

PENNSTATE



PERIODIC REVIEW REPORT

The Pennsylvania State University
Graham B. Spanier, President

June 1, 2000

Presented to:
The Commission on Higher Education of the
Middle States Association of College and Schools

Pursuant to:
October 1995 Evaluation Team Visit and
Ten-year Reaccreditation of The Pennsylvania State University

TABLE OF CONTENTS

	<u>Page</u>
Foreword: Preparation of The Periodic Review Report	1
Middle States <i>Periodic Review Report</i> Steering Committee	2
Executive Summary	3
I. Introduction	9
A. Institutional Overview	9
1. New President and a New Vision	9
2. Mission, Vision, Core Values, and Strategic Goals	9
3. Strategic Goals	11
B. Organization and Administration	11
1. University Locations	11
2. Academic Units	12
3. Administration	12
4. Governance	12
C. The Penn State Community	12
1. Students	12
2. Faculty	14
3. Staff	14
D. Research	14
E. Outreach and Public Service	15
F. Information Resources	15
G. Budget	15
II. Significant Developments and/or Changes Since the Evaluation Team's 1995 <i>Report</i>	15
A. Restructuring the Commonwealth Educational System (CES)	16
1. Abington College	17
2. Altoona College	18
3. Berks-Lehigh Valley College	19
4. Capital College	19

5.	Commonwealth College	20
B.	Penn State’s Merger with The Dickinson School of Law	21
C.	The Schreyer Honors College	23
D.	Interdisciplinary Initiatives	23
1.	School of Information Sciences and Technology (IST)	23
2.	Life Sciences Consortium	25
3.	Children, Youth, and Families Consortium	25
4.	Environmental Initiative	25
5.	Materials Science Initiative	25
E.	Teaching and Learning with Technology	26
1.	World Campus	26
2.	Course Development and Intra-Campus and Inter-Campus Initiatives	27
3.	Teaching and Learning Technology Infrastructure	28
F.	Curricular and Learning Initiatives in Undergraduate Education	30
1.	General Education Reform	30
2.	First-Year Seminars	31
3.	Learning Edge Academic Program (LEAP)	32
4.	Undergraduate Student Awards	32
G.	University Initiatives for the Improvement of Teaching and Learning	33
1.	Colloquy	33
2.	The Schreyer Institute for Innovation in Learning	33
3.	Faculty Teaching Development and Evaluation	34
4.	The Teaching Learning Consortium	34
H.	Promoting Best Practices in Graduate Education	36
1.	Improving Quality in Student Recruitment	36
2.	Fostering Faculty Support of Graduate Education	36
3.	Serving the Needs of Graduate Students	36
I.	Research and the Engaged University: New Initiatives	37
1.	Interdisciplinary Research	37
2.	Technology Transfer	38
3.	Intellectual Property Task Force	38
4.	Streamlined Processes for Research Administration	38

J.	eLion	39
K.	International Opportunities and Programs (UOIP)	40
	1. International Education Programs and Services (IEPS)	40
	2. International Students and Scholars (ISS)	40
	3. International Programs and Linkages and the Institute of International Education Policy Research (IPAL)	40
	4. Fulbright Advising and Outreach (FAO)	40
L.	Enrollment Management: Retention and Recruitment Efforts	41
M.	Strengthening Outreach and Cooperative Extension	41
N.	Faculty Hiring	42
O.	Leadership Initiatives	42
	1. The Academic Leadership Forum	42
	2. The Administrative Fellows Program	43
	3. Excellence in Leadership and Management	43
	4. W. K. Kellogg Foundation Leadership for Institutional Change	44
	5. CIC Leadership Programs	44
P.	Civility, Community, and Citizenship	44
	1. Discouraging Excessive Alcohol Consumption	45
	2. The Newspaper Readership Program	45
	3. Reform of Student Disciplinary System	46
	4. Child Care	46
	5. Road Scholars	47
Q.	Cost Effective Initiatives	47
R.	Increasing Financial Resources	48
	1. State and Capital Funding	48
	2. Tuition Differential	49
	3. Capital Campaign	50
S.	Quality Methods (CQI)	50
T.	Capital Construction	51
U.	University Park Campus Master Plan	52
V.	Penn State/Geisinger Health System Merger	52

W.	Communication Initiatives	53
1.	New Initiatives from the Office of University Relations	53
2.	Publicizing Penn State's Role in Outreach and Cooperative Extension	54
3.	Highlighting Penn State's Contribution to the State in Funding Requests	55
4.	Statewide Communications Campaign Information	56
III.	Evidence of Continuous Institutional Self-Study and Planning	56
A.	The Nature and Scope of Institutional Research	56
B.	Institution-Wide Outcomes Assessment	58
1.	Strategic Indicators	58
2.	The General Education Assessment Interest Group	61
3.	Student Course Assessment Instruments	61
4.	Pew Assessment Plan for Statistics 200	62
5.	Student Experience and Satisfaction Survey	62
C.	The Planning Process: Demonstrable Relationship Between Planning and Budgeting	63
1.	The University Planning Council (UPC) and Strategic Planning	64
2.	Planning for Diversity	64
3.	Facilities Planning	65
D.	Five-Year Enrollment and Graduation Trend Data	67
E.	Five-Year Fiscal Trend	67
F.	Projections of Enrollment and Finance	67
G.	Detailed Institutional Plans	67
IV.	Index of Responses to the 1995 Evaluation Team's Recommendations	67
1.	A Plan for the Commonwealth Educational System	68
2.	Assessment	68
3.	Priorities and Allocations	68
4.	Diversity	68
5.	Making the Case for Penn State and a Communications Planning Process	68
6.	Cost Effective Approaches	68
7.	Quality Methods (CQI)	68
8.	Curricular Reforms	69

9.	Increasing Financial Resources	69
10.	Mid-Semester Reports	69
11.	Advising	69
12.	Retention and Recruitment Efforts	69
13.	New Initiatives for Teaching and Learning	69
14.	Technology and Distance Learning	70
15.	Capital Campaign	70

Tab A	Five-Year Enrollment and Graduation Trends
Tab B	Integrated Planning Process
Tab C	University Planning Council 1999-2000 Membership List
Tab D	Five-Year Fiscal Trend
Tab E	Projections of Enrollment and Finance

FOREWORD

PREPARATION OF THE PERIODIC REVIEW REPORT

On April 2, 1998, Robert Secor, Vice Provost for Academic Affairs and University Liaison with the Commission on Higher Education, and Michael Dooris, Director of Planning Research and Assessment, attended a *Periodic Review Report (PRR)* Preparation Workshop, held by the Commission at its headquarters in Philadelphia. Shortly after that workshop, Drs. Secor and Dooris met with John A. Brighton, Executive Vice President and Provost, and Louise Sandmeyer, Executive Director of the Center for Quality and Planning, to discuss the process and to create the *PRR* Steering Committee. Provost Brighton asked Vice Provost Secor to chair the Committee.

The *PRR* Steering Committee is comprised of sixteen members. Its membership includes faculty members (including the chair of the University Faculty Senate), senior administrators and staff from our financial offices, planning offices, the President's office, and offices for undergraduate education, graduate education, and distance education. The Committee includes student representation, department heads, deans and associate deans. There is also faculty and administrative representation on the Committee from locations other than University Park.

During the 1998-99 academic year, the *PRR* Steering Committee developed a structure and a procedure for developing the *PRR*. Members of the Committee were assigned the preparation of various sections of the Report, and were asked to consult with members within and outside their units as necessary in the assembly of materials and the presentation of the sections to which they were assigned. The various sections were collected and edited and revised as necessary to achieve a first draft of the report by January 2000. The first draft was carefully reviewed and revised by the Steering Committee. The revised, second draft, was then reviewed for further suggestions and revisions by the University Planning Council, chaired by our new Executive Vice President and Provost, Rodney A. Erickson. This important, inclusive committee has 23 members, with wide representation from faculty, administrators, staff, and undergraduate and graduate students. Three members of the *PRR* Steering Committee—Leonard Berkowitz, now past-chair of the Faculty Senate, Nancy L. Eaton, Dean of the University Libraries, and Louise Sandmeyer—are also members of the University Planning Council. The draft report was also reviewed by the President's Council, whose membership includes our seven vice-presidents, and the leadership of our Board of Trustees.

Revisions suggested by these various groups were shared with the *PRR* Steering Committee and incorporated into our final report.

MIDDLE STATES *PERIODIC REVIEW REPORT*
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EXECUTIVE SUMMARY

In September 1995, Penn State submitted its *Institutional Self Study* to the Commission on Higher Education. On the first of that month, Graham Spanier became Penn State's sixteenth president, just in time to welcome the visiting team from the Middle States Association of Colleges and Schools when it made its site visit. This *Periodic Review Report* thus charts the activities and initiatives undertaken by the University in the five years since our new President's arrival. The *PRR* frequently discusses these initiatives in the context of the observations made by the Middle States Association's *Evaluation Team Report* in 1995.

During this period, the University revisited its mission and vision statements, core values, and strategic goals, and developed a new *University Strategic Plan*. While continuing to stress the importance of the University's academic leadership nationally and internationally, President Spanier rededicated Penn State to the land-grant mission of enhancing the quality of life by promoting economic, human, and cultural development for Pennsylvania. His highest priorities included making Penn State the leading university in the integration of teaching, research, and service, enhancing outreach, emphasizing interdisciplinary initiatives, expanding the use of information technologies, and humanizing the University in support of a diverse learning community of students and faculty.

It has been a period not only of planning but also of action, and the past five years have seen significant new initiatives and developments. In addition to these new initiatives, each college has undergone its own strategic planning in the context of the University's priorities, and there are many initiatives and achievements that we could recount for each of our colleges. However, to keep the focus and the length of this report within bounds, we recount here only those initiatives and developments that have University-wide significance.

New Academic Units

First among these initiatives was the plan to restructure the seventeen campuses of our Commonwealth Education System, resulting in four new colleges. These new colleges offer a select number of upper division majors at existing campuses. The plan called for not increasing our then current market share of new high school graduates but allows for modest enrollment growth at the upper division in order to serve our communities better and reduce pressure on our University Park colleges. Since the implementation of this plan, we have not deviated from it.

At the same time, the University achieved with the Dickinson School of Law an affiliation which becomes a full merger on July 1, 2000. The merger has served to fulfill Penn State's goal to be a complete University, while giving the law school enhanced abilities to attract students, enlarge its national presence, and create economies of scale in many of its operations. Of particular benefit to both institutions have been the opportunities for collaboration.

Another major addition was The Schreyer Honors College, made possible in 1997 by a \$30 million gift that will create an additional 160 endowed scholarships and support study abroad for 100 honors students each year.

Penn State has developed a number of new interdisciplinary programs and initiatives. The most ambitious of these is our new School of Information Sciences and Technology (IST). Other new interdisciplinary consortia and initiatives include the Life Sciences Consortium, the Children, Youth, and Families consortium, the Environmental Initiative, and the Materials Science Initiative.

New telecommunications technologies have resulted in the development of our World Campus and inventive new course development and various intra-campus and inter-campus initiatives for improved learning opportunities.

Teaching, Research and Service

Major initiatives in undergraduate education include the revision of our General Education program. Some of these changes involve credit distributions and requirements, but most address ways to encourage more active learning. In addition, beginning 1999-2000, the new general education program requires that all first year students take a freshman seminar. Initiatives for the improvement of teaching and learning at the university include the development of a colloquy series, involving day-long University-wide dialogues about undergraduate education; the creation of our Schreyer Institute for Innovation in Learning; the adoption by our Faculty Senate of a faculty teaching development and evaluation initiative; and the start of a Teaching and Learning Consortium, designed to involve the entire University Community in the teaching and learning enterprise.

Penn State ranks thirteenth nationwide in total R&D expenditures and ninth among public universities and colleges. In 1999, grants and contracts increased by seven percent, reaching an all-time high. At the same time, technology transfer at Penn State moves well beyond the now standard facilitation of patenting and licensing into a wider portfolio of activities, including the development of research parks, commercialization of research ideas, the establishment of partnerships with existing firms, the facilitation of start-up ventures, and the transmission of knowledge from a broad array of disciplines. The availability of new technologies and pending changes in national copyright regulation have made intellectual property an important University policy issue at most larger institutions, and one of our new initiatives is to develop a Penn State policy in this area.

The University has redefined the role of the senior officer for outreach and created a new title—Vice President for Outreach and Cooperative Extension—to provide for stronger advocacy, coordination, and leadership for activities in this area. In addition, the University has appointed a Director of Cooperative Extension, who is also Associate Vice President for Outreach and Associate Dean in the College of Agricultural Sciences. The goal of this restructuring is to combine the strengths of Cooperative Extension, Continuing Education, Distance Education, Public Broadcasting, and other major outreach units of the University.

Faculty and Students

Through internal reallocations, including new funding for academic programs, the University has filled 291 new positions with additional faculty over the last three years. In 1997-98, the equivalent of an additional 25 faculty positions were created by shifting faculty with administrative assignments back to the classroom or laboratory. Between 1992 and 1998, the overall share of credit hours accounted for by part-time faculty at Penn State declined as did the share of teaching by graduate assistants. Efforts to create more full-time faculty positions and to shift additional resources from

administrative to academic functions has placed Penn State in sharp contrast to prevailing national trends.

Penn State's major initiative to improve our advising efforts over the past five years has been the introduction of eLion, an expert-based, empirically-grounded advising system that is delivered by the latest technologies to supplement student-adviser relationships and engage students in interactive inquiry for informed educational planning.

A Central Enrollment Management Group (CEMG) has been created and over the past six years more than forty-five continuous quality improvement (CQI) teams have been established to review and change policy and processes to improve integration of recruitment and retention efforts among all colleges and campuses of the University.

New initiatives have been undertaken and new goals have been set in each of the units in our University Office of International Programs. International Education Programs and Services has seen an 80 percent increase in enrollments since the beginning of the nineties. Last year Penn State was number one in the nation in terms of outgoing senior Fulbright scholars, and it regularly ranks among the top three American universities in this category.

Leadership and Climate Concerns

Penn State has been active in developing programs that encourage the development of leadership skills among faculty and staff. The *Academic Leadership Forum* offers regular opportunities for department heads to interact with each other and academic deans in seminars dealing with significant issues related to their roles as academic leaders. The *Administrative Fellows Program* provides faculty and staff members with opportunities to strengthen their administrative talents and qualifications. Our Office for Human Resources has recently devised a comprehensive leadership and management development curriculum for University employees. Penn State is one of twelve recipients of a Kellogg Foundation Leadership for Institutional Change (LINC) grant, which supports leadership learning communities made up of faculty, staff, students and administrators. Penn State has also taken a major role in leadership programs involving the Committee on Institutional Cooperation, which includes all of the institutions in the Big Ten athletic conference and the University of Chicago.

A number of actions have been taken to increase civility, community, and citizenship in the University. Among these are major initiatives to discourage excessive alcohol consumption among students, a groundbreaking newspaper readership program, the reformation of the student disciplinary system to make it more educational in nature, the development of new childcare facilities at both University Park and a half-dozen of our campus locations, and a "Roads Scholars" initiative, in which each year President Spanier invites all new faculty to join him on a tour of a different region of the state so that they can see first-hand the wide-ranging impact of Penn State research, technology, and cooperative extension programs in the community of the Commonwealth.

Finance

Penn State has been improving its processes in order to increase cost effectiveness. Over 350 CQI teams have identified ways to improve processes (as well as customer satisfaction); the minimum value of time saved annually through these efficiency efforts over the past several years is estimated at

nearly \$2 million. At the same time, the University has re-engineered its materials procurement process, including the introduction of a University-wide purchasing card program, in order to provide a number of enhanced services with budgetary savings. Other process improvements, many making use of new technology and computer capabilities, have similarly led to cost savings in a number of areas.

New efforts to increase the University's financial resources include a differential tuition system that will support the higher costs of upper division and graduate education and certain special programs in our health professions, engineering and engineering technology, architecture, business, and IST.

In addition, on April 23, 1999, Penn State launched its Grand Destiny capital campaign, an effort to raise \$1 billion in private support during a seven-year period ending June 30, 2003. The goal represents a five-fold increase over that of our previous campaign.

Facilities

Penn State has seen significant additions and developments in its physical plant. These include the Bryce Jordan Center, a multi-purpose facility that hosts graduations, major speaking events, men's and women's basketball, wrestling, and a large variety of entertainment events; a major addition and renovation of our main library, resulting in a new complex that has been renamed the Pattee Library and Paterno Library; and the renovation of our Hetzel Union Building, with its new addition of the Paul Robeson Cultural Center. Projects at other locations include a new library and classroom building at Penn State Harrisburg; a new academic support building for the College of Medicine; and major additions and new facilities at our new colleges at Abington and Berks-Lehigh Valley. Penn State Erie, which has opened up a major new Knowledge Park, is adding residence halls, as is Berks.

Campus master plans have been developed at University Park and other campus college locations, such as those at Altoona, Berks, Erie, Harrisburg, and the College of Medicine. University Park's *Campus Master Plan* is a comprehensive, long-range framework for physical development of the campus over the next twenty-five years.

Communications

In the past three years, the University has undertaken a number of new initiatives that are designed to better inform the citizens of the Commonwealth about Penn State's mission and accomplishments and the opportunities that the University provides. These include *Penn State Newswire*, which provides news and information twice daily via e-mail to more than 10,000 subscribers, and newspaper inserts and extensive brochures describing Penn States' contributions to the Commonwealth. Other efforts include regular mailings from the President to 3,000 opinion leaders across the state and a statewide advertising campaign informing prospective students of the opportunities available through the many campuses of Penn State.

At the same time, a Director of Outreach Communications has been appointed and given responsibility for implementing our new strategic plan for outreach communications. The plan calls for systematically coordinating the collection and dissemination of information about our outreach activities. An average of 120 outreach stories are placed each month in various media, as well as the personal health and well being of virtually all Pennsylvania citizens.

Assessment and Planning

There have been a number of new initiatives in the area of assessment since 1995, including a University-wide set of strategic indicators. The goal of the strategic indicators initiative has been to develop tools for discussion, insight, organizational learning, strategic change, and improvement—all in the context of Penn State’s existing processes for and linkages among planning, budgeting, and improvement. Other new assessment tools include an assessment procedure for general education, a new instrument for student feedback from our Schreyer Institute for Innovation in Learning, an assessment plan supported by the Pew Foundation, and student satisfaction surveys from our Office of Student Life. Our advising initiatives and our diversity initiatives also include assessment plans.

All of these initiatives relate to strategic planning. Penn State has long relied upon an ongoing, top-down, bottom-up approach to institutional planning that combines central leadership with unit responsibility. In keeping with the idea that change most often occurs at the unit level, the University produced no University-wide plan until 1997. Nonetheless, planning always has been a University-wide process, engaging all of Penn State’s academic and administrative units and all 23 locations of the University. The planning process has also encouraged extensive participation across the University community, including faculty, students, and staff. The focus has been on developing goals and strategies that are actionable, not on producing grand long-range plans that would be impressive shelf documents. Finally, the process has been continuous and evolving since it began in 1983. Recent developments include incorporating into the strategic planning guidelines requests for information about continuous quality improvement and benchmarking initiatives, inclusion of strategic performance indicators with accompanying data, and budget recycling targets. The University is in the fourth year of a five-year planning cycle.

There is also active planning in a number of specific areas. *A Framework to Foster Diversity and Penn State: 1998-2003* provides units and colleges with a planning structure for implementing and systematically monitoring progress toward diversity initiatives. A University Committee for Instructional Facilities has developed a system of measures to determine the effectiveness of instructional space utilization, assess the current utilization of existing instructional facilities, and devise short-term and long-term plans and strategies to ensure their efficient use. A Research Space Task Force is assessing the utilization of existing research facilities and developing short-term plans and a long-term strategy to meet future needs. In addition, every Penn State campus has prepared a “capacity studies” relating their plans for academic programs to their capacity for facilities and space.

Future Challenges

These initiatives and achievements are not without their ongoing challenges. Receiving adequate state funding in order to continue to move the University forward is a constant concern. Meanwhile, we have to do all that we can to seek ever more ways of achieving new sources of income and cost efficiencies. One initiative that was undertaken during the past five years was a merger that is now being dissolved, between the University’s Hershey Medical Center and the Geisinger Health System to create the Penn State Geisinger Health System. The details of dissolving that unit, restructuring the Medical Center, and balancing the clinical budget, all need to be faced in the coming months and years. Our many other initiatives promise to move the University significantly forward on various fronts, but they too present us with new challenges. The delicate balance we are trying to maintain concerning our enrollment patterns in our new colleges and at University Park will need to be

carefully monitored. Some of our new ventures, like our World Campus and our School for Information Sciences and Technology, involve a great deal of new effort and commitment as we seek to meet the projected needs of a new society and workforce. The new paths we have entered in the ways we help our students to learn and our teachers to teach will challenge all of us to find better and more inventive methods for serving our students. Our commitment to continue to serve as one of the nation's premier research institutions will require constant efforts to improve and retain the best faculty available and to support their efforts and to help them succeed. We see this *Periodic Review Report* as an opportunity for us to reflect not only on all that we have achieved in recent years, but also on the many challenges that lay ahead.

I. Introduction

A. Institutional Overview

1. New President and a New Vision

Soon after becoming Penn State's sixteenth president on September 1, 1995, Graham B. Spanier articulated his vision for the institution to be the leading university in the United States in the integration of teaching, research, and service. President Spanier has rededicated Penn State to the land-grant mission of enhancing the quality of life by promoting economic, human, and cultural development for Pennsylvania while also recognizing the importance of the University's academic leadership nationally and internationally. Humanizing the University in support of a diverse learning community of students and faculty is one of his highest priorities. Enhanced outreach, an emphasis on interdisciplinary initiatives, and expanded use of information technologies are other hallmarks of his presidency.

2. Mission, Vision, Core Values, and Strategic Goals

The University Planning Council, appointed in 1995 to guide Penn State's strategic planning activities, refined the statement of Penn State's mission, values, vision, and strategic goals that provide the foundation for the University's course for the future:

a. Mission Statement

Penn State is a multi-campus public land-grant university that improves the lives of people in Pennsylvania, the nation, and the world through integrated, high-quality programs in teaching, research, and outreach.

Our institutional mission includes undergraduate, graduate, and continuing education informed by scholarship and research.

Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and selected professions.

As a land-grant university, we also hold a unique responsibility for outreach and public service to support the citizens of Pennsylvania. We engage in collaborative activities with industrial, educational, and agricultural partners here and abroad to disseminate and apply knowledge.

b. Core Values

We believe that education is the foundation of an enlightened and prosperous society. We seek a learning community in which:

- 1) The intellectual life is central and faculty, staff, and students work together to achieve excellence in teaching, learning, and the advancement of knowledge.
- 2) The dignity of all individuals is affirmed and equality of opportunity is pursued.
- 3) Freedom of expression is protected; civility is encouraged and valued.
- 4) Individuals accept their obligations to the group and shared governance guides behavior for the common good.
- 5) The well-being of each member is supported and service to others is encouraged.
- 6) Our heritage is celebrated and change is embraced.

c. Vision Statement

Penn State will be one of the nation's finest universities and lead others in the integration of teaching, research, and service.

Our distinction will lie in our academic quality, our continuous quest for excellence, the integration of our missions, our responsiveness to the public we serve, and the sensitivity of our University community to all of its members. Our reputation will attract students of all ages, garner government agency and corporate research support, and encourage strong public and private investment in Penn State.

Excellence in each of our missions is supported greatly by the integration of teaching, research, and service. Faculty research and scholarship keep instruction in all of its forms at the leading edge of a field and affords special learning opportunities for students. Teaching responsibilities help to orient knowledge-generating activities toward the users of knowledge. Outreach both extends the forum for teaching and creates opportunities for scholarship and research. We will promote these interrelationships to enhance Penn State's impact on the quality of the lives of the people the University serves.

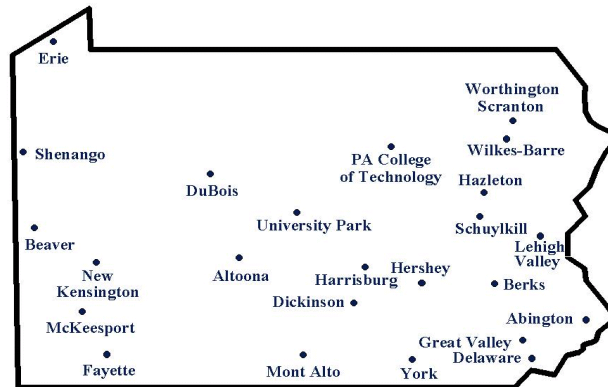
3. Strategic Goals

- a. To achieve excellence in scholarship, education, and University life.
- b. To fulfill with distinction the University's commitment to the people of the Commonwealth.
- c. To foster a caring University community that provides leadership for constructive participation in a diverse, multicultural world.

B. Organization and Administration

1. University Locations

Twenty-four Penn State campuses throughout Pennsylvania express a strong institutional commitment to provide access to programs and services.



The University Park Campus is the administrative hub for the university and is the primary site for graduate study and enrolls more than half of all Penn State undergraduate students.

Nineteen campuses provide associate degree programs, the first two years of baccalaureate study in most curricula, and baccalaureate degrees in several fields. Among these locations, Penn State Erie and Penn State Harrisburg also offer a variety of graduate programs. Recent organizational restructuring affecting these Commonwealth locations is described in section II.A.

Four campuses have special missions: Penn State Great Valley serves working adults seeking master's degrees; the Pennsylvania College of Technology in Williamsport offers certificate programs and associate and baccalaureate degree studies with a strong emphasis on technology; and the College of Medicine at The Milton S. Hershey Medical Center and the Dickinson School of Law in Carlisle focus on professional education.

The Penn State World Campus is a distance education initiative that offers certificate and degree programs through the Internet and other distance learning technology.

2. **Academic Units**

Degree granting units include thirteen discipline-based colleges and schools, eleven of which are located at the University Park Campus; the Commonwealth College, spanning eleven campus locations; and five campus-based colleges. These units offer more than 160 baccalaureate and 150 graduate programs. Other academic units include an honors college, the Graduate School, and the University Libraries.

3. **Administration**

An overview of Penn State's administrative structure may be found in the organizational chart on page 13.

4. **Governance**

- a. The Board of Trustees determines Penn State's broadest goals and policies and selects 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 Environmental Protection. The remainder serve three-year terms and include six gubernatorial appointees, nine elected by the alumni, six elected by Pennsylvania's agricultural societies, and six elected by the state's mining, manufacturing, and mechanical associations. The board convenes six times a year.
- b. The University Faculty Senate, with 260 members from all campuses, represents the entire faculty, and its authority is subject only to that of the President. It has jurisdiction over instructional, research, and continuing education programs (including admission and graduate requirements, as well as the academic calendar, curricular revisions, and student affairs).

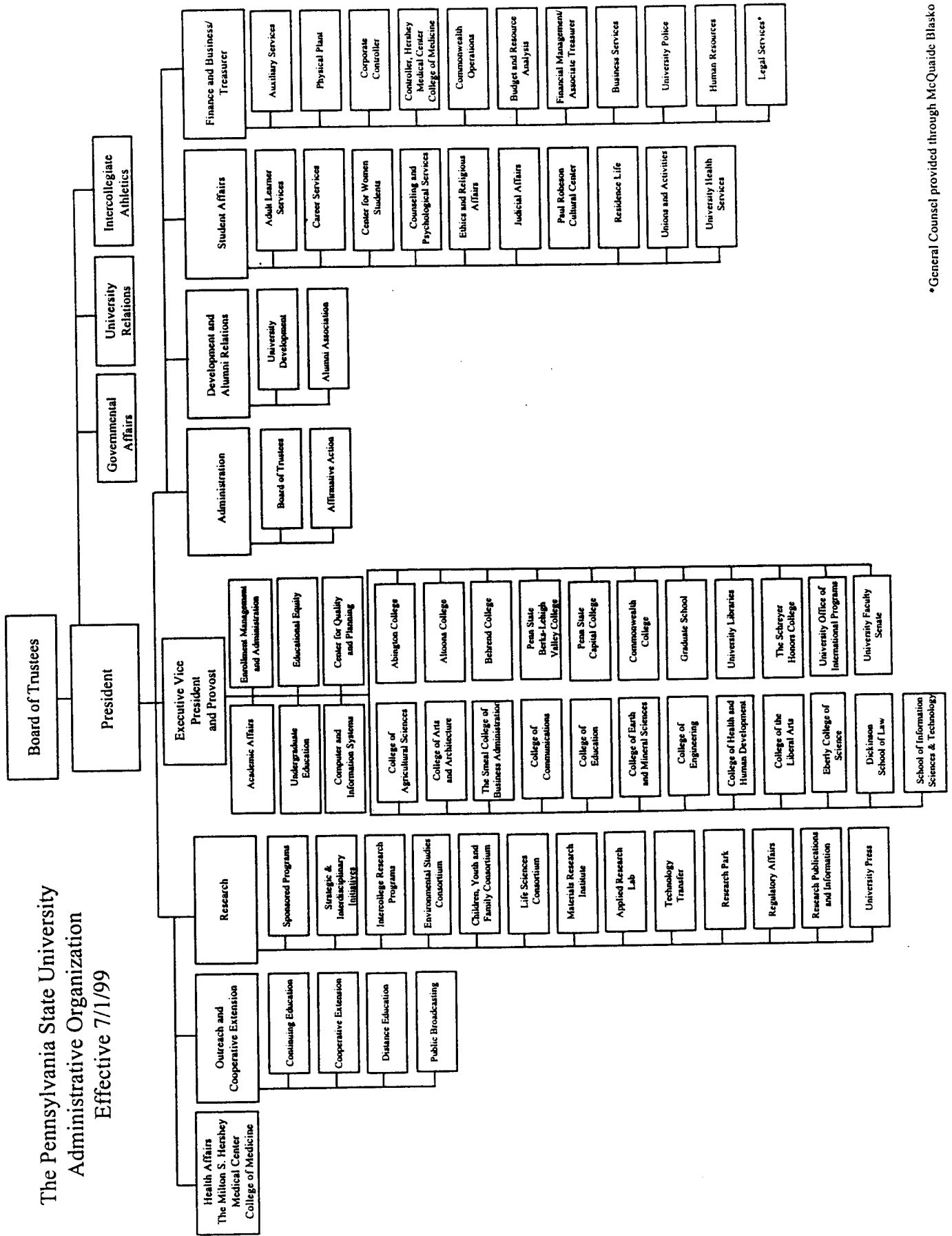
C. **The Penn State Community**

1. **Students**

In fall 1999, Penn State enrolled 80,873 full-and part-time students. Of that total, 40,658, or 50.3 percent were enrolled at University Park. The College of Medicine enrolled 593, and the Dickinson School of Law, 539. The remaining students were distributed among the other 21 campus locations.

Approximately 37,000 prospective first-year students requested admission to the University for summer and fall 1999. About 12,000 applicants accepted

The Pennsylvania State University Administrative Organization Effective 7/1/99



*General Counsel provided through McQuaide Blasko

offers of admission University-wide. A total of 69, 850 undergraduate students were enrolled in fall 1999. Pennsylvania residents make up about 87 percent of the undergraduate student body.

Penn State enrolled 11,023 advanced degree students in 1999-2000, including those pursuing medical and law degrees. Approximately 14,000 students applied for admission to the Graduate School in 1999-2000.

Minority enrollments in fall 1999 totaled 8,511 or 10.5 percent of the student body. This total represented a 2.9 percent increase over the previous year.

An array of programs, services, and living experiences support students in achieving their educational, personal, and career goals. These include adult learner services, career services, and counseling and psychological services; ethics and religious affairs; a center for women students; judicial affairs; a multicultural center; student development, including service leadership, Greek life, and off-campus living; unions and student activities; residence life; and health services.

2. **Faculty**

There are 4,544 full-time and 1,696 part-time faculty at Penn State.

The quality of the faculty is recognized nationally and internationally. Penn State has consistently ranked among the top ten universities in the nation who win Fulbright awards for study abroad. Numerous faculty hold membership in the National Academies of Sciences, Engineering, or Medicine. Penn State faculty edit or co-edit approximately 130 scholarly and professional journals, nearly half of which are based at the University.

3. **Staff**

Penn State's total academic and non-academic workforce across all locations includes 26,496 full- and part-time employees. Of these, 7,156 are full-time staff.

D. **Research**

Penn State spent \$393 million from all sources on organized research in fiscal 1999, up nearly \$20 million from the year before. The University received nearly \$68.5million in investments from industry and other private courses, including funding from 367 Pennsylvania companies in support of more than 600 programs.

A wide range of activities promote technology transfer related to Penn State research. These include industrial research and development projects, technical assistance, specialized education and training, small business development services, research

commercialization efforts, and the ongoing development of the Penn State Research Park at the University Park Campus.

E. Outreach and Public Service

Penn State Outreach and Cooperative Extension constitutes the largest and most diversified outreach effort in American higher education. Penn State outreach programs service more than 5 million people from all 67 Pennsylvania counties, all 50 states, and 80 countries worldwide. Approximately 200,000 individuals are served annually through continuing education programs. Penn State-owned and operated WPSX-TV and WPSU-FM (affiliates of the Public Broadcasting Service and National Public Radio, respectively) reach 500,000 households annually. With offices in all 67 counties Cooperative Extension is a community-based educational network comprised of 300 extension agents and University faculty members working in collaboration with 50,000 volunteers. Each year more than 2 million people across Pennsylvania participate in rural and urban programs in agriculture and natural resources, family living, 4-H/youth, and economic and community development.

F. Information Resources

The University Libraries, ranked among the top ten public research libraries nationally by the Association of Research Libraries, contain approximately 4.3 million volumes and 36,000 current serial titles statewide, as well as 4.5 million microforms and 560,000 maps.

The Center for Academic Computing (CAC) is the principal provider of central academic computing services to faculty and students. The center provides a wide range of services that include electronic mail and other Internet services, support for more than 1,800 public microcomputers for students, and assistance to faculty in using technology in teaching. Penn State's academic community can access the Internet through high speed connections to the Internet, Internet 2, and the new ultra high speed Abilene Network.

G. Budget

Penn State's total 1999-2000 operating budget is \$1.4 billion. Tuition and fees support 36 percent of the total budget; restricted funds, 22 percent; state appropriations, 20 percent; auxiliary enterprises, 13 percent; other sources, 8 percent; and federal agriculture funds, 1 percent.

II. Significant Developments and/or Changes Since the Evaluation Team's 1995 Report

The new mission and vision statements and the formulation of core values described in our Introduction became a framework for many of the significant University-wide developments that Penn State has initiated over the past five years. This period has been one of great energy and change, as indicated by the partial list of new University-wide developments below. In a number of places, we indicate where new initiatives relate to the observations of the 1995

Team *Report*. For a full list of where we address the *Report*'s recommendations in this section and the next, see the *Index of Responses to the 1995 Evaluation Team's Report* in section IV.

A. **Restructuring the Commonwealth Educational System (CES)**

One of Graham Spanier's first actions in assuming the presidency in 1995 was to call for a review of what was then the Commonwealth Educational System, consisting of seventeen regional two-year campuses. This initiative was consistent with the recommendation of the Evaluation Team which urged the University to undertake a comprehensive review of the CES. A year-long study included consultation with faculty, staff, students, campus advisory board members, and community and government leaders.

As a result of that review, a major reorganization was initiated in 1995. Schuylkill campus was merged with our upper division Harrisburg campus to form the Capital College. The Allentown and Berks campuses were linked to form the Berks-Lehigh Valley College. Abington campus became the Abington College and Altoona campus became the Altoona College. The remaining twelve CES campuses were grouped into what has become the Commonwealth College. (The Behrend College was unaffected by this reorganization.) The fact that our two-year campuses have been grouped into colleges in no way alters the basic structure of our University as a single university geographically distributed—with one governing board, one president, one faculty (and Faculty Senate), and one central administration. The deans of these new colleges, like all of the deans at Penn State, report to our Executive Vice President and Provost.

These changes were designed to allow for greater autonomy of our campuses, encourage greater responsiveness to community and regional needs, address the educational needs of our students, enhance location-based continuing education, promote an appropriate balance of enrollments between University Park and the campuses, facilitate modest enrollment growth at the campuses, allow place-bound students to complete a degree closer to home, recognize the needs of adult students, and provide expanded professional development opportunities for our faculty and staff.

The reorganization of our Commonwealth Educational System into four colleges called for closing one of our centers and offering a number of upper division majors at existing campuses. At the same time, the University committed itself to slowing enrollment growth, holding the line so that we would not increase our then current market share of new high school graduates, while allowing for modest enrollment growth at the campus colleges at the upper division to serve our communities better and reduce pressure on our University Park campus. We agreed with the Secretary of Education on specific enrollment targets at several of our campuses, as well as on the specific degree programs we should offer. In the three years since the reorganization, we have succeeded in following that plan. This past year, Penn State's share of new high school graduates from Pennsylvania has been slightly reduced, since other colleges and universities in the state have been eager to accommodate growth in enrollments, and new enrollments at University Park are slightly down. At the same time, as we had hoped, while the majority of students who complete their degree at a

University Park college continue to have begun their education at a campus location, an increasing number are now choosing to continue their junior and senior years at a campus college, resulting in a slight increase in our total enrollments. The following paragraphs give some data for and outline some initiatives at each of our new campus colleges.

1. **Abington College**

In the three years since the restructuring of the Commonwealth Educational System, Abington College has seen a steady unfolding of its strategic plan. The intent of the plan for Abington College was to gradually decrease the numbers of entering first-year students while gradually increasing the numbers of upper division students who chose to remain to complete a baccalaureate degree at Abington. At the time of the restructuring (July 1997), Penn State Abington offered five baccalaureate degrees: American Studies; Administration of Justice; Integrative Arts; Letters, Arts, and Sciences; and Science. In the following year, (1997-98) the college added Business. In 1998-99, the college added two additional baccalaureate programs: English and Information Sciences and Technology (IST). Two baccalaureate programs are planned for the Fall of 2000: History and Psychological and Social Sciences. Each of these degrees was added in response to direct and demonstrable need from our current students. The intent is to provide sufficient choice to allow students who used to transfer out of Penn State to remain as Penn State students.

This plan has worked well. From 1997 to 1999, the number of upper division students has risen from approximately 200 (211) to almost 500 (447), while the number of first-year admits has decreased from 787 in 1997 to 726 in 1999. During that same time period the quality of the entering class has also increased. The college's outreach activities, which have long been an essential aspect of Penn State Abington, have been augmented through increased collaboration with Abington Township's Economic Development Committee and the Eastern Montgomery County and Willow Grove Chambers of Commerce. The college is a partner in an effort to bring a small business incubator to the region, as well as currently providing workforce training to major corporations in Montgomery, Bucks, and Philadelphia Counties.

To support the additional baccalaureate degree programs, Abington College has hired two new faculty members in Business. Other hires have been made in support of new programs as a result of retirements or departures. Our strategy was to build solid programs around areas of current strength whenever possible and we have been helped by the depth and breadth of the faculty on hand at the time of the reorganization. Penn State Abington has a senior and recognized faculty and has long been providing upper division education within Penn State's system. Other changes that have been necessary to support Abington's college status include additional public computing labs (three new labs have been added), a complete renovation of the Library, with the addition

of instructional space and new study areas, classroom upgrades, additional staffing for academic internships and for Career Development, renovation and expansion of the Lares Student Union Building (Phase I completed in October of 1999), extended hours for library and computing facilities, enriched minority mentoring programs, expanded advising and learning center activities, and enhanced scholarship aid for needy students.

2. **Altoona College**

Penn State Altoona also became a baccalaureate college within The Pennsylvania State University in July 1997, and began by offering baccalaureate degrees in Business, Letters, Arts and Sciences; Nursing; and Electro-Mechanical Engineering Technology. Altoona College has begun offering existing Penn State degrees in English (1999), the Community Human Services option of Human Development and Family Studies (1999), and Integrative Arts (2000). New degree programs were developed in Criminal Justice (1999) and Environmental Studies (2000). A new Entrepreneurship Option for the B.S. in Business and a minor in Entrepreneurship are also in preparation for Fall 2000. The B.S. in Electro-Mechanical Engineering Technology was accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. in 1999. Associate degrees were added in Information Sciences and Technology, Human Development and Family Studies, and Criminal Justice.

As a result of these new degree options, Altoona College has been able to attract and retain students in those programs. The number of students in its baccalaureate majors has nearly quadrupled from 114 in 1997-98 to 412 in 1999-2000. The number of upper-level students in its majors has expanded from 110 to 271 over the same period.

A new dormitory, Cedar Hall, with 320 beds opened in Fall 1997. Also in Fall 1997, the Ralph and Helen Force Advanced Technology Center, which contains five state-of-the-art engineering laboratories, was opened. A new Continuing Education and Training building, Cypress, was opened in Fall 1999. During Fall 1999, the new Downtown Conference Center was opened, and Continuing Education and Training is currently offering four certificate programs, computer courses, and a variety of professional development workshops in this facility.

Penn State Altoona assists in workforce development in a variety of ways throughout our service area. Continuing Education (CE) and Training is currently delivering customized on-site training at numerous organizations, primarily focusing on supervisory development and inter-personal skills. The CE division also offers a variety of programs to the public, including computer/information technology programs, engineering, and management development-based activities, and for-credit certificate and degree programming in business, human development, and criminal justice. CE staff

are also involved with the Southern Alleghenies Region Workforce Investment Board. Penn State Altoona continues to offer nine associate degrees, and is expanding its TechPrep articulation agreements with secondary schools in our service area.

3. **Berks-Lehigh Valley College**

Beginning about four years ago, the Berks campus community (faculty, staff, students, and an Advisory Board of local community leaders) began to study the options that the University offered for developing into a college. Following an intensive year of analysis, the Berks campus proposed, and the University approved in July 1997, that it merge with the Allentown campus to form this new college. The Allentown campus community selected the same option. Since then the challenges have been to merge the two campus cultures and transform the campuses from primarily two-year transfer units of the University into a college that over time will offer a range of baccalaureate programs that will allow students to remain at either campus for four years.

College-wide faculty (Senate), student (Student Government Association), administrative, Advisory Board and alumni structures have been created to facilitate the merger of the two campuses. The College has developed six baccalaureate programs and has several others in the University approval pipeline. The current baccalaureate programs are Electro-mechanical Engineering Technology, Business, Culture Studies (liberal arts), Science, Kinesiology, and Information Sciences and Technology. The College faculty numbers have been increased from 84 to 102 and staff have been hired to provide a broader range of student services. At the Berks campus several facilities have been added or will be soon. Student housing "beds" have been increased from 386 to 800. Four and a half million dollars have been raised locally for a new high-tech classroom building and plans are underway for a three million dollar expansion of the student center. The Library space has been doubled with the addition of the Information Commons to the current library structure.

4. **Capital College**

Since the merger of the undergraduate Schuylkill campus with the upper division and graduate campus at Harrisburg to form the Capital College, undergraduate baccalaureate programs in Criminal Justice, Psychology, and Business and a graduate M.ED program have been developed at Schuylkill. New computer facilities have been developed at both locations. The Ciletti Library at Schuylkill has been renovated and a new \$17 million, three-story state-of-the-art library built at Harrisburg. This library, which opened in January 2000, is the most technologically advanced library in central Pennsylvania. It permits users to access books, journals, electronic databases, and the Internet from 92 percent of its 664 general public and group study room seats. It offers a state-of-the-art library instruction lab for teaching

information retrieval strategies and two technology-enhanced classrooms. It is also the only academic library in the United States with a State Data Center presence, permitting broad access to census data in addition to print and electronic resources.

Among the major new initiatives of Capital College are efforts to create joint interdisciplinary programs. With the Dickinson School of Law, the College has developed joint MPA/JD, MBA/JD, MIS/JD, and EPC (Environmental Pollution Control) programs. It has also developed a joint MBA/Ph.D. Pharmacology program with our College of Medicine. Capital has also cooperated with York Campus of our new Commonwealth College in offering the M.ED. in Teaching & Curriculum and is exploring similar arrangements with other campuses of that College.

In its Harrisburg location, the Capital College is well-placed to take a leading role in partnering with state government to help fulfill, as stated in the University's mission statement, its "unique responsibility for outreach and public service to support the citizens of Pennsylvania," and its efforts in this area have continued to grow. The School of Public Affairs oversees a joint internship program with the Pennsylvania Senate Appropriations Committee and is involved in sponsored research with various state agencies. Continuing Education oversees training programs—computer training, diversity training, training in presentation schools, training in performance management and negotiation skills—for a number of state agencies. In addition, environmental programs in the School of Science, Engineering, and Technology have a number of linkages with the Pennsylvania Department of Environmental Protection (DEP). Other partnerships between the School of Science, Engineering and Technology and the state are with PennTap, PennDOT, and the Ben Franklin Program.

5. **Commonwealth College**

Effective July 1, 1997, twelve campuses of the former Commonwealth Educational System (CES) joined together to form a collegiate unit, the Commonwealth College, newly empowered to respond to the needs of its students and the communities surrounding each of its campuses.

During its first two years, the College has realized significant organizational and functional accomplishments. Three new baccalaureate degrees have been developed in Business, Human Development and Family Studies, and Occupational Therapy. A system of division heads has been institutionalized to replace partially the faculty and curricular support formerly provided by the department heads at University Park colleges. College standing committees have been formed to deal with issues of curriculum and promotion and tenure, and a College Faculty Senate has been formed.

Offering our campus students the opportunity to enroll in a limited number of baccalaureate programs was one of the primary motivators in forming the new colleges. As of Fall 1999, the Business degree is available on eight campuses (Delaware County, DuBois, Fayette, Hazleton, Mont Alto, Shenango, Worthington Scranton, and York), with the likelihood that it will be offered on all twelve over the next two years. The four-year Human Development and Family Studies Program is now offered at five locations (Delaware, DuBois, Mont Alto, Shenango, and Worthington Scranton), with Fayette scheduled to begin in Fall 2000. The Occupational Therapy Program, which within the University is available only at the Mont Alto campus, has received its full national accreditation. In addition, the University's new baccalaureate Information Sciences and Technology (IST) degree is also offered at three Commonwealth College campuses (Beaver, Delaware County, and McKeesport) with the associate degree available at five others (Mont Alto, New Kensington, Wilkes-Barre, Worthington Scranton, and York). Beginning in Fall 2000, the baccalaureate will be extended to another location (New Kensington) with the associate offered at four others (DuBois, Fayette, Hazleton, and Shenango). This will bring an IST degree at either the two or four year level to all twelve campuses.

These new programs, plus the replacement of retiring faculty, have led to the recruitment of a significant number of new faculty. A total of 32 new faculty were hired in Fall 1997, with 28 being hired the following year. The figure rose to 46 in Fall 1999. Along with its longer serving faculty, these new hires will provide the leadership for the college's new programs. The University Libraries, through reallocation of resources, added eight librarians on nine month appointments to campuses in which the library had only one professional librarian; the Commonwealth College supplemented four positions and upgraded them to twelve month appointments.

Total enrollment has risen from 13,757 in Fall 1997 to 14,347 in Fall 1999. A significantly higher number of the College's students are now enrolled in upper division courses in baccalaureate programs that can be completed on College campuses. Over the last 3 years, the figure has increased from 326 to 1,090, a 234 percent rise. During this same period the number of minority students has risen from 1,066 to 1,217, an increase of 14.1 percent. These enrollment data are entirely in accord with the original reorganization plan for the College, which called for only very modest growth in overall enrollment with significant growth at the upper division level.

B. Penn State's Merger with The Dickinson School of Law

In 1997, Penn State entered an affiliation agreement with The Dickinson School of Law (DSL), with an agreement to enter a full merger by July 1, 2000. A 1974 report by a committee of representatives from the State Department of Education and consultants charged with looking at the possibility of bringing a law school to Penn State observed that, in addition to offering Penn State students degrees in law itself:

“Other academic programs of the University at the undergraduate, graduate, and professional levels would be strengthened considerably by the creation of a Law School. The absence of a Law School at Penn State inhibits the comprehensive study of many of the complex problems facing society.”

Twenty-six years later, Penn State’s merger with DSL (now the Penn State Dickinson School of Law) thus completes its mission to be a comprehensive University.

Among the advantages of the affiliation and then the merger that the law school saw for itself were enhanced abilities to attract students and to enlarge its national presence; economies of scale, particularly in such areas as alumni relations, fund-raising, investment management, governmental relations, libraries, international programs, conferencing, faculty benefits, and development; heightened capacity to use technology; and increased opportunities for interdisciplinary work for students and faculty.

After the announcement of the merger, the application rate at the law school increased by nine percent in 1997-98 and fourteen percent in 1998-99. At the close of Fall Semester, 1999, applications were running thirty percent ahead of those at the same point in 1998. The number of minority students in the current entering class is double that of the previous year. The geographic diversity of the class increased from nineteen states last year to twenty-four in the current year. DSL has been able to meet its admission targets while improving the credentials of the bottom quartile of its entering classes and holding its own with respect to the credentials of the students at the top and in the middle of its entering classes.

Similarly, in fund-raising, gifts to the DSL increased from \$900,000 in the first year of its affiliation with Penn State, to over \$4,000,000 during the past fiscal year. In the area of technology, with the expertise and resources of Penn State, the DSL has been able to open three new computer lab/classrooms during the past year, and to double the number of on-site computers available to its students for research study and training. The DSL now has one of the best ratios of computers to students among all of the nation’s law schools.

One of the greatest benefits of, and reasons for, the merger, for both institutions, has been the collaboration between the formerly separate institutions in developing programs for our students. JD/MPA, JD/MBA, and JD/MIS cooperative degree programs have been developed by DSL, which will retain its location in Carlisle and Penn State’s Capital College in nearby Harrisburg. A three-plus-three BA/JD program has been developed for students in the University’s Honors College. Three concurrent degree programs exist between the DSL and the University’s program in Environmental Pollution Control, and the DSL has a JD/MBA cooperative degree program with the University’s Smeal College of Business Administration. The development of an enhanced continuing education and outreach program at Dickinson was made possible by the collaboration between the Law School and the University’s Division of Outreach and Continuing Education. In addition, there have been faculty exchanges between DSL and other colleges in the University, with faculty members

from the College of Agricultural Sciences and the College of Communications offering courses at the DSL, and a member of the DSL faculty teaching courses in the College of the Liberal Arts.

The most fully developed of these collaborative interdisciplinary initiatives, however, has been the Agricultural Law Research and Education Center. This Center supports education to law students, both directly and through formal courses and also by providing internships for students with special interests in the area. The research work undertaken by the Center, through students and faculty from the law school and the College of Agricultural Sciences, is directly related to subjects considered important to the Commonwealth by experts in the field of agriculture, many of whom serve on the Board of Directions of the Center. The Center serves the interests of the Commonwealth in a variety of ways. For example, it is involved in a project designed to result in materials of interest to farmers and food processors concerning the sale of Pennsylvania agricultural products in foreign markets. It is also involved in research designed to illustrate some alternative solutions to nutrient management issues of potentially great importance to the Commonwealth.

C. The Schreyer Honors College

In 1997, a new college was made possible by a \$30 million gift from William A. and Joan Schreyer—the largest personal gift in Penn State’s history. A substantial portion of the Schreyer’s gift will create an additional 160 endowed scholarships in the Honors College. The endowment will also establish the Schreyer Ambassador Awards to support study abroad for 100 honors students each year. Other initiatives within the College include community/internship experiences, alumni and professional mentoring, a leadership development program, visiting fellows, Penn State faculty fellows, a recurring national conference at Penn State on teaching and learning, and a link with the previously established Schreyer Institute for Innovation in Learning. The Atherton Hall dormitory at University Park is currently being renovated so that it can house both the College’s offices and students, thereby achieving the living and learning environment that has been envisioned for the College. The program is also offered at the Behrend College, Penn State Erie, with special housing provided.

D. Interdisciplinary Initiatives

In the belief that in the future many of the greatest advances in research, scholarship, and creative work will most likely occur at the boundaries between disciplines, in multi-disciplinary efforts that promise to have a significant impact on society, the University has invested in a new School for Information Sciences and Technology and has developed four new interdisciplinary programs.

1. School of Information Sciences and Technology (IST)

In 1998, an Information Sciences and Technology Strategic Planning Group recommended that Penn State create a new School of Information Sciences and Technology (IST). The School was formally established with the approval of

the Board of Trustees in September 1998 and has the status of a college within the University, with a dean as the academic leader.

During the academic year of 1998-99, over thirty committees, populated with over 200 Penn State faculty and administrators, as well as industrial and governmental advisory members, worked diligently to build undergraduate curricula, hire a dean, faculty, and staff, recruit an incoming freshman class of students, find temporary space for the School, and plan a program concept for a new building.

In March 1999, the University Faculty Senate approved curricula for both baccalaureate and associate degree programs in IST. Forty-three new courses were approved. In the baccalaureate program, students have a choice of three options: Information Technology Integration, Information Systems Development, and Information, Society, and Public Policy. The B.S. program is being offered at University Park and six other Penn State campuses in the fall of 1999, with at least two other locations initiating the program in 2000 and 2001. The associate degree program, with nine options, is being offered at nine locations in the Fall of 1999, with four additional locations offering the program in the next year. By Fall 2000, the School plans to develop an academic minor that incorporates core courses in IST with other credits in specific application domains (e.g. Geographic Information Sciences, International Business, Agricultural Economics, etc.).

Graduate programs being developed include a professional Master's degree, a research-based Master's of Science degree, and a Ph.D. degree. These programs will be available no later than Fall 2001. Closely associated with the graduate program will be the development of research centers in high profile areas of information sciences and technology.

The Information Sciences and Technology Solutions Institute is being created to serve as a focal point within the School for providing services to both internal and external constituencies. These would include web-based courses, certificate programs, business solutions and training, executive briefings, etc. The Institute, in partnership with the Penn State World Campus, will manage the development of instructional materials for University-wide offering and for students who are unable to attend conventional academic facilities. Following initial preparation and offering in residential mode, key courses will be developed for web-based delivery and multi-media-based delivery. The Institute will provide liaison with Commonwealth of Pennsylvania government agencies on issues such as work-force development and coordination of information technology programs among institutions of higher education in the state. The Governor's School for Information Technology, a five-week program for talented high school juniors which was offered at Penn State for the first time in the summer of 1999, will be administered through the Institute in the future. Coordination with the University's E-Commerce Research

Center, along with incubation, entrepreneurial, and other technology transfer efforts, will be centered in the Institute.

A process is currently underway to select an architect for a new building to be designed and constructed for the purpose of housing both the School of IST and the Department of Computer Science and Engineering. It is planned that this building would be ready for occupancy in the 2002-2003 time-frame.

2. **Life Sciences Consortium**

In 1996, an interdisciplinary Life Sciences Consortium was established. The initiative began a five-year \$5 million commitment to support the Consortium, which involves more than 190 scientists across six colleges in collaborative research and teaching. The Consortium supports faculty by co-funding salaries of new life sciences faculty; jointly recruiting and advising graduate students; enhancing graduate and undergraduate education in the life sciences; and supporting research and education at the interface between life sciences, technology and business. The Consortium's Biotechnology Institute is pioneering a new commercialization effort called the Penn State Gateways Program. Together with its business incubator, the Zetachron Center for Science and Technology Business Development, the Gateways Program provides guidance and resources for faculty interested in commercialization.

3. **Children, Youth, and Families Consortium**

The Children, Youth, and Families Consortium was launched in January 1998. Its mission is to advance Penn State to a new level of national and international leadership in the area of children, youth, and families. The Consortium will accomplish this mission by promoting research that contributes to the base of scientific knowledge; encouraging the development of effective practices, programs, and policies among community practitioners; and facilitating interdisciplinary activities that integrate graduate and undergraduate teaching, research and outreach.

4. **Environmental Initiative**

The Environmental Initiative began in January, 2000. Its primary objectives are to increase the visibility of Penn State's environmental research and education programs, facilitate the ability of faculty and students to address opportunities that require interdisciplinary interaction and collaboration, and to encourage the development of new research and educational directions.

5. **Materials Science Initiative**

Penn State possesses one of the largest collections of university materials researchers in the world, and a reputation for educating the engineers and scientists who can lead this interdisciplinary field into the next century. The

Materials Sciences Initiative aims to enhance this international reputation by coordinating activities and providing University-wide leadership for its materials faculty, students, and programs. The Initiative will encourage the development of an environment where unique and relevant educational programs can develop, world-class researchers can collaborate to further the materials research knowledge base, and industrial partnerships and patent leadership can thrive.

E. Teaching and Learning with Technology

A major goal of the University has been to enhance the use of instructional technology in order to offer additional learning opportunities in our resident courses, to encourage the sharing of pedagogical resources among our various locations as well as with other institutions, and to offer greater opportunities for distance learning for citizens of the Commonwealth.

1. World Campus

The 1995 Evaluation Team urged the university to redouble its efforts through distance learning technologies to make offerings more accessible to the citizens of Pennsylvania. Penn State's World Campus opened its first courses in January 1997, using telecommunications technologies and the asynchronous learning technologies and pedagogies made possible by the World Wide Web to create new "virtual" learning communities among motivated adult learners nationally and internationally. It is designed to provide access to undergraduate and graduate degree and certificate programs and just-in-time professional development programs. The University has been enhancing its distance education student services capabilities—developed through a century of support for correspondence study students—to support learner needs in this new on-line, asynchronous learning environment. Several important steps have been taken towards making the World Campus, the University's 25th campus, a fully institutionalized part of Penn State's academic community:

- a. The initiative has been supported by the Faculty Senate through the Senate Outreach Committee.
- b. The Graduate Council has created new standards for achieving the goals of residency in a nonresidential environment to facilitate the offering of professional masters degrees.
- c. Most faculty involved in the World Campus are doing so as part of their normal teaching load.
- d. A revenue sharing system has been developed, as part of the general University policy on outreach, to ensure that academic units receive financial benefit from successful World Campus programs.

The World Campus enrolled its first students during a pilot semester in January 1998. It completed its first full year of operation in June 1999, offering the initial courses in ten credit and non-credit certificate and degree programs. Thus far, the World Campus has generated more than 1,000 enrollments in eleven credit and non-credit certificate and degree programs. It has attracted national attention as a “bellwether institution” in the emerging on-line learning field.

2. **Course Development and Intra-Campus and Inter-Campus Initiatives**

- a. Faculty and Course Development Programs for Teaching with Technology: Educational Technology Services in the Penn State Center for Academic Computing has established a diverse set of faculty development programs and course development resources that faculty can use to integrate technology into their on-campus programs. In 1998-99, the initiative supported twelve faculty projects that dealt with issues that include the use of technology in freshmen seminars, increasing interaction in large classes, use of the Web to improve use of classic texts, improvements in laboratories, etc. The program also sponsors a variety of on-line course development tools, faculty development workshops, and, in conjunction with CIC institutions, conferences related to faculty use of technology.
- b. Project Vision: Beginning in 1995, Penn State launched on a three-year experiment in using new technology to support new ways of learning among first-year students in the University’s Commonwealth Educational System. Starting as a limited experiment, with four general education courses at three campuses, Project Vision is now an alternative track for the delivery of specific curricula, including computer science, education, and general education. The initiative, which was supported by IBM, is active at five Penn State campuses.
- c. Enhancing High Enrollment Classes: Penn State is applying information technology to enhance active learning and student-faculty interaction in high-enrolling undergraduate courses. The University was awarded a Pew Foundation grant in 1999 to transform Statistics 200, a high-enrollment, high-impact course taught at more than twenty Penn State campuses. At University Park alone, nearly 1,000 students take the course each semester. By carefully reallocating instructional resources, we can reduce the cost of instruction by approximately thirty percent while maintaining or increasing student learning. By making the course far more learner-centered and interactive, we believe that students will acquire a deeper understanding of the critical concepts and skills central to this course.
- d. President’s Fund: Beginning in academic year 1999-2000, the University has committed \$250,000 per year for four years to stimulate

the development of on-line courses that meet the needs of the World Campus and other campuses of the University. The goal is to ensure broad access to clusters of courses in key majors and to individual general education and core curriculum courses to students, regardless of their location.

- e. Campus Course Exchange: To facilitate the sharing of technology-based courses among campuses, the University is in the process of developing a Campus Course Exchange system. The Campus Course Exchange will allow campuses to enroll students in on-line and telecommunications-based courses originating at other campuses, creating a seamless learning environment for students.
- f. CIC Common Market of Courses: Penn State is participating in a CIC experiment in the use of distance education technologies to share courses among CIC institutions.
- g. Microsoft Contract

A popular selection of Microsoft products have been made available to Penn State students and departments at no cost through a new Penn State/Microsoft program. In addition, each administrative area is eligible to receive a number of free copies of the following software: Office Pro 2000, Front Page 2000, Visual Studio 2000, Office 98 Mac and FrontPage Mac. After months of planning, which included designing a DB2 database to keep track of student distribution as required by the contract and a Web interface to access it, the first copies of free software were distributed by the Microcomputer Order Center in October 1999. By the end of December almost 19,000 students had received their software. More than 76,000 copies of all software titles combined were distributed to students and departments in less than three months.

3. **Teaching and Learning Technology Infrastructure**

- a. Computer Labs: Penn State continues to enhance access and quality of service in its computer labs. At University Park, several labs are now open twenty-four hours per day, seven days per week while classes are in session. The amount of free printing for students in the Center for Academic Computing labs has been increased from 85 to 110 sheets per semester (or 220 pages if you print on both sides).
- b. Library Resources: Penn State University Libraries has made great progress in extending access to its resources through technology. Currently more than 160 databases are on-line, with the great majority accessible to remote students and faculty, including those served by the World Campus. The University Libraries catalog is available on-line

with a web-based search engine that ensures broad access to University information. The University Libraries have created a number of on-line tutorials to enhance student ability to make the most of use both technology-based and traditional resources for research and instruction. In addition, librarians are involved in several initiatives at campus colleges to extend instruction to off-campus centers.

- c. **Interactive Video Distribution:** Beginning in the early 1990s, Penn State began an aggressive plan to install interactive compressed video facilities at each of its twenty-four campuses. This project was initiated as part of an alliance between Penn State and AT&T. Today, each Penn State campus has at least one Picturetel facility that is used for inter-campus delivery of credit courses, for continuing education, and for administrative meetings. In 1999, a video classroom was established at University Park to support the work of the Life Sciences Consortium. The project to expand bandwidth between University Park and other campuses was continued, with two T-1 connections now in place between University Park and twenty-one of Penn State's twenty-three other campuses.
- d. **Internet2:** Penn State has been a leader in the development of Internet2. President Spanier is on the board of trustees for the University Corporation for Advanced Internet Development (UCAID) and Vice Provost for Information Technology and Chief Information Officer, J. Gary Augustson, has been instrumental in guiding Internet2 since its early development. The purpose of Internet2 is to create a high-bandwidth Internet capability for research and learning. The initiative involves research universities, government, and industry partners.

In 1997, Penn State received a Connections Program Award that funded the installation of a faster link for Internet2. The Pittsburgh "gigapop" is be connected to the second Internet2 national backbone, Abilene, so the new OC-3 circuit will provide capacity to both Internet2 backbones. The inter-campus bandwidth upgrade, completed in 1998-99, increased the bandwidth to each campus. A new, much more accurate, network-based time source has been prepared for production. The new source is roughly 100,000 times more accurate than the existing time source, as it uses the Global Positioning System as its reference.

- e. **Learning Anytime/Anywhere Partnership:** Penn State has been awarded \$962,000 from the federal Learning Anywhere, Anytime Partnership Program to support a World Campus initiative to create a data-base warehousing approach to the development and delivery of on-line courses and to allow students to personalize their on-line learning space. The project, which includes partnerships with Sun

Microsystems and Apple Computer, will reduce the complexity of developing on-line courses across the University.

- f. A Task Force Report has been issued on *University Web Strategies and Directions*. The report issued the following vision statement “Penn State will be a leader among land-grant universities in the use of electronic technologies to facilitate the integration of teaching, research, and service. The Web will be embraced as a fully integrated and dynamic tool by all academic and administrative units to promote global access to Penn State. The University presence will create a virtual community that serves and engages all University constituents.” The report makes a number of specific recommendations in the areas of Image and Design, Electronic Architecture, and Web Utilization, Support, and Responsibilities. In Spring 2000, an Academic Leadership Forum for department heads and deans focused on the topic, “Penn State and the Web.”
- g. Innovations in Distance Education: Beginning in 1995, the University launched a three-year Innovations in Distance Education project, supported by \$700,000 from the AT&T Foundation, to help create an environment more welcoming to distance education and the use of instructional technology. The program brought together nineteen faculty members from all colleges, as well as Lincoln University and Cheyney University, who worked on individual distance education and technology-based courses and, in the process, shared ideas on the implications of using these technologies. The result was a set of “Emerging Principles for Distance Education.” The project also sponsored three invitational policy symposia on distance education, which involved administrators from CIC and historically black institutions. The resulting symposium reports have been published on the web. A fourth symposium was funded for fall 1999.
- h. Electronic Theses and Dissertations: In 1997-98 the Graduate Council passed a resolution authorizing the development of a pilot project to enable doctoral students to utilize advanced electronic technology for the preparation and submission of their dissertations. The Electronic Theses and Dissertations Committee was formed and produced a report outlining a four-phase process for the development and implementation of a University-wide ETD project. A one-year pilot phase of the project, in which selected students submitted both paper and electronic versions of their dissertations, will be completed in Summer 2000. Beginning Fall 2000 all doctoral students will have the option of submitting their dissertations electronically, enabling them to obtain the benefits of increased learning about electronic publishing, incorporation of multimedia elements into their work, and access to their work via the world wide web.

- i. In order to facilitate the use of technology in undergraduate instruction, all new baccalaureate students are strongly urged to have personal computer access when they begin their studies.

F. **Curricular and Learning Initiatives in Undergraduate Education**

1. **General Education Reform**

The Evaluation Team urged in its Report that there be timely consideration of the curricular reforms then underway. What it had in mind was the review of General Education that was then in its earliest stages. In 1997, the Faculty Senate passed legislation to revise Penn State's General Education program. Some of these changes involve credit distributions and requirements, but most address the learning experience expected in general education courses, with an emphasis on more active learning. Such emphases can be seen in the following recommendations:

- a. Integrate key competencies for active learning (writing, speaking, quantitative reasoning, information retrieval and computer literacy, problem solving and critical thinking, collaboration and teamwork, intercultural and international competence), as appropriate, in all general education courses in the domain-knowledge areas (health sciences, sciences, arts, humanities, social and behavioral sciences).
- b. Develop policies, procedures and guidelines for the general education curriculum and its attendant requirements that will stimulate creative, collaborative approaches, both in terms of curriculum development and delivery and in the ways students may meet the spirit of the requirements.
- c. Refine the guidelines used in approving courses intended to develop intercultural and international competence, to emphasize student engagement and active learning.

The new legislation includes an assessment requirement to "Initiate a systematic, formative, assessment mechanism: namely, a faculty-oriented, administratively supported, general education assessment interest group. The goal of this initiative is to gain timely, practical insights into what students should be learning, what and how well they are learning, the opportunities provided by Penn State's curriculum, and how the University can continually improve general education."

2. **First-Year Seminars**

One of the major new requirements of the new general education program is a first-year seminar for all students, beginning with the 1999-2000 freshman class. The requirement is meant to insure a small class experience for all of our

students in their first year, thus facilitating our goals for interactive learning as an ongoing assumption of their learning experience at Penn State. Efforts to implement this curriculum revision have resulted in increased dialogue and planning among all academic units across the multi-campus system.

These seminars are designed to acquaint our 12,000 first-year students with the learning tools and resources available at Penn State and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors. In addition, they are expected to facilitate students' adjustment to the high expectations, demanding workload, increased academic liberties, and other aspects of the transition to college life, and to introduce students to their responsibilities as members of the University community.

Seminars are to be taught by full-time, regular Penn State faculty and, as the name implies, be conducted in small sections, thus providing opportunities for the students to develop relationships with full-time faculty and other students in academic areas of interest to them.

3. **Learning Edge Academic Program (LEAP)**

Begun in 1996, the Learning Edge Academic Program engages first-year students with a body of knowledge in two academic areas and encourages them to direct and manage their own learning. The mission of LEAP is to introduce students to active and collaborative learning, to develop their skills in communication and in using computers as research tools, to enhance their abilities to achieve high performance in work with peers, and to enthrall them with the intellectual possibilities of undergraduate education and life-long learning.

To pursue the mission, the program creates small learning communities in a large university environment, that encourage collaborative and active learning. Residential learning communities, called "prides," consist of two instructors and their two different courses integrated in content and/or assignments, a student mentor, and up to twenty-five students. The curriculum of the program integrates the two related courses for each pride and also provides a series of workshops on using the technology and library resources available at the university. Faculty teach in a "block" with courses and workshops taking place in the same classroom.

Rather than being an "add-on" program, LEAP allows incoming students to accelerate their acquisition of learning skills within the context of their pursuit of a degree and a major at Penn State. Upper division students have been recruited and trained as mentors. These students live in the residence halls along with the LEAP students, helping the freshmen navigate the university, both physically and academically, serving as a liaison between the students and

the faculty, conducting peer reviews and tutoring students on the utilization of available technology.

The LEAP program began in the summer of 1996 with 100 students as an experiment. Last year it served almost half of the freshman entering the summer program. Enrollment has increased—from 100 students in 1996, to 228 in 1997, 302 in 1998, and 402 in 1999.

4. **Undergraduate Student Awards**

Through an initiative that was just beginning about the time of the Team's 1995 visit, Penn State has made remarkable progress in better preparing its most outstanding students to compete for and win prestigious national scholarships. President Joab Thomas created the Undergraduate Fellowships Office in 1992, and the number of students and recent graduates receiving prominent awards has been one of Penn State's strategic performance indicators since 1999. Evidence of success includes Penn State's first-ever Rhodes Scholar (1997), two Marshall Scholars (1994 and 1996), one of the first Mitchell Scholars (2000), a Harry S. Truman Scholarship (1999), and 15 Barry M. Goldwater Foundation Scholarships over the past four years. In addition, over the past four years, our students have won 57 Fulbrights grants and 42 fellowships from the National Science Foundation.

G. **University Initiatives for the Improvement of Teaching and Learning**

There have been a number of new initiatives and structures for the improvement of teaching and learning since the Team's visit, among them efforts to consolidate and implement these efforts University-wide, as suggested in the Team's *Report*. These include the development of a colloquy series, involving day-long University-wide dialogues about undergraduate education; the creation of our Schreyer Institute for Innovation in learning; the adoption by our Faculty Senate of a faculty teaching development and evaluation initiative; and the start of a Teaching Learning Consortium, designed to involve the entire University Community in the teaching and learning enterprise.

1. **Colloquy**

Colloquy is an annual, day-long event, introduced in 1995, designed to provide an opportunity for faculty, students, and staff University-wide to explore issues and share ideas about how to implement strategies that foster more effective communication skills, engage students in active and collaborative learning, and enhance their information literacy. The day consists of a series of structured discussions in which participants have an opportunity to reflect on the specific things they can do to improve student learning in the courses they teach. Participants learn about the successes and sometimes more informatively the failures of others, as well as share their own stories. Information is shared via a live and an electronic poster session, both of which highlight the wide array of

learning innovation efforts. Topics discussed reflect current issues and strategies for learning and teaching. Our most recent Colloquy included approximately 400 participants.

2. **The Schreyer Institute for Innovation in Learning**

An outgrowth of our first Colloquy discussions and supported in part by a gift from William and Joan Schreyer, the Institute was established in 1995 to redesign undergraduate education that promotes active and collaborative learning. The Institute has developed partnerships between students and faculty to design, conduct and engage in problem-focused learning experiences that foster inquiry, initiative and teamwork. It is a laboratory for learning and teaching.

With assistance from an interdisciplinary team of faculty and staff University-wide and an advisory board of national leaders in the academic, corporate and non-profit sectors, the Institute has funded and worked with more than 130 faculty on teaching and learning projects in all ten academic colleges and sixteen campuses. The Institute also involves graduate and undergraduate interns in its projects, having employed about 250 to date.

Schreyer Institute innovations have affected an average of 4,200 students a year, but perhaps more important has been the effect of changing the academic climate at Penn State toward collaborative teaching and learning system-wide.

3. **Faculty Teaching Development and Evaluation**

In 1997, a Special Committee on Faculty Teaching Development and Evaluation was formed by the Faculty Senate. Its report was submitted to the Faculty Senate and accepted in April of 1998. Its recommendations for improving the evaluation of teaching are now part of the *Administrative Guidelines* for our tenure and promotion process. As a result, there will now be a requirement that multiple measures for receiving student input be used for the evaluation of teaching, and also that there be direct input from the faculty member, such as a teaching portfolio. In order to foster the development of teaching, deans of all of our colleges are required to submit to a Provost's review group their plans for 1) teaching development; 2) practical measures of teaching scholarship; 3) statements of expectations of teaching excellence; and 4) distribution of incentives and rewards to further encourage excellent teaching. The governing principle is to support through collegial consultation and resource facilitation local communities that contribute to the excellence in teaching necessary to further an engaged and successful learning environment. The task of the Provost's review group is to assist with the development of useful guidelines and procedures for departments and deans.

4. **The Teaching Learning Consortium**

At the end of the 1998 academic year, John Brighton completed eight years as Executive Vice President and Provost, returning to the faculty as a University Professor for Undergraduate Education. In that role, he has undertaken the creation of the Teaching Learning Consortium (TLC). The Consortium seeks to promote, facilitate, communicate and recognize the transformation of learning, including learning directly in progress at Penn State, and to develop leadership for continuous improvement of teaching and learning. It has designated working teams involving the entire University community in the teaching and learning enterprise: 1) The Steering Team; 2) The Department Head Team; 3) Department Heads with Extensive Service Teaching Responsibilities; 4) Learning Academy Faculty (faculty liaisons from academic departments); 5) The Teaching Assistants Team; and 6) The Student Team.

The highest priorities of the TLC are, initially, to do the following:

- a. Facilitate communication about improvement of teaching and learning throughout the University, including best practices, seminars, and activities within learning support units and academic departments.
- b. Assist ways of using technology in learning, including Web-enhanced instruction, Web-based learning portfolios, use of electronic classrooms and electronic information, literacy instruction.
- c. Promote an active and collaborative learning environment.
- d. Assist academic departments' initiatives to improve learning.

In addition, the Teaching and Learning Consortium is in partnership with departments across the University currently engaged in the development and implementation of innovations reflecting the TLC's goals and objectives.

5. The Provost's Emeritus Faculty Teaching Scholars

A new Provost's Emeritus Faculty Teaching Scholars initiative encourages select emeritus faculty to return to the classroom to share their expertise and time with our students, either at campus colleges or at University Park. Non-salary funds in the amount of \$2,500 per course will be made available for the 2000-2001 academic year to support outstanding emeritus faculty teacher scholars. Department heads or program chairs will nominate emeritus faculty who are interested in teaching a new course, developing new approaches to teaching and learning, offering a small section of a larger course, or other scholarly teaching activities. Up to 30 Teaching Scholars will be named for the 2000-2001 academic year.

A budget for use by the Teaching Scholars can be applied toward expenses associated with the scholarly teaching activity. Examples of such uses could include:

- professional travel for faculty and/or students;
- teaching and scholarship enrichment such as resources, software, films, etc.;
- learning experiences such as field trips, museum visits, etc.;
- equipment; and,
- wages for student collaborators.

Teaching Scholars are encouraged to use learning support units such as the Schreyer Institute for Innovation in Learning, the Center for Excellence in Learning and Teaching (CELT), Educational Technology Services (ETS), and the Royer Center for support or consultation. Sponsoring units will be expected to provide a location for faculty and students to meet outside the classroom, as well as other usual support infrastructure for courses.

H. Promoting Best Practices in Graduate Education

With 10,060 graduate students matriculating at five University locations, Penn State has the third highest graduate enrollment in the country. Penn State’s vision statement for graduate education, first crafted by then Graduate School Dean Rodney A. Erickson in 1997, is “to be one of the nation’s preeminent universities in graduate education and research, and a ‘first choice’ university for graduate students. Its faculty and graduate programs will be recognized for their excellence and creativity in advancing the frontiers of knowledge, for their skill and innovation in educating graduate students, and for their commitment to sharing the results of research with the University’s constituencies.”

While traditionally recognized as a high quality university support unit, in recent years the Graduate School has assumed a more prominent leadership position in promoting best practices in graduate education.

1. Improving Quality in Student Recruitment

Beginning in 1995 the Graduate School developed a cost-sharing partnership program with academic colleges to recruit high-caliber students who otherwise might be attracted to competitors. Funds are provided for stipend top-ups, bringing prospective students to campus, and special initiatives to attract students to our degree programs. Test scores of entering graduate students reflect quality improvement, with University Park junior/senior grade point averages, at 3.50, and GRE scores, at 1826.7, reaching their all-time highest levels in 1999.

2. Fostering Faculty Support of Graduate Education

In 1995 the Graduate School initiated an annual workshop for graduate faculty to disseminate valuable knowledge and perspectives on graduate education. Open to all university graduate faculty members, these workshops promote

interdisciplinary communication, reinforce knowledge of graduate school policies and procedures, and underscore the importance of the graduate mission. Recent workshop topics include ethical issues in graduate education, recruitment and retention, and preparing students for the academy and beyond.

3. **Serving the Needs of Graduate Students**

Following a three-year Congressional advocacy campaign led by Dean Rodney A. Erickson, beginning July 1, 2000, graduate assistants in public institutions in Pennsylvania will no longer be required to have FICA deducted from their stipend checks. This will result in a 7.5% monthly increase. Within the past five years a number of initiatives have been launched that speak to common needs and interests among graduate students from diverse fields and colleges. The Graduate School sponsors a range of programs and workshops available to students, including: Graduate School Convocation (2000); monthly Coffees with the Dean (2000); Conversations at Kern (1999), a monthly event on topics of interest to graduate students; twice yearly Professional Development Workshops (1998), featuring presentations from alumni and others regarding career preparation; Communication Enhancement Workshops (1996) directed toward international students; and the Graduate Writing Center (1998) offering peer tutoring in writing.

I. **Research and the Engaged University: New Initiatives**

Penn State plays a leading role in the quantity and quality of academic research and development being performed both nationally and internationally. Penn State ranks thirteenth nationwide in total R&D expenditures, and ninth among public universities and colleges, exceeded in the Big Ten only by the University of Michigan and the University of Wisconsin Madison. During fiscal year 1999, Penn State's total research expenditures increased by five percent, reaching \$393 million, while grants and contracts reached an all-time high of \$280 million, an increase of seven percent from the previous year.

1. **Interdisciplinary Research**

In 1999, the Kellogg Commission on the Future of State and Land-Grant Universities published *Returning to Our Roots: The Engaged University*. This document advocated for a university engaged in solving community problems, whether the community is defined locally, state-wide, nationally or globally, through the use of multidisciplinary approaches. Penn State has a long tradition of fostering such interdisciplinarity through its six Intercollege Research Programs, recently augmented by its four newly organized consortia. More than one-third of Penn State's research program resides within these interdisciplinary research units and over 500 graduate students are pursuing advanced degrees in one of thirteen Intercollege Graduate Degree Programs.

With an all time high of \$83 million in research expenditures in FY 1999, the Applied Research Laboratory is the largest single research unit at Penn State. Both the Department of Defense and the U.S. Navy have designated ARL as a strategic partner and one of their special University Affiliated Research Centers. In 1999, Penn State was selected as the Marine Corps Research University, with a five-year, \$42.5 million, sole-source task order contract. Faculty members from a wide range of colleges and research institutes are participating in this effort; currently nineteen specific initiatives are being pursued.

2. **Technology Transfer**

Technology transfer at Penn State moves well beyond the now standard facilitation of patenting and licensing into a wider portfolio of activities, including the development of research parks, commercialization of research ideas, the establishment of partnerships with existing firms, the facilitation of start-up ventures, and the transmission of knowledge from a broad array of disciplines. Since 1991 the Intellectual Property Office has received over \$1 million in running royalty payments, representing nearly \$29 million in new product sales. In FY 1999 alone, Penn State engaged in 648 sponsored research projects with 367 Pennsylvania companies for a value of \$18.3 million. Our Ben Franklin Technology Center of Central and Northern Pennsylvania, one of four regional centers in the Commonwealth, links public private, and educational resources to help strengthen the technology components of the state economy. In FY 1999 the Center funded sixty-one projects and to date is responsible for the commercialization of 270 products. The Pennsylvania Technical Assistance Program (PENNTAP) helps Pennsylvania business and industry improve its competitiveness by providing free scientific and technical support. In 1999 PENNTAP provided 900 cases of technical assistance to 620 clients in sixty-seven counties. Clients report that 310 jobs were created or saved, as well as almost \$10 million in economic benefits through cost savings, sales increases, and capital investments.

3. **Intellectual Property Task Force**

The availability of new technologies and pending changes in national copyright regulation have made intellectual property an important University policy issue at most larger institutions, and one of our new initiatives is to develop a Penn State policy in this area. A University-wide Intellectual Property Task Force, consisting of faculty and administrators, has been charged to “review existing University policies and procedures, consider current and emerging issues and strategies for IP administration, benchmark against other leading universities, and provide recommendations on a wide range of intellectual property-related issues and opportunities.” The Task Force is focusing on four broad areas of concern: software, copyrights, and data rights; intellectual property administration; equity positions and startup companies; and patent agreements. Developing a clear and implementable policy for intellectual property is one of the challenges for faculty and administrators in the near future.

4. **Streamlined Processes for Research Administration**

The infrastructure for supporting a research enterprise on this scale requires a high level of administrative support for proposal preparation, award negotiation, and the administration of grants and contracts. In 1998 the Task Force on Research Administration addressed a number of issues essential for creating a university environment that would facilitate large scale, team oriented research and a state of the art system for proposal preparation and

submission and grants administration. A number of these recommendations have been funded by the University and are currently under development. First, a comprehensive Electronic Research Administration system is being developed to assist in the administration of grants and contracts. This system when fully implemented will aid faculty and staff in the development of proposals, the submission of electronic proposals, the tracking of proposals and awards, the management of funds, and the monitoring of project milestones and deliverables. Second, administrative restructuring has taken place to create additional efficiencies in the system by creating cross-functional teams of administrators—from staff in college research offices, sponsored programs, research accounting, and college financial offices. These cross-functional teams work together on a routine basis, providing cradle-to-grave grants administration services. The teams operate in a CQI-mode, constantly looking to improve systems. Third, additional staff have been assigned to sponsored programs, research accounting, and in the controller's area, to address the additional work generated by dramatic increases in grants and contracts over the last decade.

J. eLion

Penn State's major initiative to improve our advising efforts over the past five years has been the introduction of a computer-based advising program, eLion. eLion was designed to be responsive to the needs of today's students. Faculty advisers, when faced with the increasing complexity of institutional policies, procedures and curricula, often express alarm over the sheer quantities of information for which they are responsible. They struggle with keeping abreast of the constant changes. There have been significant changes in the composition of the student body as well, due to increased representation of minorities, women, veterans, educationally disadvantaged students, low income students, the handicapped, adult students and students with learning disabilities. Both traditional and non-traditional students have expressed the need for increased access to advising resources.

eLion is an expert-based, empirically-grounded advising system that is delivered by the latest technologies to supplement student-adviser relationships and engage students in interactive inquiry for informed educational planning. Beginning in 1994, Project Team member surveyed the university community to identify critical advising processes, presented the eLion concept to the university community, solicited consultation and training in expert-systems design, developed an expert-systems protocol, created a conceptual design for the project, purchased hardware and software, invented academic advising modules, and employed technical staff. We believe that eLion, now in place, includes all of the requisites for a model advising system, including availability, accessibility, accuracy, currency and unlimited opportunities for interaction.

K. International Opportunities and Programs (UOIP)

Increasing Penn State's international opportunities and awareness, for students and faculty, has been one of the priorities of the past five years, and there have been a number of efforts to increase Penn State's success in this area. Overall responsibility for such efforts rests with the University Office of International Programs.

1. International Education Programs and Services (IEPS)

One of UOIP's objectives has been to increase the number of undergraduates participating in international study programs with the goal of ensuring that by 2005, twenty percent of every baccalaureate class will have had a significant international education experience. Enrollment growth in the decade of the 1990s has been significant, with IEPS seeing an eighty percent increase in enrollments since the beginning of the decade.

2. International Students and Scholars (ISS)

ISS has encouraged and worked with our various Penn State locations to initiate international student programs and to train staff at these locations to provide programs and services.

ISS has obtained approval for an Exchange Visitor "trainee" category that will allow students in engineering and science at overseas institutions to participate in a range of internship and Cooperative Education programs while the same opportunities are open to Penn State students going overseas.

In 1999, ISS carried through on its long-term ambition to offer a broader range of services to international scholars who are at Penn State under a wide variety of sponsorships. The program features regular orientation and discussion sessions and two websites with useful information.

3. International Programs and Linkages and the Institute of International Education Policy Research (IPAL)

IPAL has been working to align Penn State's research and scholarly strengths with external resources interested in promoting global research collaboration. The strategy is to create research networks capable of addressing significant problems facing society.

4. Fulbright Advising and Outreach (FAO)

Penn State was number one in the nation in terms of outgoing senior Fulbright scholars and regularly ranks among the top three American universities in this category.

L. Enrollment Management: Retention and Recruitment Efforts

The Evaluation Team urged that the recent recruitment and retention efforts of the enrollment management team be continued and that the evaluation of their effectiveness be monitored. The team was referring to Penn State's 1993 reorganization of its recruitment and retention efforts around an enrollment management team approach. In this new arrangement, the offices of Undergraduate Admissions, Student Aid, and University Registrar were brought together, reporting directly to the Vice Provost and Dean for Enrollment Management and Administration. A Central Enrollment Management Group (CEMG) oversees the process. Much progress has been made over the past six years, during which more than forty-five continuous quality improvement (CQI) teams have been established to review processes in the effort to improve integration of recruitment and retention efforts among all colleges and campuses of the University. A CQI Team (Vision 2000) developed a web-based application for admission which was launched in 1996. In that year a total of 1,094 web applications were received. In the current admission year (summer/fall 2000), 10,294 web applications have been received as of mid-February, representing about 24% of all undergraduate applications for admission.

The results of these many changes have given rise to record enrollment levels at Penn State, rapidly rising interest from prospective students, and improving retention and graduation rates. In addition, the admission, enrollment, retention, and graduation rates of minority students have sharply increased: African American enrollment by 51.6%; Hispanic/Puerto Rican enrollment by 59.8%; and Asian Pacific American enrollment by 34.8%. Since 1993, total University enrollment has increased 9.3 percent, undergraduate applications have increased 19.0 percent and minority enrollment has increased 45.7 percent. Retention rates have increased modestly with five-year graduation rates hovering at eighty percent for University Park cohorts. See *Five-Year Enrollment and Graduation Trends*, Tab A, for graduation data at University Park and Penn State's other locations.

M. Strengthening Outreach and Cooperative Extension

In August 1996, President Spanier announced the University's plan for strengthening Outreach and Cooperative Extension. The purpose of the plan was to utilize the strengths of Cooperative Extension, Continuing Education, Distance Education, Public Broadcasting, and other major outreach units of the University such as Technology Transfer, with the goal of expanding outreach programs and services through increased communication, coordination, collaboration, and enhanced partnerships with all the academic colleges. To achieve this goal the University redefined the role of the senior officer for outreach and created a new title—Vice President for Outreach and Cooperative Extension—to provide for stronger advocacy, coordination, and leadership for Outreach and Cooperative Extension activities. In addition, the University has appointed a Director of Cooperative Extension, who is also Associate Vice President for Outreach and Associate Dean in the College of Agricultural Sciences and appointed eight Regional Directors for Cooperative Extension and Outreach. These outreach leaders have dual responsibility for providing programmatic and administrative

leadership to Cooperative Extension and also for leading and facilitating the University outreach efforts in their respective regions.

These organizational changes set the stage for an enhanced commitment to outreach and Cooperative Extension that will position Penn State to meet the needs of a rapidly changing society. While significant progress has been made to strengthen Outreach and Cooperative Extension, several challenges remain. These include recognizing outreach as a vital component of the teaching, research, and service missions of the University, developing new tools for measuring the quality and impact of outreach, and engaging more students in outreach activities.

N. Faculty Hiring

In order to improve the educational experience of our students, including the implementation of our new General Education program with its requirement of small-class first year-seminars (II.F.2), we have sought to increase our numbers of full-time faculty. Through internal reallocations, including new funding for academic programs, we have filled 291 new positions with additional faculty over the last three years. In addition, in 1997-98 the equivalent of an additional twenty-five faculty positions were created by shifting faculty with administrative assignments back to the classroom or laboratory. As a result, between 1992 and 1998, the overall share of credit hours taught by part-time faculty at Penn State declined, as did the share of credit hours taught by graduate assistants. Efforts to create more full-time faculty positions and to shift additional resources from administrative to academic functions has placed Penn State in sharp contrast to prevailing national trends.

The University plans to continue this initiative, although the degree to which new faculty positions are added will be dependent on the level of funding available through tuition and state appropriation.

O. Leadership Initiatives

Penn State has developed several programs that encourage the development of leadership skills among faculty and staff.

1. The Academic Leadership Forum

The Academic Leadership Forum was created in 1995 to offer regular opportunities for department heads to interact with each other and academic deans. The Forum, which is regularly attended by the President and the Provost, provides an opportunity to discuss important issues that are facing higher education in general and the University, its colleges, and departments in particular. We hold between four and six half-day seminars each academic year. Department heads and deans from all locations are invited. Our attendance has been as high as 119, with an average in the mid-eighties.

For most of these forums, we invite a major speaker to lead the discussion. Our seminar leaders have included Lou Anna K. Simon, Provost of Michigan State University, on *Leading for Change*; Peter Magrath, President of NASULGC, on *The Engaged University*; Lee Shulman, President of Carnegie Foundation for the Advancement of Teaching, on *Learning Communities*; and Mary Sue Coleman, President of the University of Iowa, on *Moving the Department Forward*. Speakers for Spring 2000 include Robert Miller, Director and Associate Vice Provost for Research in the Office of Technology Transfer at the University of Washington; and Judy Jackson, the Special Advisor to the Provost on Faculty Diversity at MIT, lead a forum devoted to *Climate Issues and Faculty Mentoring*.

2. **The Administrative Fellows Program**

The Administrative Fellows Program is a year-long program that provides faculty and staff members with opportunities to strengthen their administrative talents and qualifications. The program has been particularly successful in fostering leadership abilities and opportunities for women and minorities. By working with a senior administrator in a mentoring relationship, fellows increase their awareness of issues facing higher education, enhance their understanding of the context within which decisions are made, and have opportunities to participate in a wide range of decision-making processes. Fellows are released from all of their usual University responsibilities during their fellowship year. Although this program was already in place at the time of the previous Middle States Review, it has since that time moved from the Office of Human Resources to the Provost's Office, and there has been an attempt to widen the opportunities of the Fellows as well as the opportunities for mentorship. Fellows may now be mentored by any of our vice presidents. Three fellows are chosen each year, and in the past several years have been mentored by our Provost and Executive Vice President, our Vice President for Research and Dean of the Graduate School, our Vice President for Outreach and Cooperative Extension, our Senior Vice President for Finance and Business/Treasurer, and our Vice President for Student Affairs. Next year one of our fellows will be mentored by our Vice President for Development and Alumni Relations.

3. **Excellence in Leadership and Management**

In November 1996, Penn State's Provost and Senior Vice President for Finance and Business charged a University-wide team of administrators, faculty, and staff with responsibility for developing a comprehensive leadership and management development curriculum, *Excellence in Leadership and Management*, for University employees. This team subsequently proposed a multifaceted curriculum with two primary dimensions: leadership development and management development. The Penn State Leader is an eight-hour program that provides individuals at all levels of the institution with a foundation of leadership principles. To date, more than 300 Penn State

employees—including administrators, faculty, staff, and technical service personnel—have completed the program. Mastering SuperVision is a 56-hour certificate program that equips participants with a comprehensive set of skills for supervising others while furthering the University’s goals. To date, more than 200 Penn State employees—including academic administrators, faculty, and staff—have completed the program.

Future plans for Excellence in Leadership and Management include continued implementation of the Penn State Leader and Mastering SuperVision as well as the development of additional programming for managers, directors, and academic administrators to be implemented in the Fall of 2000.

4. **W. K. Kellogg Foundation Leadership for Institutional Change**

In March of 1998, Penn State in partnership with Cheyney University was one of twelve recipients of a W. K. Kellogg Foundation Leadership for Institutional Change (LINC) grant. LINC assists selected land-grant institutions in developing new institutional leadership models that will allow them to more effectively respond to the needs of their constituents. Both Penn State and Cheyney have leadership learning communities made up of faculty, staff, students and administrators who meet regularly to discuss issues related to leadership, leader development and institutional change.

5. **CIC Leadership Programs**

A third component of Penn State’s leadership programs revolves around its involvement in the Committee on Institutional Cooperation, or CIC, the academic arm of the Big Ten consortium, including all of the institutions in the Big Ten athletic conference and the University of Chicago.

- a. The major such program is the CIC Academic Leadership Program, to which the chief academic officer of each CIC university annually appoints five fellows, drawn from faculty and administrators who show strong leadership abilities. The program involves the fellows in three interactive, three-day seminars, plus related activities, all specifically oriented toward developing academic leadership abilities.
- b. In 1997, under Penn State’s initiative, the CIC began a leadership program for Department Executive Officers (chairs, heads, and directors). The program brings four DEOs from each institution to Chicago each year for a three-day seminar share in order to share practices and concerns and learn from each other.

P. **Civility, Community, and Citizenship**

Graham Spanier has articulated his priority for humanizing Penn State in numerous presidential statements, including each of his annual State-of-the-University addresses.

He devoted his entire 1999 address to this topic, calling on faculty, staff, students, and alumni to engage more fully in the life of the University in keeping with their responsibilities as members of the Penn State learning community. It is his belief that, “To the extent that all who are associated with the University care deeply about Penn State, take ownership of a shared agenda, and take an interest in the life of our Penn State family, the sum of what is accomplished together will far surpass any individual expectations.” The University’s efforts to achieve a more civil and more humane climate with a more informed and contributing citizenry has taken a variety of different forms over the past five years.

1. **Discouraging Excessive Alcohol Consumption**

In believing that the University must play a role in the development of character, conscience, citizenship, civility, and social responsibility among its students, we recognize as our major obstacle the behaviors associated with excessive and underage consumption of alcohol. To discourage binge drinking by students, Penn State is undertaking numerous initiatives that raise awareness of alcohol issues, promote academic and social responsibility, and provide social and recreational alternatives to alcohol-focused events. Providing alternative activities is a strategy that is meeting with great success at Penn State. The student union building at the University Park Campus has been opened twenty-four hours a day with late night programming on the weekends. During the 1998-99 school year, about 40,000 students attended these HUB Late Night events.

Other efforts include town/gown partnerships for prevention, established for every Penn State campus with support from the Pennsylvania Liquor Control Board. Penn State is now widely recognized for providing national leadership on underage and binge drinking issues. A 1999 national awareness campaign sponsored by the National Association of State Universities and Land-Grant Colleges and the Kellogg Commission on the Future of State and land-Grant Universities was organized by Penn State.

2. **The Newspaper Readership Program**

Based on the conviction that reading a newspaper each day is an important part of being an informed and educated citizen, Penn State launched a pilot newspaper readership program at the University Park Campus in spring 1997. The following year the program was extended to the University’s eight other residential campuses. Copies of *The New York Times*, *USA Today*, *The Daily Collegian*, and a local newspaper are made available in convenient pickup locations to students in the residence halls, with the costs of the program embedded in the rates for room and board. In 1998-99, approximately 1.3 million papers were picked up by students throughout the Penn State system.

Surveys monitoring the program indicate that two-thirds of Penn State students report their readership had increased since beginning college. Three quarters

feel that the availability of newspapers contributed to the habit of reading a paper on a regular basis. About half say that reading newspapers adds to their education; 56 percent say their readership impacts having opinions about national issues; and 64 percent say it adds to their ability to discuss current issues. Penn State's newspaper readership program, the first of its kind, is being emulated across the country. We are currently experimenting with a pilot program to extend the Newspaper Readership Program to students who do not live in residence halls.

3. **Reform of Student Disciplinary System**

As another initiative for creating a more civil community, a Judicial Affairs Working Group was formed to review the student disciplinary system and to come up with a series of recommendations for its improvement, making it more educative in nature. The Working Group developed fifteen recommendations, which resulted in 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." A subsequent Implementation Committee proposed concrete strategies for implementing all fifteen recommendations.

Chief among these was 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. The staff feels that this personal approach gives them the opportunity to teach civility and responsibility to 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. As a result of this new program of educational sanctioning, students who have gone through the discipline process in the past several years have been more empowered to respond positively to a bad decision they may have made. About one third of sanctions are now educationally based.

Most recently, a University committee, charged by the Provost and the Chair of the Faculty Senate, has reviewed the University's procedures for dealing with cases of academic dishonesty. The Committee's recommendations, which will increase the responsibility of students, faculty and colleges in fostering a climate of academic integrity, were accepted by the Faculty Senate in March 2000.

4. **Child Care**

In response to the needs of University parents and in order to provide research and training opportunities for faculty and students, the University has expanded its child care facilities so that today five campus locations provide care through seven child care centers for over 525 children. A sixth campus currently is renovating space with plans to open a child care center for Fall Semester 2001.

Of the seven centers currently in operation, the University operates three on-site centers, contracts the services of three on-site centers, and provides vouchers to one privately owned center. At the University Park campus, plans are well underway to build a new facility that will provide care for 120 children. This new center will replace one of the existing centers and will provide the opportunity to accommodate thirty-five additional children. In addition, the plans include ample resources for research and training projects, such as observation booths, a research room, and internet connections in every room.

5. **Road Scholars**

Penn State's Road Scholars Tour was initiated in 1996 to acquaint new faculty with the University's wide ranging impact and influence on Pennsylvania. Each year President Spanier leads a tour to a different region of the state, stopping at University campuses, centers, research facilities, and local companies and other points of interest. The major focus of the tour is to demonstrate how Penn State is making life better for Pennsylvania residents. In introducing new faculty members to the state and to each other, they become better acclimated to the Penn State community and see first-hand the wide-ranging impact Penn State research, technology, and cooperative extension programs have across the community of the Commonwealth. The Road Scholars Tour is now open to all interested faculty.

Q. **Cost Effective Initiatives**

The 1995 *Report* urged more effective approaches to providing administrative services and support. In 1991, Penn State initiated a University-wide Continuous Quality Improvement (CQI) program to facilitate institutional change and revitalization. To date, over 350 continuous quality improvement teams have identified ways to improve processes and increase customer satisfaction. The minimum value of time saved annually through the CQI team's efficiency efforts just over the past several years is estimated at nearly \$2 million.

Penn State's materials procurement process is an example of a re-engineered system that is producing enhanced service and budgetary savings. A University-wide purchasing card program has been initiated, which permits approved individuals within a department to purchase materials and supplies with a VISA charge card. Under this one system, a check is written each month to the participating bank, as opposed to thousands of checks to individual vendors. An agreement with Boise Cascade has established a "just-in-time" inventory delivery system for office supplies, which has

reduced costs and allowed the University to forego construction of new storage facilities. Finally, Penn State has consolidated the purchasing, tracking, and disposal of chemical and laboratory supplies, significantly reducing costs and improving service to instructional and research laboratories.

Process improvements have yielded tangible gains in service to students at less cost and with fewer staff. For example, student registration, grade reporting, and transcript production have been re-engineered to take advantage of new technology. Students also now have access to an interactive advising and informational system. The Graduate School admissions process has been decentralized, thereby improving service to potential graduate students. Student billing, student aid, and the student loan process also have been re-engineered to provide better service at less cost.

The computer operations for the academic computer center and the administrative computer center have been consolidated into a single facility, providing savings in the number of staff and total operating costs, and releasing needed space for other uses. Re-engineering of cataloging, acquisitions, and interlibrary loan departments in the University Libraries resulted in more work being done with fewer staff. Operations of The Nittany Lion Inn and The Penn Stater Conference Center and Hotel (formally the Penn State Scanticon) have been consolidated under one administrative structure called Hospitality Services, thereby reducing the operating costs of both entities.

Penn State has developed and is implementing a new administrative business information system which relies on on-line access and integrated data bases to accomplish the University's primary business functions. The electronic approval portion of the system, which processes business forms has been in place for several years. Transmitting forms electronically has reduced the number of paper forms processed by the University 2,000,000 annually. Estimated savings from this part of the system alone are \$750,000 per year. The electronic approval system won the 1991 Cost Reduction Incentive Award sponsored by the National Association of College and University Business Officers (NACUBO).

R. Increasing Financial Resources

The Evaluation Team confirmed Penn State's need to expand the University's financial base, given its aspirations for future achievement. The University has been making efforts on several fronts.

1. State and Capital Funding

Support for public higher education is not a high funding priority for Pennsylvania. The state ranks 47th in the nation in appropriations of state tax funds per capita for operating expenses of higher education.

Between 1991-92 and 1998-99, Penn State's state appropriation increased by a total of 15.6 percent, an average of just over two percent each year. When adjusted for inflation using the Higher Education Price Index, the purchasing

power of the University's appropriation actually declined 7.3 percent over this period.

In 1999-2000, Penn State received its largest appropriation increase in a decade, approximately five percent. This included a three percent basic increase for operating expenses plus special funding for agricultural research and cooperative extension, workforce development, and information sciences and technology—areas where Penn State makes a unique contribution to the state.

To make the strongest case possible for increased state funding, Penn State is continuing this approach of targeting its state funding request to areas where the University plays a special role for Pennsylvania. Penn State's 1999-2000 state appropriations request seeks, in addition to a basic four percent increase for operating costs, special funding of \$12.5 million in support of a *Making Life Better* initiative focused on workforce and economic development, cultural development, and agricultural research and cooperative extension.

As a result of a partnership with the Commonwealth that put capital funding for Penn State on a regular five-year basis, Penn State is now able to map out a systematic long-range construction plan to meet its most pressing academic facilities needs. In March 1997, the Governor announced that the University would receive \$40 million a year for five years for construction projects at Penn State campuses. This commitment replaced a scattered approach in which Penn State never knew when construction funds for any particular project would be released from the state. It enabled the University to embark on a facilities plan that now totals more than \$700 million in new construction and renovation projects to support the academic programs of the University and enhance the educational experience and quality of life of students.

Recognizing that Penn State's facilities needs exceed those that can be met through state capital support, the University also has established an ongoing general funds budget for capital improvements. Begun in 1999-2000, this is a five-year program funded through a small part of the annual tuition increase. The investment of \$2.2 million each year of the program will allow Penn State to incur an additional \$100 million of debt for capital construction and renovation projects over and above what might be received from the state.

2. **Tuition Differential**

In addition to state funding, Penn State's operations are funded by tuition income. Given its mission as a state-related institution, Penn State seeks to keep overall tuition within reasonable bounds. However, beginning in Fall Semester 1997, the University began a phased implementation of a differential tuition system. The differential tuition program is designed to provide critically needed funding to maintain and improve the quality of Penn State's academic programs. The additional tuition income will support the higher costs of upper

division and graduate education and the higher costs of certain special programs, including those in our new School of Information Sciences and Technology. Other programs that involve special costs requiring differential tuition include Architecture, Landscape Architecture, Nursing and other health professions, the MBA program, and certain programs in engineering and engineering technology.

3. **Capital Campaign**

Anticipating our Capital Campaign, the 1995 *Report* noted that this effort would require a great deal of preparation and planning. And it has. After beginning its leadership gift phase on July 1, 1996, Penn State publicly launched on April 23, 1999, its Grand Destiny capital campaign, an effort to raise \$1 billion in private support during a seven-year period ending June 30, 2003. The goal represents a five-fold increase over that of our previous campaign, primarily to increase Penn State's endowment. As of January 1, 2000, the campaign's midpoint, a total of \$716 in gifts and pledges or 71.6 percent of the goal was committed and fifty percent of the campaign calendar elapsed. Penn State's endowment has more than doubled in the past five years.

For the fiscal year ending June 30, 1999, Penn State received \$151 million in private gifts—the highest level of philanthropy in its history. Giving to the University has more than doubled in the last six years. During fiscal 1999, 72,208 Penn State alumni made gifts. This is a three percent increase over the previous year, and ensures that Penn State will continue to have the largest total of alumni donors throughout American higher education. The Office of Annual Giving has initiated an ambitious plan to achieve twenty-two percent alumni participation by the end of the Grand Destiny campaign. To reach that goal we would need to have 92,000 alumni donors by the year 2003.

To date, the campaign had been supported by three individual gifts of \$20 million or more; total trustee commitments are in excess of \$60 million (trustee giving to the first campaign was \$16 million); and campaign commitments from Penn State employees had reached over \$17 million with participation of thirty-eight percent across the University.

S. **Quality Methods (CQI)**

The *Report* urged greater visibility of its successful improvements as a result of the application of quality methods. The University has been showcasing its quality initiatives, both at University Park and at its campus colleges, in a variety of ways. A biweekly column appears in the *Intercom*, Penn State's employee newsletter, describing new Continuous Quality Improvement teams and discussing national CQI developments. The monthly *CQI Newsletter*, published by the Center for Quality and Planning, focuses on specific quality improvement and strategic planning efforts and is distributed to approximately 1,500 faculty and staff at Penn State and around the country. The Center also sponsors panel discussions each semester, featuring extended

discussions of timely planning, assessment, or quality topics. Finally, Penn State's Quality Expo continues to showcase CQI efforts across the University. Expo '99 was attended by over 500 people. Exhibit topics ranged from illustrating the role of technology in designing quality improvement solutions to describing how quality methods improved cash collection at Bryce Jordan Center events.

This emphasis on information sharing and communication has encouraged other University units to improve their processes. The Schreyer Institute for Innovation in Learning has sponsored eight CQI teams that monitor quality and identify opportunities for improvement in the classroom. The World Campus, Penn State's web-based distance learning program, formed a team to improve its delivery of student support services in this innovative program. The Humphrey Fellows, a group of mid-career professionals from developing countries, used quality principles to improve the effectiveness of the program's "intake" process which guides the transition of each Fellow into the Penn State academic environment. Penn State campuses at locations other than University Park also increased their CQI activity. Penn State McKeesport and Penn State Fayette each initiated new teams that examined processes such as student advising and scheduling course offerings. Penn State Abington formed a team to improve how its parking regulations are enforced and also sponsored a workshop where fifteen faculty and staff were trained to facilitate quality improvement teams. During the past nine years, over 300 CQI teams have formed at Penn State. Each year the Center for Quality and Planning surveys teams to determine what improvements have been made and related cost and time savings. This information is widely distributed and also available at the annual Quality Expo.

T. Capital Construction

Any five-year period in the life of a large and multi-campus University will see necessary changes and additions in the physical plant. Penn State has seen significant additions and developments over this period. Major additions and renovations at University Park include the following:

1. The Bryce Jordan Center was completed in January 1996, at a cost of \$58,000,000. The building contains 360,000 square feet of space, including the arena with seating, the concourse with food service counters, a practice gymnasium, locker rooms, offices for building management, administrative and coaches' offices for Intercollegiate Athletics, and conference/social spaces. The multi-purpose facility hosts graduations, major speaking events, men's and women's basketball, wrestling, and a large variety of entertainment events. As an entertainment center, it has become one of the most successful of its size in the country.
2. This academic year we will see the completion of a \$26,500,000 addition and renovation of our main library at University Park. The project will add 130,000 square feet of new space to the building and renovate approximately 300,000 square feet of the existing library. The renovations will add space for collections, seating, and service points in the library, improve the circulation

and wayfinding throughout the complex, and create an “after hours” library and a traditional Arts and Humanities Reading Room. The complex has been renamed the Pattee Library and Paterno Library.

3. Also opened this year is our renovated Hetzel Union Building, with its new addition of the Robeson Cultural Center. This \$34,000,000 addition and renovation project adds 90,000 square feet of new space to our student union building, creating additional office space for student organizations, study lounges, meeting rooms, gallery space, an addition to the existing ballroom, new auditorium spaces, new and renovated food services, and a bank, copy center, and arts and crafts center.

New projects at other locations include a new library and classroom building at Penn State Harrisburg; a new academic support building for the College of Medicine at The Milton S. Hershey Medical Center; and a major addition to the Lares Building at Penn State Abington. Penn State Fayette has a new biomedical technology facility, and Penn State Berks-Lehigh Valley College will welcome an information commons addition to its library at Berks. Penn State Erie, which has opened up a major new Knowledge Park, is adding residence halls, as is Berks.

Over the next five years, we plan to spend more than \$700 million on capital construction projects. We also will be investing more than \$80 million in student housing and parking facilities, and nearly \$100 million in athletic and recreational projects.

U. University Park Campus Master Plan

Another major recent initiative was the development of campus master plans, at University Park and other campus college locations, such as those at Altoona, Berks, Erie, Harrisburg, and the College of Medicine. University Park’s *Campus Master Plan* is a comprehensive, long-range framework for physical development of the campus over the next twenty-five years. Presented in 1999, it was developed over some thirty months, with significant collaboration among University and local community stakeholders. Grounded in the Vision Statement of the University’s Strategic Plan, the *Master Plan* represents a comprehensive view of our future. It defines a methodology and physical framework for how our campus can grow and mature in ways that are consistent with our values and our future needs, providing a glimpse of what our campus may look like in the year 2020.

A Summary Report of the University Park *Campus Master Plan* is included with our planning documents.

V. Penn State/Geisinger Health System Merger

One initiative that was undertaken during the past five years was a merger that is now being dissolved. In 1997, Penn State announced a merger between its Hershey Medical Center and the Geisinger Health System to create the Penn State Geisinger

Health System. The two organizations shared the belief that the relationship would ensure the best health care for Pennsylvanians while relieving increasing financial pressures on both entities.

In November 1999, the decision was made to dissolve the merger and to return the control of the clinical operations of the Hershey Medical Center to Penn State. The University intends to continue to collaborate with Geisinger in significant ways, but as a result of the changing financial picture in the health care industry, the Penn State Geisinger Health System did not result in the financial advantages anticipated. Moreover, cultural differences between the two institutions were found more difficult to bridge than was anticipated.

The details of withdrawing from the merger and doing what is necessary to restructure the Medical Center is one challenge the University is currently working through. There are major costs related to the de-merger and the ongoing financial picture for medical centers is challenging. Major planning initiatives are currently in process to find ways of reducing costs and increasing resources. There are thirty-five different Transition Redesign Teams at work, covering such areas as finance, human resources, information technology, legal issues, support services, marketing, and various academic issues. A Cost Conscious Quality team is also studying ways to cut costs and raise resources. Balancing the clinical budget will be one of the major challenges in the years ahead.

W. Communication Initiatives

The *Report* urged Penn State to make a more aggressive and more coordinated case for its contributions to Pennsylvania. The fourth goal of our current five-year University strategic plan is to serve the people of the Commonwealth, and we have made major efforts over the past five years to carry out that plan and to make the role of Penn State in the well-being of the citizens of the Commonwealth known. There is evidence that the Penn State story is better understood by the citizens of the Commonwealth than we might have expected. According to a statewide survey conducted by the Center for Survey Research, April-June 1998, forty-five percent of Pennsylvanians consider Penn State to be the top college or university in the state in terms of overall reputation (the highest percentage of any college or university in Pennsylvania). Pennsylvanians believe that, of the many colleges and universities in Pennsylvania, Penn State does the best job at the following:

- providing programs to help children in grades K-12 (27 percent);
- providing a high-quality undergraduate education (31 percent);
- retraining workers (26 percent);
- providing educational programs for schoolteachers (33 percent);
- providing research and service to the agricultural industry (55 percent);
- helping small business owners (23 percent); and,
- stimulating start-up companies (22 percent).

Nonetheless, Penn State has undertaken the coordinated efforts called for by the Evaluating Team, particularly through the Office of University Relations and the Office of Outreach and Cooperative Extension, which has hired a Director of Outreach Communications to oversee such functions for outreach activities.

1. New Initiatives from the Office of University Relations

In the past three years, the University has undertaken a number of new initiatives that are designed to better inform the citizens of the Commonwealth about Penn State's mission, accomplishments, and the opportunities that the University provides. The *Penn State Newswire*, initiated in 1997, provides news and information twice daily via e-mail to more than 10,000 subscribers.

The *Penn State Tribune*, an annual insert that goes in the *Philadelphia Tribune*, reaches inner-city Philadelphians with news about Penn State, with particular emphasis on affirmative action and educational equity issues and opportunities.

The office has developed extensive brochures on *The Value of Partnership*, which chronicles the many partnerships in which the University is engaged; *For the Health of Pennsylvania*, which depicts partnerships for human development; *Integrated Impact and Thought to Action* and *Theory to Practice*, describing partnerships for economic development; *Penn State Is...*, a new general purpose brochure that highlights Penn State's teaching, research, and service functions; and *Economic Impact on the Centre Region*, outlining the economic activity created by the University.

In addition, the University has initiated regular mailings from the President to 3,000 opinion leaders across the state. Each mailing consists of a letter from President Spanier addressing current higher education issues, and is often accompanied by supporting material. The University has also begun a statewide advertising campaign each year that is designed to remind prospective students of the opportunities available through the many campuses of Penn State. Finally, a new ten-minute videotape has been produced to provide people with a broad overview of the University's mission and impact.

2. Publicizing Penn State's Role in Outreach and Cooperative Extension

A Director of Outreach Communications has been appointed and given responsibility for implementing our new strategic plan for outreach communications. The plan calls for systematically coordinating the collection and dissemination of information about our outreach activities. It further proposes systematically reaching key external audiences (state legislators; state and local government officials; and executives, corporate and foundation CEOs; professional associations; and alumni) through direct communications about Penn State's outreach impact. Finally, the plan recommends enhancing internal communications between colleges and outreach delivery units to

increase faculty awareness of these activities and to provide new recognition for these initiatives.

Significant progress has been made in the implementation phase of this initiative. A new magazine titled *Penn State Outreach* has been created to recognize the outreach work of University faculty and its impact in communities. The Office of Agricultural Information Services has assigned a writer to every Cooperative Extension region in Pennsylvania to systematically report on County Extension activities. The Office of Outreach Communications published the *Penn State Outreach Inventory* with over 2,000 examples of Penn State's outreach activity.

An average of 120 outreach stories are placed each month in various media, including *The New York Times*, *The Wall Street Journal*, *USA Today*, *CNN Interactive*, *Money.Com Magazine*, *Business Week*, *The Washington Post*, *the Chronicle of Higher Education*, *The Dallas Morning News*, and in every weekly and daily Pennsylvania newspaper.

An Outreach Communications Web site has been created to assist the University community with accessing key outreach message points, stories, news releases, speeches, and outreach data. Links to Pennsylvania resources and national media outlets are also available at that site. Special announcements and updates are posted at the site on a monthly basis.

The Director of Outreach Communications and the Director of Outreach Marketing Communications have been appointed to a University communicators group to ensure that the outreach message is part of the overall University-wide communications campaign.

3. **Highlighting Penn State's Contribution to the State in Funding Requests**

When the Team urged Penn State to make a more aggressive case for Penn State's contributions to Pennsylvania, it also had in mind the legislative body that supplies state funds to the University. In its budget presentations and requests over the past five years, Penn State has made it a point to show that, as the land-grant university, it seeks to fulfill its responsibility to the people of the Commonwealth.

For example, Penn State's 2000-01 appropriation request to the Commonwealth seeks support for a *Making Life Better* initiative to build on the University's capacity in three areas of critical importance to the quality of life for Pennsylvania's future: Workforce Development, Cultural Development, and Agricultural Research and Cooperative Extension. In discussing how our programs are responsive to workforce needs, the point is made that Penn State's new School for Sciences and Technology, which this year welcomed its first students at locations throughout the Commonwealth, was created to address urgent needs for information technology skills in businesses and

organizations of many kinds. The budget proposal also points out that other new interdisciplinary initiatives in the life sciences, materials science, environment studies, and children, youth, and families are sharpening the focus of Penn State research on important societal needs. Some of the points that President Spanier has made in the past couple of years in presenting the budget, in order to highlight ways in which Penn State makes life better for citizens of the Commonwealth, include the following:

- a. Penn State has the largest unified outreach effort in American higher education. Penn State Cooperative Extension, with an office in every county in the state, provides programs and services that address quality of life concerns for both rural and urban communities.
- b. Penn State's research program benefits the health of Pennsylvania's economy as well as the personal health and well being of virtually all Pennsylvania citizens. Penn State researchers are bringing cancer detection to rural, medically underserved Pennsylvania Appalachian Communities, trying to reduce teen pregnancy in Harrisburg, and developing a system to monitor remotely the medical condition of homebound diabetes patients in Philadelphia. Pennsylvania's public forests, drinking water, tornado and earthquake readiness, tourism, and folklore all have benefitted from the thousands of research projects conducted throughout the Penn State system.
- c. In addition, the University makes major contributions to public education, economic development, and the agendas of the Commonwealth's state agencies. Many state agencies call on the expertise of University faculty and staff to solve problems, shape policy, provide services, deliver training, and give leadership on boards and commissions. Businesses and communities throughout the Commonwealth partner with Penn State to address their needs and concerns.

4. **Statewide Communications Campaign Information**

In its most recent initiative to achieve a coherent system of communications, a Statewide Communications Committee has been formed to look at the potential for bringing greater cohesion to the many communications materials developed throughout the University. In addition, the committee is looking at ways to enhance the impact of the advertising campaign year-round through existing communications materials. The committee and its work are evolving. Current membership includes representatives from Enrollment Management and Administration, Governmental Affairs, Outreach and Cooperative Extension, the President's Office, and University Relations.

III. **Evidence of Continuous Institutional Self-Study and Planning**

A. **The Nature and Scope of Institutional Research**

Institutional research (IR) may of course be defined and organized in somewhat different ways at different colleges and universities. At Penn State, IR is conceived of broadly, as the processes of gathering, analyzing, communicating, and interpreting information (for example, about enrollments or student-faculty ratios) in order to improve the understanding, operation, and adaptation of the University. Over the past decade or so, IR seems to have become more pro-active, contextual, entrepreneurial, and collaborative, and it has intersected more with administrative functions such as planning, budgeting, assessment, and continuous quality improvement. As the demand for data and analysis has increased, and as information processing technology has become more widely available, institutional research has effectively been distributed throughout the University.

The unit at Penn State which is closest in function to a traditional office of institutional research is the University Budget Office. With a staff of approximately two dozen professionals, the University Budget Office has major responsibilities for developing, monitoring, and controlling the University's operating and capital budgets. At the same time, the office also carries out substantive and important institutional research. For example, the University Budget Office prepares Penn State's Program and Performance Indicators, used in the strategic planning and budgeting process; has primary responsibility for preparing and releasing external reports, such as federal Integrated Postsecondary Education Data System (IPEDS) submissions, the Pennsylvania Joint State Government Commission data, and information for use by the popular media; participates in peer comparisons such as the AAU Data Exchange; and maintains the University's open budget website.

Many other offices conduct and use significant institutional research as well. For example, Enrollment Management and Administration supports the central enrollment management process with considerable data and analysis. The University Registrar surveys non-returning undergraduate students. The Graduate School conducts surveys and tracks institutional data on current students and alumni. Student Affairs operates Penn State Pulse, a student telephone survey service that is available to any academic or administrative unit of Penn State; begun in 1995, it recently completed its sixtieth survey and provides actionable information, on demand, on topics such as orientation and alcohol use. The Office of Undergraduate Education runs a baccalaureate alumni educational outcomes survey every three years. The Center for Quality and Planning conducts analyses in response to specific interests of the Office of the President and the Faculty Senate on topics such as faculty salaries, the use of part-time faculty, and promotion and tenure flow; helps units design and/or conduct focus group research; and produces the University's annual strategic performance indicators report. The Office of Student Aid analyzes and reports upon undergraduate student aid support and student indebtedness. Career Services conducts annual surveys to track post-graduation activity (employment, grad school) and the geographic mobility of recent graduates. The Office of University Relations conducts surveys of Pennsylvania Citizens' satisfaction with Penn State. The various colleges and the Schreyer Institute for Innovation in Learning also carry out IR with information from sources such as

student and alumni surveys and focus groups, or with data collected from faculty and department heads. Penn State's data warehouse allows *any* administrative academic unit to access nearly-live institutional data. The warehouse contains, for example, student, applications, alumni, human resources, financial, and course evaluation data, all of which can be analyzed with any one of several widely available SQL software packages (such as Microsoft Access). The Office of Administrative Systems provides data warehouse user support. A relatively new and still evolving IR resource, the data warehouse is nonetheless heavily used by colleges, departments, and administrative offices.

Finally, there is much institutional research collaboration among units. The University's fact book project is coordinated by the University Budget Office but involves the Center for Quality and Planning and the Office of University Relations. The University Registrar, the Office of Undergraduate Education, and the Center for Quality and Planning are cooperating in the assessment of the University-wide first-year seminar requirement, which took effect in Summer 1999. Student Affairs has coordinated the Class of 2000 project—a longitudinal assessment effort that continues to track the attitudes and experiences of students who entered Penn State as freshmen in 1996, and which involves faculty and staff from numerous administrative and academic units. Penn State conducted a university-wide faculty-staff survey in 1996, and the Office of Human Resources and the Center for Quality and Planning, on behalf of the University Council on Continuous Quality Improvement, are jointly helping to lead a follow-up effort in the year 2000.

B. Institution-Wide Outcomes Assessment

The Evaluation Team *Report* urged the University to stay the course in its assessment efforts and to continue to emphasize assessment as a tool in continuous improvement of quality.

There have been a number of new initiatives in the area of assessment since 1995, including a University-wide set of strategic indicators, an assessment procedure for general education, a new instrument for student feedback from our Schreyer Institute for Innovation in Learning, an assessment plan supported by the Pew Foundation, and student satisfaction surveys from our Office of Student Life.

1. Strategic Indicators

In 1998-99, Penn State began to implement a strategic indicators initiative which is, at this writing, active and ongoing. The goal has been to use strategic performance indicators as a tool for discussion, insight, organizational learning, strategic change, and improvement—all in the context of Penn State's existing processes for and linkages among planning, budgeting, and improvement.

Penn State has simultaneously approached the use of strategic performance indicators at the unit level and at the University level. Individual academic and

administrative units were specifically required to include appropriate indicators as part of their annual strategic planning update submissions, effective December 1998. At the University level, in April 1999 the President released Penn State's first annual strategic indicators report (*Strategic Indicators: Measuring and Improving University Performance*), as a companion to the 1997 strategic plan (*Academic Excellence: Planning for the Twenty-First Century*).

Two major University bodies led the initiative: the University Council on Continuous Quality Improvement (UCCQI) chaired by David Wormley, Dean of the College of Engineering; and the University Planning Council (UPC), chaired by John Brighton, Executive Vice President and Provost of the University. Five focus groups, which included forty-three executives, faculty, staff, and students, defined an initial set of University-level indicators in 1998. UCCQI and UPC refined that set, resulting in twenty-seven indicators that relate to Penn State's six strategic goals.

At the unit level, the Provost's June 1998 strategic planning guidelines asked executives to develop indicators appropriate to the goals of their units, and to include indicators and data with their strategic planning updates beginning in 1998-99. A variety of workshops, panel discussions, newsletters, and meetings with college administrators supported this request. The philosophy has been consistent with the University's top-down/bottom-up approach to strategic planning. That is, just as units are expected to develop their own plans that are consonant with Penn State's goals and strategies, they are expected to develop indicators appropriate to their vision, goals, environment, and needs, and to the needs of the University as a whole. Appropriate strategic indicators have been part of every unit strategic plan and/or update for the past two years (that is, in the primary documents for UPC discussions that occurred in Spring 1999 and Spring 2000).

The six goals of Penn State's strategic plan and the relevant University-level strategic performance indicators (most with five years of longitudinal data) are as follows. (The most recent tabulation for these indicators can be found at TAB F.)

- a. Goal One: Enhance academic excellence through greater support of high-quality teaching, scholarship, and research.
 - 1) Total enrollments
 - 2) Average SAT scores of first-time enrolled baccalaureate freshmen
 - 3) Average GRE scores of entering graduate students
 - 4) Number of graduate assistantships and fellowships

- 5) External grants for research and teaching
 - 6) Students and current-year graduates receiving prominent awards
- b. Goal Two: Enhance the educational experience of all Penn State students.
- 1) Six-year graduation rates
 - 2) Student-faculty ratio
 - 3) Institutionally funded undergraduate student support
 - 4) Total undergraduate student support
 - 5) Student access to information technology
 - 6) Satisfaction of current students (survey data)
- c. Goal Three: Build a more considerate and civil community.
- 1) Percentage of full-time faculty from under-represented groups
 - 2) Percentage of full-time employees from under-represented groups
 - 3) Percentage of students from under-represented groups
 - 4) Desirability of Penn State as a place to work (survey data)
 - 5) Civility and community (survey data)
- d. Goal Four: Serve the people of the Commonwealth.
- 1) Pennsylvania citizens' participation with Penn State
 - 2) Pennsylvania citizens' satisfaction with Penn State (survey data)
 - 3) Post-graduation activity (survey data)
 - 4) Geographic mobility of employed graduates (survey data)
- e. Goal Five: Develop new sources of income.

- 1) Development: gift income, annual campaign contributions, and endowment income
 - 2) Endowment amount
 - 3) Tuition and appropriation
- f. Goal Six: Reduce costs through improved efficiencies.
- 1) Allocation of general funds budget
 - 2) Utilization of available learning spaces (classrooms, labs)

2. **The General Education Assessment Interest Group**

The Special Committee on General Education called for a "systematic, formative assessment mechanism: namely a faculty-oriented, administratively supported, general education assessment interest group." In response to this call, in January 1999 a General Education Assessment Interest Group was jointly charged by the Faculty Senate and the Office of Undergraduate Education to oversee the assessment of general education at Penn State. The goal of establishing the interest group is to assess student learning in the general education program and to guide the University in improving its general education program on a continuing basis. The General Education Assessment Interest Group will serve as a focal point, a source for ideas, and a clearinghouse for various assessment activities that are carried out by a number of different groups within the University using a range of assessment methods, from standardized tests to interviews with students to departmentally designed instruments.

The General Education Assessment Interest Group intends to report back periodically to the Senate and the Office of Undergraduate Education. These reports will include summaries of the findings of major assessment projects it has sponsored or undertaken, results of the assessments completed by various units in the University, and recommendations about the future directions of general education and general education assessment at Penn State.

3. **Student Course Assessment Instruments**

a. **Student Rating of Teaching Effectiveness**

Students can assess their courses with a variety of instruments, including the standardized Student Rating of Teaching Effectiveness (SRTE) form required for candidates for tenure or promotion. Results from these forms are also used by department heads for development purposes, for making course-assignment decisions, and for evaluating faculty for merit raises and teaching awards.

b. **Student Learning Opportunities & Actions Questionnaire**

The Student Learning Opportunities & Actions Questionnaire (SLOAQ) is a theory-based questionnaire that enables college instructors to measure the learning opportunities they give their students and the behaviors of their students. Developed by the Schreyer Institute for Innovation in Learning, the SLOAQ focuses on the quality of learning and teaching as opposed to the conventional teacher-focused classroom evaluations. How students perceive assignments, instruction, classroom activities, and support services can affect student learning. The SLOAQ provides detailed information about student perceptions of a class that can be used to identify

disparities between instructor and student perceptions of opportunities. With the information they get from SLOAQ, faculty can make strategic changes to improve their courses. The questionnaire also encourages students to think about their own learning by asking them to reflect on their behavior. The assessment team of the Schreyer Institute administers the questionnaire to students one or more times a semester in a given course. An alternative to traditional assessment, the SLOAQ is now in the third phase of its pilot program.

The Institute's assessment staff is collecting data for the second stage of the pilot, completed in Fall Semester 1999. Approximately 900 students completed the 40-item questionnaire two or three times in seven courses. The assessment team gathered additional data in the form of classroom observations, expected course grade, semester standing, elective or required course, and student interviews. The assessment team will conduct reliability, item analysis and factor analysis and correlate results from the questionnaire with the additional data.

4. **Pew Assessment Plan for Statistics 200**

Assessment is frequently handled by the individual professor in the individual course. One of the most ambitious course assessment plans is being undertaken by Statistics 200, with support from The Pew Foundation. Principal investigators for the project will be representatives from the Department of Statistics, the Center for Academic Computing, and the Schreyer Institute for Innovation in Learning.

A set of five major goals has been identified for the redesigned Statistics 200 course. At the conclusion of the course, students will be expected to collect, understand, summarize, and to draw conclusions from data. They will also learn to appreciate the role of statistics in society and future careers and understand how to make decisions in the presence of uncertainty. The assessment program will utilize existing and new assessment methods to focus on four major areas: student learning, student attitudes, cost effectiveness, and program implementation.

Student Quality Teams and measures of student learning and student attitudes have already been designed and implemented into the assessment of Statistics 200 and will continue to be a part of the assessment plan. Additional assessment methods (surveys, tracking, comparisons and classroom observations) will aid us in determining how well the course has met its intended goals.

5. **Student Experience and Satisfaction Survey**

Enhancing the educational experience of all Penn State students is one of six University strategic goals. The “level of satisfaction among currently enrolled students” is one of the performance indicators established to measure progress.

In November 1998, the Vice President for Student Affairs charged The Student Satisfaction Committee to gather feedback from students related to satisfaction with their Penn State experiences. In April 1999, 5,770 undergraduate students at University Park and nineteen of the other Penn State campuses completed a Student Experience and Satisfaction Survey.

The goal of the survey project was to obtain information from students in order to establish benchmarks that could be helpful to those making decisions for improving the undergraduate education of Penn State students. Survey questions focused on the following areas: academic experiences, use of time, educational outcomes associated with involvement in student organizations, progress toward developing educational skills, use of university services, and satisfaction with overall quality of the Penn State undergraduate education.

The survey was designed to provide both overall information about student satisfaction at Penn State and separate results broken down by college and location. Individual units are being urged to explore the responses of particular relevance to them.

For assessment of our diversity initiatives, see III.C.2

C. The Planning Process: Demonstrable Relationship Between Planning and Budgeting

The 1995 Evaluation Team’s *Report* urged the University to link system-wide priorities with resource allocation decisions and urged cost effective approaches to providing administrative services and support. Penn State has continually been faced with the necessity of making such allocation (and reallocation) decisions in order to focus on its key goals. As a result, it operates in an extremely cost-effective manner. *U.S. News and World Report* ranks Penn State fourth nationally in operating efficiency.

Penn State’s budget priorities have been to reallocate funds from administrative and support activities to its core missions of teaching, research, and service. Given scarce resources, Penn State has had to turn to internal budget reductions and reallocations to fund strategic priorities and critical operating needs. Guided by its strategic planning process, the University has reallocated more than twelve percent (\$78 million) of its departmental budgets since 1992-93.

As part of strategic planning, academic colleges and departments review their program offerings. Student interest, societal and Commonwealth needs, developments in the field of study, and faculty expertise all are taken into consideration in this ongoing review process. Strong programs and those central to the mission of the University are recommended for enhancement. Low enrollment programs, particularly those that are

no longer cost effective, are identified to determine whether they should be continued, merged with other units, or eliminated entirely. Since 1992-93, Penn State's Board of Trustees has approved fifty-three program eliminations or mergers. Such cost savings and the various partnerships we have made have allowed us to launch the new interdisciplinary and *Making Life Better* initiatives discussed in section II.D.

Penn State's planning process has always linked strategic planning with annual budgeting. Each year the strategic planning guidelines budget includes a recycling target for the budget unit and a request for enhancement and temporary funding priorities. University Planning Council and the Budget Task Force work together to determine budget reallocations. The reallocations and enhancements are directly linked to University strategic initiatives and the units' strategic frameworks outlined in their five-year plans and yearly updates. (See Tab B.)

1. **The University Planning Council (UPC) and Strategic Planning**

Penn State has long relied upon an ongoing, top-down, bottom-up approach to institutional planning that combines central leadership with unit responsibility. In keeping with the idea that change most often occurs at the unit level, the University produced no University-wide plan until 1997. Nonetheless, planning always has been a University-wide process, engaging all of Penn State's academic and administrative units and all 23 locations of the University. The University Planning Council (see Tab C) chaired by the Provost reviews plans and updates from each budget unit and gives feedback. UPC makes budget recommendations to the Budget Task Force chaired by the President. Strategic plans are also reviewed by the Facilities Resources Committee for facilities implications. Penn State is currently seeking ways to improve the integration of academic planning budgeting, enrollment, and facilities planning.

The planning process has also encouraged extensive participation across the University community, including faculty, students, and staff. The focus has been on developing goals and strategies that are actionable, not on producing grand long-range plans that would be impressive shelf documents. Finally, the process has been continuous and evolving since it began in 1983. Recent developments include incorporating into the strategic planning guidelines requests for information about continuous quality improvement and benchmarking initiatives, inclusion of strategic performance indicators with accompanying data, and budget recycling targets. The University is in the fourth year of a five-year planning cycle.

2. **Planning for Diversity**

The 1995 *Report* recommended that diversity plans of individual units be implemented and monitored for long-term outcomes. *A Framework to Foster Diversity and Penn State: 1998-2003* was published in 1998 and addresses this recommendation. The *Framework* provides units and colleges with a planning structure for implementing and systematically monitoring progress

toward diversity initiatives. The *Framework* addresses seven challenges, including recruiting and retaining a diverse student body and workforce, creating a welcoming campus climate, developing an inclusive curriculum, and diversifying University leadership and management. Specific goals and action plans are delineated in the *Framework* and accountability delegated to appropriate units, colleges, and executives. In order to effectively monitor the progress toward achieving the *Framework's* goals, each unit/college was charged with providing a diversity plan update in their December 1998 strategic plan updates. These plans were reviewed by the Office of the Vice Provost for Educational Equity, who provided feedback on the unit's progress.

3. **Facilities Planning**

a. Instructional Utilization at University Park

In 1998, in response to the Finance and Business Strategic Plan's commitment to "improve the utilization of the University's physical assets," a University Committee for Instructional Facilities was charged to assess the current utilization of existing instructional facilities, develop a system of measures to determine the effectiveness of instructional space utilization, and devise short-term and long-term plans and strategies to ensure efficient use of instructional facilities. Actions to date include the following:

- 1) A comprehensive scheduling report was prepared and reviewed. This report for the scheduling of courses demonstrated that we schedule our general classrooms to capacity during the regular day, but there is some available time during the first and last period each day (8:00 a.m.-4:00 p.m.) and there is only minimal resident instruction at night.
- 2) The Committee reported the percent of sequences scheduled and percent of seats occupied for regular days every fall.
- 3) Approximately thirty departmentally-owned classrooms have been identified to be added to the general purpose classroom list. Individual meetings with the "owners/users" of the rooms are underway to make sure that all their needs are supported before adding the rooms to the scheduling mix in Fall 2000. All classroom spaces (non-discipline specific instructional facilities) built in the future will be added to the general scheduling system.
- 4) Additional classroom space is being added to accommodate our recent enrollment growth, new instructional environments and new program/curriculum changes (e.g., freshmen seminars, team and technological learning environments, etc.).

New classroom spaces will be constructed as part of the New Life Sciences Building and a 600-seat auditorium is under construction as an addition to the Thomas Classroom Building.

b. Research Space Task Force

A Research Space Task Force has been charged to assess the utilization of existing research facilities and to develop short-term plans and a long-term strategy to meet future needs. Actions to date include the following:

- 1) The project to develop a Geographic Information System-based inventory system and to verify all the space assignments and floor plans at University Park was completed in the Fall Semester 1999. As part of the inventory system, all colleges/departments that report research space must assign a principal investigator or other administrative assignment. All information must be updated annually.
- 2) The Task Force developed short term/long term policies for managing research space and presented them to the Facilities Resources Committee. Most will be implemented once our new on-line facilities inventory system is available sometime next academic year

c. Capacity Studies and the Capital Improvement Program

Over the next decade, Penn State's progress will be significantly linked to the quality of the facilities that are available to carry out its educational programs. Lack of space to accommodate students and faculty, changing technology, more interdisciplinary programs, and a growing research program have led to serious space problems for the University. Every campus has prepared "capacity studies" and worked with a central University team to review their plans for academic programs in relation to their needs for facilities and space. Insufficient or inadequate space has become a serious impediment to a growing number of academic programs throughout the University. Capital funds already approved by the Commonwealth for the next three years will not be sufficient to meet the University's most critical needs. As a result, the University is establishing an ongoing general funds budget to support the University's capital improvement program. The investment of \$2,210,000 per year for the next five years will allow the University to incur an additional \$100 million of debt for construction and renovation projects for academic facilities over and above what might be received from the Commonwealth. It also will provide the associated operating expenses for facilities that will be built from these

funds. To fund this program, the equivalent of \$17 per semester has been included in the planned tuition increase for all students.

Tab B illustrates the way planning for capital projects is integrated into Penn State's planning scheme.

D. Five-Year Enrollment and Graduation Trend Data

See Tab A.

E. Five-Year Fiscal Trend

See Tab D.

F. Projections of Enrollment and Finance

See Tab E.

G. Detailed Institutional Plans

The following planning documents are included with the planning materials submitted with this report:

- *Academic Excellence: Planning for the Twenty-First Century* (the University's Strategic Plan, 1997)
- *A Framework for Diversity at Penn State: 1998-2003*
- *University Park Campus Master Plan: A Summary Report* (1999)
- *Penn State University Five-Year Capital Plan (FY 99/00 through FY 03/04)*
- *Strategic Indicators: Measuring and Improving University Performance* (April 1999)
- Representative five-year plans from academic and administrative units
- The most recent strategic plan updates from each academic and administrative unit.

IV. Index of Responses to the 1995 Evaluation Team's Recommendations

The 1995 Evaluation Team's *Report* did not so much make specific recommendations as it offered observations and identified areas for continuing improvement. Initiatives related to these observations are dealt with in Parts II and III as indicated:

1. A Plan for the Commonwealth Educational System

There were various statements throughout the *Report* concerning the need “to conduct an intensive, comprehensive analysis and plan for the Commonwealth Educational System and its relationship to the rest of the University.” See II.A.

2. Assessment

The *Report* noted that “Assessment is in the early stage of development. Our recommendation is to stay the course, continuing to emphasize assessment as a tool in continuous improvement of programs and services.” See III.B.

3. Priorities and Allocations

The *Report* urged the linking of system-wide priorities with resource allocation decisions. It also urged Penn State to continue to consider cost-effective approaches to providing administrative services and support. See III.C.

4. Diversity

The 1995 *Report* stated: “Care should be taken to maintain the momentum of gains that have been made [in the area of diversity]. . . The recommendations of the diversity strategic plan as well as plans for individual units should be implemented . . . and monitored for longer term outcomes.” See III.C.2.

5. Making the Case for Penn State and a Communications Planning Process

The *Report* suggests that Penn State needed to make a more aggressive case for its contributions to Pennsylvania. Moreover, it observed: “It might be useful to develop a communications planning process to take advantage of the creative approaches suggested during the site visit interviews. With the size and the organizational complexity of Penn State, a structure within which University messages can be coordinated might be useful as the university revitalizes this function.” See II.W.

6. Cost Effective Approaches

The 1995 *Report* urged more effective approaches to providing administrative services and support. See II.Q.

7. Quality Methods (CQI)

“Of particular notice are individual campuses and colleges that have applied quality methods within their own units. These campuses and colleges should be given university-wide visibility and perhaps used as models for other areas of the University.” See II.S.

8. Curricular Reforms

“The team urges timely consideration of all curricular reforms.” See the discussions of General Education (II.F) and the new School for Information Sciences and Technology (II.D).

9. Increasing Financial Resources

“The Penn State financial base is sound, although it should be expanded in light of the university’s aspirations for future achievement.” See II.R.

10. Mid-Semester Reports

“A mid-semester early warning evaluation report. . . has been instituted. . . but implementation is uneven and a system of follow-up should be considered in order for the process to be most useful.”

This is not dealt with in the report since it is not a new initiative. The mid-semester early warning evaluation system is University-wide. The only exceptions are those campuses which have their own mid-semester evaluation systems and have opted to use their own systems instead of the University-wide system. With regard to follow-up, the University Faculty Senate reviews the implementation of this system on a periodic basis. The last report to the Senate was in December 1998 by the Senate's Committee on Undergraduate Education.

11. Advising

“For the benefit of the students, it is important that the faculty and administration work closely together to address [the issue of advising”]. See II.J.

12. Retention and Recruitment Efforts

“Penn State has reorganized its recruitment and retention efforts around an enrollment management team approach which integrates admission efforts with financial aid processes and retention programs. These relatively recent efforts should be continued with the additional suggestion that evaluation of their effectiveness be incorporated into the management approach.” See II.L.

13. New Initiatives for Teaching and Learning

“Penn State has a number of interesting initiatives for the improvement of teaching and learning . . . It may prove valuable . . . to consider the establishment of consolidated projects which provide the most effective practices and make them available to greater numbers of faculty and students.” See II.G.

14. Technology and Distance Learning

“Efforts to stimulate additional multi-media classroom activities are encouraged as are additional investments in telecommunications and distance learning infrastructure.”

“With distance learning technologies now available, the university should redouble its efforts to reach out to the citizens of Pennsylvania to make offerings more accessible.”
See II.E.

15. Capital Campaign

Anticipating our Capital Campaign, the 1995 Team advised: “Much preparation will need to go into its planning and quiet phase execution. . . the campaign is seen as the major way of increasing revenues and providing concrete resources for improving academic quality.” See II.R.