



Commission for Adult Learners  
February 20, 2013  
324 Outreach Building, Innovation Park  
10:30 a.m  
Minute

Attended: Gary Lawler, Chair; Diane Chamberlin, Arthur Durham, Anna Griswold, Rachel Heverly, Paula Hogard, Leslie Laing, Bert McBrayer, Paula Pierce, Karen Pollack, Pat Shope, Tara Scales Williams, Karen Sones, Ken Thigpen, Judy Wills (Recorder)

By phone: Jane Ashton, Martha Aynardi, Gloria Deschler, Durrell Johnston, Martha Jordan, Apryl Kadish, Sherry Robinson, Maria Schmidt, Kevin Snider

Guests: Hilary Appelman, Outreach News and Communications; Daad Rizk, Adult Learner Financial Literacy Coordinator

Unable to attend: Sueann Doran, Paula Milone-Nuzzo, Ken Womack

- 1) Gary Lawler called the meeting to order and introduced Ms. Appelman. Martha Jordan introduced Dr. Rizk.
  - a) Attendees approved minutes of December 19, 2012 by voice vote.
  - b) Lawler shared meeting summary from the Pilot PLA charge meeting held January 25, 2013. Pat Shope attended the meetings, presented a status update on PLA, and dispelled common misconceptions. Next steps will be gathering Business and IST faculty to look at what courses would be suitable to include in the pilot program.
  - c) Anna Griswold shared nominating committee timeline for 2014-15 Chair elections. Griswold will contact outgoing members via e-mail. Slate of nominees will be presented at the March 20 meeting, allowing additional nominations from the floor. Judy Wills will send ballots following the March meeting and results will be announced at the April 17 meeting.

- 2) Financial Aid Profile for Adult Learners—Anna Griswold presented an update on number of adult learners receiving financial aid. Presentation slides will be sent to members with draft notes.
  - a) Percentages of adults receiving aid were broken out by PA residency, gender, and marital status.
  - b) Griswold provided comparison between adults versus all undergraduates for the following: Percentage who received scholarships and Pell Grants, average scholarship amount, average load debt, and unmet need.
  - c) Number of students receiving aid is higher than last year but overall percentage is comparable.
  - d) Gap between adult learners and overall undergraduates for scholarships may be due to adults' part-time status.
  - e) Private outside scholarships are not reflected. These are selected externally.
  - f) Endowed scholarships are needs-based and do not exclude adults.
  - g) Average loan debt includes amounts transfer students may bring from other institutions.
  - h) Griswold is looking into whether data on students receiving employer funding can be captured. Paula Pierce noted that reimbursements paid directly from employer to employee would not be on any University report.
  - i) Question was posed as to whether filters used to capture pool for Provost or Chancellor awards inadvertently excludes adults who may not have SAT, GPA, etc. Bert McBrayer will check Vince Timbers on metrics of the filters.
  - j) Griswold noted the importance of Daad Rizk's position in counseling students' use of aid and other debt and building financial literacy while they are enrolled.
  - k) Paula Hogard noted that information for the University and other institutions is available on <http://www.whitehouse.gov/issues/education/higher-education/college-score-card>.
- 3) University-wide updates on Adult Learner initiatives
  - a) Adult Learner Enrollment update—Rachel Heverly shared data as of end of January 2013 and compared against same point in time from last three years. Heverly's slide will be distributed with draft notes.
  - b) B.S. in Workforce Education with Emphasis in Workplace Learning and Performance—Paula Hogard reported plans to offer a Bachelor's Degree in Workforce Education with an emphasis in Workplace

Learning. This is an adult-focused degree that offers CE Part-time adult students maximum flexibility to allow for the transfer of credits, internship opportunities, and Prior Learning Assessment (PLA). 24 credits for workplace learning are required in order to successfully complete the degree. Pat Shope has been working with the College of Education's Department for Workforce Education on a rigorous process for the award of PLA. Pat will be providing a training session on PLA for the Academic Outreach Advising, Admissions, and Marketing teams, using the Bachelor's in Workforce Education as an example of best practice.

The program will be offered in a blended learning format through face-to-face, the Video Learning Network (VLN), and online courses.

The degree will be launched in the spring of 2014 at all three of the CEUP locations: State College, Williamsport, and Lewistown.

Following the launch, the program will be offered through the VLN.

- c) Martha Jordan reported University Relations has completed a new commercial that targets adult learners. Attendees viewed the spot. Link to the clip on YouTube will be distributed to members with draft notes. Members should send feedback to Jordan.
- d) Karen Pollack shared status of two Gates Foundation-funded projects in which the World Campus is participating:
  - i) Learning First is a partnership between Coastline Community College in California, University of Illinois at Springfield, University of Massachusetts Online and the World Campus to form articulation and transfer agreements between students in the California Community College system who are unable to matriculate on to four-year degrees in the state due to funding challenges and capacity limitations. As a result, each institution is partnering with Coastline to offer student seamless access and transfer into online four-year degrees. The University of Illinois at Springfield is delivering an Information Sciences and Technology degree, UMass Online is delivering a Business degree. The Penn State World Campus is delivering its B.A. and B.S. in Psychology, which will articulate with the Coastline Associate of Science degree in Psychology. The goal of the project is to further the success of adult learners in the state of California and ensure their access to a quality four-year degree and a resource-rich student services environment.
  - ii) The Predictive Analytics Research (PAR) projects involves a diverse array of online institutions that are sharing data in an effort

to identify critical factors and events in the student learning experience that can help predict and improve their chances of success. The group of institutions includes both private and public, profit, and not-for-profit, small and large institutions, research and non-research oriented. The goal of the project is to identify factors in the student learning experience, and in student characteristics, that can be promoted and highlighted as prescriptive methods for improving student learning and retention. Heverly added that data shared for the project is de-identified for student privacy.

- 4) In the interest of time, full Committee and liaison reports will be held until the March meeting. Brief updates are below.
  - a) Hendrick Conference Planning: Judy Wills noted that new conference web site and online registration should go live the week of March 11. Members should watch for and share the email announcement with any groups or list serves who have interest in the conference content.
  - b) Awards and Recognition: Paula Pierce reminded members to consider submitting names of individuals or who illustrate of the wide variety of positive services Penn State staff and faculty provide for adult learners University-wide. Those submitted will be recognized at the Hendricks Best Practices Conference in a breakout session panel and/or in a slide show for all conference attendees. Deadline for submissions is February 22, 2013 with photos of submitted events requested by March 15, 2013.
- 5) Lawler adjourned the meeting at 12:05 p.m.

Respectfully submitted,

Judy Wills