



November 19, 2014
324 Outreach Building, University Park
Polycom dial-in 440229
10:30 a.m. – 12:30 p.m.
Minutes

Attended: Paula Milone-Nuzzo, Past Chair (Meeting leader), Sueann Doran, Martha Jordan, Apryl Kadish, Leslie Laing, Sonya Leitzell, Albert Lozano-Nieto, Brooke Repine, Terry Speicher, Judy Wills

Joined by Polycom or phone: Francis Achampong, Kelly Austin, JoAnne Carrick, Pat Shope

Guests: Michele Rice, Director of Prior Learning Assessment and Daad Rizk, Financial Literacy Coordinator

Unable to attend: Jamie Campbell, Diane Chamberlin, Pete Forster, Bert McBrayer, Sherry Robinson, Maria Schmidt, Ken Thigpen, and Ken Womack

1. Call to order, Dr. Paula Milone-Nuzzo, Past Chair
 - a. Announcements-Martha Jordan reminded attendees that the Shirley Hendrick Award nomination deadline is extended to November 24.
 - b. Updates from sponsors
 - i. Jordan spoke with Dr. Weidemann about the status of CAL changing to a president's equity commission. Per discussion from recent President's Council meeting, CAL is operating efficiently as is with current sponsors. The main concern is whether we are meeting the needs of veteran and military students. Jordan is drafting a charge of current CAL initiatives for Weidemann to take to President Barron. The military and veteran population is 18% of our student base (service person and dependents) and growing. The charge will identify their unique needs and what we can do better to meet these needs.
 - ii. Questions/discussion

What do we not get currently compared to the president's commissions? CAL is not listed on University web sites and the president routinely attends a yearly meeting of equity commissions.

How does funding compare? CAL's financial sponsorship comes from our five sponsors.

Is there consideration of expanding our name to include veteran students, which would also be inclusive of active military and military family members?

Suggestion was raised to devote a future Fact Sheet edition exclusively to veterans/military.

Jordan will find out if we can be cross-referenced on web sites. We will ask President Barron at our December meeting if he would attend our meetings at least once a year. Exploring the process of a possible name change will be added as a future agenda topic, after discussion with our sponsors.

- c. Milone-Nuzzo introduced Dr. Michelle Rice, Director of Prior Learning Assessment and Jordan invited Dr. Rice to attend all future meetings and to work with our PLA Committee.
 - i. Rice's initial projects will include creating assessments, becoming transparent in policy, improving framework, and consistency across the University.
 - ii. She will work with a cross-functional cabinet for counsel in setting priorities. The team is Tanya Furman, David Christiansen and Renata Engel.
 - iii. She has reviewed CAEL data and data around PLA usage at Penn State. As means to validate the process she plans to look at what happened to PLA students as they progressed in their programs.
 - iv. She hopes to use her first year to build awareness and by year five to collaborate to create more PLA opportunities to shorten time to degree.
 - v. She will be meeting with stakeholders to see how PLA affects their work and with departments or individuals who already accept PLA to collaborate, communicate, and document.
 - vi. Rice is looking at Big Ten web sites from lens of a transfer student to see how we compare, noting that some use third party vendors such as 'Transferology' and 'CollegeTransfernet.'
 - vii. Questions and discussion

Albert Lozano requested Dr. Rice to address the challenge arising when a transfer student comes to Penn State but needs to enroll before their credits are evaluated. The students may need to petition if their credits come over as general education. There is further challenge if a student changes major and, due to department controls, credits that had applied in a former major no longer apply. Kadish suggested that students can meet with faculty prior to enrolling so we can tell them what can 'probably' transfer. Terry Speicher noted that faculty and staff from Penn State Berks work with community college admissions to create a transfer guide which gives the community college an idea of how credits come over. Then he meets together with the student and admissions. For Credit by Exam (CrX) to be successful, there need to be explicit rubrics and specific outcomes. Speicher has a conversation about tech-based courses and PLA can be obtained using an exam or by demonstration for a lab-based course. For literature-based courses this could be taking the midterm and final exams.

Daad Rizk would like to use PLA as means of making Penn State affordable. She struggles to explain PLA policies in current discussions around budgeting for financial success.

The College of Nursing seems to have it together. Milone-Nuzzo noted that licensing exams are accredited, which could add to the ease of transfer. Joanne Carrick shared some best practices including using a student standards committee review and specified timeline which could be applied to other areas.

Gen Ed courses are difficult to assess because of a lack of clear goals of what a course is trying to achieve. Milone-Nuzzo stated that the learning objectives are just being finalized and will go to Faculty Senate next month.

PLA is difficult to explain at the admission level without losing the student. Adults want specifics quickly so they can plan accordingly. Also, admission counselors may not know how courses get substituted after the student is admitted for lifting up as examples in subsequent discussions. CSRS, which developed as an initiative of CAL and expanded to benefit all students, should be helpful in building a database.

Issues around transfer credits are not always course-based, but also involve a major's GPA requirements. Adults come in with different portfolios than high school students, who can use a formula. Time is of the essence. Finding an equitable way to assess needs to be an overarching goal. There is a need to have someone look at the issues holistically, i.e. time and money. If can create level of certainty early on, that will help with adult market.

Real challenge is CrX and Credit by Portfolio Assessment. Faculty are not always aware or receptive of policy. This may be misinformation-based or concern about rigor. There is need to convince faculty of the rigor of the process and that PLA is not jeopardizing the integrity of the degree. Students are coming in with specific skills which can be applied and they need to leverage these opportunities. There is opportunity here for Michele's office to make impact.

The group suggested finding champion at each campus/college that can convince colleagues of rigor, someone who would have constant presence, highlighting success.

2. General Education Planning and Oversight Task Force informational update-Paula Milone-Nuzzo
 - a. An Informational Report was presented at the October Faculty Senate meeting and is available on the senate web site. The report contains three different prototype models: Modern Literacies, Scaffolded, and Chosen Topics. Chosen

Topics has been the most popular. Details are available in the report. Some courses can be dually applicable and a student may go over forty-five credits of general education if courses were not coordinated accordingly, which would be counter to affordability efforts. There is data mining in progress to see which courses exist still without a category designation.

- b. Questions and discussion from the group:
 - i. How is Intercultural Cultures (IL) different that Global Competency (GC)? IL could be anything related like language, GC is around understanding or sensitivity.
 - ii. This will be interesting how in how it impacts minors. Students will need to be more deliberate in planning a minor at front end. Currently a minor is sometimes an afterthought. The task force is considering how to encourage minors to be different from major.
 - iii. Is total number of credits staying the same? Yes
 - iv. Will they be mapped? Yes
 - v. Is writing course still included? Yes, 'W' course is required in major and is usually at upper level.
 - vi. There are not a lot of 300 level courses across the University. Will need to think about how to provide this for students.
 - c. Next steps: A legislative report is going to Faculty Senate at its next meeting to discuss outcomes, then the next report will address the model, then a third will discuss curriculum. All reports are expected in spring.
 - d. The Selective Topics model is the easiest for adult learners to enter into. Members suggested asking someone to look at it for adult learners and World Campus. Milone-Nuzzo will contact Marie Lindhorst, who is on the task force and is a World Campus academic adviser who came from DUS.
3. University-wide initiatives
- a. Leslie Laing shared a summary of events at University Park during Military Appreciation week which culminated with the Military Appreciation tailgate before the football game against Temple, and included the annual Veterans Day ceremony on Old Main steps; military field day, an 'Uptown Hoedown' event in support of Operation Military Kids, a presentation and book signing by the first African-American female combat pilot Vernice "FlyGirl" Armour.
 - b. Sueann Doran noted that Penn State Dubois held a one-day Adult Student Day which included lunch and a FAFSA presentation. Their campus veterans club held an 'American Heroes' challenge where teams of four competed in physical fitness challenge competitions.
 - c. Apryl Kadish attended a kickoff event for the Pittsburgh Veteran and Military

Families Coordinated Services Network. This initiative is coordinated by Heinz Endowments, Google, and Syracuse University's Institute for Veterans who together have committed to the development and implementation of a community-based approach that will better serve Pittsburgh's veterans and military families. Education is one of the topics. We may be able to mirror some of the programs. The network meets monthly. Information from the event was shared with Sueann Doran, chair of the Military and Veteran Support Services Committee.

- d. Martha Jordan gave a summary of the Adult Enrollment Coordinator (AEC) meetings held October 27 at Penn State Shenango and October 29 at Penn State Mont Alto.
 - i. Outreach Analytics and Reporting prepared and presented updated adult learner profile data for the meetings. Jordan has asked for a comparison report which will be by campus. AECs questioned whether a slight decline at campuses is due to World Campus growth? This is more likely due to changing demographics as high school graduation numbers decline.
 - ii. Penny Carlson spoke about articulation agreements to create an academic and career crosswalk and completion path. She noted the need to do ongoing review to keep current and build relationship between community colleges and Penn State faculties. Francis Achampong also noted that OPIA put out an Enrollment Status report for fall 2013. The report had an adult learner category and table for all commonwealth campuses (regardless of status) Only 2% changed status to World Campus.
 - iii. Attendees discussed the AEC role at each campus and whether the name suits the role. Most reported that they are seen as a contact point to connect to resources. The role seems reflective of the philosophy of the adult learners at each campus. Many AECs meet with cross-functional group to discuss/voice adult learner needs and elevate visibility.
 - e. Jordan also shared that the next edition of the Adult Learner Fact Sheet will be released in January. It will have an academic focus and will list the top ten majors and data on careers/workforce needs.
4. Developing and refining questions for Dr. Barron's visit December 17.
- a. The group suggested sharing background information about CAL and adult learners:
 - i. Include PLA as discussion topic.
 - ii. Access and Affordability—Elevate importance of the adult learner demographic to core thinking by providing data.
 - iii. Emphasize the answer to 'Why should we have an adult commission?' Higher education was built on a traditional student model. We need to transform and become more inclusive to adults in all of our processes.
 - iv. Education is a business and adults shop around to find best fit for their educational needs. We need to realize the consumer mentality and anticipate the questions that students are using to decide where to enroll.
 - b. The group developed topics which members would like Dr. Barron to address.
 - i. How do adults fit into his imperatives?
 - ii. What is CAL's responsibility to assist with each of his imperatives?

- iii. Ask him to address his concern around military issues more directly.
 - iv. Ask him to attend and possibly open the Hendrick conference.
 - v. How can we help build the philosophy at campuses so that adults are incorporated into every conversation?
 - c. The executive committee will refine the recommended topics and send them to Dr. Barron. The agenda will allow time to open the floor for questions.
- 5. Committee, Liaison, and Task Force Reports-In the interest of time, Milone-Nuzzo requested the chairs and liaisons to send a summary of their planned report to Wills to append to the notes.
 - a. Faculty Senate Liaison-Angela Pettitt
 - b. Access and Affordability Task Force update-Francis Achampong
 - c. Awards and Recognitions Committee
 - d. Hendrick Conference Planning Committee – Judy Wills
 - e. Military and Veteran Support Services Committee – Sueann Doran
 - f. Prior Learning Assessment (PLA) Committee—Pat Shope
- 6. Milone-Nuzzo adjourned the meeting at 12:30p.m.

Appendix:

Committee, Task Force, and Liaison Reports

Access and Affordability Task Force-Submitted by Francis Achampong

The Task Force on Adult Learner Access and Affordability continued its work on identifying barriers to adult learner access and affordability. Additional data on undergraduate adult learner trends were obtained from Outreach Analytics and Reporting. The Task Force also got new data from Analytical Budget Studies about undergraduate institutional aid in the past three years. More data will be coming on what percentage of the aid went to adult learners. The Task Force also got a report on how the pilot for the Course Substitution Request System is currently working and gaps that may exist. The Task Force has also reviewed the PLA report and was able to secure a copy of the interim report of the ad hoc committee that was asked to look into and recommend adult degree completion programs for implementation by the University. The Task Force will complete its work on barriers in December with a draft narrative and will begin working on strategies to address these barriers in the spring.

Awards and Recognition Committee-No Report

Faculty Senate Liaison-No report

Hendrick Conference Planning-Submitted by Judy Wills

The committee has set the overall conference agenda and is focusing on developing program content. The opening session will begin at 9:00 a.m. We will offer two forty-five minute breakout sessions and aim for six presentations during each. We will ask the committees, task force, and Faculty Senate liaison to present, arrange, or invite presenters for breakout sessions which align with their committees' top objectives for the year. We have list of alternate topics or presenters, if needed, and will ask some to prepare poster sessions. The committee will seek recommendations of topic or presenter for the keynote address from the Executive Committee.

Military and Veteran Support Services Committee-Submitted by Sueann Doran

The committee reviewed the questions used in the spring 2014 Student Assessment Survey (SAS) and compared them with the proposed survey questions prepared by the committee. The committee determined the SAS questions were very general, and the questions prepared by the committee were more specific and personal. The committee decided to move forward with surveying student veterans. The next step will be to determine the vehicle and timeline for the survey.

Also, committee discussed the proposed Hendrick Conference session for 2015. The group decided to give a presentation based on how veterans relate to Dr. Barron's six

major topics and tie in best practices and possible data from surveys (if surveys are considered statistically appropriate).

PLA Committee-Submitted by Pat Shope

The group discussion the direction of the committee:

- Shope continues as the PLA Committee chair and is tasked with creating an agenda and goals to move forward.
- Shope has met the new PLA Director who will be introduced to the CAL members at the next meeting.
- The new director will have a cabinet which includes Renata Engel, David Christiansen and Tanya Furman.
- A PLA Advisory Board will be formed, but Pat is not sure how that will fit with the CAL Committee.
- A suggestion was made that if the director's focus is on transfer credits, the committee's focus would be responsible for other PLA opportunities, keeping in mind that the committee's focus is on the adult student.

The committee agreed that it would be beneficial to meet with the new director to clarify roles, discuss what the PLA Committee has already accomplished and what the committee would like to do in the future. Also, where might the committee help? Shope asked that committee members think of agenda ideas.