



**PennState**  
Educational Equity



# Strategic Plan 2020 through 2025

Office of the Vice Provost for Educational Equity

# General Information

## Mission / Vision / Values

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### **Mission**

The Office of the Vice Provost for Educational Equity supports faculty, staff, and students through developing strategic priorities, providing consultation, leadership, outreach and research that informs the institution regarding best practices for advancing diversity, equity, and inclusion. We support student success initiatives that ensure access, achievement, and development.

### **Vision**

The Office of the Vice Provost for Educational Equity aspires to lead the Commonwealth in diversity, equity, and inclusion (DEI) efforts; demonstrating organizational change by collaborating, engaging DEI best practices, improving policies, providing consultations, and developing and implementing programs that support student success.

### **Institutional Values**

**INTEGRITY:** We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.

**RESPECT:** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.

**RESPONSIBILITY:** We act responsibly, and we are accountable for our decisions, actions, and their consequences.

**DISCOVERY:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.

**EXCELLENCE:** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.

**COMMUNITY:** We work together for the betterment of our University, the communities we serve, and the world.

### **Optional Additional Values**

#### **Guiding Principles:**

Embedded in the work of the Office of Educational Equity are the principles of care, inclusion, accessibility, intersectionality, and justice.

# Planning Process

2020 - 2025

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## Planning Process

**Stage one:** The Associate Vice Provost for Educational Equity and Director of Assessment drafted a mission and vision statements, the goals for Educational Equity, as well as a strategic planning timeline. Educational Equity functions (or offices) were organized into five "areas" and included the Multicultural Resource Center (MRC), the Office of Veterans Programs (OVP), Student Disability Resources (SDR), the Office of Scholars Programs (OSP), and Grant Programs. The Equity Team (Equity Consultants and Director of Assessment) created a Box folder of curated resources that area leaders could access to assist them in developing their portion of the strategic plan. It contained research on diversity, equity, and inclusion best practices. These materials were shared with area leaders to prepare them to create their strategic plans.

**Stage two:** A strategic planning meeting was organized to inform the area leaders of the strategic planning process and answer their questions. The Assistant Vice Provost for Planning, from the Office of Planning, Assessment, and Institutional Research (OPAIR), attended the first Educational Equity strategic planning meeting and provided information about the expectations and process for completing the strategic plan. Area leaders within Educational Equity were able ask questions to the OPAIR representative as well as provide edits, thoughts, and revisions to the mission, vision, and goals.

**Stage three:** Area leaders from the Multicultural Resource Center, Student Disability Resources, Office of Veteran Programs, Grant Programs, and Office of Scholars Programs were provided OPAIR's strategic plan template. The Associate Vice Provost and Director of Assessment held weekly meetings for four weeks with each of these areas separately to discuss their sections of the strategic plan and provide feedback and revision on their goals and objectives. For the first of these meetings, area leaders were expected to complete their area's goals and objectives, submit their plans to the AVP and Director of Assessment, who provided feedback and met with the area leaders via Zoom to discuss. The second meeting focused on objectives. The third meeting focused on action items, KPIs, and timelines. The fourth meeting focused on any further revisions and clarifications that needed to be made.

**Stage four:** The AVP and Director of Assessment compiled the individual area strategic plans, creating comprehensive goals and objectives. We shared this draft and solicited feedback during a final meeting with area leaders.

## Personnel and constituents included in the planning process

Vice Provost for Educational Equity

Associate Vice Provost for Educational Equity

Office of the Vice Provost for Educational Equity, Director of Assessment

Office of the Vice Provost for Educational Equity, Equity Consultants

Office of the Vice Provost for Educational Equity, Administrative Support Assistant

Multicultural Resource Center, Director and Counselor

Student Disability Resources, Director and Disability Specialist/Campus Liaison

Office of Veteran Programs, Director and Associate Director

Office of Scholars Programs, Assistant Vice Provost for Educational Equity

Grant Programs, Senior Director, Talent Search Program; Director, TRIO Training Academy/Associate Director,

Talent Search Program; Director of Upward Bound; Associate Director of Upward Bound

## Publicity for the plan

May 1, 2020: Equity Consultants collected and organized diversity, equity, and inclusion research on best practices to support area representatives in the strategic planning process. Created the Box folder "DEI Research for Strategic Planning."

## Planning Process

May 23, 2020: Strategic planning process introduced during an Educational Equity Management Meeting. Introduced the project, deadlines, process, and directed area representatives to the "Educational Equity Strategic Plan 2020" Box folder.

June 30, 2020: Based on the area strategic plans submitted to the Associate Vice Provost and Director of Assessment, we revised the unit (i.e., Educational Equity) goals and objectives. We shared the revised goals and objectives with the strategic planning area representatives.

### Plan Approved By

Marcus A. Whitehurst, PhD, Vice Provost for Educational Equity

### Supporting Evidence

[Best Practices Resource Guide 5.26.2020.docx](#)

[DRAFT EE strat plan outline 21 Apr 2020.pdf](#)

[Educational Equity strategic plan 3 Aug 2020 asw sdf \(1\).docx](#)

[FINAL Responses to feedback from dwn Educational Equity strategic plan v2 18 Feb 2021.docx](#)

[FINAL REVISIONS Educational Equity strategic plan v3 18 Feb 2021.docx](#)

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Goal 1

Student success

### Goal

Educational Equity will impact student success by providing programs that support students' academic goals, develop skills, and increase connections.

### 1.1: Innovative programming

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#### Objective

Student-facing units within the Office of Educational Equity will continue to develop high quality, innovative programs that address student needs.

#### Objective Status

1 - Active

#### Objective Year(s)

2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

#### Start Date

01/01/2021

#### Completed Date

01/01/2021

#### Target Completion Date

12/31/2025

#### Key Performance Indicator(s)

- 1: Student Disability Resources: Participation of SDR students in first-year student engagement experience (i.e., first-year seminar); participation of SDR students in academic-related semester programs and opportunities; student satisfaction rates with services and programs including and beyond standard accommodation provisions.
- 2: Office of Veterans Programs: Increased retention, shorter time to graduation, and increased graduation rates in comparison to non-participating student veterans.
- 3: Office of Scholars Programs: Assess student learning outcomes and formalize first-year curriculum and Maguire Scholars curriculum. Increase of persistence by 5% by year five for Bunton-Waller Fellows (from estimated 85% persistence to 90% persistence). Develop and implement service-learning and leadership curriculum for Maguire Scholars.

#### Mapping

##### Penn State Foundations

- F1 - Enabling Access To Education
- F2 - Engaging Our Students
- F3 - Advancing Inclusion, Equity, and Diversity

##### Penn State Thematic Priorities

- TE4 - Prepare Our Students For Success In Their Careers And In Life

##### Penn State Supporting Elements

- CO1 - Focus On Impact Through Partnerships
- CO2 - Provide Expanded Access To Penn State Resources

#### Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- Student success

## Action Item

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1.1.1: Improve the transition to college by engaging an increasing number of incoming students with disabilities over 5 years.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: SDR will collaborate with Rehabilitation and Human Services (RHS) faculty to institute a course offering specific to incoming students with disabilities transitioning to college.
- 2: In academic year 2023-2024, SDR will develop and administer a mentorship program available to students with disabilities upon entry to college.
- 3: SDR will create and administer a survey to students participating in the first-year seminar to track satisfaction, efficacy, and make programmatic improvements. This will serve as baseline data for subsequent surveys of same sample.
- 4: In academic year 2023-2024, SDR will create and administer to participants of the first-year seminar a survey in subsequent academic years to track impact on academic experience and retention.
- 5: SDR will create and administer a survey to SDR students engaging in peer mentorship to track satisfaction, efficacy, and make programmatic improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in mentorship participation and efficacy over 5 years.

### Action Item Metrics

- 1: First year seminar established, acquisition of knowledge in First year seminar,
- 2: Mentorship program established, number of enrolled students in First-year seminar, student participation rates, feedback received from mentors/mentees, efficacy of mentorship program.

### Responsible Party

Student Disability Resources – Executive Director, staff, graduate assistants; RHS collaborators

### Start Date

09/01/2021

### Target Date

06/30/2023

## Action Item

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1.1.2: Provide opportunities for students using SDR to identify and increase connections with resources, based on personal need, act in concert with or go beyond SDR's academic accommodations and programming in order to comprehensively that support academic goals.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: SDR will identify University collaborators who support the academic experience of students with disabilities.
- 2: SDR will develop student workshops in concert with campus partners that support accommodation usage, scholarship, and connection to University resources. Commonwealth Campus student disability offices are included in these opportunities. Due to COVID, this has transitioned to online virtual workshops during academic year 2020-2021.
- 3: SDR will create and administer a survey to students participating in workshops to track satisfaction, efficacy, and make content improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in workshop participation and efficacy over 5 years.
- 4: SDR will create and administer a survey to students to track the frequency and nature of resource usage. Initial survey results will serve as baseline data to assist in tracking percentage change in resource usage over 5 years.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Metrics

- 1: Number, scope, and value of resource partnerships formed;
- 2: Academic workshops established;
- 3: Workshop participation rates;
- 4: Feedback received from students;
- 5: Number of resource referrals and frequency of resource use.

## Responsible Party

Student Disability Resources – Executive Director, staff, University partners, community partners

## Start Date

09/01/2021

## Target Date

05/31/2023

## Action Item

1.1.3: OVP will continue to develop the Student Sponsor Program for veterans to build peer-to-peer connections. \*Due to COVID, program is currently virtual and experiencing less participation.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OVP will provide mental health training, diversity training, and campus and community resource training to Student Sponsors.
- 2: OVP will assess and update the intake form as needed to gather information on student needs and provide sponsors with training and resources to address student needs.
- 3: OVP will create and administer a satisfaction survey to student veterans participating in the Student Sponsor Program to track satisfaction, efficacy and make improvements to the program as indicated.

## Action Item Metrics

- 1: Veteran satisfaction with the Student Sponsor Program as indicated by the satisfaction survey;
- 2: Increase in student participation in the Student Sponsor Program.

## Responsible Party

Office of Veterans Programs - Senior Director, Veterans Counselors, Outreach Coordinator

## Start Date

01/01/2021

## Target Date

12/20/2021

## Action Item

1.1.4: Create and implement assessment plan for first-year curriculum for Educational Equity Scholars, which includes seminar and living-learning program.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Identify goals and learning outcomes
- 2: Create assessment instruments.
- 3: Assess student learning outcomes and evaluate programmatic efficacy. Change curriculum and programs as needed. [NOTE: First-year programs were impacted by the COVID-19 pandemic as content delivery and programs moved to remote instruction and virtual events. Student engagement was also affected.]
- 4: Create and implement system for documenting persistence of Educational Equity Scholars.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Metrics

At least 75% of first-year scholars demonstrate development of academic and leadership skills. Increase in persistence of Bunton-Waller Fellows from estimated 85% to 90% by end of year three. [Note: The COVID-19 pandemic and use of alternative grades impacted persistence rates. In Spring 2020, the Administrative Council for University Funded Scholarships decided to renew all Bunton-Waller Fellow and Merit Recipients, and all Maguire Scholars were renewed regardless of meeting academic requirements. Students were able to use alternative grades in Spring 2020 and Fall 2020 semesters such that academic requirements may be met by a larger number of students than letter grades may reflect. The Lenfest Scholars Program and Milton Hershey Scholars Programs do not have academic requirements for renewal, and their programs are not administered by the Office of Scholars Programs.]

## Responsible Party

Office of Scholars Programs – Director, Residence Life Coordinator and Program Coordinator for Scholars Programs, Graduate Assistants in the Office of Scholar Programs

## Start Date

08/01/2020

## Target Date

05/31/2023

## Action Item

1.1.5: Identify and implement service-learning curriculum and leadership skills appropriate for Maguire Scholars Program. [Note: This action item is affected by staffing changes in the Office of Scholars Programs, as well as remote delivery of curriculum during the COVID-19 pandemic.]

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Research and identify service-learning goals and outcomes, leadership skills related to Maguire Foundation and Maguire Scholars Program.
- 2: Build and deliver service-learning curriculum to Maguire Scholars.
- 3: Assess student learning outcomes and revise curriculum as needed.

## Action Item Metrics

- 1: Student are able to identify service-learning purpose and goals.
- 2: Students demonstrate learning through service-learning projects.
- 3: Student demonstrate leadership skills through developing and implementing service-learning projects.

## Responsible Party

Office of Scholars Programs – Director, Residence Life Coordinator and Program Coordinator for Scholars Programs, Graduate Assistants in the Office of Scholar Programs

## Start Date

09/01/2021

## Target Date

12/31/2023

## 1.2: Sense of belonging

### Objective

Students who interact with and participate in services will increase their sense of belonging in and to higher education.

### Objective Status

1 - Active

### Objective Year(s)

2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Start Date

01/01/2021

## Completed Date

01/01/2021

## Target Completion Date

12/31/2025

## Key Performance Indicator(s)

- 1: Student Disability Resources: Participation of SDR students in ongoing programs or opportunities focused on social engagement; increased sense of connectedness to peers; increased persistence and retention in comparison to non-participating SDR students.
- 2: Office of Veterans Programs: Increased retention, shorter time to graduation, and increased graduation rates in comparison to non-participating student veterans.
- 3: Multicultural Resource Center: Increase the sense of connectedness to the University, for 70% of MRC student groups' participants, by the end of each year. Participating in MRC one-on-one counseling will strengthen a sense of validation (e.g., feeling accepted, respected, valued, affirmed, reassured) for at least 70% of students, after the interaction.
- 4: Office of Scholars Programs: Increase sense of belonging and strengthen identity as Penn Stater and scholar, as compared to general student population and students of marginalized identities reported in Penn State Community Survey.

## Mapping

### Penn State Foundations

- F2 - Engaging Our Students
- F3 - Advancing Inclusion, Equity, and Diversity

### Penn State Thematic Priorities

- TE4 - Prepare Our Students For Success In Their Careers And In Life

### Penn State Supporting Elements

- CO - Penn State will partner directly and effectively with our constituencies in sharing consequential research, creative works, and scholarship worldwide.

## Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- Student success

### **Action Item**

1.2.1: Students with disabilities will have increased opportunities to socially engage with peers over 5 years. Commonwealth Campus student disability offices are included in these opportunities.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: SDR will gauge students' interest in peer-to-peer connection.
- 2: SDR will facilitate peer interactions through the creation of student-led interest and support groups. Due to COVID, this transitioned to online virtual opportunities beginning in spring semester 2021.
- 3: SDR will create and administer a survey to students participating in programs to track satisfaction, efficacy, and make programmatic improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in program participation and efficacy over 5 years.
- 4: SDR will create and administer an annual evaluation of students' level of social engagement and sense of peer connectedness to analyze in relation to retention rates and make changes to strategies over 5 years.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Metrics

- 1: Number of established student support groups;
- 2: Participation rates;
- 3: Feedback received from students

## Responsible Party

Student Disability Resources–Executive Director, staff, and graduate assistants

## Start Date

10/30/2020

## Target Date

12/31/2025

## Action Item

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1.2.2: Bolster social support systems among students with disabilities with incremental increases in participation over 5 years.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: SDR will use research evidence-informed postsecondary social support methods with an emphasis on students with disabilities to refine programs.
- 2: SDR will initiate a system of mentorship for students with disabilities.
- 3: SDR will create and administer a survey to SDR students engaging in peer mentorship to track satisfaction, efficacy, and make programmatic improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in mentorship participation and efficacy over 5 years.

## Action Item Metrics

- 1: Mentorship program established;
- 2: Student participation rates;
- 3: Feedback received from mentors/mentees;
- 4: efficacy of mentorship program

## Responsible Party

Student Disability Resources– Executive Director, staff, University partners, mentors

## Start Date

06/01/2023

## Target Date

12/31/2025

## Action Item

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1.2.3: The MRC will improve programming for belonging.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will research best practices about sense of belonging, student development, connectedness, and retention, and use in the student groups' activities.
- 2: MRC professional staff will continue to stay up to date on best practices about topics such as peer-peer and peer-mentor relationships, connectedness, and a sense of belonging.
- 3: MRC will identify professional development opportunities to increase relevant knowledge.
- 4: MRC will collaborate with University faculty, staff and graduate students, community leaders and alumni to secure their engagement with affinity groups as presenters, co-facilitators, or mentors to increase students' interaction and

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

connection with a variety of engagement opportunities that include professional experiences, volunteerism, community-based learning, peer mentoring and/or organizational experiences, among others..

- 5: MRC will implement activities to foster peer-peer and peer-mentor relationships and students' sense of connectedness.
- 6: MRC will evaluate students' sense of connectedness and assessment tools at the end of each year, to improve practices, students' sense of connectedness, and retention.
- 7: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Percentage of active participants (4+ semester meetings) in an MRC student group who report an increased connection to the University, at the end of each year in which they participate.

## Responsible Party

MRC director, assistant director, and counselors

## Start Date

09/01/2021

## Target Date

06/30/2025

## Action Item

1.2.4: MRC will review and adjust approach to one-on-one appointments to address validation.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will research theories and best practices about validation to use during counseling sessions.
- 2: MRC will continue to share best practices among counselors during staff meetings, in an ongoing basis, to enhance students' sense of validation during counseling sessions.
- 3: MRC will identify professional development opportunities to increase relevant knowledge.
- 4: MRC will implement counseling strategies to foster validation of students' lived experiences and voices during counseling sessions.
- 5: MRC will assess students' sense of validation after their first counseling session; and report results yearly.
- 6: MRC will evaluate counseling strategies, students' sense of validation, and assessment tools at the end of each year, to improve counseling methods and students' sense of validation.
- 7: MRC will evaluate staff performance based on incorporation of best practices research.

## Action Item Metrics

- 1: Percentage of first-time counseling participants who report feeling validated after the counseling interaction.

## Responsible Party

MRC director, assistant director, counselors

## Start Date

08/01/2022

## Target Date

06/30/2025

## Action Item

1.2.5: Continue to develop the Student Sponsor Program for veterans to build peer-to-peer connections. \*Due to COVID, program is currently virtual and is experiencing less engagement.

## Current Status

1 - Active

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Implementation Tasks

- 1: OVP will provide mental health training, diversity training, and campus and community resource training to Student Sponsors.
- 2: OVP will assess and update the intake form as needed to glean information on student needs and provide sponsors with training and resources to address needs.
- 3: OVP will create and administer a satisfaction survey to student veterans participating in the program to track satisfaction, efficacy and make improvements to the program as indicated.

## Action Item Metrics

- 1: Veteran satisfaction with the Student Sponsor Program as indicated by the satisfaction survey;
- 2: Increase in student participation in the Student Sponsor Program.

## Responsible Party

Office of Veterans Programs, Senior Director, Veterans Counselors, Outreach Coordinator

## Start Date

01/01/2021

## Target Date

12/20/2021

## Action Item

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1.2.6: OVP will create new and enhance existing connections with campus and community resources to increase student veterans use and referral. \*All current and new connections are virtual and experiencing limited participation from campus and community entities as well as limited engagement from student veterans.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OVP will reach out to Penn State offices and units offering students supports and provide information on our office and services.
- 2: OVP will reach out to community entities providing support to student veterans to provide information on the office and services.
- 3: OVP will invite representatives from these units, offices and community supports to present information at monthly student sponsor meetings.

## Action Item Metrics

- 1: Veteran use of Penn State and community resources as indicated by survey;
- 2: Increase in use of Penn State and community resources as indicated by survey;
- 3: Increase in awareness of supports and resources of student sponsors based on their feedback.

## Responsible Party

Office of Veterans Programs, Senior Director, Outreach Coordinator

## Start Date

01/01/2021

## Target Date

12/20/2022

## Action Item

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1.2.7: OSP will identify areas of the first-year curriculum and Maguire Scholars Program that support access points and connections to Penn State, and bolster identification as a college student and scholar.

## Current Status

1 - Active

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Implementation Tasks

- 1: Develop and implement living-learning programs to build community amongst first-year scholars and strengthen relationship with Penn State.
- 2: Introduce and identify Penn State resources and engagement opportunities relevant to student interests.
- 3: Document and track student involvement with Penn State co-curricular programs.
- 4: Identify and implement means to measure sense of belonging, collect student reflections.

## Action Item Metrics

- 1: First-year students and Maguire Scholars will identify sense of belonging and identity as Penn Stater and scholar in written reflections (Scholarship and Community seminar), and service-learning and leadership projects (Maguire Scholars).

## Responsible Party

Director of Scholars Programs, Residence Life Coordinator, Graduate Assistants

## Start Date

08/01/2021

## Target Date

12/31/2025

## 1.3: Academic success skills

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### Objective

Students who interact with and participate in services will develop skills that support their academic success.

### Objective Status

1 - Active

### Objective Year(s)

2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

### Start Date

01/01/2021

### Completed Date

01/01/2021

### Target Completion Date

12/31/2025

### Key Performance Indicator(s)

- 1: Office of Scholars Programs: Students will demonstrate skills in analysis, comprehension, communication, goal setting, and self-advocacy.  
Students will be able to identify the skills and qualifications required for their academic major and career interests. Students will demonstrate skills in ethical decision making, team building, project management and show integrity and accountability in their actions.  
Students will indicate involvement in student organizations, professional associations, internships, research projects, and community action.
- 2: Student Disability Resources: Participation of SDR students in semester programs and opportunities focused on self-advocacy or career; student satisfaction rates with programs; increased recognition of and/or connection with available resources.
- 3: Multicultural Resource Center: 80 % of students who participate in an MRC course or seminar will increase the use of academic success strategies to support their academic work, by the end of the semester. The number of students who use academic success strategies suggested during MRC one-on-one counseling will increase by 25% from year one to year five. The number of students who use college-to-career planning strategies suggested during MRC one-on-one counseling to facilitate college-to-career decision-making will increase by 20% from year one to year five. While career development services on campus also provide students with general career-related services, MRC holistic counseling practices engage students in conversations about their experiences and explore strategies

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

that connect these experiences to their decisions.

Seventy-five (75%) of first year, transfer and change of campus students who attend an MRC orientation will expand their knowledge of University resources that support their retention and success.

Eighty percent (80%) of students who participate in an MRC course or seminar will increase their self-directed engagement with campus resources by the end of the semester.

Eighty percent (80%) of students who participate in MRC one-on-one counseling will expand their knowledge of networking strategies.

## Mapping

### Penn State Foundations

- F2 - Engaging Our Students
- F3 - Advancing Inclusion, Equity, and Diversity

### Penn State Thematic Priorities

- TE4 - Prepare Our Students For Success In Their Careers And In Life

### Penn State Supporting Elements

- CO1 - Focus On Impact Through Partnerships
- CO - Penn State will partner directly and effectively with our constituencies in sharing consequential research, creative works, and scholarship worldwide.

## Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- Student success

### **Action Item**

1.3.1: MRC courses or seminars will further embed and improve the curriculum for the development of academic success strategies. Although some Penn State first-year seminars and other University offices' programming address general academic success strategies, MRC courses and seminars include in-depth discussions of individual students' experiences and assist students in identifying their particular challenges and in practicing strategies relevant to their needs.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: MRC will research academic success best practices and incorporate best practices into the course curriculum.
- 2: MRC will identify academic success strategies to be taught in the course.
- 3: MRC will identify course assignments or other assessments to evaluate students' use of academic success strategies and benefits they identify in using the strategies.
- 4: MRC will implement thorough assessment to evaluate students' use of academic success strategies, by the end of each course, yearly.
- 5: MRC will evaluate course content, use of academic success strategies and assessment tools at the end of each course, yearly, to improve the course and students' use of academic success strategies.
- 6: Evaluate instructor performance based on incorporation of best practices research into course content.

### **Action Item Metrics**

- 1: Percentage of students in MRC courses or seminars who report using at least one academic success strategy (e.g., strategy for time management, effective studying, test taking) learned in the course, by the end of the semester in which they participate.

### **Responsible Party**

Multicultural Resource Center – Director, Instructors, Orientation Committees

### **Start Date**

06/01/2021

### **Target Date**

12/31/2025

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item

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1.3.2: MRC will refine how academic success strategies are engaged during one-on-one counseling.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: MRC will research academic success best practices and develop a list of key academic success strategies to be discussed with students.
- 2: MRC professional staff will continue to stay up to date on best practices about topics such as academic success strategies.
- 3: MRC will identify professional development opportunities to increase relevant knowledge.
- 4: MRC will contact students who participated in counseling sessions seeking academic support to follow up with their progress, inquire about benefits they identify in using learned strategies and encourage use of strategies.
- 5: MRC will establish robust baseline data on the number of students who use academic success strategies, by the end of year two, to accurately assess the target increase by year 5.
- 6: MRC will evaluate use of academic success strategies and assessment tools at the end of each year, to improve counseling content and delivery methods and students' use of academic success strategies.
- 7: MRC will evaluate staff performance based on incorporation of best practices research into counseling sessions.

### Action Item Metrics

- 1: Percentage of students who seek academic support and report using at least one academic success strategy (e.g., strategy for time management, effective studying, test taking) discussed with an MRC counselor, by the end of the academic year in which they interacted.

### Responsible Party

MRC director, assistant director, counselors

### Start Date

06/01/2021

### Target Date

06/30/2025

## Action Item

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1.3.3: MRC will further refine the protocol for engaging students in career planning.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: MRC will research best practices for college-to-career planning and develop a list of key planning strategies to be discussed with students.
- 2: MRC will continue to share best practices among counselors during staff meetings, in an ongoing basis, to increase knowledge of general college-to-career planning strategies.
- 3: MRC will identify professional development opportunities to increase relevant knowledge.
- 4: MRC will contact students who participated in counseling sessions seeking general college-to-career planning support to follow up with their progress, inquire about benefits they identify in using learned strategies, and encourage use of strategies.
- 5: MRC will implement thorough assessment to evaluate students' use of college-to-career planning strategies, by the end of the academic year, yearly.
- 6: MRC will establish robust baseline data on the number of students who use college-to-career planning strategies, by the end of year three, to accurately assess the target increase by year 5.
- 7: MRC will evaluate use of college-to-career planning strategies and assessment tools at the end of each year, to improve counseling content and students' use of planning strategies.
- 8: MRC will evaluate staff's engagement with implementation tasks.
- 9: MRC will consult and collaborate with Penn State Career Services.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Metrics

- 1: Percentage of students who seek college-to-career planning support and report using at least one college-to-career planning strategy (e.g., strategy for major-career alignment, major/minor selection) discussed with an MRC counselor, by the end of the academic year in which they interacted.

## Responsible Party

MRC director, assistant director, counselors

## Start Date

06/01/2022

## Target Date

06/30/2025

## Action Item

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1.3.4: OSP will assess and adapt student programs (e.g., Scholars Seminar, Scholars Special Living Option, EDEQ 001) to strengthen academic skills and achieve desired learning outcomes.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OSP will create goals and student learning outcomes for Educational Equity Scholars Programs.
- 2: OSP will develop and implement assessment plan of student programs, particularly first-year curriculum and Maguire Scholars Program.

## Action Item Metrics

- 1: Demonstrated learning through survey, reflection journals, and individual meetings, rates of retention and persistence to graduation.

## Responsible Party

Office of Scholars Programs – Director, Residence Life Coordinator and Program Coordinator for Scholars Programs, Graduate Assistants in the Office of Scholar Programs

## Start Date

08/01/2021

## Target Date

12/31/2022

## Action Item

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1.3.5: OSP will partner with academic units to discuss appropriate resources and effective strategies for student support, retention and persistence, and effective use of data.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OSP will collect and share pertinent metrics regarding student academic performance, retention, and persistence.

## Action Item Metrics

- 1: Demonstrated learning through survey, reflection journals, and individual meetings, rates of retention and persistence to graduation

## Responsible Party

Office of Scholars Programs – Director, Residence Life Coordinator and Program Coordinator for Scholars

## Start Date

08/01/2022

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Target Date

12/31/2023

## Action Item

1.3.6: OSP will develop and implement system for documenting retention and persistence for Bunton-Waller Fellows, Bunton-Waller Merits, and Maguire Scholars. Used assessment to evaluate impact of first-year programs and Maguire curriculum on student retention and persistence to graduation. [Note: Focus is on Bunton-Waller and Maguire Scholars Programs as they have academic requirements for renewal.]

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OSP will identify appropriate software and staff for recording student renewal and persistence (e.g., Excel, LionPath, database).
- 2: OSP will develop annual reporting process to document retention and persistence.

## Action Item Metrics

- 1: OSP will have reliable data regarding student retention and persistence of Bunton-Waller Fellows, Bunton-Waller Merits, and Maguire Scholars.

## Responsible Party

Office of Scholars Programs – Assistant Vice Provost for Educational Equity, Director,

## Start Date

05/01/2021

## Target Date

12/31/2022

## Action Item

1.3.7: Working with SDR, students will develop communication skills to discuss individualized need and accommodations.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: SDR will prepare guidance for students on disability-related disclosure in multiple settings (academic, vocational, social).
- 2: SDR will organize and facilitate opportunities to discuss strengths, areas of need, and accommodation usage among peers, faculty, employers, etc.
- 3: SDR will create and administer assessments to capture how students demonstrate skills development over time particular to their needs and goals.
- 4: SDR will create and administer a survey to students participating in opportunities to track satisfaction, efficacy, and make content improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in opportunity participation over 5 years.

## Action Item Metrics

- 1: Disclosure workshops established; workshop participation rates; feedback received from students;
- 2: Demonstrated skills development

## Responsible Party

Student Disability Resources– Executive Director, staff, University partners, external employer connections

## Start Date

01/01/2022

## Target Date

05/31/2023

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item

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1.3.8: Working with SDR, students will have opportunities to increase purposeful connections with on- and off-campus resources to holistically support and facilitate academic progress, goal achievement, and retention.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: SDR will identify on- and off-campus resources interested in collaborating and space-sharing.
- 2: SDR will develop student workshops in concert with campus partners that identify functions of University resources and foster connections with them.
- 3: SDR will create and administer a survey to students participating in workshops to track satisfaction, efficacy, and make content improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in workshop participation and efficacy over 5 years.
- 4: SDR will share office spaces with University and community resources to promote ease of access for students. Due to COVID, this transitioned during academic year 2020-2021 to online virtual meeting time hosted by the resource partner specifically for SDR students.

### Action Item Metrics

- 1: Number, scope, and value of resource partnerships formed;
- 2: Resource workshops established;
- 3: Workshop participation rates;
- 4: Number of resource referrals and frequency of resource use

### Responsible Party

Student Disability Resources– Executive Director, staff; University partners; community partners

### Start Date

01/01/2022

### Target Date

05/31/2024

## Action Item

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1.3.9: SDR will increase students' engagement with career-related opportunities over 5 years.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: SDR will connect with on- and off-campus resources who support the vocational pursuits of students with disabilities.
- 2: SDR will establish career readiness and job exploration programming in collaboration with Career Services. Due to COVID, this transitioned to online virtual programming during academic year 2020-2021.
- 3: SDR will create and administer a survey to students participating in programming to track satisfaction, efficacy, and make programmatic improvements. Initial survey results will serve as baseline data to assist in tracking percentage change in program participation and efficacy over 5 years.
- 4: SDR will promote student connections (discourse, internships, employment) with employers and external employment support providers (PA OVR, Workforce Recruitment Program, etc.). Commonwealth Campus student disability offices are included in these opportunities.

### Action Item Metrics

- 1: Career workshops established;
- 2: Workshop participation rates;
- 3: Number, scope, and value of connections formed with career resources;
- 4: Feedback from students, employers, and external employment support providers

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Responsible Party

Student Disability Resources– Executive Director, staff; Career Services; external employment support providers; external employer connections

## Start Date

01/01/2022

## Target Date

05/31/2024

## Action Item

1.3.10: MRC will refine an orientation program to focus on improving students' knowledge of resources.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will identify priority University resources to be introduced at the MRC orientations, in consultation with MRC Leadership Council members and other student leaders.
- 2: MRC will continue to collaborate with key University student services offices to include Office of Student Aid, Counseling and Psychological Services, Division of Undergraduate Studies, Gender Equity Center, Center for Sexual and Gender Equity, Penn State Learning and all University Park Colleges' DEI offices, to secure their participation in MRC orientation programs to share their services with students.
- 3: MRC will update the MRC "Tasks to Complete During the First Year" checklist and develop other informational material to share with students.
- 4: MRC will implement thorough assessment to evaluate students' knowledge of University resources, by the end of all annual orientation programs, yearly.
- 5: MRC will evaluate students' use of University resources and the benefits they identify in using the resources, by the end of the year in which they participate in an MRC orientation.
- 6: MRC will conduct program evaluation meeting with MRC Leadership Council members to discuss ways in which the annual first year orientation content, program and assessment can be improved. Consult participating leaders on smaller orientations.
- 7: MRC will evaluate programs' content, knowledge of University resources and assessment tools at the end of each year, to improve the orientation program and expand students' knowledge of University resources.
- 8: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Percentage of MRC orientation participants who, at the end of orientation, can name a campus resource that will support their success

## Responsible Party

Multicultural Resource Center – director, assistant director, orientation committees

## Start Date

08/01/2022

## Target Date

06/30/2025

## Action Item

1.3.11: MRC will improve courses or seminars to increase students' use of campus resources.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will identify priority University resources to be introduced during the course.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- 2: MRC will identify course assignments or other assessments to evaluate students' engagement with campus resources.
- 3: MRC will implement thorough assessment to evaluate students' self-directed engagement with campus resources and the benefits they identify in using the resources, by the end of each course, yearly.
- 4: MRC will evaluate course content, engagement with campus resources and assessment tools at the end of each course, yearly, to improve the course and students' engagement with campus resources.
- 5: Evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Percentage of students in MRC courses or seminars who describe engaging with at least one campus resource presented in class, by the end of the semester.

## Responsible Party

MRC director, instructors

## Start Date

06/01/2021

## Target Date

06/30/2025

## Action Item

1.3.12: The MRC one-on-one counseling protocols will be refined to better address networking strategies to support students' specific needs

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will make a list of key University resources, co-curricular opportunities, or networking strategies to be discussed with students.
- 2: MRC will continue to research and share best practices among counselors during staff meetings, in an ongoing basis, to increase knowledge and understanding of strategies for networking.
- 3: MRC will continue to collaborate with University Park Colleges' academic advising centers, Division of Undergraduate Studies, and DEI offices to receive updates regarding relevant academic policies and opportunities, and establish referral procedures to support students' educational goals, and retention.
- 4: MRC will continue to collaborate with key University Park student services offices such as the Office of Student Aid, Counseling and Psychological Services, Penn State Learning, Student Care and Advocacy, Study Abroad, Gender Equity Center, Paul Robeson Cultural Center and Center for Sexual and Gender Equity, among others, to gain insight about relevant services and establish referral procedures that support students' needs, educational goals, and retention.
- 5: The MRC will seek networking opportunities for students to connect with faculty, staff, peers, businesses, organizations, alumni, and others, who can provide opportunities to engage in undergraduate research, professional experiences, study abroad, service, community-based learning, peer mentoring, and organizational experiences, among others learning experiences.
- 6: MRC counselors will work with students to help them develop successful networking skills, as relevant and necessary.
- 7: MRC will implement thorough assessment to evaluate students' knowledge of University resources, co-curricular opportunities, or networking strategies by the end of the year; report results yearly.
- 8: MRC will evaluate students' knowledge and use of University resources, co-curricular opportunities, or networking strategies at the end of each year, to improve counseling content, collaboration efforts and strategies, and students' knowledge.
- 9: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Percentage of students seeking support through one-on-one counseling, who can identify the benefit of engaging in at least one campus resource, co-curricular opportunities, or networking strategy.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Responsible Party

MRC director, assistant director, counselors

## Start Date

06/01/2022

## Target Date

06/30/2025

## Action Item

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1.3.13: OSP will assess and adapt student programs (e.g., Seminar, Special Living Option, EDEQ 001) to strengthen leadership skills and achieve desired outcomes.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OSP will create goals and student learning outcomes for leadership skills for Educational Equity Scholars Programs.
- 2: OSP will develop and implement assessment plan for leadership skills.

## Action Item Metrics

- 1: Demonstrated learning and skill development evidenced by surveys, journal reflections, and program activities,
- 2: Student engagement in university programs and student organizations

## Responsible Party

Office of Scholars Programs – Director, Residence Life Coordinator and Program Coordinator for Scholars Programs, Graduate Assistants in the Office of Scholar Programs

## Start Date

01/01/2021

## Target Date

12/31/2025

## Action Item

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1.3.14: OSP will create partnerships with co-curricular programs to provide unique opportunities for Maguire Scholars in order to strengthen the service-learning and leadership components of the program.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OSP will identify appropriate programs and resources.
- 2: OSP will identify and implement effective modes of content delivery and collaborations.

## Action Item Metrics

- 1: Demonstrated learning and skill development evidenced by surveys, journal reflections, and program activities,
- 2: Student engagement in university programs and student organizations

## Responsible Party

Office of Scholars Programs – Director, Residence Life Coordinator and Program Coordinator for Scholars Programs, Graduate Assistants in the Office of Scholar Programs

## Start Date

09/01/2021

## Target Date

04/30/2023

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Goal 2

Enable access

### Goal

Educational Equity will enable access to education by supporting federal programs; providing outreach programs to select communities in the Commonwealth; and administering scholarships.

### 2.1: Decrease barriers

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#### Objective

Decrease barriers to higher education for underrepresented and marginalized student populations.

#### Objective Status

1 - Active

#### Objective Year(s)

2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

#### Start Date

01/01/2021

#### Completed Date

01/01/2021

#### Target Completion Date

12/31/2025

#### Key Performance Indicator(s)

- 1: Grant Program (Talent Search, TS): 84% of non-senior participants will pass to the next grade level each year.  
75% of seniors will graduate from high school on time each year.  
65% of high school graduates will enroll in postsecondary education each year.  
40% of graduates who enroll in postsecondary education will complete a credential within six years.
- 2: Grant Programs (Upward Bound, UB): 75% of participants served each year will have a cumulative GPA of at least 2.5.  
60% of seniors will be proficient on state assessments in reading/language arts and math.  
75% of non-senior participants will pass to the next grade level each year.  
60% of all participants will complete a rigorous secondary school program of study and graduate with a regular secondary school diploma.  
60% of high school graduates will enroll in postsecondary education each year.  
45% of graduates who enroll in postsecondary education will complete a credential within six years.
- 3: Office of Scholars Programs: Increase the number of scholars in the Bunton-Waller Fellow and Bunton-Waller Merit Programs.

#### Mapping

##### Penn State Foundations

- F1 - Enabling Access To Education
- F2 - Engaging Our Students
- F3 - Advancing Inclusion, Equity, and Diversity

##### Penn State Thematic Priorities

- TE4 - Prepare Our Students For Success In Their Careers And In Life

##### Penn State Supporting Elements

- CO1 - Focus On Impact Through Partnerships

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- CO - Penn State will partner directly and effectively with our constituencies in sharing consequential research, creative works, and scholarship worldwide.

## Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- Enable access

### **Action Item**

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2.1.1: As stipulated in Title 34 CFR §645.11 and §643.4, Grants Programs will provide services to support increased access to higher education.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: Counseling staff will conduct needs assessments for all new and returning participants at the start of each academic year.
- 2: Based on the needs assessment results, service plans will be developed by staff for each participant.
- 3: Staff will design and deliver summer instruction to participants in mathematics through pre-calculus, laboratory science, foreign language, composition and literature.

### **Action Item Metrics**

- 1: Needs assessments are completed for 100% of participants.
- 2: Service logs and counseling notes indicate that needed services were provided for participants.

### **Responsible Party**

Grants Programs Project Directors

### **Start Date**

09/01/2020

### **Target Date**

08/31/2021

### **Action Item**

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2.1.2: As stipulated in Title 34 CFR §644.4, Grants Programs staff will provide services will be provided to participants throughout the academic year to support increased access to higher education.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: Counseling staff will conduct needs assessments for all new and returning participants at the start of each academic year.
- 2: Based on the needs assessment results, staff will develop service plans for each participant.

### **Action Item Metrics**

- 1: Needs assessments are completed for 100% of participants.
- 2: Service logs and counseling notes indicate that needed services were provided for participants.

### **Responsible Party**

Grants Programs Project Directors

### **Start Date**

09/01/2020

### **Target Date**

08/31/2021

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item

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2.1.3: Educational Equity will partner with Development to increase funding from private donors and foundations.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: Educational Equity will assist with process of hiring a development professional for Educational Equity.
- 2: Educational Equity will identify potential donors, foundations, and corporate partners.
- 3: Educational Equity will assist in drafting funding and gift proposals.
- 4: Educational Equity will assist in obtaining pledge and gift commitments.

### Action Item Metrics

- 1: Increase funding and gifts

### Responsible Party

Vice Provost for Educational Equity, Assistant Vice Provost for Educational Equity, Assistant/Associate Director of Development, Educational Equity

### Start Date

09/01/2021

### Target Date

04/30/2025

## Action Item

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2.1.4: Certifying Officials will attend monthly SCO training and information sessions hosted by OVP and demonstrate understanding of materials based on audit outcomes.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: OVP will hold monthly trainings addressing processes, procedures or new developments in the certification process.
- 2: OVP will perform annual in-house audits of all commonwealth campuses and provide feedback on results.

### Action Item Metrics

- 1: Less than 5% error in files as determined by files in error divided by total files reviewed.
- 2: Training will be monitored by attendance taken at monthly SCO meetings as well as review of certificates of completion from state and federal training.

### Responsible Party

Office of Veterans Programs –Senior Director, Associate Director, Lead Counselor

### Start Date

01/01/2021

### Target Date

12/20/2021

## 2.2: Marketing, communications, and development

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### Objective

Increase student outreach efforts through creation of marketing, communications, development materials, and campaigns.

### Objective Status

1 - Active

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Objective Year(s)

2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

## Start Date

01/01/2021

## Completed Date

01/01/2021

## Target Completion Date

12/31/2025

## Key Performance Indicator(s)

- 1: Office of Scholars Programs: University recognition of efficacy and success of Educational Equity Scholars Programs; Clarity of mission, purpose, and goals of Educational Equity Scholars Programs.
- 2: Multicultural Resource Center: New name and marketing material, by end of year one.

## Mapping

### Penn State Foundations

- F3 - Advancing Inclusion, Equity, and Diversity

### Penn State Thematic Priorities

- No Associated Thematic Priority Connection

### Penn State Supporting Elements

- CO1 - Focus On Impact Through Partnerships
- CO - Penn State will partner directly and effectively with our constituencies in sharing consequential research, creative works, and scholarship worldwide.

## Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- Enable access

### **Action Item**

2.2.1: OSP will provide additional support to academic colleges, units, and campuses for Bunton-Waller selection and application processes.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: OSP will research and document selection and awarding processes for academic units.
- 2: OSP will create and suggest structures for selection and awarding processes.

### **Action Item Metrics**

- 1: Create report of selection and awarding process for each academic unit.
- 2: Create process for reliable data of selection, persistence, and graduation rates for each college.

### **Responsible Party**

Office of Scholars Programs - Assistant Vice Provost for Educational Equity, Director for Scholars Programs

### **Start Date**

08/01/2021

### **Target Date**

08/31/2022

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item

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2.2.2: OSP will increase partnerships with community organizations and Penn State academic units and campuses.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: OSP will identify community organizations and agencies to increase awareness of Educational Equity Scholars Programs and college access to Penn State.

### Action Item Metrics

- 1: Identify fifteen community organizations in Philadelphia, Pittsburgh, and nationally to share information about Educational Equity Scholars Programs

### Responsible Party

Office of Scholars Programs - Director for Scholars Programs

### Start Date

09/01/2023

### Target Date

12/31/2025

## Action Item

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2.2.3: Develop print and electronic promotional materials appropriate for the Office of Scholars Programs.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: OSP will identify necessary materials for promotional items.
- 2: OSP will develop content appropriate for marketing Scholars Programs.

### Action Item Metrics

- 1: Creation of materials and website that communicate the curriculum, strengths, and efficacy of each Educational Equity Scholars Program.

### Responsible Party

Office of Scholars Programs - Assistant Vice Provost for Educational Equity, Director for Scholars Programs

### Start Date

09/01/2023

### Target Date

12/31/2025

## Action Item

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2.2.4: MRC will collaborate with unit's Multimedia Specialist to develop a new marketing strategy for the area, to increase recognition and student participation by the end of year one.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: MRC will brainstorm choices for a new name for the center among staff and select no more than four possible names.
- 2: MRC will consult with the MRC Leadership Council members on proposed choices to ensure students' preferences, ideas, and concerns are considered.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- 3: MRC will choose no more than two name choices to present to the Vice Provost for approval; deploy administrative notifications and necessary procedures through the unit's central office.
- 4: MRC will create a committee of staff and students to discuss and develop a new marketing strategy for the Center.
- 5: MRC will meet with the Multimedia Specialist to develop a new marketing campaign.
- 6: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: New name and marketing material, by end of year one.

## Responsible Party

MRC Director; assistant director, counselors, and Leadership Council members; Multimedia Specialist

## Start Date

01/01/2021

## Target Date

12/31/2022

## Action Item

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2.2.5: MRC will develop improved processes for ensuring access to information (e.g., Multicultural Resource Center webpage, electronic signage, and social media outputs).

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will select a social media intern to develop a social media plan.
- 2: MRC will discuss recommendations about webpage design and electronic signage use.
- 3: MRC will consult with the MRC Leadership Council members on proposed webpage changes and discuss students' ideas to ensure students' preferences and concerns are considered.
- 4: MRC will consult with Multimedia Specialists on web changes and establish timeline for updates.
- 5: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Active social media outputs, updated webpage, and consistent electronic signage.
- 2: Qualitative feedback from Leadership Council members on the quality and relevance of the webpage, electronic signage, and social media, during the updating period.
- 3: Feedback from students about the effectiveness of these tools.

## Responsible Party

MRC Director; counselors, assistant director, and Leadership Council members; Multimedia Specialist; social media intern

## Start Date

06/01/2021

## Target Date

12/31/2022

## Action Item

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2.2.6: MRC will schedule visits with administrative units and advising centers in all colleges at UP, by year three, to establish collaborative partnerships.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will identify priority colleges and advising centers.
- 2: MRC will identify consistent message for the meetings.
- 3: MRC will identify possible collaborations.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Metrics

- 1: Number of administrative units and advising centers with whom MRC staff meets by year three.

## Responsible Party

MRC Director; Assistant Director

## Start Date

09/01/2021

## Target Date

06/30/2023

## Action Item

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2.2.7: MRC will select an electronic program or application to support students' counseling self-scheduling, by year two.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will explore the possibility of using Starfish for appointment scheduling and follow up with necessary steps to implement.
- 2: MRC will explore other programs or applications supported by the University for appointment scheduling.

## Action Item Metrics

- 1: Adoption of a new electronic appointment program by year two.

## Responsible Party

MRC Director; Administrative Assistant

## Start Date

09/01/2021

## Target Date

06/30/2022

## Action Item

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2.2.8: MRC will develop new outreach goals and strategies for the MRC Leadership Council to enhance outreach to relevant student organizations and University groups, by year one.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will schedule a meeting between director and graduate assistant overseeing Leadership Council to discuss new goals.
- 2: MRC will meet with members of Leadership Council to discuss goals and strategies and adjust, as necessary.
- 3: MRC will implement new outreach strategies and activities to meet the identified goals.
- 4: MRC will assess the progress and/or completion of the group's goals and will adjust, as necessary.

## Action Item Metrics

- 1: Clear outreach goals and objectives for the group, by the end of year one.

## Responsible Party

MRC graduate counselor

## Start Date

01/01/2021

## Target Date

12/31/2021

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Goal 3

Leadership, collaboration, and sponsorship

### Goal

Educational Equity will advance inclusion, equity, and diversity by 1) providing leadership for policy and program development, 2) collaborating and consulting for planning and assessment, 3) competing for sponsored awards or projects, and 4) sponsorship.

### 3.1: Best practices

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#### Objective

Expand the University's knowledge regarding best practices and data for serving students with marginalized identities including veterans, students with disabilities, first-generation, low-income, and students of color.

#### Objective Status

1 - Active

#### Objective Year(s)

2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

#### Start Date

01/01/2021

#### Completed Date

01/01/2021

#### Target Completion Date

12/31/2025

#### Key Performance Indicator(s)

- 1: Office of Veterans Programs: Increased data gathering from the student veteran population, resulting in identification of graduation and retention rates as well as easier identification and understanding of available data by faculty and staff resulting in increased supports for students.
- 2: Student Disability Resources: Increase in University community participation in disability-related discussions, trainings, or activities; satisfaction rates of participants in SDR-sponsored discussions, trainings, or activities.
- 3: Office of Scholars Programs: Implementation of multi-year assessment plan.  
Increase persistence from first to second year of Bunton-Waller Fellows from 85% to 90% in five years.  
Increase annual renewal rate of Bunton-Waller merits from 80% to 85% in five years.
- 4: Grant Programs: Proposals will be successfully submitted for 100% of existing grant programs.  
Four new proposals will be successfully submitted.
- 5: Each fiscal year, the TRIO Training Academy will collect evaluations related to individual workshops either in-person or online, immediately upon completion, to indicate the participants' increase in knowledge or understanding of training module learning objectives.  
Each fiscal year, the TRIO Training Academy will collect evaluations related to individual workshops either in-person or online, immediately upon completion, to indicate the participants' increase in knowledge or understanding as pertaining to grant funded metrics.
- 6: Multicultural Resource Center: Develop and utilize assessment tools to gather data on MRC students' retention and graduation rates to enhance student services and support.

#### Mapping

##### Penn State Foundations

- F1 - Enabling Access To Education
- F2 - Engaging Our Students
- F3 - Advancing Inclusion, Equity, and Diversity

##### Penn State Thematic Priorities

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- TE4 - Prepare Our Students For Success In Their Careers And In Life

## Penn State Supporting Elements

- CO1 - Focus On Impact Through Partnerships
- CO - Penn State will partner directly and effectively with our constituencies in sharing consequential research, creative works, and scholarship worldwide.

## Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- Leadership, collaboration, and sponsorship

### **Action Item**

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3.1.1: Office of Veterans Programs will work with Peoplesoft/LionPATH and other campus software developers to craft tools and queries identifying veteran and dependent retention and graduation rates.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: OVP staff will maintain regular contact (no less than 1 x month) with developers to address data needs and access strategies.

### **Action Item Metrics**

- 1: Office of Veterans Programs staff will develop at least two new queries/data access strategies annually to increase access to and information on student veterans.

### **Responsible Party**

Office of Veteran Programs - Senior Director, Associate Director

### **Start Date**

01/01/2021

### **Target Date**

07/01/2023

### **Action Item**

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3.1.2: OVP will provide information and training to units, staff, and faculty supporting veterans in the use of these tools and queries.

### **Current Status**

1 - Active

### **Action Item Implementation Tasks**

- 1: OVP will reach out to advisors and adult learning coordinators throughout the campuses, colleges and units to provide information and training on available data resources.

### **Action Item Metrics**

- 1: OVP will establish at least one new contact monthly and coordinate a training and information session addressing student veteran access and use.

### **Responsible Party**

Office of Veterans Programs, Senior Director, Lead Counselor, Commonwealth Campus Oversight Coordinator

### **Start Date**

01/04/2021

### **Target Date**

07/01/2025

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item

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3.1.3: OVP will gain access to campus tools such as Starfish for easy identification of student supports and services and to facilitate collaborative effort among those supports to ensure student success. To connect and communicate with additional student veterans or dependents, support faculty and staff, and support a strong community for each student.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: OVP will continue monthly check-ins with Starfish coordinating staff to determine requirements of Starfish access and data necessary to improve student veterans supports and services.
- 2: OVP will taper use of current Kadence system and begin use Starfish to document student interactions, communicate and/or schedule appointments with students, and to identify and communicate with student faculty and support staff to provide holistic services for each student.
- 3: OVP will train School Certifying Officials (SCOs) at the commonwealth campuses on the use of Starfish to ensure consistent services to veterans among all Penn State campuses.
- 4: Incorporate use of Starfish to identify and educate faculty and staff supporting student veterans to increase the sense of belonging and inclusion as identified in the Penn State Community Survey.

### Action Item Metrics

- 1: Identification of student veterans in Starfish.
- 2: Faculty, staff and advisor access to student veterans' data in Starfish.
- 3: OVP will attend training on Starfish functionality.
- 4: OVP staff will transfer at least 20 student records from Kadence to Starfish monthly.
- 5: OVP staff will demonstrate increased use of Starfish via documentation and communication with students, staff and faculty.
- 6: OVP will develop and facilitate mandatory annual training on Starfish for all School Certifying Officials.
- 7: OVP will identify faculty and staff working with student veterans through Starfish, facilitate communication and offer faculty/staff training to their departments.
- 8: OVP will provide at least three trainings per year on student veteran best practices to staff/faculty.

### Responsible Party

Office of Veterans Programs - Senior Director, Associate Director, Lead Counselor

### Start Date

01/01/2021

### Target Date

07/01/2023

## Action Item

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3.1.4: Expand MRC courses and seminars assessment tools to understand students' use of academic strategies and engagement with University resources, by the beginning of year three.

### Current Status

1 - Active

### Action Item Implementation Tasks

- 1: MRC will evaluate current assessment methods and update, as necessary, to ensure consistency with objectives and assessment needs.
- 2: MRC will implement new course assessment.
- 3: MRC will evaluate assessment(s) implemented, at the end of each year, to improve our assessment of students' use of academic strategies and engagement with University resources; update, as necessary.
- 4: MRC instructors will discuss assessment results to identify necessary and/or beneficial changes to MRC courses and seminars curriculum and/or instruction for the next academic year.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Metrics

- 1: Revision of MRC courses and seminars assessment tools before the beginning of classes in year one;
- 2: Evaluation of assessment tools at the end of year one;
- 3: Updates to assessment tools, as necessary, before the beginning years two-five.

## Responsible Party

Multicultural Resource Center Director; Instructors

## Start Date

01/01/2022

## Target Date

06/30/2025

## Action Item

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3.1.5: MRC will create a counseling session exit survey to understand students' takeaways, interpretations, and intentions, by the beginning of year three.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will identify information needed from an exit survey to ensure consistency with objectives and assessment needs.
- 2: MRC will consult with the MRC Leadership Council members on the content, length, and implementation of the exit survey to ensure students' preferences, ideas and concerns are considered.
- 3: MRC will design the exit survey and decide on the best implementation method.
- 4: MRC will implement exit survey.
- 5: MRC will evaluate survey results at the end of each year, with assistance of MRC Leadership Council members, to improve our assessment of students' takeaways, interpretations, and intentions after counseling sessions; update as necessary.
- 6: MRC staff will discuss survey results to identify necessary and/or beneficial changes to counseling practices for the next academic year.
- 7: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Creation of an MRC one-on-one counseling exit survey before year one;
- 2: Evaluation of exit survey at the end of year one;
- 3: Updates to exit survey, as necessary, before the beginning of years two-five.

## Responsible Party

MRC Director, counselors; MRC Leadership Council members

## Start Date

06/01/2022

## Target Date

06/30/2025

## Action Item

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3.1.7: Expand MRC orientation surveys to understand students' takeaways and intentions about the use of University resources, by the beginning of year three.

## Current Status

1 - Active

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Action Item Implementation Tasks

- 1: MRC will evaluate current orientation survey and update, as necessary, to ensure coherence with objectives and assessment needs.
- 2: MRC will consult with the MRC Leadership Council members on the content, length, and implementation of tools to ensure students' preferences, ideas and concerns are considered.
- 3: MRC will design tools and decide on the best method for implementation.
- 4: MRC will implement orientation assessment.
- 5: MRC will evaluate assessment at the end of each year, with assistance of MRC Leadership Council members, to improve our assessment of students' takeaways and intentions about the use of University resources; update, as necessary.
- 6: MRC staff will discuss survey results to identify necessary and/or beneficial changes to the orientation programming for the next academic year.
- 7: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Revision of MRC orientation surveys before orientation in year one;
- 2: Evaluation of orientation surveys at the end of year one;
- 3: Updates to orientation surveys, as necessary, before the beginning of years two-five.

## Responsible Party

MRC Director; assistant director, orientation committees; MRC Leadership Council members

## Start Date

06/01/2022

## Target Date

06/30/2025

## Action Item

3.1.8: Create an MRC follow-up questionnaire to understand the influence of MRC counseling sessions and student groups on students' sense of belonging, academic achievement, persistence, and retention, by the end of year two.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will create a counseling session questionnaire.
- 2: MRC will consult with the MRC Leadership Council members on the content, length, and implementation of the exit survey to ensure students' preferences, ideas and concerns are considered.
- 3: MRC will design a questionnaire and decide on the best method for implementation.
- 4: MRC will implement the questionnaire.
- 5: MRC will evaluate results at the end of year two and subsequent years, with assistance of MRC Leadership Council members, to improve our assessment of students' sense of belonging, academic achievement, persistence, and retention; update as necessary.
- 6: MRC staff will discuss survey results to identify necessary and/or beneficial changes to counseling and programming practices for the next academic year.
- 7: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Creation of an MRC follow up questionnaire before year two;
- 2: Evaluation of follow up survey at the end of year two;
- 3: Updates to follow up survey, as necessary, before the beginning years three-five.

## Responsible Party

MRC Director; assistant director, counselors; MRC Leadership Council members

## Start Date

01/01/2022

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Target Date

06/30/2025

## Action Item

3.1.9: Expand and improve the Themis database to understand students' participation in MRC services, by the beginning of year three.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will continue to meet with unit's Programmer to discuss possible improvements to Themis.
- 2: MRC will implement improvements.
- 3: MRC will discuss and update Themis functions, as necessary.
- 4: MRC will use Themis data to produce monthly reports on the participation of students in MRC services to help adjust outreach efforts.
- 5: MRC will use Themis and LionPath data to produce annual reports on MRC students' retention and graduation rates, to adjust services provided and increase students' retention and graduation.
- 6: MRC will evaluate staff's engagement with implementation tasks.

## Action Item Metrics

- 1: Revision of the Themis database before year two;
- 2: Evaluation at the end of year two;
- 3: Updates to Themis, as necessary, before the beginning years three-five.

## Responsible Party

MRC Director; programmer; counselors

## Start Date

01/01/2021

## Target Date

06/30/2025

## Action Item

3.1.10: Assess MRC staff's engagement with research, professional development opportunities, best practices, and assessment procedures to assist the MRC in advancing its objectives, by the end of each year.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: MRC will create team and individual checklists for the completion of annual tasks necessary to achieve objectives.
- 2: MRC will use staff meetings' checkpoints throughout the year to review team's progress and acknowledge staff's efforts, as appropriate.
- 3: MRC will discuss individual staff's progress toward objectives' tasks during mid-year review; review steps to completing the tasks by established deadlines; acknowledge staff's efforts, as appropriate.
- 4: MRC will review individual staff engagement with objectives' tasks during their performance reviews, and include specific examples of their progress and accomplishments in the evaluation of competencies such as accountability and self-management, effective knowledge, and teamwork and leadership.
- 5: MRC will invite Educational Equity's leadership to participate in an end-of-year MRC meeting to report on the team's progress and accomplishments.

## Action Item Metrics

- 1: End-of-Year report;
- 2: MRC staff's performance reviews, by the end of each academic year, year one-five.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Responsible Party

MRC Director, assistant director, counselors.

## Start Date

01/01/2022

## Target Date

06/30/2025

## Action Item

3.1.11: SDR will increase connections with academic departments to improve the implementation of accommodations in order to more efficiently and effectively engage in the federally mandated interactive process, share best practices and data on working with students with disabilities, and support faculty in that endeavor.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Assign SDR staff to serve as liaisons to each academic college to establish department-specific support around accommodation provision.
- 2: SDR will identify new ways for important accommodation information to be more efficiently shared with faculty and staff and to be more visible to academic departments within current systems.
- 3: SDR will create and administer a survey to faculty to track the satisfaction with and frequency and nature of interactions with SDR liaisons. Initial survey results will serve as baseline data to assist in tracking percentage change in interactions over 5 years.

## Action Item Metrics

- 1: Academic college liaisons established;
- 2: Number, scope, and value of new connections formed;
- 3: Frequency and quality of faculty and staff interactions, including with SDR's information system;
- 4: Feedback received from faculty and staff

## Responsible Party

Student Disability Resources– Executive Director, disability specialists; campus academic colleges and departments

## Start Date

06/30/2021

## Target Date

05/21/2023

## Action Item

3.1.12: Increase professional development opportunities over 5 years for University employees in an effort to expand University community understanding of disability as a marginalized identity and address Penn State Community Survey results indicating that only 48% of respondents have participated in disability-related University discussions, trainings, or activities.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: SDR will create a module in FY20/21 for the annual Office of Ethics & Compliance training for broad University consumption including Commonwealth Campuses.
- 2: SDR will create and deliver topic-specific trainings for consumption across University units and academic departments.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- 3: SDR will create and administer a survey to participants in workshops to track participation rates, satisfaction, efficacy, and make content improvements. Initial participation results in year 1 will serve as baseline data to assist in tracking percentage change in over 5 years.

## Action Item Metrics

- 1: Creation of Ethics & Compliance module completed;
- 2: Number, scope, and value of trainings created and delivered;
- 3: Employee participation rate;
- 4: Feedback from training participants

## Responsible Party

Student Disability Resources– Executive Director, staff committee; Office of Ethics & Compliance; campus academic departments; University partners

## Start Date

01/01/2021

## Target Date

12/31/2025

## Action Item

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3.1.13: Create and implement goals, student learning outcomes, and an assessment plan for the Office of Scholars Programs.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Create and assess goals and student learning outcomes for first-year Educational Equity Scholars and Maguire Scholars

## Action Item Metrics

- 1: Demonstrated increase in retention and graduation, increase in demonstrated learning and engagement

## Responsible Party

Office of Scholar Programs, Assistant Vice Provost for Educational Equity, Director of Scholars Programs

## Start Date

04/01/2021

## Target Date

05/31/2022

## Action Item

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3.1.14: Create an annual report of student programs, learning outcomes, and retention, persistence, and graduation data for Button-Waller and Maguire Scholars.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: OSP will identify data sources for accurate information.
- 2: OSP will create strategies for capturing and reporting data.
- 3: OSP will create report of programs and resources provided to Bunton-Waller and Maguire Scholars by the Office of Scholars Programs and academic units.

## Action Item Metrics

- 1: Demonstrated increase in retention and graduation, increase in demonstrated learning and engagement

## Responsible Party

Office of Scholars Programs - Assistant Vice Provost for Educational Equity, Director of Scholars Programs

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

## Start Date

05/01/2022

## Target Date

05/31/2024

## Action Item

3.1.15: Educational Equity will submit proposals yearly to continue and grow all existing Educational Opportunity Center, TRIO Training, Talent Search, and Upward Bound programs in accordance with United States Department of Education (ED) regulations, the Higher Education Act of 1965 (20 USC Chapter 28, Subchapter IV, Part A, Subpart 2 §107A-11) Proposals will be prepared and submitted as per U.S. Department of Education requirements, consistent with Penn State policy and procedures.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Submission deadlines will vary by grant, but in the six to ten months prior to the expected release of a request for proposals (RFP), preliminary research will be conducted to gather updated data for the proposal based upon the selection criteria stipulated in Title 34 CFR §642.21, §643.21, §644.21, and §645.31.
- 2: As soon as RFPs are released, meetings will be conducted with Penn State's Office of Sponsored Programs to review sponsor requirements, Penn State policies, and set submission dates.
- 3: Proposal will be completed following the guidelines in the RFP.

## Action Item Metrics

- 1: Meetings conducted with Sponsored Programs and an agreed upon process is established with timelines;
- 2: All proposals will be submitted on time.

## Responsible Party

Grant Programs - Project Directors

## Start Date

09/01/2020

## Target Date

08/31/2025

## Action Item

3.1.16: To identify and address areas of unmet need, proposals for new sponsored awards will be prepared and submitted according to requirements stipulated by the sponsoring authority and consistent with Penn State policies and procedures.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Keep informed on emerging grant funding opportunities through the United States Department of Education, Pennsylvania Department of Education, foundations, and corporate sponsors.
- 2: As opportunities for additional grant funding that align with the mission, vision, and goals of Educational Equity become available, project directors meet to discuss feasibility and strategy.
- 3: Meet with Educational Equity leadership and other potential constituents (school districts and/or community partners).
- 4: As soon as the RFP is released, meetings will be conducted with Penn State's Office of Sponsored Programs to review sponsor requirements, Penn State policies, and set submission dates.
- 5: Proposal will be completed following the guidelines in the RFP.

## Action Item Metrics

- 1: Funding opportunities that become available will be shared with grant project directors and Educational Equity leadership.

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

- 2: Records of meetings to discuss feasibility and strategy will be maintained.
- 3: Records of meetings with Sponsored Programs will be maintained.
- 4: Successful proposal submission status reports will be maintained.

## Responsible Party

Grant Programs - Project Directors

## Start Date

01/01/2021

## Target Date

08/31/2025

## Action Item

3.1.17: The TRIO Training Academy will offer fee-for-service in-person and, if appropriate, web-based programming to complement and support national TRIO programs in student advocacy, diversity, equity, inclusion, leadership, and program development to provide self-sustaining financial support for 50% of the TRIO Training Academy's non-grant funded, budgeted, costs.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Secure on-site meeting locations, meeting rooms, and meal accommodations for regional events in the most cost-effective, wide-reaching, strategic manner, while providing cost-effective training to participants.
- 2: Create innovative, wide-reaching, and engaging modules to promote learning transfer efficiently & cost-effectively, while reducing waste and highlighting strategies to coincide with participant's overall needs assessment derived learning goals.
- 3: Create multi-module assessments and evaluations that are innovative educational tools, cost-effective, widely accessible, and allow tailored training to coincide with the participant's needs assessment derived learning goals.

## Action Item Metrics

- 1: The TRIO Training Academy fee for service program will meet the action items through the measurement of: (1) number of participants served; (2) percentage of participants who, each year, evaluated each training as meeting the stated learning objectives; and (3) percentage of participants who, each year, evaluated each training as benefiting them in increasing their knowledge and understanding of the administration of Federal TRIO Programs and subject matter related to student advocacy.
- 2: Maintain financial records, update budgets, and ensure the cost-effectiveness of the training program to measure the production of income to sustain 50% of non-grant funded costs including: Personnel salary and fringe; 100% of upfront costs for all non-grant funded events; and 100% of any additional items not related to grant-funded activities.

## Responsible Party

Grant Programs – Project Directors

## Start Date

01/01/2021

## Target Date

12/31/2025

## Action Item

3.1.18: Educational Equity's TRIO Training Academy will provide free subject specific (e.g., financial aid, assessment and evaluation, budgeting, accessing hard to reach populations, director training, educational technology) grant funded

# Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for

professional development in-person and, if appropriate, web-based opportunities to increase the success of national TRIO projects, impacting the effectiveness and outcomes directly related to low-income and/or first-generation students.

## Current Status

1 - Active

## Action Item Implementation Tasks

- 1: Secure on-site meeting locations, meeting rooms, and meal accommodations for regional events in the most cost-effective, wide-reaching, strategic manner, while providing cost-effective training to participants.
- 2: Create innovative, wide-reaching, and engaging modules to promote learning transfer efficiently & cost-effectively, while reducing waste and highlighting strategies to coincide with participant's Competitive Preference Priorities (CPP) and STEM goals.
- 3: Create multi-module assessments and evaluations that are innovative educational tools, cost-effective, widely accessible, and allow tailored training to coincide with the participant's CPP's and STEM goals.

## Action Item Metrics

- 1: The TRIO Training Academy will meet or exceed the specified grant required: (1) number of participants served; (2) percentage of participants who, each year, evaluated the training as benefiting them in increasing their qualifications and skills in meeting the needs of disadvantaged students; and (3) percentage of participants who, each year, evaluated the training as benefiting them in increasing their knowledge and understanding of the Federal TRIO Programs.
- 2: Maintain financial records, update budgets, and ensure the cost-effectiveness of the training program.

## Responsible Party

Grant Programs – Project Directors

## Start Date

01/01/2021

## Target Date

12/31/2025