One Penn State 2025: Vision and Guiding Principles

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The Vision: One Penn State

One Penn State 2025 builds on our strong traditions of working as one university to provide world-class education and drives us to be a more integrated, flexible, and responsive institution. By 2025, seamless online access to curricula and processes will be embedded in every part of Penn State across the Commonwealth, enabling us to become a 24/7/365, diverse and inclusive institution. One Penn State 2025 represents a fluid, personalized, and collaborative environment that enables students, faculty, and staff to achieve their goals regardless of their location in the world.
Provost charged the taskforce to review trends, leverage success of World Campus and recommend a vision and framework for the future of online learning at Penn State.

Conducted visioning exercises and provided forums (600 + individuals participated);
Settled on five areas that impact the educational experience: business processes, curricula, timely content and modalities, lifelong engagement, and support systems.

Engaging in deeper discussions of the Guiding Principles and developing approaches to pursue projects and the appropriate structure to support and coordinate activities in each area.

**The Guiding Principles for One Penn State 2025**

- **Guiding Principle 1: Provide a Seamless Student Experience.** In 2025, Penn State will provide students with a seamless, mobile student experience in all student interactions with the institution, whether this be the admissions or enrollment processes, the process of taking courses, co-curricular learning, or full access to the curricula and support services offered across the University.

- **Guiding Principle 2: Achieve Curricular Coherence.** In 2025, Penn State will embrace a commitment to design degree, minor, and certificate programs that provide students with access and clearly articulated pathways through the curriculum, built through thoughtful approaches to course coherence. Strong disciplinary and interdisciplinary communities and multiple and flexible models of course taking will form the basis of this transformation.

- **Guiding Principle 3: Design Relevant and Responsive Programs.** In 2025, Penn State will offer degrees and programs with learning outcomes defined by disciplinary communities and contemporary needs while also offering flexibility in achieving these outcomes via multiple pathways.

- **Guiding Principle 4: Engage Learners Throughout Their Lifetimes.** In 2025, Penn State will engage learners throughout their lifetimes with content that is timely, topical, and relevant to their personal and professional wellbeing.

- **Guiding Principle 5: Achieve the Highest Level of Efficiency of University Resources.** In 2025, Penn State will leverage digital resources and align faculty, academic, and administrative resources to strengthen learning, research, and student support opportunities, thereby achieving greater institutional efficiency to address equity of, access to, and affordability for a high-quality Penn State education.
The Path Forward

- **Given the vision and guiding principles, pursue next steps with each group—considering the opportunities, the questions still to be explored, and the pace of adoption.**
- **Identify key stakeholder groups to ensure that each guiding principle will benefit from focused discussion; prepare presentation to facilitate getting input.**
- **Building on the input from stakeholders, create an approach to define and further refine actionable strategies as an extension of the guiding principles; present to the Transforming Education Steering and Executive Committees.**

Stakeholder Groups

- **President’s Council**—represents every facet of the university and considers the broad institutional impact and the interconnectedness of actions in decision-making
- **Academic Leadership Groups**—represent the principle authorities for the education of students in their college or campus, including unit operations, student experiences, collaborations across academic units, faculty expectations, and faculty support
- **Shared governance**—distributed across multiple governing bodies and which have a range of responsibilities that include legislative, consultative, and forensic in areas that impact faculty and students
- **Student Leadership Groups**—distributed across multiple structures, but each with a focus on a particular portion of the student body
- **Specialty Groups**—formal networks which address common functions that are distributed across the university (Student Affairs, Financial Officers, Enrollment Management, Human Resources Strategic Partners, Information Technology) or informal groups which provide unique perspective (Alumni Association members, Advisory Board members, clients and community members)
**Guiding Principle 1: Provide a Seamless Student Experience.** In 2025, Penn State will provide students with a seamless, mobile student experience in all student interactions with the institution, whether this be the admissions or enrollment processes, the process of taking courses, co-curricular learning, or full access to the curricula and support services offered across the University.

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<td>E-learning cooperative (now Digital Cooperative) provides a platform and process for students to take courses offered at another campus.</td>
<td>Exploring the creation of a digital integrative portal that can serve as a single sign-on and one-stop access to transactional functions.</td>
<td>Review policies and procedures for out-of-class activities to create flexibility across campuses.</td>
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<td>Resident students can enroll in open seats (10-days prior to semester) in many World Campus courses as part of their regular enrollment.</td>
<td>Developing approaches to streamline student services that respond to student requests with triaged and tiered approach.</td>
<td>Develop long-range enrollment planning that accounts for greater student mobility throughout degree completion.</td>
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**Guiding Principle 2: Achieve Curricular Coherence.** In 2025, Penn State will embrace a commitment to design degree, minor, and certificate programs that provide students with access and clearly articulated pathways through the curriculum, built through thoughtful approaches to course coherence. Strong disciplinary and interdisciplinary communities and multiple and flexible models of course taking will form the basis of this transformation.

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<td>Shared curriculum via the 2006 Uniform Course Abbreviation initiative phased out duplicative discipline abbreviations and courses.</td>
<td>Common program (learning) outcomes supported program assessment and accreditation processes.</td>
<td>Design curriculum with the intent to enable greater flexibility for subsequent degrees or for greater mobility for students.</td>
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<td>2011 Faculty Senate legislation enabled students at any Penn State campus to complete the requirements for academic minors and certificates.</td>
<td>BS Health Policy and Administration faculty across multiple campuses are designing the curriculum, coordinating academic resources (e.g., internships), working with one certification, faculty support for teaching, etc. together with one vision for the program.</td>
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Guiding Principle 3: Design Relevant and Responsive Programs. In 2025, Penn State will offer degrees and programs with learning outcomes defined by disciplinary communities and contemporary needs while also offering flexibility in achieving these outcomes via multiple pathways.

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<td>An array of minors span concentrated areas of study as well as opportunities for students to augment degree programs with a focus that is outside their direct discipline.</td>
<td>Micro-credentialing in timely workforce topics (technical skills, business acumen) to supplement degree programs.</td>
<td>Create and accommodate alternate forms of engagement (3-credit courses offered as three 1-credit courses).</td>
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<td>Accelerated summer schedule, such as ‘Maymester’ to facilitate academic progress and concentrated studies.</td>
<td>Credit courses designed and delivered in a 7.5 week format to facilitate learners taking back-to-back courses in a single semester.</td>
<td>Create alternative curriculum structures or offerings for self-paced learning, or concentrated delivery (e.g., over winter break).</td>
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Guiding Principle 4: Engage Learners Throughout Their Lifetimes. In 2025, Penn State will engage learners throughout their lifetimes with content that is timely, topical, and relevant to their personal and professional wellbeing.

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<td>OLLI (Osher Lifelong Learning Institute) at two campuses provides hundreds of courses/year to senior learners.</td>
<td>A portal (ATLAS) recently launched by Penn State Extension provides an array of content from webinars, to papers, and online short courses reaching the agricultural sciences community with relevant and timely content.</td>
<td>Create fee structures that incentivize collaboration and are sustainable, and consider subscription services, pay-as-you-go options.</td>
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<td>Penn State Alumni Association provides educational programs (tours), Huddle with the Faculty, etc.</td>
<td>Repackaging credit content for non-credit use, e.g., law, education.</td>
<td>Provide access to single courses, single lectures to alumni as refreshers or to support their current needs.</td>
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<td>Executive programs provide a blend of non-credit content for corporate training.</td>
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**Guiding Principle 5: Achieve the Highest Level of Efficiency of University Resources.** In 2025, Penn State will leverage digital resources and align faculty, academic, and administrative resources to strengthen learning, research, and student support opportunities, thereby achieving greater institutional efficiency to address equity of, access to, and affordability for a high-quality Penn State education.

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<td>A common learning management system (LMS) was selected and adopted for curricular offerings.</td>
<td>Adopted an enterprise-wide advising platform and recently added support for data analytics capability to support student success.</td>
<td>Exploring a common or coordinated content management systems to support shared curriculum and dual-purpose of course content.</td>
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<td>Resident students can enroll in open seats (10-days prior to semester) in many World Campus courses as part of their regular enrollment.</td>
<td>Recently launched an integrated career system for 37 Penn State career units leading to a more unified, seamless student, alumni, employer and staff experience.</td>
<td>Create lifelong digital access to Penn State (identity services).</td>
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**Thank you.**

- **Dawn Blasko**, Executive Director, University Faculty Senate
- **Clark Brigger**, Executive Director, Undergraduate Admissions, Office of Undergraduate Education
- **Raymonde Brown**, Associate Dean for Undergraduate Programs, College of Nursing
- **Brian Cameron**, Associate Dean for Professional Programs, Smeal College of Business
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- **Albert Lozano-Nieto**, Professor of Engineering, Penn State Wilkes-Barre
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- **Jennifer Sparrow**, Senior Director for Teaching and Learning with Technology, Enterprise Information Technology
- **Michael Verderame**, Senior Associate Dean, Graduate School