating with Instructional Technology Services to create web-based courses. For example, the online versions of Biological Science 4 and Nutrition 200, both large General Education courses that serve large numbers of students, will now be able to serve students from any campus and without any scheduling constraints. In these courses, lectures will be replaced by carefully designed modules that integrate discussion, quizzing, and both individual and team projects.

Our goal is to make available to students at any campus a range of our most heavily enrolled general education courses. We believe that students often take General Education courses not because they are especially interested in the content of the courses but because of scheduling constraints—or because of geography. None of the campus colleges will be able to offer all of the General Education courses that might appeal to some students, and our goal is to make our educational resources widely available to all students. We believe that this capability will change the kind of summer courses that we offer; and it could enrich our relationship with "rising high school seniors" who have been admitted to Penn State and want to get an early start on college courses.

Electronic portfolios
Section II identified electronic portfolios (portfolio.psu.edu) as a support service offered by Information Technology Services to every Penn State student, regardless of location. Below are examples of how some of our programs are making use of this web-based service:

- First-Year Seminar programs in the School of Visual Arts, the College of Agriculture, the College of Earth and Mineral Sciences, and the College of Education include e-portfolio as a part of this experience, giving students "hands on" experience with Penn State's information technology infrastructure and an introduction to the concept of collecting evidence of personal knowledge, skills, and values as a part of their Penn State experience.

- Currently, 72% of Earth and Mineral Sciences undergraduates have activated their web space (there is a 42% activation rate among non-EMS undergraduates).

- A significantly growing number of instructors in English 202 include e-portfolio development as a major project of the course. Additional English composition courses, including English 015, are investigating the possibilities of including e-portfolio related activities.

- Architectural Engineering and Art Education offer capstone courses where student e-portfolios are the focus http://www.education.psu.edu/portfolio/annualreport_03.html.

- Upper-level involvement with e-portfolio is implemented in a variety of ways. The College of Earth and Mineral Sciences offers a course, Earth and Mineral Science 300, Developing a Professional e-Portfolio. Meteorology and Geography programs include or will include e-portfolio requirements. Teacher education programs in music, art, elementary and secondary education all include e-portfolio focus.

**Creating a Purposeful Learning Environment**

The breadth and depth of initiatives at Penn State to promote a purposeful learning environment are evident throughout the University. Perhaps equally important to the initiatives themselves, however, is the recognition among faculty that even the most well-intentioned ideas and ideals are not self-activating. In April 2000, the Faculty Senate Committee on Undergraduate Education issued a report, endorsed by the Senate as a whole, "Toward A More Vibrant Learning Culture at Penn State." The report recognized that successful teaching is a learning partnership among students and faculty. It called for the faculty to make clearer its expectations of their students, and for students to take equal shares of responsibility for the University's learning culture. As a result of the report, all teachers are now required to provide students with a written syllabus within 10 days of the beginning of the course. Syllabi are minimally required to contain the following three elements: a statement on grading, a statement on course examinations, and a statement on academic integrity.

**Academic Integrity**

Penn State has begun to aggressively address academic integrity. Several years ago, a committee was formed to examine the reasons that very few cases of academic dishonesty were being reported by faculty. The findings of this committee led to several policy and implementation changes. First, each college was required to have its own academic integrity
committee that serves to both handle infractions and to educate faculty and students. In some cases, the college committee works with the faculty teaching the first-year seminars to insure that students are aware of the policy and understand its implications. Moreover, the academic integrity committees work with faculty to help design assignments that promote these high standards. The new Senate policy places clear responsibility on the colleges for promoting and teaching academic integrity and for dealing with any situations that involve academic sanctions.

We believe the new policy is working because, whereas in the past faculty were reluctant to report infractions of academic integrity, we have seen a significant increase in the number of reported cases since implementing the new policy. Over 86% of the cases were handled directly by faculty in the 2001-02 academic year. Another 11.5% were referred to a college-level academic integrity committee. Only 7 cases, or less than 3% of the total number of last year’s academic integrity cases, were handled by the Office of Judicial Affairs.

That office now has responsibility for maintaining a University-wide database concerning academic sanctions to enable us to catch patterns of cheating across courses and across colleges that may not be apparent within one college. In addition, it can impose disciplinary sanctions in exceptional cases and may conduct hearings if repeat offenders are found.

**Advising at Penn State: Support, Self-direction, and Responsibility**

Another area in which Penn State gives support but seeks to foster student self-direction and responsibility is in advising. Their completion of their degree programs is supported by an extensive and multi-faceted advising support system, but where final responsibility for successful advising rests is made clear in the *Penn State Principles*: “The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements.”

Advising is provided both by the University’s Division of Undergraduate Studies (DUS, [http://www.psu.edu/dus/](http://www.psu.edu/dus/)), and by academic units and colleges across the Penn State system. The Division of Undergraduate Studies maintains an extensive web site providing access to advising resources for students, academic advisors, and faculty. DUS also sponsors the Center for Excellence in Academic Advising, which supports advisors in a variety of ways, ranging from practical advice about day-to-day advising issues to forums for discussing the function and goals of advising at Penn State. At University Park, within our approximately 100 departments, more than 30 professional advisors are working at the departmental level in conjunction with faculty. Many academic units maintain centers for advising within academic disciplines. For example, the Eberly College of Science Academic Advising Center at University Park provides professional advising staff to which students in any major in the College can go to receive advice on academic questions or problems and the Biology Advising Center sees students from virtually all colleges who are seeking advice about opportunities in the life sciences.

In addition, Section I discussed how Penn State's eLion system ([https://elion.oas.psu.edu/](https://elion.oas.psu.edu/)) provides students with a wealth of information for checking their progress and planning their programs and their future, while allowing them to perform routine tasks, such as reviewing
the academic calendar, scheduling courses, and checking grades. It also referred to the free academic support services for students in the Learning Centers at University Park. These services include matching students with peer tutors for many General Education courses, Writing and Language Centers that provide drop-in tutoring, supplemental instruction in a variety of courses identified as difficult for many students and assistance with technology and public speaking. Professional Learning Center staff coordinate the efforts of more than 150 peer tutors to provide these services.

Integration of Classroom and Experiential Learning: Other Opportunities for Penn State Students

Undergraduate Research/Creative Experience

The value of including the undergraduate student in research has been well articulated in the Boyer Commission report, "Reinventing Undergraduate Education: A Blueprint for America's Research Universities." Penn State provides varying levels of exposure to research, depending on students’ motivation and interest in learning more and becoming involved themselves. We expect all students to be exposed to the methods of research or creative inquiry within their majors and their discipline-based courses, and we encourage this exposure early enough in the curriculum for students to pursue research interests at later points. For example, some first-year seminars introduce students to opportunities and some General Education courses offer mini-research experiences through laboratory work (e.g., Chemistry 12/14H).

After the initial exposure to research and other creative endeavors, a wide range of experiential options exists for students with the motivation and interest, including participating in research studies as volunteers (e.g., Psychology), working with faculty or graduate students with their on-going research or creative activities, and conducting original research. Although it is difficult to get precise numbers, over 5,000 undergraduates participated in some form of research according to a 2001 survey of Penn State’s colleges. For many students, participation in research is an integral part of disciplinary education in the major. For example, during fall 2003 more than 170 Psychology majors at University Park enrolled for Research Projects credit to work on a wide variety of projects. Each student in the Schreyer Honors College completes a thesis reporting original research or creative work as part of his or her specialized degree program (N = 440-470/year). Depending on the major, the research may have been conducted over a time period of 1-3 years under the guidance of at least one tenure-line faculty member. All theses are bound and a copy is kept in the permanent collection of Pattee Library; most approximate master’s level work. Some students publish their work in peer reviewed journals including, for example, Science, Nature, and Astrophysics; some obtain registered patents. Other students produce creative works including plays (which are often produced on campus), symphonies, or collections of art. Awards for outstanding undergraduate research are also presented each spring by the Schreyer Honors College.

Similar opportunities abound at each of our campuses. For example, a group of students at Penn State Delaware conduct research in Paris under the guidance of a Biology professor on the cryptochrome-1 gene, part of the blue light receptor in plants where it is associated with growth and development. In animals, cryptochromes are linked to the circadian clock. Students at Penn State Hazleton conduct independent studies on a range of topics, including
the relation between watching Japanese anime on television and violence among its viewers; and immigration patterns to the anthracite coal fields, living conditions in a mining town, working conditions in the mines, tales of narrow escapes and near tragedies in the mines, and mining legends kept alive through oral family history. Penn State Hazleton was the first Commonwealth College campus to create its own annual campus undergraduate research fair. Penn State Beaver and Penn State New Kensington now also have annual campus undergraduate research fairs.

Several majors require capstone senior projects, including Architecture, English, History, and all majors in the College of Engineering and the College of Earth and Mineral Sciences. Many of these projects are conducted in teams. Engineering students routinely are required to design and produce a finished product (ranging from solar panels to a compound that turns a single gene on or off in a tobacco plant). In all cases, students within these majors learn how knowledge is created, synthesized and presented within their academic field or discipline.

Penn State has several programs aimed at promoting undergraduate research. For example, the Undergraduate Exhibition (http://www.shc.psu.edu/exhibition) on the University Park campus is now in its 13th year (1991-2004). Each year, over 100 students present posters and verbally describe their work to a team of three judges as well as to the general public. Prizes are awarded in the life sciences, physical sciences, social sciences, arts and humanities, as well as in public scholarship. In addition, some colleges such as the College of Agricultural Sciences and many campus colleges, sponsor their own research fairs. At Penn State Abington, undergraduate research interns work with faculty supervisors on a research project and then participate in a poster session where they present the results of their work. The McNair Scholars (http://www.equity.psu.edu/aap/ms) and the African and African-American Studies Department also sponsor University-wide research fairs for underrepresented minority students. The magazine, Research: Penn State (www.rps.psu.edu), has devoted an issue on an every-other-year basis featuring undergraduate student research projects. Finally, the Schreyer Institute for Teaching Excellence and the Schreyer Honors College partner to offer a national conference on an every-other-year basis. The purpose of this conference is to report on educational innovations from around the country that can be used in major research universities. A recurring theme for this conference is a focus on undergraduate research. A monograph on the topic was published in January 2004.

A wide variety of financial support is available for undergraduate research. The Office of Undergraduate Education works with college deans and academic departments to support travel to professional conferences for the presentation of undergraduate research. The WISER (Women in Science and Engineering Research) is a research program for women in their first year of undergraduate studies at The Pennsylvania State University, allowing students to apply for research opportunities in several Penn State Colleges (http://www.psu.edu/spacegrant/wiser). The College of Agricultural Sciences sponsors a program to provide funds for undergraduate research awards, with typical awards ranging from $500 to $700. The Schreyer Honors College routinely offers $300 per student for out-of-pocket research expenses, and it encourages the department and/or college to match funds. Awards up to $1500 per students are made to those honors students conducting their research abroad. In addition, Penn State started “The President’s Fund” in 1999 to foster and support undergraduate research across campus. These funds are administered by the Vice Provost for Undergraduate Education and International Programs and are distributed among the academic
colleges. Similar programs are available in many academic units throughout the University. Faculty in the sciences, broadly defined, often support undergraduate research on their own grants or with special supplements from external granting agencies (e.g., DOD, DOE, HHMI, NIH, NSF and the USDA) and several college deans provide additional support for undergraduate research (e.g., Eberly College of Science).

**Outreach and Public Scholarship**

Penn State students have the opportunity to engage in the integration of deep learning and the integration of personal, social and academic development through service learning and public scholarship. The Office of Undergraduate Education facilitates the development of a public scholarship community among faculty and students and Student Affairs through course development grants, workshops, research, and colloquies.

The Office of Undergraduate Education began recognizing faculty as Public Scholarship Associates in 1999 and encouraging a strong link between student learning and personal development ([http://www.psu.edu/dept/oue/ps/scholarship_associates.html](http://www.psu.edu/dept/oue/ps/scholarship_associates.html)). Grounded in student discovery that springs from the classroom, laboratory, and studio, public scholarship teaches students to (a) apply what they have learned to issues of public consequence; (b) recognize the consequential implications to their personal lives and to communities beyond the university, that spring from the intellectual and personal choices they make; and (c) understand and use their education as a basis for civic engagement.

<table>
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<th>Public Scholarship</th>
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The 2003-04 public scholarship initiatives include a University-wide public scholarship research fair; course development funding for ten faculty members; guest speakers from Carnegie Corporation and National Science Foundation to discuss the relations between scholarship and civic engagement; public scholarship research funded by Kettering Foundation; development of a University-wide intercollege minor in Civic and Community Engagement; development of a related gateway course to be offered through the Department of Agricultural Extension; and monthly brown bag public scholarship colloquies.

The Schreyer Honors College developed a three-part course model to promote service learning and outreach in academic majors and multidisciplinary courses. Part I is typically a rigorous seminar with extensive readings for subject matter background; Part II generally involves travel and/or experiential learning; and Part III is oriented to service outreach in the larger community. For example, Architectural Engineering offers, "Sustainable American Indian Housing Solutions: A Service Learning Experience." Students study the cultural, social, and economic issues surrounding the design of a sustainable housing program for American Indians, then construct a home of their design in Lame Deer, Montana on the Northern Cheyenne Indian reservation, working with the local townspeople, and finally reflect upon and evaluate their work in a follow-up seminar in the fall. This course has been offered three times, enrolling 15-20 students/year. About 5-6 courses of this type are offered
Service outreach is also incorporated into other special sections in such honors courses as English 202H, "Honors Writing in the Humanities"; Philosophy 497H, "Children and Society Justice Honors: Ninos del Camino, Santo Domingo, Dominican Republic"; and Sociology 497H, "Interventions to Improve the Development of At-Risk Children," to name a few. In addition, numerous public service programs have academic components. These include S.P.E.A.K. - Speaking Practical English for Adults and Kids; the International Journeys Story Hour at Schlow Public Library; the Bookshelf Initiative; and C.H.I.P. (Computer Hardware Initiative Program), where students collect computer donations, rebuild them, and then "place them" in nonprofit organizations, primarily locally but as far away as Ghana in one large internationally-focused service effort in 2002-03.

Practice

In its commitment to experiential learning, Penn State has established many connections with leading organizations within and outside of Pennsylvania. Penn State faculty work closely with site supervisors to ensure that theory and practice are integrated throughout the experience.

Some Penn State locations and academic units are able to offer exploratory internships. Often taken during the sophomore year, such internships help some students confirm their academic and vocational interests, others to re-evaluate their goals and programmatic plans, and still others to meet discipline specific requirements. Penn State also offers an Extern Program—short-term, job-shadowing opportunities that are valuable for career exploration. Most are scheduled between semesters or during the week of Spring Break and pair students with alumni volunteer mentors. There is a strong correlation between the externship program and future participation in internships, as well as with post-graduation employment.

Practice experiences, including supervised off-campus, non-group instruction in the field or in a clinical setting, provide students an opportunity to integrate classroom learning and experiential hands-on involvement in a setting relevant to disciplinary majors and interests. To ensure consistently positive experiences during internships and practica, many colleges have developed manuals and guidelines to be used by their faculty as they design and monitor student experiences. We have recently convened a small University-wide committee to prepare a general set of principles related to student responsibilities and safety as they engage in off-campus practica.

Education Abroad Opportunities

Penn State’s Education Abroad, an area within the University’s International Programs Office, aims to integrate international academic experience into students’ academic curricula as seamlessly as possible. To make it possible for students in most Penn State disciplines to fit international studies into their majors, the University offers approximately 150 programs in 46 countries. Education Abroad programs vary greatly. Some offer specially designed programs for students in majors like journalism, communications, classical studies, or business. Some are led by Penn State faculty. Others provide the possibility of direct
enrollment in overseas universities. Every year approximately 1000-1300 Penn State undergraduates participate in education abroad. To make its overseas programs financially accessible to as many students as possible, the University offers an array of scholarships and grants based on merit and need. It also encourages minority students to take part in study abroad by offering diversity grants in aid.

In line with the national trend toward short-term study abroad, Education Abroad is making an effort to enlarge its summer offerings to attract students unable to spend a semester or full year abroad. In addition, to complement its traditional study abroad offerings, the University is working hard to increase experiential learning possibilities, internships, and opportunities in non-traditional destinations. Thus many students now incorporate experiential learning into their international studies.

**Leadership Development**

Academic courses about leadership are embedded throughout the curricula of many academic colleges. The College of Agricultural Sciences and the College of Engineering each have their own minors in leadership studies. Individual departments also offer a variety of courses. For example, Engineering Science, Psychology, Business Administration, and Rural Sociology each offer classes in leadership theory. Counseling Education, Kinesiology, and Educational Theory and Policy programs have developed skill-development courses for student leaders. Information Sciences and Technology offers a “Leadership Forum” program that compares and contrasts leadership across corporate, non-profit, military and government sectors as well as across different nations. This program requires a team-based community service project, through which students have developed partnerships with the local annual Arts Festival; analyzed late night events held in the student union; and initiated English lessons for immigrant children in local elementary schools.

The Schreyer Honors College sponsors a Leadership Roundtable made up of faculty teaching leadership courses across the colleges and Student Affairs professionals. The Roundtable produces materials to help advisors integrate curricular and co-curricular leadership development opportunities available to our students. Section II introduced the AT&T Center for Service Leadership, which encourages students to become socially conscious leaders and responsible citizens through its educational programs and guided experiences. The AT&T Center advises student organizations in their efforts to develop rich, out-of-the-classroom experiences, and through program and educational opportunities, to identify and develop leadership potential and citizenship values (http://www.sa.psu.edu/usa/att).

**Challenges and Strategies or Future Directions**

The descriptions of current Penn State offerings reported in this section suggest three over-arching challenges, pointing to clear priorities for future development at the University: assessment, integration, and application. We outline perceived needs and goals in each area below.

- **Challenge 1**: Develop assessment and evaluation information on which to make decisions about recent curricular changes.

  Section IV will describe the many ways in which the units of Penn State have been developing tools for outcomes assessment. Nonetheless, without better information about
the impact of University-wide curricular revisions, it is difficult to evaluate changes in General Education at both the individual student and institutional levels, or to make decisions about future directions and assignment of scarce resources.

To make substantive improvements in General Education and other areas within undergraduate education, systematic, evidence-based assessment is needed to provide the cornerstone for change, and we do not currently have enough data to meaningfully assess a variety of the innovations in curriculum and other educational programs that the University has supported in recent years. In the future, it will be important to assess existing practices and programs in order to provide students, faculty, and the institution with objective evidence about what is being learned and which teaching methods are most productive. The ultimate goal for Penn State will be to institutionalize habits of assessment and change based on the outcomes of assessment. For this to happen, progress needs to be made on the following fronts:

We need to identify or develop mechanisms and tools to provide systematic, regular feedback to students, advisors, and faculty members on student learning, and to create cumulative records that can be used at both the individual and the institutional levels. With the advent of web-based methodologies, instructors in various disciplines are beginning to recognize a set of common problems. First among these is how to gather, manipulate, and analyze huge datasets of student information. We now have the capacity to not only deliver educational material over the web, but also to gather data on learning behaviors. The potential to provide feedback to fully inform students and teachers about effective learning and teaching strategies is immense, but without integrative tools that quickly analyze mountains of data, this information is unusable.

Once assessment tools are created and widely used, the next step will be to create processes by which the assessments can be used to identify areas in which change is needed and current effective practices can be reinforced. Appropriate stake holders and decisions makers will also need to be identified if current effective practices are to be maintained and change of ineffective programs is to occur. We are optimistic that faculty will use the new tools because of the rapid adoption and integration of eLion for course registration and student records. This represents the next step.

A University-wide assessment plan is needed; however, it will necessarily be derived from individual units’ (e.g., departments’) and colleges’ assessment plans. The following University-wide programs need systematic evaluation of both implementation and student outcomes at both unit and University levels:

1) Pedagogical techniques specified by the General Education program (e.g., active learning elements, writing across the curriculum).
2) First Year Seminars. A recent task force appointed by the Faculty Senate and Vice Provost for Undergraduate Education recommended this kind of evaluation in their final report.
3) Newly revised GI requirement (now International Cultures and U.S. Cultures). This requirement was recently revised by the Faculty Senate based on recommendations of a joint Faculty Senate committee composed of senators from the Undergraduate Education and Curricular Affairs Senate Committees. On-going assessment of the new requirement was recommended as part of the legislation.
4) Student learning in General Education across courses. A longitudinal assessment of learning gains toward general education objectives could be explored for the first time with new technologies.

- **Challenge 2: Maintain integration and diminish “curricular drift.”**

Penn State University prides itself on being a single university geographically dispersed, but this unique structure creates special challenges for integration at a variety of levels—across disciplines, curricula, colleges, and campuses—challenges that have been increased since our last review with the restructuring of campus locations into campus colleges.

One concern that we are currently wrestling with we call “curricular drift,” best described as subtle changes in curricula that may occur due to geographic dispersion and potential lack of communication between University Park and campus colleges. Attention to curricular drift is necessary for curricular integrity; better communication; more effective advising; limited duplication of efforts; and greater disciplinary coherence.

Information related to connections between colleges and campuses that are geographically distributed needs to be integrated. Better communication – working efficiently and communicating effectively – is important for letting students, advisors, and faculty know what is going on elsewhere and for encouraging them to talk across disciplines and structures. As requirements change and the direction of departments change, communication is needed between departments and divisions that are offering the same or similar courses to maintain curricular integrity. This issue was addressed in a recent report from the Faculty Senate Committee on Intra-University Relations (http://www.psu.edu/ufs/agenda/mar16-04agn/mar1604agn.htm#appendixi). The report recommended the following five actions on the part of the University to alleviate current communication and integration problems:

- Develop an electronic system for the dissemination and consultation of proposed curricular changes that is accessible to all faculty groups with a common interest and create lists of affected departments and faculty at all locations for consultation for new and revised course and program proposals

- Reduce the problem of competitive duplication of academic programs by asking all proposals for new academic programs at all locations to demonstrate that they are providing a net benefit to the University and not simply redistributing students from one location to another, unless that is in the best interests of both locations

- Create an on-line system for the archiving of University course outlines and recent course syllabi

- To reduce curricular drift and increase curricular cooperation, provide encouragement and support for discipline-based University-wide curricular cooperation among faculty.
- Charge the Committee on Intra-University Relations to work with other appropriate Senate committees and interested parties to develop specific implementation strategies for Recommendations 1 through 4.

In addition, information related to navigating the educational system (e.g., registration, grades, paying bills) needs to be integrated. Penn State has done a lot to address this with the development of eLion (described earlier), but there continue to be a number of functions that could be better integrated, including electronic and classroom course offerings, summer and academic-year offerings, and cross-college and cross-campus offerings and requirements.

- **Challenge 3: Increase opportunities for students to apply knowledge gained and skills achieved outside of the classroom**

It is important for the institution to make opportunities available to “practice” recently learned skills and to integrate theory and research with applied experiences. Although many we have presented the many ways in which outreach, internship, performance, and community activities are available to Penn State students, more has to be done to insure that all of Penn State students can take advantage of these opportunities. For example, we need to:

- Better integrate internships and externships within the curriculum.

  In some disciplines (e.g., nursing, teacher training) internship or externship experiences are a required part of the regular curriculum. Students who want to participate in study abroad, public scholarship, or internships and who are not in those few disciplines often have trouble finding a way to fit these experiences into their existing requirements unless they extend their stay in college. It would be helpful if faculty and advisors could build time and space for such requirements into the curricula, so that more students would be able to take advantage of such opportunities and could plan their time in college accordingly.

- Better coordinate information about available experiences.

  Although many out-of-classroom experiences are available at Penn State, it may be difficult for students to locate them. Most colleges and departments offer some number of research opportunities, applied courses, internships, public scholarship courses, leadership courses, and study abroad placements. However, these opportunities are not coordinated and many students have trouble learning about them or locating the ones that may be most relevant for their career goals. It would be helpful to compile or coordinate information about available experiences for students.

- Extend research experiences to a larger number of students.

  One of the major missions of a research university is to conduct and disseminate to society at large cutting edge research and other creative endeavors. Although Penn State faculty do this very well among other like-minded researchers, a very small number of our undergraduate students get first-hand experience with
research. Not every student can work in a lab or conduct data analysis, but all students should leave Penn State as better-informed consumers of research and with an appreciation for the role of knowledge generation within our society. To do this, we need to extend research experiences to a greater number of students by providing support for undergraduate involvement in research; by encouraging faculty to include undergraduates in their research activities when possible; and by including inquiry-based learning in discipline-based courses.

- Meet the obligation to integrate academic goals with those of citizenship.

This ambitious goal will require a careful consideration of the rationales, educational philosophies, pedagogies, curricula, and faculty support likely to facilitate such a complex task. The move from a single leadership paradigm to one that stresses both leadership and democratic participation built on a foundation of academic strength is already underway. To help us move beyond the traditional elements and assumptions of service, Penn State’s Office of Undergraduate Education will host *A National Public Scholarship Conversation* in Fall, 2004. A distinguished group of national scholars will examine the rationale, educational philosophy, pedagogies, curricula, and faculty support needed to increase student understanding of and engagement in citizenship built upon scholarship. We expect to use the results of this conference to help provide guidance about new directions in this arena.

- Integrating International Experiences into the Undergraduate Curriculum.

Penn State is 9th among the top 20 institutions in terms of the number of students studying abroad. However, we are low in terms of the percentage of our total student population who get exposure to international experiences. This section should lay that out and propose options. Among the possible recommendations: use of technology to team teach with international partner institutions; encourage use of international case studies in courses; develop more broad-based faculty engagement in international experiences; extend international experiences to campus college students; offer workshops, grants, and meetings to stimulate increased interest; use the Alliance for Africa in the College of Earth and Mineral Sciences as a model; facilitate more cultural exchanges.

**URL Websites for Teaching and Learning in Undergraduate Education**

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V. EDUCATIONAL ACTIVITIES AND STRUCTURAL CHANGES TO IMPROVE ACCESS

(Standard 13)

Introduction

Extending access to Penn State’s educational programs beyond our traditional campus-based resident student populations is an integral part of Penn State’s land grant mission and is central to our goals as a socially engaged public research university. This dimension of Penn State’s mission has become strategically more important as Pennsylvania’s demographics change and as the information economy requires that adults in the workplace continue their education to remain competitive. Increasingly, we must make Penn State curricula available to students where and when they need it, in order to contribute to Pennsylvania’s economic vitality.

Over the past decade Penn State has established several policies that facilitate access to its educational programs by part-time students. These include administrative policies that define the role of Distance Education, encourage inter-campus sharing of technology-based courses, and encourage blending of online and face-to-face courses, as well as academic policies related to portfolio assessment and residency requirements for graduate degrees delivered at a distance. A significant academic policy achievement, described in Section III, was the adoption of the UniSCOPE recommendations to integrate outreach teaching, research, and service into promotion and tenure guidelines.

This section will describe the restructuring since the last Middle States review that has improved access and will then review educational activities and other initiatives that have extended access of Penn State programs to students and the public—including adult learners, youth, and a variety of special populations. We will review recent accomplishments and reflect on what we see as challenges and directions for the future.

Restructuring Outreach

Penn State’s ability to ensure access has been strengthened over the past decade by several strategic changes in the University’s organizational and policy infrastructure. The Vice President for Outreach provides a single point of advocacy for the outreach mission and administers several ongoing professional and technical services that support outreach activities of all Penn State colleges:

Continuing and Distance Education

In April 2005, Outreach consolidated two previously separate administrative Outreach units under the umbrella of Continuing and Distance Education in order to eliminate duplication, streamline support services and relationships with academic units, and promote greater collaboration across delivery platforms. The consolidated unit includes four broad program areas supported by three common support services: Outreach Student Services, Business and Finance, and Data Management Services. The four program areas are:

- University Park Continuing Education which delivers credit and noncredit programs to part-time adult learners in nine central Pennsylvania counties and manages a
Professional and Organizational Development unit that provides noncredit contract-based and open programs statewide in areas that include Management Development, Justice and Safety, and Homeland Security.

- **Penn State World Campus**, the University’s distance education campus, which delivers undergraduate and professional master’s degrees nationally and internationally through the Internet and other technologies. The World Campus is the inheritor of more than a century of pioneering work in distance education at Penn State.

- **Conferences and Institutes**, which assists faculty in the development and delivery of more than 400 academic conferences and youth camps each year and also administers two standalone teaching institutes: the Intensive English Communications Program and the Shaver’s Creek Environmental Center.

- **Statewide Continuing Education**, which supports professional development, marketing, and statewide program opportunities for the local continuing education function at Penn State’s 24 campuses.

### Cooperative Extension

The purpose of Cooperative Extension is to ensure that individuals in the community have local access to relevant Penn State expertise. Penn State maintains a Cooperative Extension office in each of the Commonwealth’s 67 counties. Through this county-based partnership, Penn State Extension Educators, faculty, and local volunteers work together to share unbiased, research-based information with local residents. Cooperative Extension’s activities are supported through a combination of federal, state, and local funds. In addition, a number of faculty members at University Park have extension appointments. Cooperative Extension also administers the statewide 4-H program.

### Public Broadcasting

Penn State Public Broadcasting has emerged as a national leader among university-based public broadcasting stations, serving residents of 29 central Pennsylvania counties and producing educational programs that are broadcast nationally by PBS. In the 1990s, public radio was added to its services. Public Broadcasting is now migrating to a digital delivery platform, which will allow it to expand its services to the community.

### The Office of Economic Development

This office was created in 2005 to ensure effective coordination with state and regional Workforce Investment Boards. The office includes the Pennsylvania Technical Assistance Program (PENNTAP), which provides technical consulting services to Pennsylvania businesses, and the Workforce Education and Development Initiative, a collaboration Outreach and the College of Education in 2003.

**Outreach Marketing and Communications** is a centralized market research, public information, and program marketing resource that supports all Outreach program areas and campus-based continuing education services.
Outreach Client Development works to develop and maintain relationships with key organizations—businesses and government agencies—that use Outreach programming for employee education and training.

Restructuring the Commonwealth Education System into Campus Colleges

We have previously described how, in July 1997 after an extensive planning period, four new baccalaureate colleges were established out of the Commonwealth Education System: Abington, Altoona, Berks-Lehigh Valley (2 campuses), and the Commonwealth College (12 campuses), and the Capital College was expanded to include a lower-division campus (Schuylkill). The campus colleges had previously provided the first two years of Penn State education, associate degrees, and very restricted extended baccalaureate programs for location-bound students. They were now charged with developing baccalaureate degrees that would retain students for their full undergraduate program. This transformation has empowered regional campuses to better serve their local communities. Each campus has its own Continuing Education Office that develops programs and services for part-time adult learners. This has led, in some locations, to the development of degree programs especially suited to the needs of location-bound adults. However, the inclusion of most credit programs under resident instruction has also limited efforts at some campuses to reach out to part-time adult learners.

Degree Programs at the Campus Colleges

Under their new mission, the campus colleges began by selecting baccalaureate degrees from the following options: B.A. in Letters, Arts, and Sciences; B.S. in Business; B.S. in Electro-Mechanical Engineering Technology; the Community Services option of the B.S. in Human Development and Family Studies; and the B.S. in Nursing. The individual colleges have since added degrees for their specific local markets. There are some common programs, such as Science, English, IST, and Integrative Arts. However, there are a growing number of similar programs with some individual differences in such areas such as criminal justice, communications, business, and psychology and human development. As long as care is taken to have the first two years of study remain similar, students will be able to access any of these programs for their junior year, no matter where they start. Penn State Abington now offers 2 associate degrees and 11 baccalaureate degrees. Penn State Altoona offers 9 associate degrees and 14 baccalaureate degrees. The Berks-Lehigh Valley College offers 8 associate degrees and 10 baccalaureate degrees. The Commonwealth College offers 22 associate degrees and 17 baccalaureate degrees across its 12 campuses. The colleges have been remarkably successful attracting and retaining students into these baccalaureate programs (See the Enrollment Management and Administration Strategic Plan at: http://www.psu.edu/dept/admissions/ema/emasp2002_05.pdf).

These expanded program offerings provide opportunities for location-bound adult learners and traditional-aged students from smaller rural areas, as well as students from across the Commonwealth to pursue associate and baccalaureate degrees. The expanded curricular offerings offer greater step-up possibilities for adult learners in coordination with Continuing Education. Adult learners who complete basic and advanced certificate programs can then step up to associate degrees, and ultimately to baccalaureate programs. All of the original baccalaureate program options included the possibility of moving fairly seamlessly from associate to baccalaureate program. Many of the baccalaureate programs added since 1999 at
the campus colleges continue the practice of having 2+2 options with existing or new associate degree programs. Recent revisions of the associate degrees in Business Administration (2000) and Science (2001) included changes to make movement into the baccalaureate programs even more seamless.

**Articulation Agreements at the Campus Colleges**

The campus colleges, including Harrisburg and Erie, have developed over 20 articulation 2+2 agreements to expand access to Penn State programs for students who begin their academic careers at community colleges. Additionally, there are three dual admission agreements and four transfer agreements that serve to expand access to the campus colleges of Penn State for community college students. (For a list of agreements and links to Senate and administrative policy and procedures on articulations, see http://www.psu.edu/dept/admissions/ema/).

A major limitation on expanding the number of articulation agreements and students who would come into Penn State under them is the very uneven system of community colleges within the Commonwealth of Pennsylvania. With only 14 community colleges and seven private two-year colleges in the state, many campuses do not have any community colleges in their service areas. Also, at present, there does not appear to be any tracking of the number of students who enter the university under these agreements, nor of their academic performance in the university and its programs.

**Initiatives to Strengthen Outreach**

Penn State has worked to ensure multiple opportunities for access to its educational programs. There have been notable successes in recent years. At the same time, we continue to confront challenges in achieving our vision of a socially engaged university.

**Penn State Outreach Partnership**

In 1996, President Spanier issued the Plan for Strengthening Outreach and Cooperative Extension, providing for stronger advocacy, coordination, and leadership among outreach and cooperative extension activities statewide. Six Regional Councils have been established across the state to promote joint needs analysis, collaboration on selected programs, and sharing of information and resources among key Penn State units in the region. An Outreach Partnership Fund was created to stimulate collaborative initiatives; more than 40 initiatives have been funded. Examples of the impact of the Outreach Partnership include:

- The Statewide Food Safety Certification Training Program that trained 2,028 people at 22 locations in its first year,
- Collaboration among Penn State Wilkes-Barre Continuing Education, Penn State Cooperative Extension, and PENNTAP to meet the training and technical assistance needs of 200 employees of a local food manufacturing business,
- A collaborative effort between Cooperative Extension and the Pennsylvania Sea Grant to improve the environmental and economic health of Pennsylvania’s eastern coast,
- A partnership between Cooperative Extension and the College of Engineering to enhance training and educational services on water quality issues in small communities.
New Curriculum Initiatives that Expand Access to Adult Learners

Penn State has a longstanding commitment to providing access to adult learners. Adult learners are integrated into the total student population in undergraduate and graduate programs—fully 59% of degree-seeking adult learners study full-time—but the university has also created special services to meet the needs of adult part-time learners. In addition to those campus college efforts already described, Penn State has undertaken the following initiatives:

**The B.S. in Organizational Leadership**

Designed specifically for adult learners, the B.S. in Organizational Leadership ([http://www.worldcampus.psu.edu/pub/olead/index.shtml](http://www.worldcampus.psu.edu/pub/olead/index.shtml)) is a degree completion program of the College of the Liberal Arts, which currently enrolls more than 500 students. The program is offered by Penn State-World Campus, Continuing Education at University Park, and twelve regional campuses as a blended program that combines online courses with courses taken on campus. It is designed to meet the needs of working adult learners by developing competencies in research methodology, critical analysis, communication, and the application of theory to the workplace.

**The IST Undergraduate Curriculum**

In September 1997, the provost charged a committee with examining the feasibility and structure for an academic unit in Information Sciences and Technology. The committee recommended the development of a new School of Information Sciences and Technology (IST), which would offer associate, baccalaureate, and graduate degrees in IST, as well as minors and certificates. A uniform, University-wide undergraduate curriculum was approved in fall 1998, and the first class of students in this program entered the university in fall 1999. In 2003-04, 19 campuses offered IST programs with a total undergraduate enrollment of 2,432.

The University-wide curriculum has opened up a range of opportunities for students to enter the university at 14 campuses for the associate degree, and to move into baccalaureate study at 13 locations. Students can continue their education through graduate study, or participate in certificate programs and workforce development through the World Campus and the IST Solutions Institute.

**Credit by Portfolio Assessment and Examination**

The university has established policies and procedures for awarding credit by portfolio evaluation ([http://www.psu.edu/oue/aappm/](http://www.psu.edu/oue/aappm/)) and credit by examination, both of which provide the opportunity for adult learners especially to be awarded academic credit for prior learning in non-traditional academic settings. The World Campus statement on course availability for credit by examination can be found at [http://www.worldcampus.psu.edu/pub/home/studserv/pop/creditbyexam.shtml](http://www.worldcampus.psu.edu/pub/home/studserv/pop/creditbyexam.shtml).

Some of the campus colleges have established college-specific procedures for the awarding of credit by portfolio or exam (see credit by exam at Altoona [http://www.aa.psu.edu/academic/cred_exam.htm](http://www.aa.psu.edu/academic/cred_exam.htm); and credit by portfolio at the
Use of Technology to Extend Access

The development of the first Web browser in 1993 signaled the start of a new era in the use of online technology to extend access to higher education. Throughout the past decade, Penn State has been a pioneer and a national leader in this new arena. The following list reviews some initiatives in on-line delivery for improved access:

- In 1996, President Spanier charged a senior leadership study team to explore the viability of creating an online virtual campus for Penn State. Based on their recommendations, Penn State launched the World Campus in January 1998. The World Campus was organized within the University’s existing Distance Education unit. It extends undergraduate and graduate degree and certificate programs taught by faculty in Penn State’s academic colleges to new audiences statewide, nationally, and internationally. In 2002-03, Penn State-World Campus offered 287 courses that served 6,368 individual students. Almost all of these students were part-time adult learners. With 5,247 students in undergraduate and graduate degree/certificate programs, Penn State-World Campus is emerging as one of the University’s largest campuses.

- Penn State has adopted policies and a technical infrastructure to encourage online learning at all levels of the University. As we have noted in other sections, while the initial impact of online learning has been in distance education (via Penn State-World Campus) and in the enhancement of on-campus instruction, Penn State’s vision has been that the traditional distinctions between distance education and resident instruction should blur. Blended programs are a result of this blurring. The World Campus and the Commonwealth College are currently experimenting with blended program delivery in two degree programs—in Dietetics and Hotel, Restaurant, and Institutional Management. Additional blended degree programs are being developed.

- In the 1990s, the University adopted a “Campus Course Exchange” policy to facilitate the sharing of faculty expertise across campuses. Initially, this policy assumed that interactive videoconferencing would be the primary means by which courses were extended from one campus to another. The advent of online learning added new complexities to this fundamentally sound idea that limited its use. In addition, the rapid development of the World Campus gave rise to concerns about internal competition for part-time students. In 2003, an Online Course Sharing Task Force recommended significant changes to address these concerns. Their recommendations opened new opportunities for blended program offerings between the World Campus and campus colleges, established procedures for multi-college program development for online delivery; and created an ongoing e-Learning Cooperative Steering Committee to set policy and procedure for sharing technology-based courses across campuses. The Office of the Vice Provost for Undergraduate Education and International Programs was charged to coordinate and facilitate greater sharing of online and other distributed earning courses to ensure effective and equitable access.
The University has received a $1.17 million grant from the Andrew W. Mellon Foundation to develop “LionShare,” a digital objects management tool that will facilitate legitimate file sharing among faculty, academic units, and institutions around the world through the use of secure, Internet-based peer-to-peer networks. The project is being developed in partnership with Internet2, MIT’s Open Knowledge Initiative, and Simon Fraser University in Canada.

Penn State Public Broadcasting has begun its transition to a digital broadcasting environment. To prepare the University community to optimize use of the expanded delivery access that will be available through digital broadcasting, Penn State Public Broadcasting has partnered with counterparts at the Ohio State University, the University of Wisconsin-Extension, and other university-licensed public broadcasting stations for several projects funded by the Corporation for Public Broadcasting. These include Reforging the Links and Evolving the Links, two initiatives that explored ways to better integrate public broadcasting into the mainstream of the university community; an invitational workshop on Public Media in a Digital Society, which brought together university public broadcasters, distance education, libraries, and museums to explore opportunities for partnership via digital technology; and Engaging Faculty, a change-agent initiative designed to demonstrate how faculty can embrace digital technology to better serve the public.

A new Blended Learning Initiative was launched in 2005 with the goal of developing a significant portfolio of undergraduate courses that can be offered in multiple delivery environments: fully online delivery through World Campus and to campus-based students through the e-Learning Cooperative and as hybrid courses that mix online and classroom experiences to increase conveniences and flexibility for students at campus locations. The initiative will also result in at least two new blended degree programs, beginning with a Bachelor of Business Administration developed by the Commonwealth College.

Ensuring Access for Special Populations
Penn State has developed a variety of services to reach special populations, such as the Academic Advancement Program (AAP) described in Section I. The following are examples of such efforts not referenced in other sections of the self study.

Programs for Military Service Members

Penn State was a charter institution in the U.S. Army's eArmyU program, which provides online degree programs to Army service members. The Smeal College of Business regularly delivers post baccalaureate certificates in Supply Chain Management to U.S. Marines through both distance education and continuing education. Services in support of the Marines are facilitated through Penn State’s designation as a Marine Corps Research University.

Programs for Teachers

Penn State supports the Commonwealth’s Act 48 continuing professional education requirements for K-12 teachers through a variety of professional master’s degrees and post-baccalaureate certificate programs offered through continuing education at regional campuses.
and through the World Campus. A statewide website lists all approved credit and noncredit programs that teachers may use to meet their professional education requirements.

Beginning in summer 2003, the Penn State Advanced Placement Summer Institute gave AP teachers experience in developing and teaching AP courses. The first institute was offered in three subject areas: English literature, U.S. History and Calculus AB. Using the Penn State Educational Partnership Program Model, known as PEPP, the university also developed and implemented a plan to focus on actively recruiting minority or rural teachers to the program and to assist them in developing AP opportunities within their districts. The Summer Institute was offered again in 2004 and was expanded to include the subject areas listed above plus pre-AP mathematics, social studies and English. Penn State campuses throughout the state will be adding courses in biology, chemistry, environmental science, European history, language, and physics.

**Programs for Law Enforcement and Homeland Security**

Penn State’s Justice and Safety Institute has a long history of providing access to professional training for police executives, sheriffs and deputy sheriffs, and other law enforcement professionals. Fayette Campus has created a Homeland Security Institute to train first-line responders. Penn State has joined a Homeland Security Alliance with several other universities to develop research and training programs in this area. A Master’s in Homeland Security, with an emphasis on health care, was approved by the Graduate Council in 2005 for online delivery through the World Campus.

**Ensuring Access for Youth**

Penn State has a number of programs in place to ensure access for youth, including Youth Camps and programming for special youth populations. Among the more notable programs for youth with educational content or as preparation for learning are the following:

**ORION at Shaver’s Creek**

The ORION summer programs were first offered in 1997 with enrollments at that time of ten students. By its seventh program year in 2003, there were 137 enrollments. ORION is a six-day wilderness program for incoming, first-year students accepted to Penn State University. It is designed as a multi-layer approach to working together and building a positive new direction for the transition to college. Students and faculty report that the empowerment and leadership aspects of the course are strong. The Shaver’s Creek Environmental Center, the Penn State Outing Club, the College of Health and Human Development, and the Department of Kinesiology combine efforts to offer this two-credit course experience.

The course includes a six-day trip experience in backcountry prior to students’ first semester at the University followed by reflective sessions conducted midway through the first academic semester and a requirement that students also participate in a community service project of their own choosing. Cumulative records indicate an average ranking of 9 on a 10-point scale in all areas including quality of instruction, competency of staff, overall rating of leaders, and overall program quality.
Summer Bridge Programs funded by the EOPC

There are a variety of small programs offered statewide at the college campuses, such as the McKeesport Summer Math and Science Program. At University Park, two flagship bridge programs are offered. The first, offered by the College of Engineering, is PREF – Pre-freshman in Science and Engineering. This program has run for 20 years and continues now. The target population is African American and Latino students admitted to Penn State who are science majors in engineering or earth and mineral sciences. It is a six-week program, where students come to Penn State the summer prior to first semester and take two courses. One is an introduction to college life (first year seminar) and the other is an advanced mathematics course (pre-calculus). The math course is designed to be rigorous and strengthen and/or reinforce math skills. From 1991-96 students who participated in PREF, the cohort was 138 students (20 per year); 102 (74%) graduated from Penn State and of the students who graduated 66 (48%) graduated with science or engineering degrees. This compares to a control group of students whose graduation rate was 71% with 42% graduating in science or engineering.

The second bridge program offered is SCOPE, Summer College Opportunity Program in Education. Offered jointly by the College of Education and the Office of the Vice Provost for Educational Equity, this five-week program is offered to approximately twenty students per summer. The program, intended to encourage African-American, Asian-American, Latino and Native American students to consider careers in education, is a four-credit combination of courses, workshops, and activities. SCOPE is considered a recruitment program; of the participants in the program, 57% attend Penn State with a 51% graduation rate.

Penn State Public Broadcasting Services for Youth

Penn State Public Broadcasting (PSPB) comprises Penn State’s public television station, WPSX-TV, and public radio, WPSU-FM. Penn State Public Broadcasting has a long history of serving youth both locally and nationally through many different initiatives. For the 2003-2004 school year, over 26,000 students from Central Pennsylvania benefit from public broadcasting educational services. Penn State Public Broadcasting works with school districts to provide 21st century teaching tools and other educational services. In 2003-04, WPSX-TV added a searchable database of instructional video modules aligned to Pennsylvania Academic Standards, on-line teacher development courses via Teacherline for ACT 48 hours, early childhood literacy seminars for parents, and a new television show entitled Scholastic Scrimmage. This new series is an academic quiz bowl that showcases the best and brightest high school students from participating school districts. In addition, the award-winning program What’s in the News continues to be available nationally and reaches nearly five million students.

WPSX-TV is a Ready to Learn station for PBS and has been participating in this initiative for five years. The service is growing rapidly. Since September 2003, it has reached over 1,000 children aged birth to eight and over 300 parents and caregivers. Ready to Learn combines award-winning PBS children’s programming with outreach workshops that focus on literacy skills and child development. The ultimate goal of the service is to help all area children enter school ready to learn.
Finally, Penn State Public Broadcasting continues to sponsor a Great Teachers essay contest every year. Students from grades three to twelve are invited to send in essays about a teacher who has touched their lives.

Challenges and Strategies or Future Directions

- **Challenge 1: Assessing and meeting the needs of adult learners.**

  Over the past decade, the adult learner has become of increasingly strategic importance to Penn State. As President Spanier reported to the Faculty Senate in 2003, Pennsylvania’s population is aging. Much of its workforce for the future is already in place. At the same time, the Information Society is one marked by rapid and continuing change that requires professionals to refresh their education regularly in order for them, their organizations, and their communities to remain competitive. While Penn State should be dramatically increasing the number of adult students, in fact the number of adult students has declined steadily over the past few years. A study by the Commission for Adult Learners noted that the adult learner population has been in steady decline since 1996. From fall 2000 to fall 2001, the number of adult learners decreased within the Penn State system while the total population increased. Adult learners represented just 13% of the total undergraduate population in 2001, down from 16% in 1997. The growth of adult enrollments in World Campus programs has tended to offset these figures, but adult enrollment (full time and part time) on traditional campuses has continued to decline.

  The reasons for this decline—and, more importantly, for the University’s failure to grow in this critically important area—are many. Competition for the adult student market has grown dramatically over the past decade, and Penn State tuition increases have made it less competitive for the adult students in recent years. Most University degree programs follow the traditional structure designed for traditional-aged students. The University offers few, if any, degrees designed specifically for adults. While many institutions accept credit for life experience through portfolio assessment, Penn State has a very limited portfolio assessment policy.

  A re-organization of the Commonwealth Educational System in the mid-1990s minimized the incentives for local Continuing Education offices to seek out adult learners for credit programs. At the same time, most general recruitment is aimed at recent high school graduates and does not appeal to adults, while Outreach advertising to adults does not emphasize the opportunities available in daytime programs.

  Pennsylvania’s diverse urban and smaller communities and rural areas are facing critical challenges. There is a need for Penn State to reposition itself to better serve the adult population that is critical to the long-term economic health of Pennsylvania communities. The University needs to experiment with new delivery formats tailored to the needs of adults, to explore ways to make its programs more affordable to working adults, to expand the target audience of its recruiting campaigns, and to ensure that its services support the needs of students of all ages.

- **Challenge 2. Coordinating statewide Continuing Education to better position Penn State to compete effectively in attracting and retaining adult learners.**
The 1988 re-organization of the Commonwealth Educational System decentralized the Continuing Education function. While this empowered local campuses to better serve local communities, it made it more difficult for Penn State to address issues of regional or statewide impact. With the subsequent creation of the Campus College system, most campuses tended to move credit programs into resident instruction, reducing the incentive for Continuing Education offices at those locations to recruit and serve adult part-time learners. While there have been notable successes by Continuing Education in developing programs for distributed delivery at the campuses, the lack of formal relationships between central Continuing Education at University Park and local Continuing Education offices at individual campuses has become a recognized limitation of the current structure. In 2003, the Provost charged a Task Force to examine the situation and to make recommendations on how to improve the ability of Continuing Education at all locations to realize Penn State’s vision of engagement.

- **Challenge 3: Establishing New Sources of Support for Cooperative Extension.**

Penn State’s vision is to become “the premier university in the nation in the integration of high-quality teaching, research, and service.” Penn State Cooperative Extension contributes to that goal in a number of ways, most notably by integrating research and extension programming and disseminating it through a localized network across the Commonwealth. More than 70% of the Penn State Cooperative Extension faculty and staff at the University Park campus have joint extension and research responsibilities, and their research directly informs extension programming. A network of extension educators in each county of the Commonwealth humanizes the face of the university and provides an easily accessible means for all Pennsylvania citizens and communities to benefit from the knowledge generated by Penn State. Until recently most of that benefit was provided at little or no direct cost to those who accessed cooperative extension services.

Cooperative Extension is currently facing a number of significant challenges not only at Penn State but also across the nation. Over the past several years, funding has steadily declined for cooperative extension services across the country. A combination of reduced funding, changing demographics, and changing technology has created challenges that include the need to generate new sources of support.

Over the past two or three decades the public’s perception of higher education has gradually shifted from viewing it as a public good to a private good. The value of an education to students (as represented in the wage gap for non-college graduates) has influenced this perception. This has significant implications for land grant universities in general and cooperative extension in particular. Public universities are responding to the funding gap by raising tuition, but tuition dollars are not used to support Cooperative Extension activities.

Penn State Cooperative Extension has been working to add new sources of revenue to make up for the decline in state and federal funding. A development officer has been hired to assist in raising private funds. Penn State has been successful in receiving grants and contracts for cooperative extension. A new cost recovery policy enabled by USDA,
along with the other new revenue sources, is helping Penn State Cooperative Extension to transform its revenue portfolio so that it is less reliant on shrinking funding sources. Within the next three years they expect to have generated $2 million through cost recovery efforts. Of course, the charging of user fees will likely increase the need for accountability and responsiveness towards citizens who directly access extension services.

- **Challenge 4: Proactively Addressing Changing Demographics and Needs of Citizens and Communities.**

  The trend towards viewing higher education as a private good also has influenced the trend in consumerism; stakeholders are demanding accountability and value for their dollars. Cooperative Extension has a tradition of assessing the needs of citizens and other stakeholders, with over 7,000 individuals providing input for the most recent Plan of Work submitted to the Cooperative States Research, Extension, and Education System of the USDA.

  Extension faculty and extension educators are well positioned to anticipate the changing needs of children, families, communities, and the environment. Extension faculty and extension educators are responsive to current issues like the potential for agricultural terrorism in Pennsylvania, and they have partnered with local county level emergency management personnel to create a first responder network for agri-security threats.

- **Challenge 5: Creating Access through Digital Resources.**

  The explosion of information resources is a cliché, but a larger challenge is providing access not just to information but also to relevant, useful information regardless of physical location. Over the past few years, both the creation and storage of digital content have become increasingly distributed. Individual academic departments have begun to create their own collections. Online courses are being created at multiple points in the University (World Campus, Teaching and Learning through Technology, individual colleges). Public Broadcasting is developing digital video and audio content. The University Libraries continue to expand their role in acquiring and making available digital resources. The challenge to Penn State is how to ensure effective access in this highly distributed environment.

  The University Libraries should serve as a gateway to these resources, and we applaud the Libraries for developing tutorials that are available to all members of the community (http://www.lias.psu.edu/instruction/tutorials.htm). However, student surveys of IT use (2004) indicate that few students actually use these resources in their courses. Likewise, Penn State has made commendable progress toward creating repositories of images that can be used in teaching, research, or outreach (http://www.libraries.psu.edu/vius/), but this Mellon-funded project was intended to be a prototype and therefore involved only a small number of departments. A recent seminar organized by Information Technology Services revealed that there are numerous other unrelated initiatives occurring in both academic and administrative units.
What is lacking is an enterprise-strategy that would involve many colleges and departments and many kinds of media (audio, video, text) as well as images. For this venture to succeed, Penn State will need to find a content management system that could be easily integrated with other services provided by Information Technology Services and/or the Libraries. LionShare represents a promising approach for faculty, staff, and students to share digital materials (http://lionshare.its.psu.edu/main), and its success should spur creative, responsible sharing of resources.

• **Challenge 6: Ensuring Seamless Access to Credit Programs Online and On Campus**

Use of online courses distributed to students across multiple campuses offers a new resource to help regional campuses compete for both traditional and adult students. The creation of the e-Learning Cooperative provides an opportunity for Penn State to share not just curricular resources but entire courses among our twenty-four campuses. The vision is to make many of our courses in highest demand available to students entirely on-line. Such access removes the disadvantage of geography (e.g., “this course is not available at my campus”) and scheduling (e.g., “the schedule of this course conflicts with a required course”). For the e-Learning Cooperative to succeed, however, a high degree of planning and cooperation must take place among the academic units. This is a cultural change that will take several years to fully develop.

• **Challenge 7: Facilitating the Transformation of Penn State Public Broadcasting into a Multi-Channel Digital Delivery System to Engage with the Community**

Penn State Public Broadcasting has made great strides toward the federal mandate that it move to digital delivery. The broadcast technology is in place. The station has renewed its longstanding relationship with area schools as a building block toward stronger community engagement. It has attracted national funding to major strategic initiatives with libraries, museums, and other university-licensed public television stations. It has begun a long-term initiative to engage faculty in developing media-based programs and services for both students and the general public. The future of public broadcasting will be shaped by our ability to re-engage with the university’s land grant mission while continuing to serve diverse public audiences, regionally, statewide, and nationally. This will require new ways to think about creation of digital content, new partnerships with other University units (University Libraries, World Campus, Cooperative Extension, information Technology Services), and the ability to develop a stream of services that are both effective and financially sustainable.
### URL Sites for Educational Activities and Structural Changes to Improve Access

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VI: STUDENT LEARNING OUTCOMES

(Standard 14)

Introduction

Since its previous Middle States Self-Study, the university has continued to re-examine and strengthen its curriculum based in part upon assessment information. All initiatives from the Office of Undergraduate Education and International Affairs and the Schreyer Institute for Teaching Excellence mandate assessment as a regular and automatic requirement. So too does the Faculty Senate routinely build in an assessment component to its legislative initiatives involving undergraduate education. In addition, the numerous new course improvement projects that are undertaken each semester by faculty in collaboration with university and college teaching support units include assessment plans. Moreover, expected learning outcomes for these courses are documented in grant and project descriptions, course syllabi, and the course management system.

The comprehensive nature of Penn State’s degree offerings requires that expectations for student learning are set primarily by degree programs and the discipline itself: by accrediting agencies, where appropriate, and the faculty, frequently with the guidance of program alumni, industrial and corporate advisory boards, and professional organizations. At the same time, however, Penn State recognizes and values the importance of a broad and liberal education and therefore identifies learning expectations in its general education program. Over the years, the general education program has provided the means to address University-wide learning initiatives, such as writing across the curriculum and the development of multicultural awareness. Thus, the general education program in concert with discipline-specific expectations creates the blend of acquired knowledge and developed skills that define the degree.

This section of the Self-Study focuses on the University’s articulation of expected student learning outcomes and the practices that are currently employed to measure them, including examples of how they are used to assist decision-making. It ends by exploring opportunities for expanding the role of formative and summative assessment to include an institutional assessment plan with targets for general education and academic programs.

Articulation of Learning Expectations at the University Level

All programs and courses are described in the Undergraduate Degree Programs Bulletin (http://www.psu.edu/bulletins/bluebook/). Additionally, the Senate Committee on Curricular Affairs requires as part of the rigorous review process the specification of learning expectations and associated evaluation methods. In addition, expectations for student learning are articulated through the learning objectives of our General Education Program. The University has also made clear its expectations for ethics and integrity.

Learning Expectations in General Education

As stated in the General Education Guide for students, “General Education, in essence, augments and rounds out the specialized training students receive in their majors and aims to cultivate a knowledgeable, informed, literate human being.” Thus, General Education forms
the core of a student’s education upon which education in the major builds, providing an explicit link between the University’s learning expectations and the learning expectations of the individual degree programs at the undergraduate level. The learning expectations for General Education, as set forth by the Faculty Senate, state that it should prepare students to:

- acquire knowledge through critical information gathering - including reading and listening, computer-assisted searching, and scientific experimentation and observation;
- analyze and evaluate, where appropriate in a quantitative manner, the acquired knowledge;
- integrate knowledge from a variety of sources and fields;
- make critical judgments in a logical and rational manner;
- develop the skills to maintain health, and understand the factors that impinge upon it;
- communicate effectively, both in writing and orally, and using the accepted methods for presentation, organization and debate particular to their disciplines;
- seek and share knowledge, independently and in collaboration with others;
- gain understanding of international interdependence and cultural diversity, and develop consideration for values, lifestyles, and traditions that may differ from their own;
- comprehend the role of aesthetic and creative activities expressing both imagination and experience.

The Faculty Senate legislation that put the current General Education guidelines into place requires that any application for the approval of a General Education course include a statement of course objectives. Unfortunately, review of the existing course objectives revealed that not all of them are student-focused, so challenges remain in obtaining University-wide student-focused learning objectives in General Education courses.

**Expectations for Ethics and Integrity**

The University places expectations on all students regarding standards of academic integrity. In the past several years, increased emphasis on ethics and integrity has led to the specific requirement that each course syllabus contain a statement on academic integrity. In so doing, most faculty and departments provide a link on their syllabi to the statement from the Council of Academic Deans’ or the Faculty Senate policy defining academic integrity and the process followed if academic integrity is violated.

**Articulation of Expectations at the Program and Course Level: The 1993 and 2004 Surveys**

To obtain data on the extent to which programs articulate expectations for student learning, the Self-Study Sub-committee for Student Learning Outcomes conducted a Web survey of all departments on their articulation of expected learning outcomes in undergraduate and graduate programs. (The survey also requested information about assessment practices, which is discussed in the next subsection.) In designing the survey, the sub-committee incorporated ideas from two main sources. First, Penn State’s Vice Provost and Dean for Undergraduate Education conducted a somewhat similar survey in 1992-93 (Knight and Jones, 1993). The sub-committee wanted to use the 1993 report as a benchmark for the 2004 survey to determine changes that have occurred during the past decade at Penn State. The 2004 Web survey was loosely modeled upon the approach described in the Middle States handbook on student learning assessment (*Middle States Commission on Higher Education, 2003*). The survey instrument can be viewed online at [https://pia.psu.edu/cgi-]
Across all locations, Penn State has 159 academic department or division heads. In the 1993 survey, 154 of these heads responded to the survey. In 2004, the survey team decided to expand the distribution to capture all programs as some departments have multiple programs. Penn State’s Vice Provost for Academic Affairs, Robert Secor, emailed everyone on that list, asking them to participate in the survey. The vice provost’s office sent a follow-up email about two weeks after the initial request. A total of 148 individual responses to the survey were received, with some individuals submitting multiple responses (for example, for baccalaureate, masters, and doctoral degrees with the same major). Thus, in 2004, of the 421 undergraduate and graduate programs, responses corresponded to 187 programs. The response rate for baccalaureate degree programs was 52 percent (132 of 252). The response rate for graduate degree programs was 33 percent (55 of 169). There were also some associate degree and certificate programs responding. Sixty-eight percent of respondents reported that they had explicitly defined and written learning outcomes. This represented a notable increase from the 1993 survey where 24 percent of respondents reported having explicitly defined and written expectations for learning outcomes.

Translating Program Outcome Goals to Course Outcome Goals

Review of representative course syllabi revealed that the extent to which expected program outcomes are translated into course outcomes varies substantially. Programs subject to discipline-based accreditation such as Education, Engineering, Business, and Nursing, do have course objectives that link to their program outcomes, as well as to learning expectations for General Education. However, other programs do not have such linkages unless the College itself chooses to establish them. Penn State Berks-Lehigh Valley decided to put in place such linkages and stands as an exemplar of best practices that other colleges can emulate.

Berks-Lehigh Valley initiated a college-wide assessment plan for all degree programs (Associates and Bachelors) in the fall 2001 semester. The Associate Dean of Academic Affairs required that by the end of the academic year all programs draft a mission statement that included specific learning outcomes that relied on the university mission, the college mission, and the general education goals.

During the subsequent academic year (2002-2003) assessment measures were created to provide information regarding the efficacy of the program in meeting its established goals. The programmatic assessment plan was created by considering the University mission and was used to help direct course-level assessment. The assessment plan created by each program at the College is being used as a guide to direct additional measures. Budget requests for each program must be aligned with the current strategic plan, thus helping to ensure that the programmatic assessment plan is aligned with the College strategic plan.

The Berks-Lehigh Valley College assessment plan addresses learning at various levels with differing desired outcomes. The program assessment plans are helping to drive changes at the course level, as faculty responsible for students in a particular program recognize the need for changes in the way students are taught. The College-wide assessment measures can inform the programs while helping to guide the College, as committees consider ways to improve the learning environment inside and outside of the classroom. The College continually works to close the assessment loop by informing constituents of assessment outcomes and convening groups to discuss ways of improving student learning through a participatory process that seriously considers the results of assessment measures.
The Relation Between Regular Program Reviews and Articulated Expected Outcomes

As we might expect, programs that are subject to regular evaluation, such as disciplinary accreditation or program reviews that encompass academic assessments, are more likely to have explicitly defined and written learning outcomes for students in the program. Table 1, below, juxtaposes responses to questions 3 and 5 from the 2004 survey results to show the strong association of regular evaluation with written learning outcomes.

Table 1.

The Relationship of Regular Evaluation to Written Expectations of Learning Outcomes

<table>
<thead>
<tr>
<th>3. Is the program subject to a regular evaluation?</th>
<th>5. Does your program have written learning outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Followed by Percent</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>48.19</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>19.17</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>67.36</td>
</tr>
</tbody>
</table>

Patterns of Use of Assessment Measures

The 2004 survey identified not only articulated expectations for outcomes, but also current assessment practices. Asked to choose from a menu of 16 assessment techniques, respondents indicated that the information sources most commonly used for the purposes of outcomes assessment were, in order of preference: interviews, including focus groups, with current students; surveys of current students; alumni surveys; student performance in capstone courses; and evaluation of practica or internships. Programs are not doing much non-obtrusive analysis of existing data; e.g., less than 10 percent of respondents use transcript analysis of student cohorts. (See tables 2 and 3 below).

Of all the information sources used, alumni surveys, employer surveys, and surveys and interviews of current students are most recommended by programs that have used them. Programs also rate student portfolio, capstone courses, and writing samples highly as assessment tools. Assessment techniques that programs reported as less useful include: cohort analyses (transcript studies, course taking patterns, and the like), student performance on graduate entrance exams (e.g., GRE, GMAT), student performance on licensure or certification exams, and standardized tests of current students. (Some of the cell sizes for responses in this category may be too small to draw firm conclusions about the usefulness of these tools.)
Open-ended responses to the survey demonstrate that Penn State’s academic programs employ a wide array of tools for assessment. For example, 44 respondents identified other information sources that their programs used in addition to the 16 checklist items (student interviews, student surveys, and so on) that the Web survey specified. These other assessment means include information from job placement, publication and grant success (graduate programs), objective structured clinical examinations, feedback from recruiters, writing portfolios, practitioner advisory committee feedback, admission to graduate schools, and others. We believe that this mixture of assessment techniques is appropriate to the varied and multidimensional offerings of a complex research university.

Table 2

Summary of Responses from the 2004 Survey on Program Assessment

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject to regular evaluation</td>
<td>51</td>
</tr>
<tr>
<td>Faculty assesses program on a regular and systematic basis</td>
<td>70</td>
</tr>
<tr>
<td>Program has explicitly defined and written learning outcomes</td>
<td>68</td>
</tr>
<tr>
<td>Program assesses achievement of general education goals for major(s)</td>
<td>36</td>
</tr>
<tr>
<td>Information sources used:</td>
<td></td>
</tr>
<tr>
<td>Student interviews</td>
<td>49</td>
</tr>
<tr>
<td>Student surveys</td>
<td>44</td>
</tr>
<tr>
<td>Alumni surveys</td>
<td>43</td>
</tr>
<tr>
<td>Capstone</td>
<td>39</td>
</tr>
<tr>
<td>Practica</td>
<td>36</td>
</tr>
<tr>
<td>Senior theses</td>
<td>28</td>
</tr>
<tr>
<td>Writing samples</td>
<td>24</td>
</tr>
<tr>
<td>Licensure</td>
<td>20</td>
</tr>
<tr>
<td>Employer surveys</td>
<td>19</td>
</tr>
<tr>
<td>Portfolios</td>
<td>18</td>
</tr>
<tr>
<td>Alumni interviews</td>
<td>16</td>
</tr>
<tr>
<td>Other exams</td>
<td>16</td>
</tr>
<tr>
<td>GRE, GMAT</td>
<td>14</td>
</tr>
<tr>
<td>Standardized tests</td>
<td>10</td>
</tr>
<tr>
<td>Employer interviews</td>
<td>10</td>
</tr>
<tr>
<td>Cohort analysis</td>
<td>7</td>
</tr>
</tbody>
</table>
## Table 3
Patterns of Use by Discipline Colleges

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>(use is indicated by a darkened or colored cell)</td>
<td>Agr</td>
</tr>
<tr>
<td>Student Interviews</td>
<td>⬛</td>
</tr>
<tr>
<td>Surveys of current students</td>
<td>⬛</td>
</tr>
<tr>
<td>Standardized tests of current students</td>
<td>⬛</td>
</tr>
<tr>
<td>Student performance on licensure or cert. tests</td>
<td>⬛</td>
</tr>
<tr>
<td>Student performance on other types of exit exams</td>
<td>⬛</td>
</tr>
<tr>
<td><strong>Student performance on graduate record exams</strong></td>
<td>⬛</td>
</tr>
<tr>
<td>Student portfolios</td>
<td>⬛</td>
</tr>
<tr>
<td>Student performance in capstone courses</td>
<td>⬛</td>
</tr>
<tr>
<td>Senior theses or projects</td>
<td>⬛</td>
</tr>
<tr>
<td>Evaluation of practica or internships</td>
<td>⬛</td>
</tr>
<tr>
<td>Student writing samples</td>
<td>⬛</td>
</tr>
<tr>
<td>Cohort analyses</td>
<td>⬛</td>
</tr>
<tr>
<td>Alumni surveys</td>
<td>⬛</td>
</tr>
<tr>
<td>Alumni interviews</td>
<td>⬛</td>
</tr>
<tr>
<td>Employer surveys</td>
<td>⬛</td>
</tr>
<tr>
<td>Employer interviews</td>
<td>⬛</td>
</tr>
<tr>
<td>Other</td>
<td>⬛</td>
</tr>
</tbody>
</table>

### Assessment Outcomes and Academic Decisions

It is encouraging that, for the most part, program heads agreed that, “Examination of assessment data leads to decisions about our academic program.” Seventy-six percent (112 of 148) respondents agreed with that statement; only five percent (eight of 148) disagreed (12 percent were uncertain). The 1993 report includes information on how the assessment activities are used. For example, of the programs interviewing current students, 17% used this method to assess the quality of the program and 14% used the information for academic advising. Of programs using surveys, 14% percent used the results to revise the curriculum and 4% for academic advising.

Students’ course grades remain the primary measure of the degree to which course goals are met, but there is increasing interest in making connections between courses as evidenced by the increased number of questions asked by faculty about students’ success in subsequent courses and students’ persistence in their academic program. The emphasis of these questions is on how well programs work to achieve program goals. Not merely a question of course outcomes, the assessment of program learning outcomes includes all of the in-class and out-
of-class experiences that students encounter. Learning outcomes are defined, measured, and used by programs in various ways. We take the identification of patterns in current program assessment activities as a first step towards defining a systematic University-wide assessment plan.

Models of Assessment

We present here some specific examples of assessment tools that have been discussed more generally above.

**Alumni Surveys**

Periodic University-wide surveys of alumni have focused on the undergraduate education experience by measuring the gap between the effectiveness and importance of the nine goals of general education (see Section IV). Among these goals, writing ability, speaking ability and use computer and information technology were reported to be the most important goals of the undergraduate experience. For a goal to have been met, the respondent would need to feel that the learning experience was just as effective as he or she felt it was important, so there would not be a gap between the two measures. Unfortunately, the gap between effectiveness and importance are constantly the largest of these three goals—comparison of 1995 and 1992 graduates (surveyed in 1998 and 1992, respectively) showed that the gap had not decreased. Other results indicate relatively large gaps in making logical, rational judgments and making moral judgments.

**Survey of Current Students: Penn State Pulse**

Perhaps the most useful of surveys of current student opinion is the [Penn State Pulse](http://www.sa.psu.edu/sara/pulse.shtml), a regular report issued by Student Affairs. Pulse gathers and reports feedback from students on a variety of current and recurring issues and concerns. The results of these surveys are used to make decisions about student services and extracurricular activities. Since its inception in 1995, Pulse has made use of technology to efficiently sample, survey, analyze, report, and archive the results. The consistency of the process enables monitoring educational experiences and learning outcomes. For example, the impact of the Newspaper Readership Program on general education outcomes has been reported on an annual basis since 1998. Well-formatted summaries of all the survey results are available on the Student Affairs Research and Assessment web site. Recent examples include: Newspaper Readership, Classroom Diversity, "We Are" - Civility Defined by Students, University Health Services, Community Service/Leadership Development, Adult Learners, Students and the Visual Arts, New Student Orientation, First Year Learning Outcomes, Career Services, Required Books and Religious, and Spiritual Services for Students.

**Cohort Analyses: The Class of 2000 Project and the Data Warehouse**

Student cohorts have been variably studied to predict educational outcomes, such as grade point average, persistence, and change of major. A notable Penn State example, the Class of 2000 Project ([http://www.sa.psu.edu/sara/summary.shtml](http://www.sa.psu.edu/sara/summary.shtml)), was conceived as a collaborative effort aimed at developing a baseline profile of the cohort of undergraduates entering University Park in summer or fall 1996. Surveys and focus groups were used to track student satisfaction with their educational experiences over six years. The final report of progress toward learning
outcomes concludes that students make significant progress in meeting goals by the fourth year. Students made the most progress in acquiring new skills and knowledge, integrating various types of information, using computers and information technology, and speaking and writing ability. The report found that most students who were surveyed in the fifth year had changed their major, and students still enrolled in the sixth year had temporarily taken time off from their studies.

Other studies of student cohorts are possible using the University’s Data Warehouse (http://ais.its.psu.edu/data_warehouse/index.html). The warehouse provides ad hoc access to institutional data for analytical and reporting purposes. The warehouse, including the student database, has become the source for a system of "data marts" or subsets of data oriented to various institutional functions, including longitudinal studies of student cohorts for the assessment of educational outcomes. For example, student success defined by performance in the foundation courses recommended by the First-year Testing, Counseling and Advising Program (FTCAP) helped to determine the effectiveness of student placement in those early courses.

Portfolios and as an Assessment Tool

Portfolios have been traditionally used in programs such as the School of Visual Arts and the School of Theatre Arts for the purposes of admission and placement. Below are just a few of the programs that use portfolios for the purpose of assessing learning outcomes:

• Engineering Science requires a portfolio that includes both electronic and print materials to document learning outcomes and assist with advising during the undergraduate experience.

• The focus of the capstone course in Art Education is on the student providing evidence of their professional knowledge in a teaching and learning portfolio presented at a practice job interview.

• The new professional-writing program at the Berks-Lehigh Valley College includes portfolio preparation in its program description. Specifically, the capstone course in professional writing was proposed with the requirement of developing both a paper and electronic portfolio of written work to present to an audience of experts. Evaluation standards are those required in the professional writing workplace.

• English Education majors in the Capital College School of Humanities must complete a portfolio assessment designed by the English and Education faculty prior to being placed as student teachers. Students whose portfolios are deemed unacceptable have one chance to demonstrate significant improvement after which they are advised out of the program. In order to meet the First Year Seminar requirement.

• Penn State’s Dutton Institute (http://www.e-education.psu.edu/portfolio/) has taken a leading role in promoting e-Portfolios, including student learning portfolios. (The Dutton Institute has created an extensive web site for publishing portfolios and a course on professional e-portfolio development.)

• Commonwealth College students participate in a seminar and create a showcase portfolio documenting their understanding of specific academic skills: academic survival,
communication, research, critical thinking, and computer literacy (http://www.clat.psu.edu/PSU008/Spring/index.html).

College and Program Initiatives Linking Assessment to Decision-Making

Unlike the 1993 survey, the 2004 survey asked program leaders to indicate the degree to which they agreed with the following statement: Examination of assessment data leads to decisions about our academic program. 72% of the respondents strongly agreed or agreed. The survey team followed up with individual interviews to discuss particular instances when they made a course or curricular decision using data collected for the purpose of determining the effectiveness of their defined student learning outcomes. The following three examples summarize the findings from the interviews.

Berks-Lehigh Valley College – Closing the loop at the college-level

Currently all program coordinators at the College are working with the newly created Office of Institutional Research & Assessment at the College to implement several assessment instruments. The Assessment Office collects much of the information and provides the data to the program. The program coordinators are responsible for closing the loop by using the assessment information to make changes to the program at the course or curricular level. Each program is required to have an advisory council that helps examine assessment information and suggest ways to improve the program based on the data. The assessment/feedback/change cycle is expected to become an on-going activity for every degree program.

As an example, the science program formed a committee to articulate assessment measures. Six major student learning outcomes were identified in the following areas: scientific content, cooperative learning, critical thinking, community service, written communication, and oral communication. Each outcome was articulated in terms of student performance and several assessment measures were drafted for each outcome. One assessment instrument for the Science program analyzed the content of five different 200-level courses in the life science curriculum.

In addition to the programmatic assessments being implemented throughout the College, three other assessment initiatives are in various stages. One large assessment effort conducted in 2003 was the National Survey of Student Engagement (NSSE). A retreat was held in January 2004 to discuss the results of NSSE and develop a plan to make College-wide changes based on the assessment data. A revised first-year seminar program is one specific outcome that will be put into place in the fall 2004 semester. The NSSE results are also being used to inform the current strategic planning initiative. Another initiative that is currently underway is a survey of academic advising that will be used to improve the overall quality of faculty advising. The ultimate goal of the advising survey is to detect ways that advising can help facilitate learning. The third major assessment effort is a stop-out survey of students who have withdrawn from the University. These students will be contacted to collect information regarding the reasons for stopping-out. The three assessment initiatives will help the College to improve its efforts in teaching and learning and should inform programmatic and course-level changes.
Department of Materials Science and Engineering – Improving the undergraduate learning environment with student and alumni feedback

The Department of Materials Science and Engineering gathers data through an alumni survey, exit interviews, and written comments from end of semester teaching evaluations to assess the quality of their undergraduate program, which includes four options: Ceramics, Polymers, Metals, and Electronic & Photonic Materials. Data from the three sources were consistent in indicating that the laboratory facilities and the quality of laboratory instruction were in need of improvement. In addition, the data from alumni indicated that they felt that their education had “over-specialized” them and that increased exposure to all four classes of materials was needed to prepare students for the realities of the workplace.

The Department made addressing these issues a major part of its strategic plan, which included the following actions: the creation of a new, state-of-the-art undergraduate laboratory, hiring of a full-time instructor for the labs, and revision of the curriculum to increase the breadth of coverage across the four classes of materials. The specific curricular revisions were the addition of two new junior lab courses that encompass all four classes of materials and adjusting degree requirements to enhance flexibility so that students can obtain a broader knowledge of materials. The new lab facility, full-time instructor, and the first junior level lab course are in place; the second lab course and revision of degree requirements are in process. The effects of the substantial curricular changes and investment of resources will be assessed through the same data sources that were used in the initial identification of the issues.

Master of Health Administration Program – Addressing preparedness of graduates in a graduate program

The Master of Health Administration (MHA) program assigns a significant role to alumni in the ongoing evaluation of the program. Alumni take part in the assessment process through a variety of online mechanisms and through a survey followed by a focus group held during alumni weekend. The survey questions address specific areas of educational preparation, with some mapping to the Accrediting Commission on Education for Health Services Administration (ACEHSA) criteria for accreditation. The survey responses enable the unit to measure the preparedness of its graduates and the value of the appropriateness of its curriculum. The alumni are asked to rate their educational preparation in areas such as accounting and finance, leadership, written and oral communication, ethics, teamwork, and lifelong learning skills. Preliminary results, reported as gaps between importance and adequacy, were first presented to the MHA faculty committee and then presented to the alumni focus group for further discussion. Recommendations discussed by the Spring 2004 focus group included adding coursework in the areas of finance and enhancing leadership and interpersonal skills. The report will be discussed at a faculty retreat as part of a self-study leading up to ACEHSA accreditation.

The ACEHSA criteria also include monitoring the external and internal environment. Alumni input is sought in a number of ways. The alumni survey includes questions evaluating the quality of the program, academic and career guidance, and recommendations for improving the quality of education preparation. In addition to the survey, online forms are used to gather both post graduation placement information from recent graduates and any subsequent news or changes in employment. The HPA affiliate program group in the College
The Pennsylvania State University encourages alumni to help faculty and staff improve the quality of the HPA program by providing professional development, educational resources, program support, leadership and guidance for the network of alumni, students and faculty. Online resources include Lion Link, a service that matches alumni volunteers in the profession with students to give career advice, which is sponsored by the Penn State Alumni Association and Penn State Career Services. The MHA program involves many constituents in the cycle of self-study and improvement. The graduates of the program provide a valuable perspective by weighing the actual educational outcomes against current practice.

**Joint Senate and Administrative Oversight of Outcomes: The First-Year Seminar**

University Faculty Senate legislation involving curricular reform is usually accompanied by mandated periodic assessment, and that assessment becomes a joint administrative and Senate effort. A recent focus for Penn State's assessment efforts has been its First-Year Seminar (FYS) program, which was initiated as part of a revision of the General Education requirements. An FYS Task Force was convened and charged by the University Faculty Senate and the Vice Provost for Undergraduate Education. As part of their assessment efforts, the Task Force conducted interviews with representatives from various colleges, analyzed syllabi, collected data on class size, status of teachers, and completion rates, and on the costs of the FYS. Many of the colleges have put into place specific assessment components that assess the FYS and its outcomes. The Commonwealth College developed its own survey with assistance from the now Schreyer Institute for Teaching Excellence. In August 2001, the College of Health and Human Development (HHD) initiated a program for incoming first-year students who participate in a two-day, off-campus retreat as part of their First Year Seminar (FYS). These students arrive on campus early and are transported to an off-campus location where they participate in a series of experiential learning activities intended to ease their transition into university life. Evaluations of this experience have included comparisons of data from the Student Ratings of Teaching Effectiveness from students who participated in these “Jump Start” seminars with students in traditional FYS offerings.

Additional student input from FYS has been obtained in the form of surveys conducted by the Undergraduate Student Government and Penn State Pulse Surveys in 2001-2003. The latest results show that the FYS program achieves program objectives. The strong commitment and involvement of the administration, colleges, and faculty have resulted in continuing positive momentum and progress made.

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Challenges and Strategies or Future Directions: Developing a University Assessment Plan

This section has reviewed the many ways in which the student learning is assessed at Penn State. Nonetheless, there is at this time no University-wide plan for assessment of teaching and learning. Penn State should explore ways to set priorities and establish a systematic, institutional approach to outcomes assessment. Middle State’s document titled “Student Learning Assessment: Options and Resources” provides a framework:

- **Mission serves as the foundation for all planning.** The assessment plan should draw upon and respect mission, vision, and values both at the university and unit levels.

- **The assessment plan should align with strategic planning.** Penn State has a history of more than two decades of University-wide, annual strategic planning; the assessment plan should enable assessment results to shape and inform strategic planning and actions. The University strategic planning guidelines for 2005-2006 through 2007-2008 ask all budget units to address in their unit plans, goal 2 of the University plan: enriching the educational experience of all Penn State students by becoming a more student-centered university. This will likely involve an assessment of teaching and learning.

- **The campus community should participate in creating and implementing the assessment plan.** Assessment planning should engage representatives of all stakeholder groups in a collaborative process. Penn State can take advantage of its rich history of collaboration across units when establishing the teams to formulate the assessment plan.

- **The plan should acknowledge and build upon already existing practices.** As noted, Penn State can build upon a reservoir of success and resources at various levels in assessing student outcomes. The recent survey results can provide a basis for longitudinal study and can serve as a resource of good practices that are accessible and easily shared.

- **The plan should be pragmatic.** The sub-committee believes there is much to be gained from a clear assessment plan that explicates priorities and that can lead to action and improvement.
- **The plan should be both flexible and systematic.** Penn State already has many systems in place for the management and support of student and course processes. These systems, in combination with our network of teaching, learning, and assessment centers, can be developed, integrated, and adapted to meet our assessment needs. Linking systems like e-Lion, ANGEL, e-portfolio, and EIS would provide a flexible framework within which we measure our success.

- **The plan should make wise use of faculty and staff time and be supported by institutional resources.** Thoughtful assessment is time intensive; effective, efficient, sustainable institutional approaches must recognize this as priorities are set and resources allocated.

- **The plan should be clearly identified as a leadership responsibility of an organizational unit, accountable for the coordination and implementation.** Typically, academic affairs units are the central organizational hub for such responsibilities at research universities. This suggests that a reasonable lead unit at Penn State might be the Office of Undergraduate Education and International Programs. The leadership of that office would partner with other stakeholders – such as the colleges, the Graduate School, the University Faculty Senate, Student Affairs, the Office of Planning and Institutional Assessment, and so on – to approach assessment from a collaborative and integrated organizational perspective.

Particular opportunities that can be addressed in the institutional assessment plan include general education, academic programs and approaches and instrumentation.

1. **Assessing General Education**

   Penn State’s 2004 survey results, as noted, showed that only about one-third of programs incorporate general education outcomes into their own assessment activities on a systematic basis. However, changes to the general education curriculum in 1999 identified objectives that are consistent with many of the same qualities identified in alumni and employer surveys, such as effective communication and interpersonal skills, collaborative skills, and the ability to address complex problems. This synchronicity presents an opportunity for programs to take a more active role in the assessment of learning in the general education program as it pertains to discipline specific programs. The opportunity exists to identify good curricular models that map to general education goals and to promote effective practices. More departments could be encouraged (with support, as needed) to integrate relevant dimensions of general education outcomes into their own assessment activities. At the same time, greater responsibility for and leadership of the assessment of general education should be assumed centrally by the university.

   Priorities and approaches for the assessment of general education should be established through a University-wide plan for the assessment of teaching and learning.

2. **Assessing Academic Programs**

   With regard to academic programs, there are opportunities to build on the good assessment practices in each college. The Middle State’s assessment sub-committee’s
2004 survey results showed that every college has some undergraduate programs subject to regular evaluation, and/or has at least some of its faculty engaged in assessing programs on a regular and systematic basis. Additionally, over the past 10 years, Penn State has experienced an increase in the number of programs that define learning outcomes. Program assessment of learning outcomes can benefit from systematic collection of practices of collecting data and examples of how data can be used effectively. The surveys showed that programs use multiple sources of data. Opportunities exist to improve the efficiency of data collection and the effective use of data. Specifically, programs could benefit from a strengthened ability to identify how data they collect can be used for improvement and to consider the appropriate frequency of data collection and its value relative to cost.

A University-wide assessment plan could help colleges and programs as they consider challenges and questions about setting priorities, creating timetables, and identifying and implementing mechanisms.

3. Effective Approaches and Instrumentation

Opportunities exist to 1) engage faculty, program chairs, and college deans in the systematic and thoughtful collection of data, and 2) provide central resources to help them channel their resources (time, personnel and money) effectively. Our survey showed that student portfolios, capstone courses, the analyses of writing samples, and surveys of current students and alumni are considered effective assessment tools. All of these approaches, especially if coordinated and supported centrally, may translate well to the assessment of general education learning outcomes. For example, University-wide surveys can monitor progress towards overall goals by providing a consistent measure over time.

By developing an instrument that combines University-wide questions with college or program-specific questions, the university could provide an on-line survey tool that is delivered to an accurate list of alumni addresses as a way of measuring learning outcomes on a continuing and consistent basis.

For all of its advances in making assessment a part of teaching and learning, Penn State, as a large, complex research university needs to change its culture to one that uses formative and summative assessment and evaluation data routinely and well. Much of what is currently done might be described as using summative data (data gathered after a course or program is complete) to make improvements to academic programs. Now we need to ask ourselves the question: “What would it take to provide professors, teaching assistants, and students with the information they need to make good, learning-related decisions – not just to improve programs the next time around, but to ensure that each student leaves a course having accomplished the course objectives?” We believe that Penn State is poised to meet the challenge of expanding the assessment systems it already has in place to achieve a systematic, integrated, university-level assessment plan.
<table>
<thead>
<tr>
<th>URL Sites for Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State Strategic Indicators: Measuring and Improving Strategic Performance (2004)</td>
</tr>
<tr>
<td>Department Survey on Program Assessment Responses. April 2004</td>
</tr>
<tr>
<td>Penn State’s Data Warehouse</td>
</tr>
<tr>
<td>Berks Lehigh-Valley Major in Professional Writing</td>
</tr>
<tr>
<td>College of Health and Human Development JumpStart Retreat and First-Year Seminar Program</td>
</tr>
<tr>
<td>National Council for Accreditation of Teacher Education</td>
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<tr>
<td>College of Education Teacher Education at Penn State</td>
</tr>
<tr>
<td>College of Education Certification</td>
</tr>
<tr>
<td>College of Education Teacher Testing</td>
</tr>
<tr>
<td>Commonwealth College PSU 008 First Year Seminar Portfolio</td>
</tr>
<tr>
<td>Commonwealth College First Year Seminar Survey</td>
</tr>
<tr>
<td>Capital College School of Humanities Teaching &amp; Learning Activities</td>
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<td>Undergraduate Degree Programs Bulletin Course Description example</td>
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CONCLUSION AND RECOMMENDATIONS

What then did we learn from our Self-Study? How well is Penn State doing in fulfilling its role as a student-centered university, with primary commitment to teaching and learning?

The story told in the preceding pages revealed to us a University committed to improving the learning environment for our students. The elements of that story include the implementation of a 1997 Special Senate Committee on General Education report that called for significant changes in General Education in order to create an interactive learning environment. That environment includes an institution-wide first-year seminar program unique among large research universities, as well as the use of capstone courses in many majors to culminate and assess students’ total learning experience in small classes. The story captures the commitments of colleges and departments in a multi-campus University to assess and enhance teaching and learning. It gives evidence to ever-increasing support to faculty teaching and student learning at all levels of the University. And it shows how student support services in all areas have been mobilized to lead us towards the fully student-centered institution that President Spanier envisions. Perhaps the most significant threads that we found running throughout our findings are the following:

Interactive Learning and Student Responsibility

A common element throughout our findings is that many if not most of our initiatives assume that students learn best when they are active participants and take responsibility for their intellectual and moral growth. It is the principle behind our revised General Education program, focused as it is not so much on what courses are taught as how they are to be taught: with active student learning, whether it is in forms of self-expression, information gathering, collaborative work and teamwork, or in the engagement of various forms of dialogue. In the Learning Centers that we describe throughout our report, students gather in communities, with staff and peer support, to think independently and work collaboratively. As we said in presenting reports from the Faculty Senate, learning is best achieved when it is a partnership among students and faculty. In creating our Self-Study we have come to understand that this is a principle that underpins many of the initiatives that we discuss.

Our goal to teach our students responsibility for their actions and their education is made explicit in our Penn State Principles, which call for “responsibility for one’s own academic progress to be taken.” And it is behind the reform of the Judicial Affairs disciplinary system, which is now focused not on sanctions but on learning and responsibility. Similarly, our eLion program is designed to give our students the information they need to work with their advisors as they wish in planning their programs and mapping their progress, so that, as again we say in the Penn State Principles, they themselves can “assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements.” It might similarly be said that if Penn State has taken the lead in the Student Readership Program, or the e-portfolio program, it is so our students are given additional means to take ownership of the way they become and present themselves as educated citizens.

Teaching and Learning with Technology

It is hard not to be struck by the degree to which every section of our report is impacted by Penn State’s embrace of the opportunities offered by technology. Technological advances are the
major difference between the way Penn State delivers services and education today from the way they were delivered when we were reviewed by the Middle States Commission ten years ago. The opportunities of technology have been particularly important in a university that is spread out over 24 locations. In Section I we review the major efficiencies that have been achieved in the Undergraduate Admissions Office by using technology to facilitate recruitment and enrollment and registration, as well as degree monitoring and advising. There and elsewhere we speak of eLion, an enrollment and self-advising management tool that allows students to perform over 40 administrative/academic functions related to their programs. The World Campus has put Penn State at the very forefront of WEB-based distance education, and related enterprises like blended courses and the Campus Course Exchange have increased pedagogical possibilities throughout the University at all of its locations. Sections II, III, and IV related the strong technological support for teaching and learning throughout the University, for both faculty and students, from such units as Information Technology Services, the Schreyer Institute for Teaching Excellence, University Libraries, and the student Learning Centers. Several of our sections spoke of different aspects of ANGEL, our course management program, and the varying opportunities afforded students through the e-portolio program. Our final section (VI) talks about technology and Penn State’s willingness to take full advantage of its promise.

Campus and College Initiatives

One of the advantages of a full-scale Self-Study such as this is that it allows the University to be fully cognizant of how various campuses and colleges support its central mission. Significant efforts in our colleges would include the Leonhard Center for the Enhancement of Engineering Education in the College of Engineering, the Jack P. Royer Center for Learning and Academic Technologies in the Commonwealth College, and the John E. Dutton e-Education Institute in the College of Earth and Mineral Sciences. Our study also takes note of the ambitious outcomes assessment program at Berks/Lehigh Valley, the Abington Academic Leadership Exchange, The Freshmen Interest Group (FIG) program at Penn State Erie, the B.S. in Organizational Leadership degree completion program for working adults being offered at Penn State Altoona, and the collaborative efforts between World Campus and the Commonwealth College. We also note the strong presence of Information Sciences and Technology at so many of our locations, and the many ways our Schreyer Honors College supports teaching and learning across the University. Moreover, our review of assessment procedures document the breath and depth and dynamic nature of what is being done to assess curricula and educational programs in our colleges and at our campuses. In gathering all of these initiatives for our Self-Study, we have identified a number of best practices that can be emulated in other colleges and at our various locations.

The Role of the Faculty Senate

The administration at Penn State works closely in shared governance with the University Faculty Senate, and, while we review the many initiatives of University offices to promote teaching and learning throughout this Self-Study, it is also striking how often we speak of initiatives taken by the Faculty Senate. These includes the policies related to the evaluation of teaching for tenure and promotion (HR-23), the annual and extended post-tenure review procedures (HR-40), the
major new legislation for General Education, and most recently the development of our Intercultural and International Competencies requirement. We also reviewed the major reports that have been issued by the Faculty Senate to improve teaching and learning: the Special Committee on Faculty Teaching Development and Evaluation Report, the Toward a More Vibrant Culture Report, and the UniSCOPE Report that the Senate endorsed and implemented within our promotion and tenure guidelines. In addition, many of our assessment initiatives were mandated by the Senate as part of legislation passed on behalf of teaching and learning.

Recurring Challenges

The Challenges and Strategies or Future Directions that close each section of the Self-Study reveal some common themes. To a large extent, they reflected the complexity of our large and multi-campus institution and the similarity of challenges that impact all parts of it. The three groups in which we placed the challenges in Section IV—assessment, integration, and application—can organize many of the challenges that we list in our study.

Assessment

We learned through our Self-Study just how much is being done at Penn State in the area of assessment, not only, as we said earlier, in our various colleges and campuses, but also more globally as a result of initiatives taken by our new leadership in the Office of Undergraduate Education and International Affairs or as a result of mandates from our Faculty Senate. Nonetheless, assessment is still a major challenge for us and the challenges listed in five of our six sections specifically call for some further assessment activities. Section II calls for an assessment of student service efforts (Challenge 2); Section III calls for an assessment of the support structure for faculty (Challenge 4); Section IV calls for an assessment of the impact of recent curricular changes (Challenge 1); Section V calls for an assessment of the needs of adult learners (Challenge 1); and Section VI projects a single challenge with multiple parts: to develop and implement a systematic, integrated, university-level assessment plan.

Integration

Challenges of integration are intensified in a multi-campus single University such as Penn State. They include, as an example, developing an integrated orientation process that spans the entire first year and presents a consistent core of messages to students regardless of location (Section II, Challenge 3). They most certainly include avoiding “curricular drift” when our courses migrate to (or from) our campuses (Section IV, Challenge 2). The challenge of integration can also take the form of integrating knowledge of all the various programs and services that are described in these pages so that they can be meaningfully understood and accessed by our faculty and our students, so that they do not feel confronted by a body of information and possibility that is simply “elusive and overwhelming” (Section III, Challenge 4; see too Section IV, Challenge 3).

Application

The challenge of application is to insure that all of our students, or potential students, have access to the programs and expanded opportunities available for teaching and learning. We can develop internship and externship programs, or programs for undergraduate research, and
signify their importance, but we have only done half the job if we do not open up these
opportunities to all students who should have them (Section IV, Challenge 3). Clearly we are
challenged to meet the needs of our adult and minority students and to take advantage of all
opportunities for delivering education to various constituencies throughout the
commonwealth (Section V, Challenges 1-8). One of the greatest challenges of all will be to
meet the needs of our changing demographics and to keep a Penn State education affordable
in the context of decreased state funding and rising tuition (Section 1, Challenges 1 and 2).

Recommendations

The sections on Challenges and Strategies or Future Directions throughout our Self-Study offer
present and future strategies and directions to meet the challenges that are identified.
Recommendations for future action are embedded, whether implicitly or explicitly, in these strategies
or future directions. Below are some specific global recommendations that come out of those
discussions:

Recommendation 1

Assessment has to become a goal of all units so that they can understand the needs of those
whom they serve and the success of their efforts. Therefore, the assessment needs identified
in all of the challenges of the Self-Study should be addressed by the relevant units and
appropriate assessment procedures implemented. At the same time, the Office of
Undergraduate Education and International Programs and its Schreyer Institute for Teaching
Excellence should take the lead in building on the various assessment activities in the
University to develop and implement a systematic, integrated, university-level assessment
plan.

Recommendation 2

The Faculty Senate, the Offices of Undergraduate Education and International Programs, and
Student Affairs should work together with the various offices responsible for delivering
services related to teaching and learning to insure that there is integrated information for
faculty and students concerning opportunities and support of undergraduate education both in
and outside of the classroom.

Recommendation 3

The Office of Undergraduate Education and International Programs and the Faculty Senate
should continue to study the degree of integration of offerings at all locations and they should
develop procedures to assure curricular coherence and avoid “curricular drift” of courses
offered at multiple locations.

Recommendation 4

In response to changing demographics and their implications, the offices of Enrollment
Management and Administration, Undergraduate Education and International Programs, and
the Vice President for Outreach, working with our campus college deans, should develop a
plan for greater involvement of adult learners at Penn State.
Recommendation 5

All units should review carefully the Self-Study and develop specific action plans to meet the challenges presented that are specific to their areas of oversight.

As a final reflection on the self-study process, we believe that its main achievement was to make so many aspects of our university engage in dialogue and thought about what we have achieved and what we have yet to do on behalf of teaching and learning at Penn State. We learned from the process how vast and dynamic Penn State’s efforts are, but also how many the challenges are and how committed we need to be for continued improvement to meet those challenges. As we distribute our Self-Study widely throughout the University, we are certain that it will be only the beginning of a University-wide discussion of teaching and learning at Penn State and the steps that still need to be taken to achieve President Spanier’s vision of a truly student-centered university.
MEETING THE CHALLENGES OF TEACHING AND LEARNING IN GRADUATE EDUCATION

Introduction

Although Penn State is presenting a focused Self-Study on teaching and learning in undergraduate education, our commitment to teaching and learning in our graduate programs is just as strong. This appendix reflects on that commitment in terms of the seven standards treated in the six sections of the report itself.

Graduate students are a vital component of the educational effort at a major research university such as Penn State. Penn State awarded 2,873 advanced degrees in 2003-2004. Penn State graduate enrollment was 6,465 at the University Park campus in Fall 2004. Additional graduate students study at Penn State Harrisburg, Great Valley, and Erie campuses, as well as at the College of Medicine and Dickinson School of Law, making the total graduate enrollment 10,310 for Fall, 2004.

Graduate students at Penn State may choose from over 150 masters’ and 95 doctoral programs. Both academic and professional advanced degrees are offered by Penn State. Academic degrees prepare the recipients to conduct original research in their chosen field and include the M.S., M.A., and Ph.D. degrees. Professional degrees, of which there are 21 master’s and the D.Ed. degree, prepare graduates to apply the results of research in their specific area. Penn State awarded 2,293 master’s degrees and 580 doctoral degrees in the 2003-2004 academic year.

Graduate degrees are offered at Penn State locations throughout the Commonwealth. Professional masters’ degrees in Business Administration, Education, Engineering, and Software Engineering and M.S. degrees in Information Science, Instructional Systems and Special Education are offered at Penn State Great Valley School of Professional Studies. Great Valley is committed to offering graduate programs to meet the needs of working adults and their employers in southeastern Pennsylvania. Penn State Harrisburg offers both academic and professional degrees at the masters’ level and the D.Ed. as well as a Ph.D. degree in Public Administration. Penn State Erie offers professional masters’ degrees in Business Administration, Project Management and in Engineering. In addition to the geographical dispersion of graduate degree programs, Penn State World Campus offers several professional masters degrees online.

I (Standard 8). Student Admissions, Enrollment and Educational Progress

The Graduate School has many processes in place to streamline admission and support the educational progress of graduate students. The admission process is decentralized; prospective students apply directly to the program of interest. The Graduate School verifies the student’s eligibility for admission.

Technology has been embraced by the Graduate School and is utilized in all stages of a graduate student’s progress towards his/her degree. Electronic admission forms are the norm, with 82% of the 2004-05 applications being made online. The percent of applications made electronically has increased each year and the goal of 100% should be realized as paper applications have not been processed as of Fall 2004 with a few exceptions. Once admitted, graduate students can enroll for classes online and have priority registration to give them the optimum opportunity to get their desired classes. The Graduate School is initiating a graduate degree audit system that will initially allow administrators to rapidly determine a student’s progress through his/her degree program. An electronic degree audit is available to undergraduate students, but is a new effort at the graduate level. Ultimately, the system will be available to all programs and graduate students. This electronic degree audit capability will allow students and their
advisors to quickly determine the students’ academic progress and assess unfulfilled degree requirements. The Graduate School’s technology effort extends to the final requirement for doctoral students; submission of the dissertation to the Graduate School. Doctoral students may submit their dissertations electronically via e-TD (electronic thesis and dissertation). The option is gaining in popularity as it makes submission and final approval of the documents more streamlined.

In an effort to help new graduate students acclimate to Penn State and their new status as graduate students, academic programs are encouraged to hold orientation sessions. Every new graduate student receives an invitation from the Dean of the Graduate School to attend a welcome social, which includes networking opportunities with many of the faculty and staff involved in the numerous services available to graduate students.

Unlike undergraduate students, graduate students frequently have assistantships or fellowships to help with the expense of graduate education. The Graduate School awards 80 fellowships each year to highly qualified graduate students across the University. Endowed fellowships are available within colleges and the Graduate School provides special monies for stipend top-ups and other recruitment activities. Teaching assistantships and research assistantships are awarded at the program level.

Graduate teaching assistants receive pedagogical training prior to entering the classroom and are supervised by faculty responsible for the particular class. Many students have a desire to increase their teaching skill and many without a teaching assistantship share this desire. The Graduate School recognized this and initiated the Graduate School Teaching Certificate in fall 2003. In order to qualify for the certificate, a graduate student must fulfill five requirements; a new instructor’s orientation, the Schreyer Penn State Course in College Teaching, two semesters of supervised college teaching, and develop a web page that contains their teaching philosophy and a demonstration of their ability to use presentation technology such as Powerpoint. Student and faculty reception of this self-guided program to enhance and recognize teaching efforts is extremely favorable and extends across the entire University.

Graduate study is quite different from undergraduate study. Graduate students are expected to do independent research and this requires access to a plethora of research materials. Penn State has an extensive Library system with online access to its holdings and to hundreds of databases. Free inter-library loans and tours and tutorials on how to use the Library for dissertation research are available as needed. Students in most disciplines are expected to use original journal articles, books and manuscripts for their research, and consequently spend significant periods of time in the library at some interval during their graduate study.

Graduate school can be very demanding and each graduate student has a faculty mentor who is charged with monitoring and guiding the student along the path towards their degree. Advisors counsel students when difficulties emerge and provide an academic role model for their students to emulate. If problems arise that can not be solved at the program or college level, the assistant dean of the Graduate School is available to work with students having non-academic problems.

II (Standard 9). Student Services

Graduate students are supported in their scholarly research by Penn State’s extensive Library system, which includes electronic access to catalogues and guidance for literature searches on thesis topics. Sources that are not available at Penn State are rapidly acquired through the Interlibrary loan system. Graduate students not familiar with computer technology and the myriad of software products can increase their skills through seminars and workshops given by the Information Technology Service (ITS). ITS also provides hundreds of online tutorials for self-improvement in technology skills as needed.
The Graduate School is concerned about the writing proficiency of all graduate students and therefore funds the Graduate Writing Center and a portion of the Graduate Communication Enhancement Program. The Graduate Writing Center provides peer counseling for graduate students at all levels of writing expertise whereas, the Graduate Communication Enhancement Program includes workshops and courses for graduate students on dissertation and thesis preparation. It also provides workshops for native and non-native English speakers.

Grant acquisition is a major component of a professional career. The Graduate School offers an annual Grant Writing Workshop. Faculty recognized for their successful grantsmanship shared their methods with graduate students in breakout sessions divided into physical sciences, life sciences, arts and humanities, and social sciences. Students appreciate the format which encourages interaction between the speaker and the students. Feedback on the workshop is obtained through an email questionnaire, and feasible suggestions are implemented at the subsequent grant writing workshop.

Presentation of research results to the general public is an important skill and one that is often overlooked in a graduate student’s program. The Graduate School sponsors the Graduate Exhibition every Spring semester, in part to address the issue of communicating with the general public, and awards approximately $10,000 in prize money. Graduate students may select from three options: posters, performance, and visual arts depending upon their area of study. Poster displays of research accomplishments must be geared for a cross-disciplinary University audience and local community. This forces students to carefully consider their work and present it in a manner understandable by a general audience. All judges are chosen from the University and local community and are deliberately assigned to posters outside their areas of expertise. This encourages students to eliminate jargon from their presentations. The Graduate Exhibition is a major event that involves graduate students from across the University in a common goal; that of communicating their work to the general public. Graduate students report the experience as extremely rewarding regardless of whether they win a prize.

Another experience that is invaluable to graduate students is the opportunity to attend and participate in at least one professional meeting during their tenure in Graduate School. Colleges encourage students to experience such meetings by providing supplemental travel grants to help defray the cost of attendance. The Graduate School provides funds for this purpose to those colleges that lack the resources to encourage student participation in professional meetings.

Life as a graduate student can be overwhelming at first. The Graduate Student Association smooths the path for new students by providing the publication “Guide to Graduate Student Life”. The booklet includes general information about Penn State and State College and specific information about services available to graduate students. In a similar fashion, the Office of International Programs provides advisors and information specific to international students. Students with disabilities find assistance through the Disability Office, which determines reasonable accommodations, and develops plans for the provision of such academic adjustments and accommodations. Finally, graduate students may use the services of the MBNA Career Services Center. The Career Services Center provides interview practice, resume editing and interviews with prospective employers. The Center is increasing its focus on graduate students, which should open graduate student employment searches to potential positions beyond those in academia.

III (Standard 10). Faculty Development

The development of faculty as educators is critical to the success of graduate education. The University recognizes that faculty may desire to hone their teaching skills and provides many opportunities towards that end. The Penn State Schreyer Institute offers a number of initiatives including: The Penn State Course
in College Teaching, the New Instructors' Orientation, financial support for innovative course ideas, and workshops on "Defining, Designing and Assessing Problem and Project Based Learning: An Introduction", "Designing and Assessing Problem-Based Learning", and "Problems Case Writing". The Graduate School offers faculty workshops on topical issues such as internationalization of graduate education, and the assessment of doctoral examinations. Additionally, the Graduate School recognizes excellence in teaching, mentoring and graduate-program leadership at the college and University level through teaching awards.

The Graduate School requires that all those teaching graduate-level courses be members of the Graduate Faculty or be approved by the Graduate School to teach a graduate-level course. Tenure-track faculty must possess the highest degree in their field to be nominated for membership on Graduate Faculty. Non-tenure-track faculty must possess the highest degree in their field, must provide evidence of academic achievement through publication, involvement in professional organizations, etc., have evidence of teaching ability, and should be involved in teaching at the graduate level. They must be nominated by their program chair and require a multi-step approval process, including a college evaluation committee of Graduate Faculty, the Dean of their academic college, and the Dean of the Graduate School.

IV (Standards 11-12). Educational Offerings and General Education

It should be noted that, unlike undergraduate education, graduate education has a major focus on individual research and curricular tracks are often selected to support the student’s research effort. The idea of general education is not applicable in the usual sense. However, there is consistency in graduate education across the University. All doctoral students undergo the same type of evaluation, namely the candidacy examination administered after at least 18 credits have been earned in graduate courses beyond the baccalaureate, and taken within 3 semesters of a student’s entry into the doctoral program, a comprehensive examination administered after the completion of all coursework, and finally the dissertation defense. The Graduate School maintains the results of these examinations and requires that one member of the graduate student's committee be from outside the program to monitor the fairness of the process. Doctoral committees are officially appointed for each student by the Graduate School.

With respect to educational offerings, The Graduate School offers 97 doctoral programs and 157 master's programs. All new programs undergo formal review by two Graduate School committees before being brought to Graduate Council for a vote and, eventually, approval by the Board of Trustees. New courses and course changes require approval by a subcommittee of Graduate Council. Cognate review is part of each review process. The review process brings consistency to the graduate programs offered at Penn State. Experimental courses may be offered for a short time, without the need to go through the formal approval process. This allows for contemporary subjects to be considered in a timely fashion. The value of graduate courses to the education of graduate students is monitored in a variety of ways. Courses and instructors are evaluated through student evaluations (SRTEs), and through peer review on an ongoing basis. As previously noted, all new graduate courses must be reviewed by a Graduate School subcommittee to determine the acceptability to the graduate curriculum. All graduate programs at Penn State are evaluated internally every three years. Programs in many colleges are subject to external reviews on a periodic cycle, and all intercollege graduate programs under the auspices of the Graduate School are externally reviewed every 5-years.

Graduate students may add value to their primary area of study by the addition of a secondary area of study. There are several ways in which this can be accomplished, each reflecting a different amount of concentrated study in the chosen secondary area. A student can pursue a dual-title degree, which reflects the most concentrated effort in the secondary area of study and the incorporation of that secondary area in the dissertation or thesis. A member of the student's committee must represent the secondary area of study. Completion of a dual-title degree is reflected on the student's diploma.
A student may decide to begin study for a second degree prior to finishing the first graduate degree. This would result in a concurrent degree. Concurrent degrees are not available for two doctoral degrees, but are permissible for a master’s and doctoral degree or two master’s degrees. The degrees may be awarded simultaneously or as they are completed. A student may decide on an option within a program. Many programs offer concentrated study in a specific area, for example, the IBIOS program has options in Molecular Medicine; Neuroscience, etc. In that case, the option would be reflected on the diploma as “Integrated Bioscience with an option in Neuroscience”. Finally, a student may decide to increase the depth of their plan of study by adding a minor. Minors are achieved when the student completes the course of study required by the program offering the minor.

V (Standard 13). Educational Activities to Improve Access

In addition to 97 doctoral programs and 157 master’s programs offered in residence, select courses, post-baccalaureate credit certificates and professional masters degree programs are also delivered electronically through the World Campus. The M.Ed. in Adult Education and intercollege MBA are currently available through that medium. In addition, the Master of Applied Statistics, Master of Project Management, and Master of Engineering in Oil and Gas Engineering Management are approved for online delivery and will be available soon. A University goal is to eventually allow students to blend online and resident courses seamlessly to meet their educational needs, and to deliver Penn State quality educational programs worldwide to meet the needs of traditional and non-traditional students.

VI (Standard 14). Assessment of Student Learning

The reputation of the University depends on the quality of its graduates and this is particularly true of graduate students. Doctoral students undergo three very rigorous overall assessments of their knowledge base. This is done through the candidacy examination, which determines whether a graduate student will be permitted to proceed into candidacy for a doctoral degree. A second evaluation is the comprehensive examination that takes place after a doctoral candidate has finished all course work. The comprehensive exam is another milestone which must be passed in order to proceed in the doctoral program. The final assessment of the quality of the doctoral candidate and his/her research quality is evaluation of the dissertation/thesis and the oral dissertation defense. Once again, if this examination is not passed, the quest for a doctoral degree is terminated. All three examinations are administered by a committee appointed by the Graduate School. A member from outside the candidate’s program is included on the committee to insure the fairness and consistency of the examination. Doctoral and Master’s candidates in specialized fields are further required to meet the accreditation standards of their professional societies.

The quality of a graduate student’s scholarship is also assessed and reflected in student-authored publications, presentations at professional meetings, and through his/her initial professional placement. These measures of achievement are closely monitored by individual graduate programs and used to assess the quality of the program.

Challenges and Goals

A goal in graduate education and of the Graduate School at Penn State is to ensure that the scholarship of our graduate students reaches the public domain, both in order to meet our mission as a public university/Research-1 institution, and also to enable broad exposure of our students’ scholarship to disciplinary scrutiny and feedback. This is a critical component of the teaching-learning goals for scholarship that are unique to graduate education.
A mechanism to facilitate this is the submission of doctoral dissertations electronically (eTDs), which leads to archiving of the dissertation in the University Libraries database, and its accessibility to the public (including other scholars in the field) via the internet. In addition, creation and submission of an eTD provides the student with an excellent opportunity for developing skills in desktop publishing and information technology, which are enabled through self-tutorials developed specifically for the submission of eTDs, and through support services offered through the Thesis Office and Information Technology Services. A goal of the Graduate School is to eventually have 100% electronic dissertation submission, which will be achieved through educational efforts targeting both students and graduate faculty (e.g., regarding the opportunities available, mechanisms and benefits), along with incentives such as differential pricing of the cost of electronic versus paper submission. Eventually, when voluntary participation reaches a threshold level, the submission of dissertations electronically may be considered as an institutional requirement.

Another goal of graduate education and the Graduate School is to increase interdisciplinarity in all possible fields of study, which is currently actively pursued in many science and engineering fields, but relatively novel (and even resisted) in others. The complexity of contemporary social, economic and political problems, and the globalization of all aspects of our society demand that graduate students be trained to recognize the multiple dimensions of contemporary issues, and be able to collaborate with experts in all relevant fields as an interdisciplinary team in order to effectively contribute to solutions. The Graduate School will continue to foster the proliferation of interdisciplinarity in graduate education through support of external funding opportunities that prioritize this (e.g., IGERT training grants) and through educational efforts (e.g., workshops offered to the graduate education community) that provide models of best practices focusing on interdisciplinarity. Policies related to graduate education are also being refined towards fostering interdisciplinary interactions, such as the requirement for an Outside Member of each doctoral committee who has no budgetary connection to the program, committee chair, or dissertation advisor of the student, and who in many instances brings an interdisciplinary perspective to the area of scholarship.
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<th>Standard #</th>
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<th>Brief Annotation</th>
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<td>#1 Mission, Goals and Objectives</td>
<td>2002-2004 Undergraduate Degree Programs Bulletin (p. 12) <a href="http://www.psu.edu/bulletins/bluebook/">http://www.psu.edu/bulletins/bluebook/</a></td>
<td>The University’s mission defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. Mission is linked to institutional goals and objectives that focus on student learning, outcomes, and institutional improvement.</td>
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<td>The Penn State Strategic Plan: Progress Amidst Challenge, 2003-04 through 2005-06 <a href="http://www.psu.edu/president/pia/strategic_planning/strategic_planning_brochure/full_report.pdf">http://www.psu.edu/president/pia/strategic_planning/strategic_planning_brochure/full_report.pdf</a></td>
<td>University-wide goals and strategies specify how the institution will fulfill its mission and reflect common themes and directions that emerged from the strategic plans submitted by the 34 budget units in 2002. Mission, goals, and strategies relate to external as well as internal contexts and constituencies. Distributed to all full-time faculty and staff in Sept. 2002.</td>
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<td>Budget Units’ Strategic Plans <a href="http://www.psu.edu/president/pia/strategic_planning/StrategicPlans2002-05.htm">http://www.psu.edu/president/pia/strategic_planning/StrategicPlans2002-05.htm</a></td>
<td>Budget units’ goals, objectives and strategies are aligned with those of the University and guide faculty, administrators and staff in making decisions related to planning, resource allocation, and program and curriculum development.</td>
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<tr>
<td>#2 Planning, Resource Allocation and Institutional Renewal</td>
<td>Penn State’s Appropriation Request/Budget Presentations <a href="http://www.budget.psu.edu/BudgetPresentation/defualt.aspx">http://www.budget.psu.edu/BudgetPresentation/defualt.aspx</a> <a href="http://www.budget.psu.edu/President/AppropRequests200405/default.aspx">http://www.budget.psu.edu/President/AppropRequests200405/default.aspx</a></td>
<td>2003-04 Legislative Budget Presentation for the General Assembly of the Commonwealth of PA and the 2004-05 Appropriation Request to the Commonwealth as submitted to the PA Department of Education. As approved reports of the University’s Board of Trustees, these documents reflect ongoing planning and resource allocation based on its mission as a land-grant institution of the Commonwealth and its goals to improve and maintain institutional quality.</td>
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<td>The Penn State Strategic Plan: Progress Amidst Challenge, 2003-04 through 2005-06 <a href="http://www.psu.edu/president/pia/strategic_planning/strategic_planning_brochure/full_report.pdf">http://www.psu.edu/president/pia/strategic_planning/strategic_planning_brochure/full_report.pdf</a></td>
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<td>Budget Units’ Strategic Plans <a href="http://www.psu.edu/president/pia/strategic_planning/StrategicPlans2002-05.htm">http://www.psu.edu/president/pia/strategic_planning/StrategicPlans2002-05.htm</a></td>
<td>Budget units’ goals, objectives and strategies are aligned with those of the University and guide faculty, administrators and staff in making decisions related to planning, resource allocation, and program and curriculum development.</td>
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<td>Results of the Integrated Strategic Planning Process, May 2002 <a href="http://www.psu.edu/president/pia/strategic_planning/integrated/Sample.xls">http://www.psu.edu/president/pia/strategic_planning/integrated/Sample.xls</a></td>
<td>Policies and procedures to determine allocation of assets. Integration of academic planning with enrollment, facilities and budget planning. Assessment of institutional resources. Strategies to measure and assess the level and efficient utilization of institutional resources. Equipment acquisition and replacement process and plan. Determine future educational and other needs in terms that define what resources will be needed. Policies and procedures to determine allocation of assets.</td>
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<td>#3</td>
<td><strong>Institutional Resources</strong>&lt;br&gt;The Penn State Capital Plan: 2001-02 through 2005-06&lt;br&gt;<a href="http://www.opp.psu.edu/cplan/">http://www.opp.psu.edu/cplan/</a>&lt;br&gt;<strong>Results of the Integrated Strategic Planning Process, May 2002</strong>&lt;br&gt;<a href="http://www.psu.edu/president/pia/strategic_planning/integrated/Sample.xls">http://www.psu.edu/president/pia/strategic_planning/integrated/Sample.xls</a>&lt;br&gt;<strong>Penn State's 2003-04 Operating Budget</strong>&lt;br&gt;<a href="http://www.budget.psu.edu/openbudget/default.asp">http://www.budget.psu.edu/openbudget/default.asp</a>&lt;br&gt;<strong>Tuition Task Force Report, April 2002</strong>&lt;br&gt;<a href="http://www.budget.psu.edu/tuition/default.asp">http://www.budget.psu.edu/tuition/default.asp</a>&lt;br&gt;<strong>Faculty and Staff Counts</strong>&lt;br&gt;<a href="http://www.budget.psu.edu/factbook/HBDynamic/FacultyStaffTableOfContents2003.asp">http://www.budget.psu.edu/factbook/HBDynamic/FacultyStaffTableOfContents2003.asp</a>&lt;br&gt;<strong>Public Accountability Reports</strong>&lt;br&gt;<a href="http://www.budget.psu.edu/PublicAccount/default.asp">http://www.budget.psu.edu/PublicAccount/default.asp</a>&lt;br&gt;<strong>University Park Campus Master Plan</strong>&lt;br&gt;<a href="http://www.opp.psu.edu/upmp/upmp.htm">http://www.opp.psu.edu/upmp/upmp.htm</a>&lt;br&gt;<strong>Information Technology Services Strategic Plan and Budget Request</strong>&lt;br&gt;<a href="http://www.psu.edu/president/pia/strategic_planning/ITSStratPlan.pdf">http://www.psu.edu/president/pia/strategic_planning/ITSStratPlan.pdf</a>&lt;br&gt;<strong>University Libraries Strategic Plan and Budget Request</strong>&lt;br&gt;<a href="http://www.libraries.psu.edu/pubinfo/stratplan2005/">http://www.libraries.psu.edu/pubinfo/stratplan2005/</a>&lt;br&gt;<strong>Penn State Audited Financial Statements</strong>&lt;br&gt;<a href="http://www.fis.psu.edu/2003AuditedFinStmts/2003AuditedFinStmts.pdf">http://www.fis.psu.edu/2003AuditedFinStmts/2003AuditedFinStmts.pdf</a></td>
<td>Reflects 5-year capital plan for campus construction and improvement projects at all 24 University locations funded by a combination of State funds and University funds, gifts and borrowing. Facilities and infrastructure master plan and life-cycle management plan. Facilities support student learning objectives.&lt;br&gt;Policies and procedures to determine allocation of assets. Integration of academic planning with enrollment, facilities and budget planning. Assessment of institutional resources. Strategies to measure and assess the level and efficient utilization of institutional resources. Equipment acquisition and replacement process and plan. Determine future educational and other needs in terms that define what resources will be needed. Policies and procedures to determine allocation of assets.&lt;br&gt;Current operating budget and budget detail as well as current tuition and fees. This budget is readily available to the citizens of the Commonwealth via the internet. Budget process is aligned with mission, goals, and strategic plan that address resource acquisition and allocation. Institutional controls that deal with financial and administrative operations.&lt;br&gt;Five-year budget projections and tuition requirements. Tuition models and prospective tuition levels. Strategies to measure and assess the level and utilization of institutional resources.&lt;br&gt;Employee headcounts, including ethnic and gender counts. Measures the efficient utilization of human resources that support the institution's mission and goals.&lt;br&gt;Web site links information (including the Policy Manual) about Penn State's activities and services that are of major importance to Pennsylvanians who wish to know more about the scope, mission and operations of the University. Periodic assessment of the effective and efficient use of institutional resources.&lt;br&gt;Facilities/infrastructure life-cycle management plan. Facilities support student learning objectives.&lt;br&gt;Technology equipment acquisition and replacement process and plan. Facilities support student learning objectives.&lt;br&gt;Technology equipment acquisition and replacement process and plan. Facilities support student learning objectives.&lt;br&gt;Annual independent audit confirming financial responsibility. Represent a complete and permanent record of the University's finances and controls.</td>
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<td>Facilities Resources &amp; Planning</td>
<td><a href="http://www.opp.psu.edu/divisions/frp/frp.htm">http://www.opp.psu.edu/divisions/frp/frp.htm</a></td>
<td>This department is responsible for the space management and planning processes of the university's GSF of buildings and land. Thus ensuring the effective and efficient use of physical resources of the institution.</td>
</tr>
<tr>
<td>#4 Leadership and Governance</td>
<td>Corporate Bylaws Corporate Charter Standing Orders <a href="http://www.psu.edu/trustees/governingdocuments.html">http://www.psu.edu/trustees/governingdocuments.html</a></td>
<td>While classified as a &quot;state-related&quot; university, Penn State is not a state agency, and is privately chartered as a not-for-profit corporation. Governance of Penn State rests with its Board of Trustees, who determine the University's broad goals and policies and also select the University President. The board is composed of thirty-two members. Five are ex officio: the President of the University, the Governor, and the secretaries of the state Departments of Agriculture, Education, and Conservation and Natural Resources. The remainder serve three-year terms and include six gubernatorial appointees (one of whom is a student), nine elected by the alumni, six elected by Pennsylvania's agricultural societies, and six elected to represent business and industry. The board convenes six times a year. All meetings are open to the public, as are the meetings of its standing committees.</td>
</tr>
<tr>
<td>Constitution, Bylaws, and Standing Rules of the University Faculty Senate</td>
<td><a href="http://www.psu.edu/ufs/const.html">http://www.psu.edu/ufs/const.html</a></td>
<td>The University Faculty Senate is the representative body of the faculty of Penn State, with authority on all matters that pertain to the educational interests of the University. The Senate also acts as an advisory and consultative body to the President on any matter that may affect the attainment of the educational objectives of the University. Shared governance is fostered, the presence of representatives from the administration on each of the Senate's standing committees (Standing Rules, pp. 16-34) and by committees jointly appointed by the administration and the Faculty Senate, including the Standing Joint Committee on Tenure, the Joint Committee on Insurance and Benefits, the University Promotion and Tenure Review Committee, and the Joint Faculty/Administrative Committee to Monitor Travel Policies. (Standing Rules, pp. 35-38) The Faculty Advisory Committee, consisting of the elected Senate officers and three elected members from the faculty, meets monthly with the President and Provost. (Standing Rules, pp.37-38)</td>
</tr>
<tr>
<td>#5 Administration</td>
<td>Penn State's Organizational Chart <a href="http://www.psu.edu/provost/organizational_charts.htm">http://www.psu.edu/provost/organizational_charts.htm</a></td>
<td>The chart presents the University's administrative structure, showing that the University is organized as a single administrative entity geographically dispersed.</td>
</tr>
<tr>
<td>Standing Orders of the Board of Trustees (pp. S12-S13)</td>
<td></td>
<td>Outlines the role of the president in university governance, including duties and responsibilities.</td>
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<td>2002-2004 Undergraduate Degree Programs Bulletin (pp. 14-16)</td>
<td><a href="http://www.psu.edu/bulletins/bluebook/">http://www.psu.edu/bulletins/bluebook/</a></td>
<td>Describes the academic organization of the University.</td>
</tr>
<tr>
<td>2002-2004 Undergraduate Degree Programs Bulletin (pp. 8-9)</td>
<td>Organizational Chart of the Commonwealth College <a href="http://www.cwc.psu.edu/cwc/AboutUs/Organization">http://www.cwc.psu.edu/cwc/AboutUs/Organization</a> al_Chand.pdf</td>
<td>Lists and maps Penn State locations throughout the commonwealth. Shows locations of all Penn State campuses. Shows the administrative structure of our 12 campus Commonwealth College</td>
</tr>
<tr>
<td>Administrative Policy AD14 <a href="http://guru.psu.edu/policies/AD14.html">http://guru.psu.edu/policies/AD14.html</a></td>
<td></td>
<td>Policy for reviewing at five-year intervals every administrator who reports directly or indirectly to either the Executive Vice President and Provost or the Senior Vice President for Health Affairs and Dean of the College of Medicine. In addition to Vice Presidents', Academic Deans, and Campus Executive Officers, such offices include the following: offices of Assistant and Associate Vice Presidents; Assistant and Associate Deans; Department or Division Heads; Directors of Research Units; and Directors of Academic Affairs at the non-University Park locations.</td>
</tr>
<tr>
<td>2002-04 Undergraduate Degree Programs Bulletin (pp. 5-7)</td>
<td></td>
<td>Presents information on University administration. Lists administrative officers at all locations; defines administrative units; and describes the composition of various administrative councils and committees.</td>
</tr>
<tr>
<td>Office of the President <a href="http://www.psu.edu/ur/GSpanier/">http://www.psu.edu/ur/GSpanier/</a></td>
<td></td>
<td>Web site presents biography of and presentations by President Spanier.</td>
</tr>
<tr>
<td>Office of the Executive Vice President and Provost <a href="http://www.psu.edu/provost/">http://www.psu.edu/provost/</a></td>
<td></td>
<td>Web site presents information about Executive Vice President and Provost Rodney Erickson, with links to academic deans, organization charts, and other information.</td>
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<tr>
<td>Web Page on Penn State Administration <a href="http://www.psu.edu/ur/admin.html">http://www.psu.edu/ur/admin.html</a></td>
<td></td>
<td>Provides links for all administrative areas.</td>
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<tr>
<td>#6 Integrity The Penn State Principles <a href="http://www.psu.edu/ur/principles.pdf">http://www.psu.edu/ur/principles.pdf</a></td>
<td></td>
<td>Upon their acceptance to Penn State, all students receive a copy of The Penn State Principles. The Principles are intended to promote the development of character, conscience, citizenship and social responsibility, and to reflect important values of the University and its expectations for new members of the University community.</td>
</tr>
<tr>
<td>Academic Integrity at Penn State: A Statement by the Council of Academic Deans <a href="http://www.psu.edu/provost/academic/integrity.htm">http://www.psu.edu/provost/academic/integrity.htm</a></td>
<td></td>
<td>A statement of Penn State's commitment to academic integrity by the University's academic deans.</td>
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<td>Affirmative Action Office Statements</td>
<td>The document presents a statement indicating Penn State’s commitment to nondiscrimination, and brief statements for use on announcements, letterhead, and other short publications which have space limitations, on affirmative action/equal opportunity, and accommodation for disabilities.</td>
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<td>A Framework to Foster Diversity at Penn State: 1998-2003 <a href="http://www.equity.psu.edu/framework/archive/1998-2003">http://www.equity.psu.edu/framework/archive/1998-2003</a></td>
<td>The process that initiated development of this document began in 1994 when each college, administrative unit, and campus was mandated to prepare a diversity strategic plan to promote equity for its faculty, staff, and students. This document addresses continuing challenges that are common to many units and for which the efforts of individual units are insufficient.</td>
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<td>Office of the Vice Provost for Educational Equity <a href="http://www.equity.psu.edu/">http://www.equity.psu.edu/</a></td>
<td>Web site provides links to various publications, events, plans, and updates related to diversity</td>
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<td></td>
<td>Diversity Efforts at Penn State: More than meets the eye <a href="http://www.psu.edu/ur/diversity/Divers3Bro.pdf">http://www.psu.edu/ur/diversity/Divers3Bro.pdf</a></td>
<td>Describes a range of programs to diversify the University at all levels and to achieve a welcoming environment where cultures are celebrated and differences are embraced.</td>
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<td>Guidelines for Recruiting a Diverse Workforce <a href="http://www.psu.edu/dept/aoffice/guidelinesbro.pdf">http://www.psu.edu/dept/aoffice/guidelinesbro.pdf</a></td>
<td>Guidelines from the Affirmative Action Office for searches to achieve diversity.</td>
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<td>The University Faculty Senate Policies for Students <a href="http://www.psu.edu/ufs/policies/right.html">http://www.psu.edu/ufs/policies/right.html</a></td>
<td>Presents information concerning policies and procedures for students, including information about student participation in academic affairs, academic integrity, the grading system, etc.</td>
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<td></td>
<td>2002-2004 Undergraduate Degree Programs Bulletin <a href="http://www.psu.edu/ur/gradcourses.html/whitebook">http://www.psu.edu/ur/gradcourses.html/whitebook</a></td>
<td>Presents general information about the University, information of particular relevance to undergraduate students, and a complete listing of course offerings.</td>
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<td>Graduate Degree Programs Bulletin <a href="http://www.psu.edu/ur/gradcourses.html/whitebook">http://www.psu.edu/ur/gradcourses.html/whitebook</a></td>
<td>Presents general information about the University, information of particular relevance to graduate students, and a complete listing of course offerings.</td>
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<td>Student Life Resources <a href="http://www.psu.edu/ur/stuliferesrc.html">http://www.psu.edu/ur/stuliferesrc.html</a></td>
<td>Information on Health Services, Housing, Food &amp; Residential Life, Judicial Affairs, Counseling, Career Services, Student Aid, and more.</td>
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<td>Faculty Handbook <a href="http://www.psu.edu/dept/prov/fachand/">http://www.psu.edu/dept/prov/fachand/</a></td>
<td>Includes a section on Academic Policies, which addresses such issues as academic freedom and grievance procedures. Also has a section outlining faculty in research</td>
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<td>Administrative Guidelines for Policy HR23 <a href="http://www.psu.edu/vpaa/">http://www.psu.edu/vpaa/</a> (click on Promotion and Tenure)</td>
<td>Guidelines for the implementation of HR23. Includes information about the University’s grievance committee for faculty (The Senate Committee on Faculty Rights and Responsibilities). (p. 547)</td>
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<td><strong>Policy HR13: Recommended Procedure for Hiring New Faculty</strong> &lt;br&gt;<a href="http://guru.psu.edu/policies/OHR/hr13.html">http://guru.psu.edu/policies/OHR/hr13.html</a></td>
<td>Outlines responsibilities and presents guidelines for recruitment and selection in the process of hiring new regular faculty members.</td>
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<td><strong>Policy HR40: Evaluation of Faculty Performance</strong> &lt;br&gt;<a href="http://guru.psu.edu/policies/OHR/hr40.html">http://guru.psu.edu/policies/OHR/hr40.html</a> - B</td>
<td>Guidelines for Evaluating Faculty: includes yearly evaluations and extended evaluations after tenure.</td>
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<td><strong>Policy HR64: Academic Freedom</strong> &lt;br&gt;<a href="http://guru.psu.edu/policies/OHR/hr64.html">http://guru.psu.edu/policies/OHR/hr64.html</a></td>
<td>Outlines the conditions of academic freedom for faculty members as citizens, as related to the University, in research and publications, and in the classroom.</td>
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<td><strong>Policy HR 76: Faculty Rights and Responsibilities</strong> &lt;br&gt;<a href="http://guru.sp.psu.edu/policies/OHR/hr76.html">http://guru.sp.psu.edu/policies/OHR/hr76.html</a></td>
<td>Outlines the role of the ombudsman in grievance procedures and the procedures of the Senate Committee on Faculty Rights and Responsibilities</td>
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<td><strong>RA09 - Determining and Disposing of Program Income on Federally Sponsored Projects</strong> &lt;br&gt;<strong>RA10 - Handling Inquiries / Investigations into Questions of Ethics in Research and in Other Scholarly Activities</strong> &lt;br&gt;<strong>RA11 - Patents and Copyrights (Intellectual Property)</strong> &lt;br&gt;<strong>RA12 - Technology Transfer and Entrepreneurial Activities (Faculty Research)</strong> &lt;br&gt;<strong>RA13 - Coauthorship of Scholarly Reports, Papers and Publications</strong> &lt;br&gt;<strong>RA14 - The Use of Human Subjects in Research</strong> &lt;br&gt;<strong>RAG12 - Faculty Guidance On Student Intellectual Property Rights</strong> &lt;br&gt;<strong>RAG13 - Special Student Intellectual Property Agreement Forms</strong> &lt;br&gt;<strong>RAG14 - What to Expect When Licensing a Penn State Technology into a Start-Up Company</strong> &lt;br&gt;<a href="http://guru.psu.edu/policies/index.cfm#RESEARCH">http://guru.psu.edu/policies/index.cfm#RESEARCH</a></td>
<td>Research Administration polices relevant to Standard 6.</td>
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<td><strong>AD10 - University Publications and Identity Program</strong> &lt;br&gt;<strong>AD11 - University Policy on Confidentiality of Student Records</strong> &lt;br&gt;<strong>AD12 - Sexual Assault, Relationship and Domestic Violence, and Stalking</strong> &lt;br&gt;<strong>AD29 - Statement on Intolerance</strong> &lt;br&gt;<strong>AD41 - Sexual Harassment</strong> &lt;br&gt;<strong>AD42 - Statement on Nondiscrimination and Harassment</strong> &lt;br&gt;<strong>AD46 - Policy Governing Copyright Clearance</strong> &lt;br&gt;<strong>AD47 - General Standards of Professional Ethics</strong> &lt;br&gt;<a href="http://guru.psu.edu/policies/index.cfm#ADMIN">http://guru.psu.edu/policies/index.cfm#ADMIN</a></td>
<td>Administrative Policies relevant for Standard 6.</td>
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<td>#7 Institutional Assessment</td>
<td><strong>Strategic Performance Indicators</strong> &lt;br&gt;<a href="http://www.psu.edu/president/pia/indicators/index.html">http://www.psu.edu/president/pia/indicators/index.html</a></td>
<td>Companion document to University-level strategic plan. Measures progress toward goals. Institutional assessment plan. Evidence of institution-wide assessment efforts that addresses the total range of educational offerings, services, and processes. Includes support and collaboration of faculty and administration. Systematic use of multiple qualitative and quantitative measures. Evaluative approaches that yield results that are useful in institutional planning, resource allocation, and renewal.</td>
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<td><strong>Budget Units' Strategic Plans</strong>&lt;br&gt;<a href="http://www.psu.edu/president/pia/strategic_planning/StrategicPlans2002-05.htm">http://www.psu.edu/president/pia/strategic_planning/StrategicPlans2002-05.htm</a></td>
<td>Budget units' goals, objectives and strategies are aligned with those of the University and guide faculty, administrators and staff in making decisions related to planning, resource allocation, and program and curriculum development.</td>
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Rev: February 15, 2005

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MEMBERSHIP LIST AND BIOGRAPHICAL INFORMATION OF
THE BOARD OF TRUSTEES

November 2004

MEMBERS EX OFFICIO

EDWARD G. RENDELL
Governor
Commonwealth of Pennsylvania

GRAHAM B. SPANIER
President
The Pennsylvania State University
(Secretary of the Board of Trustees)

FRANCIS V. BARNES
Secretary-Designee
Pennsylvania Department of
Education

DENNIS C. WOLFF
Secretary
Pennsylvania Department of
Agriculture

MICHAEL DIBERARDINIS
Secretary
Pennsylvania Department of
Conservation and Natural
Resources

EUGENE B. CHAIKEN
Governor's Non-voting Representative
Chairman/CEO
Almo Corporation

NOTE: The date in parentheses following each name indicates the year in which the term will expire. Trustees appointed by the
Governor serve until their successors have been appointed and confirmed.

APPOINTED BY THE GOVERNOR

CYNTHIA A. BALDWIN (2006)
Judge
Allegheny County Court of
Common Pleas
(Chair of the Board of Trustees)

ROBERT A. FORTINSKY (2004)
President, Fortinsky Charitable
Foundation
President, Fortune Fabrics, Inc.

Chairman and President
The Provident

NICOLE W. LOBAUGH (2005)
Student
Penn State University

JOE CONTI (2007)

PATRICIA K. POPRIK (2005)
State Senator  
10th District  

President  
First American Municipals, Inc.

**ELECTED BY ALUMNI**

**H. JESSE ARNELLE (2005)**  
Of Counsel  
Womble, Carlyle, Sandridge and Rice

**DAVID M. JOYNER (2006)**  
Orthopedic Physician

**MARY G. BEAHM (2005)**  
Corporate Vice President of Human Resources  
C-COR.net Corp.

**JOEL N. MYERS (2005)**  
President  
AccuWeather, Inc.

**STEVE A. GARBAN (2007)**  
Senior Vice President for Finance and Operations/Treasurer Emeritus  
The Pennsylvania State University

**ANNE RILEY (2006)**  
Teacher

**GEORGE T. HENNING, JR. (2007)**  
Business Consultant and Retired CFO

**PAUL V. SUHEY (2007)**  
Orthopedic Surgeon  
University Orthopedics and Sports Medicine

**DAVID R. JONES (2006)**  
Assistant Managing Editor and Editor of National Editions (Retired)  
The New York Times

**ELECTED BY DELEGATES FROM AGRICULTURAL SOCIETIES**

**CHARLES C. BROSIUS (2006)**  
Retired President  
Mariboro Mushrooms

**WALTER N. PEECHATKA (2005)**  
Executive Vice President  
PennAg Industries Association

**KEITH W. ECKEL (2007)**  
Partner  
Fred W. Eckel Sons Farms, Inc.

**CARL T. SHAFFER (2006)**  
Vice President  
Pennsylvania Farm Bureau
SAMUEL E. HAYES, JR. (2007)

WILLIAM A. STEEL (2005)
Master
National Grange

ELECTED BY BOARD REPRESENTING BUSINESS AND INDUSTRY

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Chairman and Chief Executive Officer
Eat'n Park Hospitality Group, Inc.
(Vice Chair of the Board of Trustees)

ROBERT D. METZGAR (2006)
Chief Executive Officer
North Penn Pipe & Supply, Inc.

President
Hintz, Holman & Robillard, Inc.

L. J. ROWELL, JR. (2007)
Chairman and Chief Executive Officer (Retired)
Provident Mutual Life Insurance Company

EDWARD P. JUNKER III (2007)
Retired Vice Chairman
PNC Bank Corp.

LINDA B. STRUMPF (2005)
Vice President and Chief Investment Officer
The Ford Foundation

EMERITI TRUSTEES

HOWARD O. BEAVER, JR
Director and Retired Chairman of the Board
Carpenter Technology Corporation

BARRY K. ROBINSON
Senior Counsel for Corporate Affairs
Recording Industry Association of America

WALTER J. CONTI
Retired Owner
Cross Keys Inn/Pipersville Inn

STANLEY G. SCHAFFER
Retired President
Duquesne Light Company

DONALD M. COOK, JR.
Retired President
SEMCOR, Inc.

WILLIAM A. SCHREYER
Chairman Emeritus
Merrill Lynch & Co., Inc.

MARIAN U. COPPERSMITH FREDMAN
Chairman of the Board
The Barash Group

CECILE M. SPRINGER
President
Springer Associates

ROBERT M. FREY
Attorney-at-Law

NANCY VAN TRIES KIDD
Psychologist and Mediator
Psychological and Mediation Resources
J. LLOYD HUCK
Retired Chairman of the Board
Merck and Company, Inc.

HELEN D. WISE
Former Deputy Chief of Staff for
Programs and Secretary of the
Cabinet, Governor's Office

ROGER A. MADIGAN
State Senator
23rd Senatorial District

BOYD E. WOLFF
Retired, Owner and Operator
Wolfden Farms

DAVID A. MORROW
Owner-Manager
Arch Spring Farm

QUENTIN E. WOOD
Retired Chairman of the Board
Quaker State Corporation

EDWARD P. ZEMPRELLI
Attorney
November 21, 2000

Dr. Graham B. Spanier
Office of the President
Pennsylvania State University
201 Old Main
University Park, Pennsylvania 16802

Dear President Spanier:

At its session on November 15, 2000, the Commission on Higher Education acted to accept the Periodic Review Report submitted by Pennsylvania State University, and to reaffirm accreditation. The Commission also acknowledged information submitted by the institution, and acted to include the Dickinson School of Law within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2004-2005.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public upon request. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

The Commission reminds you that published references to your institution's accredited status (catalog, other publications, web page) must include the full name, address, and telephone number of the accrediting agency. Further, references must comply with the requirements detailed on pp. 2-3 of the Commission's policy statement Principles of Good Practice in Institutional Advertising, Student Recruitment, and Representation of Accredited Status, a copy of which is enclosed.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Pennsylvania State University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Elizabeth H. Sibolski, Executive Associate Director.

Sincerely,

William B. DeLauder
Chair

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.
Pennsylvania State University

Status of the Institution:
Initial Accreditation: 1921
Last Reaffirmed: 2000
Current Visit: MSCHE Self-Study Visit

Self-Study Design:
Model: Selected Topics
Topics: Focus on Teaching and Learning

Institutional Description:
Control: Public
Affiliation: State
Institution Type: Doctoral/Research-Extensive
Degrees Offered: Associate's, Baccalaureate, Certificate, Master's, Doctorate, First Professional
Branch Campuses: Penn State College of Medicine, Hershey, PA; Dickinson School of Law, Carlisle, PA.
Additional Locations: Penn State Wilkes-Barre, Lehman, PA; Penn State Altoona, Altoona, PA; Penn State Abington, Abington, PA; Penn State Beaver, Monaca, PA; Penn State Berks, Reading, PA; Penn State DuBois, DuBois, PA; Penn State Delaware County, Media, PA; Penn State Erie, The Behrend College, Erie, PA; Penn State Fayette, The Eberly Campus, Uniontown, PA; Penn State Hazleton, Hazleton, PA; Penn State Harrisburg, Middletown, PA; Penn State Lehigh Valley, Fogelsville, PA; Penn State Mont Alto, Mont Alto, PA; Penn State New Kensington, Upper Burrell, PA; Penn State McKeesport, McKeesport, PA; Penn State Schuylkill, Schuylkill Haven, PA; Penn State Shenango, Sharon, PA; Penn State York, York, PA; Penn State Worthington Scranton, Dunmore, PA; Great Valley School of Graduate Professional Studies, Malvern, PA.

NOTE: Middle States accreditation applies to the total institution as it exists at the time of the visit. Further Commission action is necessary when substantive change occurs within the institution or in the event it establishes operationally separate units.
Accreditation Information

Status: Member since 1921.
Last Reaffirmed: 2000

Most Recent Commission Action: In November 2000, the Commission acted to accept the Periodic Review Report and to reaffirm accreditation. The Commission acknowledged information submitted by the institution, and acted to include the Dickinson School of Law within the scope of the institution’s accreditation.

Brief History Since Last Comprehensive Evaluation: Self-Study Evaluation Visit, October 1995. Special Topics self-study: 1) commitment to effective management; and 2) enhancement of the quality of education. In February 1996, the Commission reaffirmed accreditation, and commended the University for the excellence of the self-study and the evaluation process. In September 2000, the Commission Executive Committee acted to include Dickinson School of Law provisionally within the scope of the institution’s accreditation, pending further action by the Commission at its November 2000 session. The Periodic Review Report was submitted in June 2000. In November 2000, the Commission accepted the Periodic Review Report and reaffirmed accreditation. The Commission acknowledged information submitted by the institution, and acted to include Dickinson School of Law within the scope of the institution’s accreditation.


Next Periodic Review Report: June 1, 2010.

Date Printed: November 21, 2000 (Not necessarily updated as of this date.)

Definitions

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.
Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
THE INSTITUTIONAL PROFILE 2003-2004
General and Key Contacts Information

Pennsylvania State University, The
University Park
201 Old Main Building
University Park, PA 16802

PHONE: (814) 865-4700
FAX: (814) 865-1100
WEB: www.psu.edu

SCHOOL ID 0544
INST CODE PA081.1X
LIAISON EHS
PREPARED 04/26/2004
PAGE A/B-01

CHIEF EXECUTIVE OFFICER
NAME: Dr. Graham B. Spanier
SALUTATION: Dr. Spanier
TITLE: President
PHONE/EXT: (814) 865-7611
FAX: (814) 865-8583
EMAIL: gspanier@psu.edu

CHIEF ACADEMIC OFFICER
NAME: Dr. Rodney A. Erickson
SALUTATION: Dr. Erickson
TITLE: Executive Vice-President and Provost
PHONE/EXT: (814) 865-2505
FAX: (814) 865-8583
EMAIL: rae@psu.edu

ACCREDITATION LIAISON OFFICER
NAME: Dr. Robert Secor
SALUTATION: Dr. Secor
TITLE: Vice Provost for Academic Affairs
PHONE/EXT: (814) 863-7494
FAX: (814) 863-8583
EMAIL: rxs2@psu.edu
ADDRESS: Pennsylvania State University, The
201 Old Main
University Park, PA 16802

PERSON COMPLETING FORM
Mrs. Lydia P. Abdullah
Mrs. Abdullah
Senior Budget Planning and External Reporting Spec
(814) 865-7641
(814) 863-8050
lpal@psu.edu

PERSON COMPLETING FINANCIALS
Mr. Joseph J. Doncescz
Mr. Doncescz
Assistant Controller
(814) 865-1355
(814) 863-0701
jjd7@psu.edu

SYSTEM/DISTRICT CEO
Dr. Graham B. Spanier
Dr. Spanier
President
(814) 865-7611
(814) 863-8583
gspanier@psu.edu

DIRECTOR OF THE LIBRARY
NAME: Dean Nancy L. Eaton
SALUTATION: Dean Eaton
TITLE: Dean University Libraries
PHONE/EXT: (814) 865-0401
FAX: nleaton@psuilias.psu.edu
EMAIL: neaton@psuilias.psu.edu
PUBS TO: Sally Kalin, Assoc. Dean of University Libraries,
ADDRESS: Pennsylvania State University, The
510E Paterno Library
University Park, PA 16802

DIR. OUTCOMES ASSESSMENT
Janis E. Jacobs
Jacobs
Vice Provost for Undergrad. Ed. & Inter. Programs
jej6@psu.edu

SELF-STUDY STEERING COMMITTEE
CHAIR
NAME: Dr. Robert Secor
SALUTATION: Dr. Secor
TITLE: Vice Provost for Academic Affairs
PHONE/EXT: (814) 863-7494
FAX: (814) 863-8583
EMAIL: rxs2@psu.edu

CO-CHAIR
A. INSTITUTIONAL INFORMATION

TYPE OF INSTITUTION: Doctoral/Research-Extensive
INSTITUTION CONTROL: Public
INSTITUTION CALENDAR: Semester
AFFILIATION (optional): *State

DEGREE GRANTING AUTHORITY FROM:
STATE: PA
COUNTRY: USA

LICENSED TO OPERATE IN (STATES):
PA

LICENSED TO OPERATE IN (COUNTRIES):
USA

NOTES (GENERAL/INSTITUTIONAL)
* Penn State is a "State-related" institution, not a "state" institution.

DEGREES OFFERED:
Associate's
Bachelor's
Master's
Certificate
1st Professional

INITIAL ACCREDITATION: 1921
LAST ACCREDITATION: 2000
REACCREDITATION VIA: Self-Study
NEXT SCHEDULED
SELF-STUDY VISIT: 2004-2005
NEXT SCHEDULED PRR: 2010
D. ENROLLMENT (Fall 2003)

Provide the number of students registered as of Fall 2003. The AIP for the main campus should include total enrollment for all branch campuses and other sites.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>The Adjusted Enrollment and the sum of Full-time and Part-time Headcount will be printed in our directory.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2002</td>
<td>Fall 2003</td>
<td></td>
</tr>
<tr>
<td>a) Total credit hours of ALL part-time students [If no part-time students, write &quot;0&quot;][1]</td>
<td>41,269</td>
<td>46,042</td>
<td>19,688</td>
</tr>
<tr>
<td>b) Number of credit hours for the credit load of a full-time student [e.g., 12, 15, etc.]</td>
<td>15</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>c) Part-time FTE [Divide (a) by (b). Round to the nearest whole number.]</td>
<td>2,751</td>
<td>3,069</td>
<td>1,641</td>
</tr>
<tr>
<td>d) Full-time Headcount</td>
<td>62,635</td>
<td>62,836</td>
<td>6,571</td>
</tr>
<tr>
<td>e) Adjusted enrollment [Sum of (c) and (d)]</td>
<td>65,386</td>
<td>65,905</td>
<td>8,212</td>
</tr>
<tr>
<td>f) Part-time Headcount</td>
<td>8,666</td>
<td>8,301</td>
<td>5,166</td>
</tr>
</tbody>
</table>

NOTE: If your institution utilizes different credit hours for different types of full-time students, please select for the purposes of this computation, the credit-hour designation that represents the majority of your enrollment.

If this approach still produces a total appears unrealistic for your institution, please explain in the "Notes" tab so that evaluators and the Commission will be better informed in their interpretation of the count that is reported.

If your institution typically uses a different FTE formula, please note it below for our information.

UNDERGRADUATE FTE FORMULA: FT + (PT CREDIT HOURS/15)

GRADUATE FTE FORMULA: FT + (PT CREDIT HOURS/12)

CREDIT/NON-CREDIT ENROLLMENT

FOR-CREDIT (As of Fall 2003):
Number of students matriculated, enrolled in degree programs | 76,142 |
Number of students not matriculated, enrolled in credit-bearing courses | 7,035 |
Total unduplicated for-credit headcount | 83,177 |

NON-CREDIT (Full prior year 2002-03; July 1, 2002 - June 30, 2003) (May include students who are also taking for-credit courses)
Number of students enrolled in in non-credit, graduate level courses | 0 |
Number of students in non-credit, undergraduate-level and other continuing education (excluding avocational) courses | 0 |
Number of students in non-credit, avocational continuing education courses | 0 |
Total non-credit enrollment | 0 |
NOTES (GRADUATION)

Completers data is not readily available for total transfers out.

NOTES (ENROLLMENT)

Data for Non-Credit programs is not readily available.
C. GRADUATION DATA

<table>
<thead>
<tr>
<th>AWARDS GRANTED</th>
<th>TOTAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY 2001-02</td>
<td>AY 2002-03</td>
</tr>
<tr>
<td>Associate's</td>
<td>2,171</td>
<td>2,116</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>11,327</td>
<td>12,087</td>
</tr>
<tr>
<td>Master's</td>
<td>2,128</td>
<td>2,107</td>
</tr>
<tr>
<td>1st Professional</td>
<td>287</td>
<td>262</td>
</tr>
<tr>
<td>Doctoral</td>
<td>541</td>
<td>550</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16,454</td>
<td>17,122</td>
</tr>
</tbody>
</table>

COMPLETERS (AY 2002-03)  

<table>
<thead>
<tr>
<th>Institutions w/ Baccalaureate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year Institutions Only</td>
</tr>
<tr>
<td>2000 Cohort</td>
</tr>
<tr>
<td>1997 Cohort</td>
</tr>
</tbody>
</table>

- Total number of students in the cohort: 983, 11,891
- Number who completed within 150% of time to degree: 267, 7,746
- Total transfers out: 0, 0

Note: See Instructions on cohorts.
### C. GRADUATION DATA

#### COMPLETERS (AY 2002-03)

<table>
<thead>
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<tr>
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</tr>
<tr>
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<td>0</td>
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<td>Fall 2003 65,905</td>
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Number of students in non-credit, undergraduate-level and other continuing education (excluding avocational) courses 0
Number of students in non-credit, avocational continuing education courses 0
Total non-credit enrollment 0
NOTES (GRADUATION)

Completers data is not readily available for total transfers out.

NOTES (ENROLLMENT)

Data for Non-Credit programs is not readily available.
E. DISTANCE LEARNING

Distance learning is a formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.

Does your institution offer courses for credit through distance learning (i.e., for the majority of instruction or entirely by distance learning)?

Yes

Does not refer to courses in which distance learning technologies are used as a minor supplement (less than 50%) to in-class instruction.

HEADCOUNT:
Report the unduplicated headcount of students taking distance learning courses for credit in previous full academic year (2002-03).

Include courses available through consortia for which your institution offers credit.

Explain in the Notes if the total for 2003-04 is expected to be significantly different from the previous year.

4,765

PROGRAMS:
Report the number of degree programs offered in 2002-03 for which at least 50% can be completed by distance learning: [Regardless of whether the same programs are also offered in classroom settings]

9

MODALITIES:
Indicate which modalities are used in courses, whether distance learning is the only medium or supplements in-class instruction:

- Audiotapes/Telecounsel
- Videotapes
- CD-ROM
- DVD or DVD-ROM
- One-Way Video/Audio Link
- Cable Television Telecourses
- Public Broadcasting Channel Telecourse
- Written Texts/Study Guides
- Video Conferences (interactive)
- On-line Computer Instruction
  - via Internet (e-mail, Bulletin board, listserv, etc.)
  - Institution's World Wide Web Site
- Wide Area Network

Other (Explain):

F. NATIONAL AND SPECIALIZED ACCREDITATION

List below the name(s) of the national and specialized accrediting organizations that accredit your institution or its programs.

- Accrediting Commission on Education for Health Services Administration
- American Bar Association, Council on the Section of Legal Education and Admissions to the Bar
- American Dietetic Association, Commission on Accreditation/Approval for Dietetics Education
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education
- American Physical Therapy Association, Commission on Accreditation in Education
- American Psychological Association, Committee on Accreditation
- American Speech-Language-Hearing Association, Council on Academic Accreditation
- Joint Review Committee on Education in Radiologic Technology
- National Association of Schools of Art & Design, Commission on Accreditation
- National Association of Schools of Music, Commission on Accreditation
G. INSTRUCTIONAL PERSONNEL (Fall 2003)

<table>
<thead>
<tr>
<th></th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURED FACULTY</td>
<td>1,966</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NON-TENURED FACULTY (On Tenure Track)</td>
<td>943</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NON-TENURED FACULTY (Not On Tenure Track)</td>
<td>2,134</td>
<td>1,889</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL INSTRUCTIONAL</td>
<td>5,043</td>
<td>1,889</td>
<td></td>
</tr>
</tbody>
</table>
Provide the total UNDuplicated headcount if students registered for credit, as of Fall 2003 AND Spring 2004.

<table>
<thead>
<tr>
<th>CODE</th>
<th>COUNTRY</th>
<th>NUMBER OF SITES</th>
<th>TOTAL # OF STUDENTS AT ALL SITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUS</td>
<td>Australia</td>
<td>9</td>
<td>78</td>
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<tr>
<td>AST</td>
<td>Austria</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>BEL</td>
<td>Belgium</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CHI</td>
<td>Chile</td>
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<td>2</td>
</tr>
<tr>
<td>CHN</td>
<td>China</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>CRC</td>
<td>Costa Rica</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>CZE</td>
<td>Czech Republic</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>DOM</td>
<td>Dominican Republic</td>
<td>2</td>
<td>5</td>
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<tr>
<td>ECU</td>
<td>Ecuador</td>
<td>1</td>
<td>2</td>
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<td>ENG</td>
<td>England</td>
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<td>FRA</td>
<td>France</td>
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<tr>
<td>GER</td>
<td>Germany</td>
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<tr>
<td>GHA</td>
<td>Ghana</td>
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<td>1</td>
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<tr>
<td>GRE</td>
<td>Greece</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>IRL</td>
<td>Ireland, Republic Of</td>
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<td>29</td>
</tr>
<tr>
<td>ITA</td>
<td>Italy</td>
<td>6</td>
<td>165</td>
</tr>
<tr>
<td>JPN</td>
<td>Japan</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>KEN</td>
<td>Kenya</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NZL</td>
<td>New Zealand</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>POL</td>
<td>Poland</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SAF</td>
<td>South Africa</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SPN</td>
<td>Spain</td>
<td>11</td>
<td>136</td>
</tr>
</tbody>
</table>
Provide the total UNDUPLICATED headcount if students registered for credit, as of Fall 2003 AND Spring 2004.

<table>
<thead>
<tr>
<th>CODE</th>
<th>COUNTRY</th>
<th>NUMBER OF SITES</th>
<th>TOTAL # OF STUDENTS AT ALL SITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET</td>
<td>Netherlands</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>BRA</td>
<td>Brazil</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GUA</td>
<td>Guatemala</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MEX</td>
<td>Mexico</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>RUS</td>
<td>Russia</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SEN</td>
<td>Senegal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>THA</td>
<td>Thailand</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TUR</td>
<td>Turkey</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
THE INSTITUTIONAL PROFILE 2003-2004

Branch Campuses

Pennsylvania State University, The
University Park
201 Old Main Building
University Park, PA 16802

Phone: (814) 865-4700
Fax: (814) 865-1100
Web: www.psu.edu
School ID: 0544
Inst Code: PA081.1X
Liaison: EHS
Prepared: 04/20/2004
Page: H2-01

List below ONLY those off-campus sites that meet ALL the following criteria for a branch campus. For branches separately accredited in the Middle States region, provide only the name and address. Provide the headcount of students registered for credit, as of Fall 2003.

A location of an institution that is geographically apart from and independent of the main campus of the institution. The location is independent if it offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; AND has its own budgetary and hiring authority.

<table>
<thead>
<tr>
<th>Branch Name</th>
<th>Penn State College of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>The Milton S. Hershey Med. Center PO Box 850, 500 University Dr</td>
</tr>
<tr>
<td>City, State ZIP</td>
<td>Hershey, PA 17033</td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
</tr>
<tr>
<td>Degrees that may be earned at this location</td>
<td>Associate's</td>
</tr>
<tr>
<td>name</td>
<td>Dr. Darrell G. Kirch</td>
</tr>
<tr>
<td>title</td>
<td>Sr. VP for Health Affairs Dean</td>
</tr>
<tr>
<td>phone</td>
<td>(717) 531-8323</td>
</tr>
<tr>
<td>fax</td>
<td>(717) 531-5351</td>
</tr>
<tr>
<td>email</td>
<td><a href="mailto:dkirch@psu.edu">dkirch@psu.edu</a></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Full-time Headcount (Fall 2003)</td>
<td>711</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Branch Name</th>
<th>Dickinson School of Law</th>
</tr>
</thead>
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<tr>
<td>Address</td>
<td>150 South College Street</td>
</tr>
<tr>
<td>City, State ZIP</td>
<td>Carlisle, PA 17013</td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
</tr>
<tr>
<td>Degrees that may be earned at this location</td>
<td>Associate's</td>
</tr>
<tr>
<td>name</td>
<td>Mr. Philip J. McConnaughay</td>
</tr>
<tr>
<td>title</td>
<td>Dean</td>
</tr>
<tr>
<td>phone</td>
<td>(717) 240-5208</td>
</tr>
<tr>
<td>fax</td>
<td>(717) 240-4366</td>
</tr>
<tr>
<td>email</td>
<td><a href="mailto:pjm30@psu.edu">pjm30@psu.edu</a></td>
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<tr>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Full-time Headcount (Fall 2003)</td>
<td>642</td>
</tr>
</tbody>
</table>
### Additional Locations

**Pennsylvania State University, The University Park**
201 Old Main Building
University Park, PA 16802

**PHONE:** (814) 865-4700  
**FAX:** (814) 865-1100  
**WEB:** www.psu.edu  
**SCHOOL ID** 0544  
**INST CODE** PA081.1X  
**LIAISON** EHS  
**PREPARED** 04/20/2004  
**PAGE** H3-01

List below the off-campus sites that meet the following criteria for an additional location:

* A location, other than a Branch Campus (Section H-2) or an Other Instructional Site (Section H-4), that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program.

Provide the headcount of students registered for credit, as of Fall 2003.

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Wilkes-Barre</th>
<th>Penn State Abington</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>City</strong></td>
<td>Lehman</td>
<td>Abington</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>PA (See Instructions)</td>
<td>(See Instructions)</td>
</tr>
<tr>
<td><strong>Country</strong></td>
<td>United States of America</td>
<td>United States of America</td>
</tr>
</tbody>
</table>

**Enter the NUMBER OF PROGRAMS that can be earned at this location**

<table>
<thead>
<tr>
<th>Associate's</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctor's</th>
<th>1st Prof</th>
<th>Cert/Dipl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State Wilkes-Barre</td>
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<td>13</td>
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**Undergraduate**

<table>
<thead>
<tr>
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<th>586</th>
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<tr>
<td>Penn State Abington</td>
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**Graduate**

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<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Altoona</th>
<th>Penn State Beaver</th>
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</thead>
<tbody>
<tr>
<td><strong>City</strong></td>
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<td>Monaca</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>PA (See Instructions)</td>
<td>(See Instructions)</td>
</tr>
<tr>
<td><strong>Country</strong></td>
<td>United States of America</td>
<td>United States of America</td>
</tr>
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</table>

**Enter the NUMBER OF PROGRAMS that can be earned at this location**

<table>
<thead>
<tr>
<th>Associate's</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctor's</th>
<th>1st Prof</th>
<th>Cert/Dipl</th>
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</thead>
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<tr>
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<td>0</td>
<td>0</td>
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**Undergraduate**

<table>
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<tbody>
<tr>
<td>Penn State Beaver</td>
<td>646</td>
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**Graduate**

<table>
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<tr>
<td>Penn State Beaver</td>
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<table>
<thead>
<tr>
<th>Penn State Altoona</th>
<th>305</th>
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<tbody>
<tr>
<td>Penn State Beaver</td>
<td>89</td>
</tr>
</tbody>
</table>
List below the off-campus sites that meet the following criteria for an additional location:

A location, other than a Branch Campus (Section H-2) or an Other Instructional Site (Section H-4), that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program.

Provide the headcount of students registered for credit, as of Fall 2003

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Berks</th>
<th>Penn State Delaware County</th>
<th>Penn State Dubois</th>
<th>Penn State Erie, The Behrend College</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Reading</td>
<td>Media</td>
<td>DuBois</td>
<td>Erie</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
<td>(See Instructions)</td>
<td>(See Instructions)</td>
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<td>United States of America</td>
<td>United States of America</td>
<td>United States of America</td>
<td>United States of America</td>
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<tr>
<td>Enter the NUMBER OF PROGRAMS that can be earned at this location</td>
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<td></td>
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<tr>
<td>Associate's</td>
<td>Bachelor's</td>
<td>Master's</td>
<td>Doctor's</td>
<td>1st Prof</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Headcount (As of Fall 2003)</td>
<td>2,103</td>
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<tr>
<td>Part-time Headcount (As of Fall 2003)</td>
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<tr>
<td></td>
<td>Undergraduate</td>
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<td>Part-time Headcount (As of Fall 2003)</td>
<td>231</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>
List below the off-campus sites that meet the following criteria for an additional location:

A location, other than a Branch Campus (Section H-2) or an Other Instructional Site (Section H-4), that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program.

Provide the headcount of students registered for credit, as of Fall 2003.

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Fayette, The Eberly Campus</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Uniontown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
<td>(See Instructions)</td>
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</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS that can be earned at this location</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>Bachelor's</td>
<td>Master's</td>
<td>Doctor's</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>Full-time Headcount</td>
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<tr>
<td>(As of Fall 2003)</td>
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<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Harrisburg</th>
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</thead>
<tbody>
<tr>
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<td>Middletown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
<td>(See Instructions)</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS that can be earned at this location</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>Bachelor's</td>
<td>Master's</td>
<td>Doctor's</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
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<tr>
<td>Full-time Headcount</td>
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<td>(As of Fall 2003)</td>
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<tr>
<td>Part-time Headcount</td>
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<td>1,479</td>
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</table>

<table>
<thead>
<tr>
<th>Location Name</th>
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</thead>
<tbody>
<tr>
<td>City</td>
<td>Hazleton</td>
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</tr>
<tr>
<td>State</td>
<td>PA</td>
<td>(See Instructions)</td>
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<tr>
<td>Country</td>
<td>United States of America</td>
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<td></td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS that can be earned at this location</strong></td>
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<td></td>
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<tr>
<td>Associate's</td>
<td>Bachelor's</td>
<td>Master's</td>
<td>Doctor's</td>
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<tr>
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<th>Location Name</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>City</td>
<td>Fogelsville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
<td>(See Instructions)</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS that can be earned at this location</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>Bachelor's</td>
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<td>Doctor's</td>
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<tr>
<td></td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
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<td>Full-time Headcount</td>
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<tr>
<td>(As of Fall 2003)</td>
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<tr>
<td>Part-time Headcount</td>
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<tr>
<td>(As of Fall 2003)</td>
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</tr>
</tbody>
</table>
List below the off-campus sites that meet the following criteria for an additional location:
A location, other than a Branch Campus (Section H-2) or an Other Instructional Site (Section H-4), that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program.
Provide the headcount of students registered for credit, as of Fall 2003.

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Mont Alto</th>
<th>Location Name</th>
<th>Penn State McKeesport</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Mont Alto</td>
<td>City</td>
<td>McKeesport</td>
</tr>
<tr>
<td>State</td>
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<td>State</td>
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<td>Country</td>
<td>United States of America</td>
<td>Country</td>
<td>United States of America</td>
</tr>
</tbody>
</table>

**Enter the NUMBER OF PROGRAMS that can be earned at this location**

<table>
<thead>
<tr>
<th>Associate's</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctor's</th>
<th>1st Prof</th>
<th>Cert/Dipl</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Undergraduate | Graduate  
--- | ---
757 | 0

**Full-time Headcount (As of Fall 2003)**

| Part-time Headcount (As of Fall 2003) | 341 | 4 |

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State New Kensington</th>
<th>Location Name</th>
<th>Penn State Schuylkill</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Upper Burrell</td>
<td>City</td>
<td>Schuylkill Haven</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
<td>State</td>
<td>PA</td>
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<td>Country</td>
<td>United States of America</td>
<td>Country</td>
<td>United States of America</td>
</tr>
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</table>

**Enter the NUMBER OF PROGRAMS that can be earned at this location**

<table>
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<tr>
<th>Associate's</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctor's</th>
<th>1st Prof</th>
<th>Cert/Dipl</th>
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<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Undergraduate | Graduate  
--- | ---
788 | 1

**Full-time Headcount (As of Fall 2003)**

| Part-time Headcount (As of Fall 2003) | 294 | 6 |

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State New Kensington</th>
<th>Location Name</th>
<th>Penn State Schuylkill</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Upper Burrell</td>
<td>City</td>
<td>Schuylkill Haven</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
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<td>Country</td>
<td>United States of America</td>
<td>Country</td>
<td>United States of America</td>
</tr>
</tbody>
</table>

**Enter the NUMBER OF PROGRAMS that can be earned at this location**

<table>
<thead>
<tr>
<th>Associate's</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctor's</th>
<th>1st Prof</th>
<th>Cert/Dipl</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Undergraduate | Graduate  
--- | ---
811 | 1

**Full-time Headcount (As of Fall 2003)**

| Part-time Headcount (As of Fall 2003) | 166 | 50 |
## Additional Locations

Pennsylvania State University, The
University Park
201 Old Main Building
University Park, PA 16802

**PHONE:** (814) 865-4700
**FAX:** (814) 865-1100
**WEB:** www.psu.edu

**SCHOOL ID:** 0544
**INST CODE:** PA081.1X
**LIAISON:** EHS
**PREPARED:** 04/20/2004
**PAGE:** H3-05

List below the off-campus sites that meet the following criteria for an additional location:

*A location, other than a Branch Campus (Section H-2) or an Other Instructional Site (Section H-4), that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program.*

Provide the headcount of students registered for credit, as of Fall 2003.

### Penn State Shenango

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Shenango</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Sharon</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS</strong> that can be earned at this location</td>
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</tr>
<tr>
<td>Associate's</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>3</td>
</tr>
<tr>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's</td>
<td>0</td>
</tr>
<tr>
<td>1st Prof</td>
<td>0</td>
</tr>
<tr>
<td>Certif/Dipl</td>
<td>0</td>
</tr>
</tbody>
</table>

| Undergraduate | 520          |
|              | Graduate     | 0            |

| Full-time Headcount (As of Fall 2003) | 520 | 0 |
| Part-time Headcount [As of Fall 2003] | 384 | 1 |

### Penn State Worthington Scranton

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State Worthington Scranton</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Dunmore</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS</strong> that can be earned at this location</td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>4</td>
</tr>
<tr>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's</td>
<td>0</td>
</tr>
<tr>
<td>1st Prof</td>
<td>0</td>
</tr>
<tr>
<td>Certif/Dipl</td>
<td>0</td>
</tr>
</tbody>
</table>

| Undergraduate | 1,018       |
|              | Graduate    | 0            |

| Full-time Headcount (As of Fall 2003) | 1,018 | 0 |
| Part-time Headcount [As of Fall 2003] | 320  | 63 |

### Penn State York

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Penn State York</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>York</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS</strong> that can be earned at this location</td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>6</td>
</tr>
<tr>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's</td>
<td>0</td>
</tr>
<tr>
<td>1st Prof</td>
<td>0</td>
</tr>
<tr>
<td>Certif/Dipl</td>
<td>0</td>
</tr>
</tbody>
</table>

| Undergraduate | 1,000      |
|              | Graduate   | 0            |

| Full-time Headcount (As of Fall 2003) | 1,000 | 0 |
| Part-time Headcount [As of Fall 2003] | 730  | 266 |

### Great Valley School of Graduate Professi

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Great Valley School of Graduate Professi</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Malvern</td>
</tr>
<tr>
<td>State</td>
<td>PA</td>
</tr>
<tr>
<td>Country</td>
<td>United States of America</td>
</tr>
<tr>
<td><strong>Enter the NUMBER OF PROGRAMS</strong> that can be earned at this location</td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>0</td>
</tr>
<tr>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Doctor's</td>
<td>0</td>
</tr>
<tr>
<td>1st Prof</td>
<td>0</td>
</tr>
<tr>
<td>Certif/Dipl</td>
<td>0</td>
</tr>
</tbody>
</table>

| Undergraduate | 0            |
|              | Graduate     | 117          |

| Full-time Headcount (As of Fall 2003) | 0     | 117          |
| Part-time Headcount [As of Fall 2003] | 0     | 1,347        |
List below the off-campus sites that meet the following definition:

A location, other than a Branch Campus (Section H-2) or Additional Location (Section H-3), at which the institution offers one or more courses for cr. 

Provide the headcount of students registered for credit who are served at each location, as of Fall 2003. If a particular site is used primarily in the Spring, report that number and explain it in the Notes. May be duplicated if students attend at multiple sites.

[Note: Information you provided for 2002-03 is pre-loaded. Please verify the information, and add or delete items as necessary.]

<table>
<thead>
<tr>
<th>NAME OF SITE</th>
<th>CITY</th>
<th>STATE</th>
<th>HEADCOUNT for credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn Mont Academy</td>
<td>Altoona</td>
<td>PA</td>
<td>1</td>
</tr>
<tr>
<td>Altoona Downtown Conf. Ctr.</td>
<td>Altoona</td>
<td>PA</td>
<td>114</td>
</tr>
<tr>
<td>Lebanon High School</td>
<td>Lebanon</td>
<td>PA</td>
<td>38</td>
</tr>
<tr>
<td>Delaware County Inter. Unit</td>
<td>Morton</td>
<td>PA</td>
<td>27</td>
</tr>
<tr>
<td>Community Ed. Council</td>
<td>St. Marys</td>
<td>PA</td>
<td>167</td>
</tr>
<tr>
<td>Frick Hospital</td>
<td>Mt. Pleasant</td>
<td>PA</td>
<td>13</td>
</tr>
<tr>
<td>United Parcel Center</td>
<td>New Stanton</td>
<td>PA</td>
<td>23</td>
</tr>
<tr>
<td>Uniontown Hospital</td>
<td>Uniontown</td>
<td>PA</td>
<td>20</td>
</tr>
<tr>
<td>Uniontown Mall</td>
<td>Uniontown</td>
<td>PA</td>
<td>18</td>
</tr>
<tr>
<td>Somerset Hospital</td>
<td>Somerset</td>
<td>PA</td>
<td>8</td>
</tr>
<tr>
<td>Chambersburg School Dist.</td>
<td>Chambersburg</td>
<td>PA</td>
<td>52</td>
</tr>
<tr>
<td>PSU Extension Office</td>
<td>Gettysburg</td>
<td>PA</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin County Center</td>
<td>Chambersburg</td>
<td>PA</td>
<td>7</td>
</tr>
<tr>
<td>Chambersburg Hospital</td>
<td>Chambersburg</td>
<td>PA</td>
<td>12</td>
</tr>
<tr>
<td>Riverview High School</td>
<td>Oakmont</td>
<td>PA</td>
<td>1</td>
</tr>
<tr>
<td>Butler Co. Community College</td>
<td>Butler</td>
<td>PA</td>
<td>9</td>
</tr>
<tr>
<td>Pottsville Hospital</td>
<td>Pottsville</td>
<td>PA</td>
<td>89</td>
</tr>
<tr>
<td>Hermitage Municipal Bldg.</td>
<td>Hermitage</td>
<td>PA</td>
<td>31</td>
</tr>
<tr>
<td>Juniata Valley Center</td>
<td>Lewistown</td>
<td>PA</td>
<td>10</td>
</tr>
<tr>
<td>C.E. Center</td>
<td>University Park</td>
<td>PA</td>
<td>4,508</td>
</tr>
<tr>
<td>P.S. Conference Center</td>
<td>State College</td>
<td>PA</td>
<td>636</td>
</tr>
<tr>
<td>Williamsport Center for C.E.</td>
<td>Williamsport</td>
<td>PA</td>
<td>34</td>
</tr>
<tr>
<td>Cornell Iron Works</td>
<td>Mountain Top</td>
<td>PA</td>
<td>15</td>
</tr>
<tr>
<td>NE Bradford School District</td>
<td>Troy</td>
<td>PA</td>
<td>93</td>
</tr>
</tbody>
</table>
**Other Instructional Sites**

<table>
<thead>
<tr>
<th>NAME OF SITE</th>
<th>CITY</th>
<th>STATE</th>
<th>HEADCOUNT for credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sallie Mae Corp.</td>
<td>Wilkes Barre</td>
<td>PA</td>
<td>29</td>
</tr>
<tr>
<td>Concorde Training Inst.</td>
<td>Wyoming</td>
<td>PA</td>
<td>16</td>
</tr>
<tr>
<td>Altria</td>
<td>Wilkes Barre</td>
<td>PA</td>
<td>9</td>
</tr>
<tr>
<td>Proctor &amp; Gamble</td>
<td>Mehoopany</td>
<td>PA</td>
<td>23</td>
</tr>
<tr>
<td>Southwestern High School</td>
<td>Hanover</td>
<td>PA</td>
<td>22</td>
</tr>
<tr>
<td>Lancaster Center</td>
<td>Lancaster</td>
<td>PA</td>
<td>48</td>
</tr>
<tr>
<td>Alcoa Mill Products</td>
<td>Lancaster</td>
<td>PA</td>
<td>90</td>
</tr>
<tr>
<td>Harley Davidson</td>
<td>York</td>
<td>PA</td>
<td>58</td>
</tr>
<tr>
<td>Middle Bucks Institute of Technology</td>
<td>Jamison</td>
<td>PA</td>
<td>21</td>
</tr>
<tr>
<td>Abington-Paralegal</td>
<td>Abington</td>
<td>PA</td>
<td>4</td>
</tr>
<tr>
<td>GMAC</td>
<td>Horsham</td>
<td>PA</td>
<td>7</td>
</tr>
<tr>
<td>Clemens Markets</td>
<td>Kulpsville</td>
<td>PA</td>
<td>8</td>
</tr>
<tr>
<td>Bucks County Head Start</td>
<td>Bensalem</td>
<td>PA</td>
<td>11</td>
</tr>
<tr>
<td>Eastern Center for Arts &amp; Technology</td>
<td>Willow Grove</td>
<td>PA</td>
<td>60</td>
</tr>
<tr>
<td>Defense Supply Center Philadelphia</td>
<td>Philadelphia</td>
<td>PA</td>
<td>19</td>
</tr>
<tr>
<td>Frankford Hospital</td>
<td>Philadelphia</td>
<td>PA</td>
<td>218</td>
</tr>
<tr>
<td>Abington Memorial Hospital</td>
<td>Abington</td>
<td>PA</td>
<td>15</td>
</tr>
</tbody>
</table>
Pennsylvania State University, The University Park
201 Old Main Building
University Park, PA 16802

PHONE: (814) 865-4700
FAX: (814) 865-1100
WEB: www.psu.edu

SCHOOL ID 0544
INST CODE PA081.1X
LIAISON EHS
PREPARED 04/20/2004
PAGE I-01

Financial data reported for 12-month fiscal year beginning 07/01/2002 and ending 06/30/2003.

<table>
<thead>
<tr>
<th>Section 1 (Education &amp; General):</th>
<th>Column 1 Expenses</th>
<th>Pro-rated O&amp;M INCLUDED in Column 1 (if not on line 8)</th>
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</thead>
<tbody>
<tr>
<td>1. Instruction</td>
<td>$660,505,000</td>
<td>$36,978,000</td>
</tr>
<tr>
<td>2. Research</td>
<td>501,945,000</td>
<td>28,101,000</td>
</tr>
<tr>
<td>3. Public Service</td>
<td>65,828,000</td>
<td>3,685,000</td>
</tr>
<tr>
<td>4. Academic Support</td>
<td>216,952,000</td>
<td>11,695,000</td>
</tr>
<tr>
<td>4a. Includes Library Expenditures of (See Instructions)</td>
<td>$38,642,000</td>
<td></td>
</tr>
<tr>
<td>5. Student Services</td>
<td>96,995,000</td>
<td>5,430,000</td>
</tr>
<tr>
<td>6. Institutional Support</td>
<td>179,594,000</td>
<td>10,055,000</td>
</tr>
<tr>
<td>7. Scholarship and Fellowship Expense (Exclude scholarship allowances and tuition discounts)</td>
<td>1,245,000</td>
<td></td>
</tr>
<tr>
<td>8. Operation/Maintenance of Plant</td>
<td>Pro-rated (Sum of Column 2)</td>
<td>95,944,000</td>
</tr>
<tr>
<td>9. Depreciation Expense (if not included in lines 1 through 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL E and G EXPENSEES</td>
<td>$1723,064,000</td>
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</tr>
<tr>
<td>E&amp;G EXPENSES REPORTED FOR PREVIOUS YEAR</td>
<td>$1621,749,000</td>
<td></td>
</tr>
</tbody>
</table>

Note: IPEDS combines some of the expense items for its report. For Middle States, please report them separately by taking the data from other sources (e.g., your audited financial statement).

PERSON COMPLETING FINANCIALS: Mr. Joseph J. Doncsecz
PHONE/EXT: (814) 865-1355
EMAIL: jjd7@psu.edu
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
THE INSTITUTIONAL PROFILE 2003-2004
Significant Developments/Required Attachments

Pennsylvania State University, The
University Park
201 Old Main Building
University Park, PA 16802

PHONE: (814) 865-4700
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LIAISON EHS
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PAGE J-01

J. SIGNIFICANT DEVELOPMENTS

Please provide the Commission with early notice of any substantive changes your institution is considering for academic years 2004-05 or 2005-06, limited to the topics listed below.

[Note: Please remember that it is still necessary to submit a formal written request to the Commission for approval of the proposed substantive change, prior to implementation. These changes are NOT included within the scope of your accreditation until the Commission approves them. For further information, see our policy statement "Substantive Change," available on our website at www.msache.org/]

Include potential changes that:

* significantly alter the missions, goals, or objectives of the institution;
* alter the legal status, form of control, or ownership;
* establish instruction constituting at least 50% of a degree or program in a significantly different format/method of delivery
* establish instruction at a new degree or credential level;
* replace clock hours with credit hours;
* increase substantially the number of clock or credit hours awarded for successful completion of a program;
* establish instruction constituting at least 50% of a degree program at a new geographical location;
* relocate the primary campus or an existing branch campus (See definition in Section H, above);
* otherwise affect significantly the institution's ability to continue to the support of existing and proposed programs.

In addition, please describe any major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a new capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to day-to-day operation of the institution.

[If your text exceeds 300 words, please note in the space available: SEE SEPARATE DOCUMENT and mail it with your required attachments.]

In the last few years, Penn State has focused on four interdisciplinary initiatives that address important societal needs for the future, including the life sciences, materials science, environmental studies, and children, youth, and families. The 2004-05 budget plan includes funds to complete the multi-year commitment to provide a funding base for these initiatives. In addition, $1,000,000 is included for Information Sciences and Technology as the University completes its multi-year development plan for the School.

A total of $5,000,000 will be used to launch a series of high priority investments designed to enhance the University's educational programs. These investments will include enhancements for key academic fields, interdisciplinary programs, and other strategic initiatives at all Penn State campuses, including the World Campus, and help to enrich student life experiences. They will contribute further to the University's long-standing efforts to support economic development and cultural enrichment in the Commonwealth.
REQUIRED ATTACHMENTS

[Mail all documents, together in the same envelope if possible, to: Mr. Tze Joe, Information Associate, Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, USA.]

Please check the appropriate boxes below to verify that the following documents were mailed under separate cover no later than April 18, 2003:

☐ Audited Financial Statement for the most recent prior year, including any management letters the auditors attached.

☐ A print edition of the institution's current catalog. If the catalog is available only online, provide the exact web address:

If diversity is part of your institution's mission statement, please include the following material:

☐ A profile of student enrollment, tenured and non-tenured faculty, and the governing board, indicating gender and racial/ethnic categories, such as those used for IPEDS reporting.