

Unit Strategic Plan: Undergraduate Education

2014/2015 through 2018/2019

A more detailed version of this plan can be found at:

<http://www.psu.edu/ouic/UE_Strategic_Plan.pdf>

# UNDERGRADUATE EDUCATION

# STRATEGIC PLAN 2014 – 2019

# *ACCESS TO EXCELLENCE*

Undergraduate Education (UE) is an academic administrative unit that provides leadership, coordination, and programs and services in support of a successful undergraduate experience for all Penn State students. The diverse mix of functions and programs that fall under the Undergraduate Education organizational umbrella serve prospective and current students, support faculty, and foster collaboration among units across the University involved in undergraduate education, including the colleges and campuses, the University Faculty Senate, the Office of the Vice President for Commonwealth Campuses, Student Affairs, Educational Equity, and Outreach.

With more than 160 majors offered through 12 colleges and 20 campuses throughout Pennsylvania and the virtual World Campus online, together serving nearly 77,000 undergraduate students, responsibility for undergraduate education at Penn State is highly decentralized. It also is collectively dependent on underlying support structures and unifying themes to capture the strengths to be found in the University’s complexity, among them educational choice, flexibility, and mobility, and academic consistency. The Undergraduate Education Strategic Plan for 2014-2019 addresses this collective space, focusing on services, support, and programs for students and faculty, and administrative coordination and collaborative leadership on a range of undergraduate issues in keeping with the challenges and opportunities of the contemporary educational landscape.

The units, offices, and activities in Undergraduate Education will put students first, engaging them through data-driven, needs-based, state-of-the-art programs and services that address important and timely educational pursuits. We will seek close and productive collaboration with faculty and staff colleagues to provide access to and assure the quality of a Penn State education for a diverse and talented student body and will help to engage students in the productive use of their time at the University. Penn State Undergraduate Education will be recognized as a model in enrollment management, academic advising, student academic support, faculty and staff development, and experiential learning.

## VISION

Undergraduate Education will be a dynamic force for excellence in undergraduate teaching and learning at Penn State, recognized for leadership, innovation, and a focus on students.

## MISSION

The mission of Undergraduate Education is to:

* + recruit, enroll, support, and retain a diverse student body across all Penn State undergraduate campuses
	+ engage students in learning though quality academic advising and curricular and co-curricular academic opportunities
	+ promote innovation, integrity, and excellence in undergraduate teaching and learning

## UNDERGRADUATE EDUCATION AT A GLANCE

## Enrollment Management

* + Undergraduate Admissions Office
	+ Office of Student Aid
	+ University Registrar

### Academic Support

* + Penn State Learning
	+ Morgan Academic Support Center for Student Athletes
	+ University Fellowships Office

### Programs

* + Reserve Officers’ Training Corps
	+ Inter-college programs
	+ Bachelor of Philosophy
	+ Civic and Community Engagement Minor
	+ Sustainability Leadership Minor
	+ Entrepreneurship and Innovation Minor
	+ Summer Session Office
	+ Learning Edge Academic Program (LEAP)
	+ Student Transitional Experiences Program (STEP)
	+ Student Orientation and Transition Programs

### Exploratory Students and Academic Advising

* + Division of Undergraduate Studies

### Applied Learning and Co-curricular Experiences

* + Research Opportunities for Undergraduates
	+ Engaged Scholarship Initiative
	+ Penn State Reads

### Faculty Development and Teaching Resources

* + Schreyer Institute for Teaching Excellence

### Office of the Vice President and Dean

* + Administrative Council on Undergraduate Education
	+ Curricular Consultation Process
	+ Learning Outcomes Assessment
	+ Online Undergraduate Degree Programs Bulletin
	+ Academic Administrative Policies and Procedures Manual
	+ Data analysis and institutional research

## FRAMING THE FUTURE

Three inter-related issues are particularly salient at this point in time for undergraduate education institutions nationwide. The first is increasing pressure in the higher education marketplace from a variety of non-traditional providers, including those operating online, to offer focused, convenient, and often lower cost options for obtaining post-secondary credentials. The second concerns access and affordability, a top issue for students, families, and policy makers. A third area relates to student outcomes and institutional accountability, particularly as they pertain to the public research university.

At a time when much of the new competition in higher education, especially online, is narrowly vocationally focused, an important strategic question is Why a Penn State education? The Undergraduate Education plan affirms and refreshes the defining qualities of a Penn State education and the value they add for the intellectual and social as well as professional development of our graduates. Academic rigor, educational integrity, and the vibrant learning environment of a research university, in concert with flexibility and choice, are hallmarks that distinguish undergraduate education at Penn State. They are strengths we enhance for the future.

There are few institutions of higher education in the United States that deliver undergraduate education on the scale of Penn State, yet capacity and sheer numbers alone do not open the University to today’s diverse learners. Access, a focus for Penn State since the University’s land-grant beginnings, is ever more salient a factor in the success of the institution’s undergraduate mission. Continued progress in the participation of under-represented minorities and educating first-generation college students remain priorities. College completers, including veterans and returning adult students, are an important constituency. For many of these students, the high cost of attendance is a significant factor impacting recruitment, retention, and completion. Access and affordability are priorities for Undergraduate Education, reflecting our role in enrollment management and our contributions in academic advising, transition programming, and academic support. More broadly, our aim is a welcoming and supportive environment for all students, including a growing cohort of international students, to create access to success for a diverse and inclusive student body.

Finally, a commitment to student learning and success is of critical importance to the future of undergraduate institutions in an era of heightened public interest in the value added by college education. Three cross-cutting themes capture Penn State’s commitment. A systematic, institution-wide approach to learning outcomes assessment for baccalaureate programs increases educational accountability to students and families and to policy makers and government officials for the investment of personal and public funds in a Penn State education. Student engagement in learning, widely recognized as contributing to a positive educational experience and outcome, is encouraged by out-of-class opportunities for experiential learning involving service, leadership, research, internships, and international study. Innovation in teaching and learning, including new digital approaches such as flipped classrooms, technology equipped classrooms, the flexibility of anytime, anywhere online courses, and emerging areas such as predictive analytics and adaptive learning, open up new efficient and effective pathways for students to attain their educational goals. We encourage assessment, engagement, and innovation to enhance the Penn State undergraduate experience and outcomes.

## STRATEGIC PRIORITIES

Undergraduate Education initiatives for the current planning period expand on directions and progress of the previous strategic planning cycle. They respond to the changing profile and needs of students, educational inequities and barriers to the full participation of academically qualified individuals, and opportunities to extend and expand on the University’s strengths in undergraduate education and enhance the Penn State experience for students. These efforts are as diverse as the roles and responsibilities of the units within Undergraduate Education but they fall under four strategic priorities: Student Engagement and Learning, Access and Affordability, Collaborative Leadership, and Organizational Effectiveness. Specific objectives and initiatives under each are presented in table form. We note that many of these efforts cross over to more than one priority.

### PRIORITY 1: STUDENT ENGAGEMENT AND LEARNING

**Our goal is to nurture the intellectual, social, and professional development of students through rigorous and broad-based undergraduate curricula and co-curricular activities and academic support.**

Student engagement and learning is our organizing theme for initiatives aimed at enhancing the Penn State undergraduate experience and student success. The elements underlying these efforts-academically rigorous curricula and challenging classes, active and integrative learning experiences, and personal points of connection and attention in the campus community-draw students into their education.

Implementation of the forthcoming revision of the General Education curriculum, an effort that will require substantial time and attention from areas within Undergraduate Education, is a perfect opportunity to articulate and advance the essential core of a Penn State education. At the same, Penn State is poised to call more deeply on its research-intensive environment and land-grant tradition of outreach and service to enhance the undergraduate educational experience through expanded applied learning opportunities in undergraduate research, engaged scholarship, and interdisciplinary education in areas of contemporary interest and importance including sustainability leadership, civic and community engagement, and entrepreneurship and innovation, and for students interested in a career in the tri-military services

Learning outcomes assessment and program improvement continue to be advanced. Of special note in moving forward are the unique opportunities and challenges presented by Penn State’s multi-campus structure including alignment of learning outcomes for programs offered across campuses in support of the mobility of students and consistency of their Penn State courses across the University’s 20 undergraduate locations.

Academic decision-making and advising, aided by new tools and improved processes resulting from LionPATH and a changing landscape at Penn State for placement testing in mathematics, chemistry, and English composition, will be evolved to an even more comprehensive and robust structure for a sound start for students and greater continuity in advising from orientation through graduation.

Excellence and innovation in teaching and learning, in keeping with Penn State’s leadership in digital education, will continue to impact nearly every aspect of the student experience including traditional classroom instruction, learning assessment and feedback, course assignments, out-of-class activities, and provision of academic services including emerging applications such as predictive learning analytics.

In addition to these efforts directed at enhancing the undergraduate learning experience and outcomes, students are further engaged in their education through programs and services that attend to a wide range of needs. Special attention is given to students in transition, including continued expansion and enhancement of programming for first-year, change-of-campus, and transfer students. Creative summer session programming is one of several strategies to support timely progress to graduation. Alignment of services and staffing with changing needs including increasing demand for tutoring resulting from growth in the undergraduate population at University Park and in the World Campus, special support for international students, and enhancements in academic support for student-athletes is also a focus.

#### Measures of Success:

* + Provide access to summer programs for students transitioning from Commonwealth campuses.
	+ Reduce average time to graduate to 4.2 years.
	+ Assist implementation of new General Education curriculum.
	+ Provide online access to core courses in Entrepreneurship and Innovation minor.
	+ Introduce earlier and expanded placement and developmental programming in quantitative and verbal skills.

### PRIORITY 2: ACCESS AND AFFORDABILITY

**Our goal is to educate a diverse cohort of qualified students reflective of the land-grant mission of access, our multicultural society, and the global higher education landscape.**

As one University geographically distributed, Penn State has many assets that support educational access. Twenty undergraduate campuses provide local access to Penn State and the virtual World Campus transcends barriers of time and place. The University’s tiered cost structure contributes to the accessibility of a Penn State education financially and the educational pathways afforded within the University’s multi-campus structure create access to opportunities that otherwise would not be possible for many students. The multiple options Penn State offers for undergraduate education are supportive of diverse learners and ensuring the effective functioning of this model through program consistency and quality, successful student transitions, and responsive support services is an essential component of Penn State’s commitment to access for academically qualified students.

Recruitment efforts continue to be critical to achieving a diverse student body and include targeted communications and outreach to minority and international students, Pennsylvania and out-of-state students, and adult learners.

About half of admitted students who decide not to attend Penn State cite financial reasons. Completion rates for low income students lag behind those who are not eligible for federally subsidized grants or loans. The six-year graduation rates for minority students, many of whom are at lower income levels, trail the majority graduation rate, for African American students at University Park by 20 percentage points and for Hispanic/Latino students by about 10 percentage points.

Addressing concerns about the cost of a Penn State education goes well beyond the purview of any one area of the University. Undergraduate Education contributes to these efforts through the scholarship dollars it raises and awards, financial literacy programs for students and families, and initiatives in support of effective progress toward graduation. Of special note is the Provost Awards program, an institutional scholarship program created in 2013 to attract students who are at the higher range of performance and most likely to decline their offer to Penn State. An added need-based component was successful in increasing minority participation in this program. Undergraduate Education also plays a role in defining pathways to a Penn State education that can be accomplished at lower cost, for example the refinement of principles for alternative forms of credentialing including prior learning assessment and the implementation of low cost summer programs to enhance timely degree completion.

#### Measures of Success:

* + Achieve annual campus enrollment targets set by the Central Enrollment Management Group to reflect instructional capacity and student services and facilities resources.
	+ Maintain a majority of Pennsylvania undergraduate students at University Park with strong representation of out-of-state students and a geographically diverse international undergraduate cohort of 10-11 %.
	+ Maintain campus enrollments of Pennsylvania students at about 80%.
	+ Mirror racial/ethnic diversity of the state population in undergraduate enrollments.
	+ Expand micro-scholarship program focus to 20 schools enrolling low income students.
	+ Increase annually funded and endowed institutional financial aid awards by $1.5 million a year for 5 years to reach $50 million in 2018-19.
	+ Reduce student loan debt by 25% to $26,572.
	+ Close gap in minority/majority 6-year graduation rates by half.
	+ Assist development of workshops on financial literacy.

### PRIORITY 3: COLLABORATIVE LEADERSHIP

**Our goal is be a catalyst for excellence in undergraduate education at Penn State, engaging with others throughout the University to address needs and opportunities.**

Reflecting the scope and structure of undergraduate education at Penn State there are many areas of cross-cutting interest and impact for the colleges and campuses. Many of these have been noted earlier in this plan, among them alignment of learning objectives, learning outcomes assessment, advising, and placement testing. Other cross-cutting concerns include curricular development and review, academic policies and procedures, academic integrity, digital learning, instructional facilities, and enrollment management.

Four objectives focus the collaborative leadership role of the Office of Undergraduate Education: continued leadership and coordination for groups concerned with University-wide undergraduate education issues; continued strong partnerships with Student Affairs, Outreach, and the Office of the Vice President for Commonwealth Campuses; stewardship for undergraduate education policies and procedures to ensure relevancy, accuracy, integrity, and fairness in the rules and processes by which academic business is conducted; and articulation and analysis of issues important to undergraduate education at Penn State including but not limited to aspects of the student experience, academic progress patterns, and student outcomes and success.

#### Measures of Success:

* + Double support for undergraduate research grants and increase Exhibition participation to 500 students.
	+ Continue sponsorship of Engaged Scholarship Initiative and goal of at least one experience for every student.
	+ Review policies in conjunction with LionPATH implementation to streamline student processes and actions.
	+ Develop process for Prior Learning Assessment on undergraduate admissions application and increase course equivalency to 1/3 of presented courses.

### PRIORITY 4: ORGANIZATIONAL EFFECTIVENESS

**Our goal is focus, efficiency, and quality in fulfilling the mission of Undergraduate Education.**

The organizational resources and practices brought to bear on the work of Undergraduate Education, both the strategic initiatives described in this plan and day-to-day tasks, are critically important. Human and financial resources make an obvious difference in the ability to carry out our mission. So does infrastructure in such areas as facilities, information technology, and communications.

Staff initiatives include training to keep up with changing systems, cross-training to develop a more holistic appreciation of how students segue across areas of Undergraduate Education to improve the student experience, and professional development to retain talent. Enhanced communication on staff issues and feedback on the work environment are addressed. Staff diversity is also a concern, especially the challenges of attracting diverse applicants for office support positions.

Mindful of Penn State’s limited resources and public scrutiny of higher education costs, good stewardship of the resources entrusted to Undergraduate Education is an expectation for all employees. It is important that administrators and staff are engaged in activities, processes, and procedures that add value and support the mission of Undergraduate Education, are necessary and efficient, and contribute to organizational excellence. Adequate facilities for growing programs and improvements in the IT infrastructure are needed for units to function effectively. Improved quality and consistency of communications, both web- and print-based, will serve internal and external audiences better. Finally, we view Penn State’s sustainability goals as an integral component of organizational excellence.

#### Measures of Success:

* + Hold 4 all-staff workshops each year on student support topics of mutual interest across UE.
	+ Implement key recommendations of Staff Advisory Committee.
	+ Reduce paper consumption by 20%.
	+ Hire media/web developer.

## Table 1 – Priority 1: Student Engagement and Learningl

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| - | **Student Engagement & Learning** | **Access & Affordability** | **Collaborative Leadership** | **Organizational Effectiveness** |
| --- | --- | --- | --- | --- |
| **Objectives and Initiatives** | - | - | - | - |
| **1.1 Enhance the undergraduate learning experience and outcomes** | - | - | - | - |
| 1.1.1 Collaborate with the University Faculty Senate, colleges, and campuses to implement a general education curriculum that represents a defining component of a Penn State education | ✔ | X | ✔ | X |
| 1.1.2 Expand and enhance opportunities for applied learning and engaged scholarship | - | - | - | - |
| Continue administrative support for the Engaged Scholarship initiative. In collaboration with Outreach and Student Affairs, develop key external partnerships and linkages between courses and practice-based projects to provide engaged scholarship activities for all Penn State undergraduates | ✔ | X | ✔ | X |
| Enhance the support structure for undergraduate research and students seeking external scholarships and fellowships | ✔ | X | ✔ | X |
| Enrich the undergraduate experience with avenues to incorporate sustainability, entrepreneurship, and civic and community engagement education | ✔ | X | ✔ | X |
| Maintain strong programs for students anticipating careers in the tri-military services | ✔ | X | X | X |
| **1.1.3 Facilitate and support continuous improvement in the quality of undergraduate teaching and programs** | - | - | - | - |
| Continue leadership and facilitation for learning outcomes assessment across all departments and campuses | ✔ | X | ✔ | X |
| Coordinate and strengthen baccalaureate programs offered at multiple locations by convening focused working groups of faculty members and administrators | ✔ | X | ✔ | X |
| Facilitate cross-college and cross-campus initiatives to improve teaching and learning in introductory STEM courses | ✔ | X | ✔ | X |
| Increase knowledge and use of Schreyer Institute for Teaching Excellence teaching and learning resources | ✔ | X | X | X |
| **1.1.4 Promote student progress and success through sound academic decision-making** | - | - | - | - |
| Employ effective placement practices for introductory courses in Mathematics, Chemistry, and English: (1) assess Year 1 results of the ALEKS adaptive testing and remediation program in Math; (2) evaluate placement testing needs and solutions for introductory Chemistry; (3) develop a new approach for first-year English placement | ✔ | X | ✔ | X |
| Build an academic advising infrastructure that provides students with multiple access points (faculty, professional advisers, online) and greater continuity from orientation to graduation | ✔ | X | ✔ | X |
| Help students to address academic performance issues through Early Progress Reporting and new predictive and learning analytics approaches | ✔ | ✔ | ✔ | X |
| **1.1.5 Promote innovation in teaching and learning** | - | - | - | - |
| Contribute to leadership for digital learning at Penn State through participation in governance structures | ✔ | X | ✔ | X |
| Enhance faculty development and instructional consulting services in the area of digital learning | ✔ | X | X | X |
| Collaborate on classroom spaces in which innovative pedagogical research can be facilitated | ✔ | X | ✔ | X |
| Increase use of eTesting lab for mastery testing through exam scheduling improvements | ✔ | X | X | X |
| **1.2 Provide programs and services responsive to the needs of today’s students**  | - | - | - | - |
| **1.2.1 Contribute to a positive campus climate to enhance the learning experiences of all students** | - | - | - | - |
| Support professional development opportunities for staff to increase awareness of climate concerns and enhance cross cultural competency skills | ✔ | X | X | ✔ |
| Advocate for student policies that embrace and respect the diversity of learners at Penn State | ✔ | ✔ | ✔ | ✔ |
| Increase delivery of inclusive teaching workshops to faculty | ✔ | X | X | X |
| **1.2.2 Provide programming and support services for students at critical transition points in their education** | - | - | - | - |
| Continue and refine initiatives to enhance the first-year experience (LEAP, New Student Orientation, and Penn State Reads) | ✔ | X | ✔ | X |
| Expand programming for change-of-campus and transfer students (STEP and orientation activities) | ✔ | X | ✔ | X |
| Provide collaborative leadership for an assessment of First-Year Engagement Strategies | ✔ | X | ✔ | X |
| **1.2.3 Align academic support services and staffing with changing needs**  | - | - | - | - |
| Address Penn State Learning staffing shortfalls in Guided Study Group leaders and supervisors, Writing tutor training and supervision, Math tutor supervision, and all aspects of language tutoring | ✔ | X | X | ✔ |
| Develop creative Summer Session offerings to expand student access to programs | ✔ | ✔ | ✔ | X |
| Consolidate Morgan Center support services for student athletes to achieve more coordinated, consistent, and effective programming | ✔ | X | X | ✔ |
| Develop and implement orientation and academic support services to meet special needs of Penn State’s growing population of international undergraduate students | ✔ | ✔ | ✔ | X |
| Provide academic support and services and access to co-curricular opportunities such as engaged scholarship for students enrolled at a distance through the World Campus | ✔ | ✔ | ✔ | X |
| **1.3 Improve academic administrative processes to be more responsive to students** | - | - | - | - |
| 1.3.1 Provide leadership and support for the implementation of LionPATH, Penn State’s new student information system | ✔ | X | ✔ | X |
| 1.3.2 Develop mobile application for SRTE administrative in collaboration with AIS | ✔ | X | ✔ | X |

## Table 2 – Priority 2: Access and Affordability

Table key. ✔, X = No

| - | **Student Engagement & Learning** | **Access & Affordability** | **Collaborative Leadership** | **Organizational Effectiveness** |
| --- | --- | --- | --- | --- |
| **Objectives and Initiatives** | - | - | - | - |
| **2.1 Increase avenues of access to Penn State admissions through agile, creative, and collaborative service, to students, families, school counselors, campuses and colleges** | - | - | - | - |
| 2.1.1 Utilize the Talisma Customer Relationship Management tool to manage the undergraduate prospect database and facilitate targeted communications and interactions with students and other constituents | X | ✔ | X | ✔ |
| 2.1.2 Support the development and implementation of LionPATH to enhance online delivery of services and improved business processes | X | ✔ | ✔ | ✔ |
| **2.2 Target recruitment efforts to enroll a diverse and inclusive population including multicultural and international students, Pennsylvania and out-of-state students, and adult learners** | - | - | - | - |
| 2.2.1 Develop strategic regional marketing and communications in collaboration with the Commonwealth Campuses, World Campus, and University Marketing | X | ✔ | ✔ | X |
| 2.2.2 Pursue microscholarship and other creative partnerships with high schools and organizations to engage high potential students with Penn State | X | ✔ | ✔ | X |
| 2.2.3 Tailor communications to diverse populations, including the Undergraduate Admissions Spanish language microsite, videos, and programs | X | ✔ | X | X |
| 2.2.4 Maintain Community Recruitment Centers in Philadelphia and Pittsburgh | X | ✔ | X | X |
| 2.2.5 Maintain recruiting presence in key out-of-state regions including New Jersey, New York State, New York City, Baltimore/Washington DC, Massachusetts, California, Illinois, Georgia, and Florida | X | ✔ | X | X |
| 2.2.6 Enhance international recruiting efforts in India and China | ✔ | ✔ | ✔ | X |
| **2.3 Manage University enrollments within enrollment targets** | - | - | - | - |
| Ensure integration of enrollment goals with campus Integrated Planning Process | X | ✔ | ✔ | X |
| Work with colleges to achieve enrollment goals and shape curricular offerings and course scheduling | X | X | ✔ | X |
| **2.4 Address financial barriers for students and families** | - | - | - | - |
| 2.4.1 Continue the Provost Awards institutional scholarship program in support of a diverse student cohort | X | ✔ | ✔ | X |
| 2.4.2 Maintain emphasis on general scholarship support as a post-campaign fund-raising priority | X | ✔ | ✔ | X |
| 2.4.3 Promote loan debt counseling and financial literacy programs for students with special attention to programs for low and moderate income students | X | ✔ | ✔ | X |
| 2.4.4 Define pathways to a Penn State education that can be accomplished at lower cost | ✔ | ✔ | X | X |
| Refine principles and processes for alternative forms of credentialing including credit awarded for prior learning | ✔ | ✔ | ✔ | X |
| 2.4.5 Provide periodic reports and updates related to the cost of college education nationally and at Penn State | X | ✔ | ✔ | X |
| **2.5 Improve retention of low income and minority students** | - | - | - | - |
| 2.5.1 Coordinate and collaborate on initiatives to address financial challenges for students with unmet financial aid need | X | ✔ | ✔ | X |
| Leverage wage-funded student jobs to address unmet financial need and promote retention | X | ✔ | ✔ | X |
| 2.5.2 Take advantage of LionPATH and predictive learning analytics to target interventions for students at risk | ✔ | ✔ | ✔ | X |

## Table 3 – Priority 3: Collaborative Leadership

Table key. ✔, X = No

| - | **Student Engagement & Learning** | **Access & Affordability** | **Collaborative Leadership** | **Organizational Effectiveness** |
| --- | --- | --- | --- | --- |
| **Objectives and Initiatives** | - | - | - | - |
| **3.1 Provide leadership and coordination for groups and initiatives concerned with cross-cutting issues** | - | - | - | - |
| 3.1.1 Convene ACUE and facilitate a University-wide undergraduate education agenda | ✔ | ✔ | ✔ | X |
| 3.1.2 Collaborate on institutional outcomes that embody the Penn State values and encompass baccalaureate and associate degree programs, general education, and co-curricular opportunities | ✔ | X | ✔ | X |
| 3.1.3 Convene and contribute to University committees and councils in functional areas related to undergraduate education including the University Advising Council, the Digital Learning Steering Committee, and the Central Enrollment Management Group | ✔ | ✔ | ✔ | X |
| 3.1.4 Facilitate collaboration through working groups and task forces to address needs and opportunities for undergraduate education at Penn State | ✔ | ✔ | ✔ | X |
| **3.2 Maintain strong partnerships with Student Affairs, Outreach and Online Education, and the Office of the Vice President for Commonwealth Campuses to enhance and expand opportunities for student engagement** | - | - | - | - |
| 3.2.1 Extend the Engaged Scholarship initiative to the campuses | ✔ | X | ✔ | X |
| 3.2.2 Promote collaboration between DUS and Career Services to help students understand the value of their educations | ✔ | X | ✔ | X |
| **3.3 Provide stewardship for undergraduate academic policies and procedures** | - | - | - | - |
| 3.3.1 Periodically review policies and procedures for accuracy and adequacy | ✔ | ✔ | ✔ | X |
| 3.3.2 Advocate for policies that support equity and fairness | ✔ | ✔ | ✔ | X |
| 3.3.3 Work with appropriate areas to update, amend, and add policies and procedures when needed | ✔ | ✔ | ✔ | X |
| **3.4 Identify, articulate, and analyze issues of importance to undergraduate education at Penn State including (but not limited to) aspects of the student experience, academic progress, patterns, and student outcomes and success** | - | - | - | - |
| 3.4.1 Develop capacity in data analysis and institutional research | ✔ | ✔ | ✔ | ✔ |
| 3.4.2 Establish an undergraduate research agenda | ✔ | ✔ | ✔ | X |
| 3.4.3 Provide reporting at regular intervals on key aspects of undergraduate education | ✔ | ✔ | ✔ | X |

## Table 4 – Priority 4: Organizational Effectiveness

Table key. ✔, X = No

| - | **Student Engagement & Learning** | **Access & Affordability** | **Collaborative Leadership** | **Organizational Effectiveness** |
| --- | --- | --- | --- | --- |
| **Objectives and Initiatives** |  |  |  |  |
| **4.1 Recruit and retain a talented and diverse workforce committed to the mission of Undergraduate Education** | - | - | - | - |
| 4.1.1 Provide training for staff to keep current and enhance their skills | X | X | X | ✔ |
| 4.1.2 Promote cross-unit networking and skills development | X | X | X | ✔ |
| 4.1.3 Support professional development opportunities for mid-career staff | X | X | X | ✔ |
| 4.1.4 Implement best practices for diversity and inclusion in searches | X | X | X | ✔ |
| 4.1.5 Create a staff advisory committee to the Vice President and Dean to enhance communication on staff issues | X | X | X | ✔ |
| 4.1.6. Implement exit interviews to provide feedback on the staff experience and work environment in Undergraduate Education | X | ✔ | X | ✔ |
| **4.2 Provide excellent stewardship of University resources** | - | - | - | - |
| 4.2.1 Provide Financial Stewardship sessions for budget administrators and first-line budget staff at regular intervals | X | X | X | ✔ |
| 4.2.2 Implement systematic review of all administrative areas | X | X | X | ✔ |
| 4.2.3 Provide data analysis and reporting on expenditures to inform and improve decision-making | X | X | X | ✔ |
| **4.3 Address facilities needs to accommodate growth in** **Undergraduate Education and programs and services** | - | - | - | - |
| 4.3.1 Reconfigure existing space to maximize usage and continue to explore availability of new space | X | X | X | ✔ |
| **4.4 Enhance UE IT infrastructure to support internal operations and enhance external communications** | - | - | - | - |
| 4.4.1 Deploy responsive, effective IT support to staff | X | X | X | ✔ |
| 4.4.2 Reduce or eliminate duplicative IT efforts across units through the use of centrally provided services | X | X | X | ✔ |
| 4.4.3 Evaluate and adopt as appropriate new software and systems to improve work processes | X | X | X | ✔ |
| 4.4.4 Enhance the web presence of Undergraduate Education units | X | X | X | ✔ |
| 4.4.5 Enhance use of social media for communicating with students | X | X | X | ✔ |
| **4.5 Incorporate best practices in sustainability into Undergraduate Education workplaces** | - | - | - | - |
| 4.5.1 Review and implement opportunities for electronic workflow and paperless processes | X | X | X | ✔ |
| Increase use of electronic letterhead and digital archives, and sharing of files using Box | X | X | X | ✔ |
| 4.5.2 Reduce waste and energy consumption | X | X | X | ✔ |
| Reduce use of bottled water and non-recyclable products | X | X | X | ✔ |
| Use energy efficient lighting | X | X | X | ✔ |
| **4.6 Increase quality, consistency, and visibility of Undergraduate Education communications** | - | - | - | - |
| 4.6.1 Provide central support to assist offices and programs with print and electronic publications, dissemination of news and information, and marketing | X | X | X | ✔ |
| 4.6.2 Publish reports on topics of interest to undergraduate education at Penn State | X | X | X | ✔ |