



November 18, 2015

324 Outreach Building, Innovation Park

10:30 a.m.

Minutes

Attended: Renata Engel, Sandy Feather, Pete Forster, Jared Hammond, Leslie Laing, Sonya Leitzell, Paula Milone-Nuzzo, Albert Lozano, Brooke Repine, Beth Seymour, Terry Speicher, Ken Thigpen, Renee Thornton-Roop, Judy Wills, recorder

Joined by Polycom: Francis Achampong, chair; Kelly Austin, Jo Anne Carrick

Sponsors and guests attending: Craig Weidemann, sponsor; David Christiansen, Associate Vice President for Commonwealth Campuses and Senior Associate Dean; and Barbara Dewey, Dean of University Libraries and Scholarly Communications

Unable to attend: Jamie Campbell, Martha Jordan, Michele Rice, Daad Rizk

1. Francis Achampong called the meeting to order and asked for announcements and updates:
 - a. University-wide updates on adult learner initiatives

Leslie Laing announced the annual Martin Luther King, Jr. banquet will be Friday, January 15, 2016.

Achampong gave an update on a campus veterans mentoring program at Penn State Mont Alto. The group used the World Campus Faculty Development online course OL1700 “Serving Those Who Serve,” which is available free to Penn State faculty, staff, or students. The link to the course is <http://wcf.d.psu.edu/programs/courses/>.

Craig Weidemann reported that President Barron will create a direct report position to coordinate veteran and military functions across the University.

Judy Wills reported that Martha Jordan conducted the annual regional meetings with campus Adult Enrollment Coordinators (AECs) on October 27 at Penn State Greater Allegheny for campuses in the west and October 28 at Penn State Berks for campuses in the east and World Campus. Michele Rice presented updates on PLA initiatives including transfer credits, Michelle Bates gave updates on student aid for adult learners and available scholarships, and Jodi Harris and Julie Cross shared adult learner profile data. Jordan and Wills shared updates on the strategic initiatives of the Commission, and the AECs were very supportive of our initiatives.

Kelly Austin has requested adding an agenda item an upcoming Council of Campus Chancellors for Jordan to share an update on the AEC initiative.

- b. Members approved the minutes of October 21, 2015, as submitted. Wills will post the approved minutes to the Commission's web site.

2. Presenters

- a. Enhanced Educational Pathways Committee updates, Dr. Renata Engel and Dr. David Christiansen.

Pathway to Success: Summer Start (PaSSS) Program update

This invitation-only program is one of the steps the University is taking to address affordability. Targeted participants are first generation, Pell eligible students, and underrepresented ethnic groups.

Christiansen showed a video with overview of the PaSSS program. The link to the video is

https://www.youtube.com/watch?v=U_VFvoOsAv8&feature=youtu.be.

The program was piloted started in summer 2015 to ease the transition to college by offering a support network that will help students get off to a successful start. Six campuses took part in the pilot: Beaver, Berks, Brandywine, Fayette, Hazleton, Schuylkill, and Shenango. The goal was to have thirty students participate at each campus. For the first cohorts, a total of 138 enrolled, and three dropped off.

During the program students took six credits (two courses), received a \$250 per credit scholarship and a stipend for books and fees, were guaranteed a job on campus or in the community to earn extra money (employment was optional to the student), and were paired with peer mentors to assist with the transition to college. Participants also had opportunity to participate in Math Academy to get them to the level of required math for their programs.

Program costs beyond scholarships are covered by the Provost. During planning discussions, Anna Griswold explained to the committee changes to what FAFSA allows so that aid could apply to a student's first summer.

The program is intended to be two-years in duration. During the second year, students can take up to twelve credits under the scholarship and have the opportunity for working twelve weeks on campus or in the community. Christiansen has been in communication with three campuses to expand the number of participating locations and hopes to expand to all campuses eventually.

Details are available at the program web site summerstart.psu.edu.

The Digital Steering Committee had a discussion about the success of the online tutoring offered at World Campus. The pilot through Tutor.com started in spring 2015 as part of courses known to cause students to struggle academically. The vendor was vetted through the Learning Center and was chosen in part because the military offers Tutor.com to military families (including K-12). Success will be measured by looking at course performance and performance in subsequent courses if the tutoring occurred during a prerequisite course. The pilot will expand to add mathematics and languages in summer.

Update on the Financial Literacy Center

Building on the ground work that Daad Rizk has done to date, the current phase includes organizing and co-locating administrative functions. The center will also fold in work done by Lauren Reiter at the Penn State Libraries, which includes workshops and a peer mentoring center.

In considering where the center should sit administratively, the committee is recommending that because student aid falls under the Office Undergraduate Education, that the center would fit under Dr. Pangborn's office, with broader sponsorship likely including Outreach and Online Education, Student Affairs, and Commonwealth Campuses.

The center will have an advisory board to recommend content, speakers, etc.

Engel noted that one challenge of measuring the success of this initiative is the difficulty to establish a success metric to assess the return on investment of University resources. One solution under consideration would be to collect and use survey data. The committee is open to additional ideas. Achampong noted that the Commission's 2014-15 Access and Affordability task force looked at whether looking at before-and-after data for impact on debt levels for adult learner can show impact of enhancing financial literacy.

Engel noted that Rizk is continuing work with World Campus Learning Design and Penn State Public Media to develop online modules for the financialliteracy.psu.edu web site.

Dean Dewey noted a number of donors have interest in advancing financial literacy initiatives.

b. Open Educational Resources (OER), Dr. Barbara Dewey

Dewey noted that there is worldwide movement toward open educational resources and shared examples of major projects. Many students wait to purchase text books up to 50% into class and a fairly high percentage do not purchase them at all. Having OER materials available at the outset can help with retention.

Dewey shared the charge, deliverables, and membership of Penn State's OER Task force, and noted the UNESCO definition and Penn State's working definition of OER. The task force was charged by Provost Jones to "Develop approaches for systematically implementing open educational resources to support Penn State teaching and learning and contribute to President Eric Barron's agenda for student access and affordability."

Penn State already has paid copyrights which can be leveraged for course support. Brandy Karl, the University's copyright officer is point of contact.

Dewey shared details of the fall 2015 proof of concept pilot and planned spring 2016 pilot.

Dewey shared ways to get involved including consulting a learning designer in your college or unit for help in adopting or adapting OER; making your own materials open through creative commons licensing; participating in the OER Pilot or OER Summit this spring; and inviting the Task Force to a departmental meeting to foster conversation.

Dewey's slides will be sent to members with meeting minutes.

3. Liaison, Committee, and Task Force updates

a. Faculty Senate Liaison update-Beth Seymour

Seymour noted that much current senate focus is on Lion Path and the Gen Ed Task Force. She asked members to send her topics which the Commission would like to see on standing senate committee agendas. Suggestion was raised to ask the senate to analyze available data which could drive articulation agreements from program level. Another suggestion is to how the Gen Ed Task force could support adults coming in with transfer credit

b. Awards and Recognition/Hendrick Conference Planning-Ken Thigpen and Judy Wills

The committee plans to send a 2016 Shirley Hendrick Award nomination reminder message with deadline extension to December 11 for the. Commission members should to share the message with assigned constituent groups and individuals who may have colleagues who meet the criteria. The committee will invite the recipient and select nominees to present at the 2016 Hendrick conference.

The committee is compiling list of keynote speakers and topics suggestions received to date and will begin to vet the list for availability, cost, and suitability of the message. Ken Thigpen is coordinating the process and will work with the selected keynote presenter to provide background information for tailoring the presentation for our audience. Members may send suggestions to Thigpen at kat2@psu.edu.

The committee set the overall 2016 conference agenda. General sessions will begin with the keynoter, include only brief recognitions at lunch, and close with remarks from Dr. Barron and Dr. Hanes. Provost Jones and all Commission sponsors are also invited to give remarks during the general sessions. A student panel around successful outcomes is also planned. Members may send suggested panelists to Sandy Feather, sjf16@psu.edu.

Morning and afternoon breakout sessions will be by invitation. The Commission's working committees are encouraged to present or identify a speaker who can share content on their area of focus. The committee will ask that all presenters tailor sessions to allow actionable outcomes.

Final program content needs to be ready by the end of January 2016 for loading information into the online registration system with a target date to open registration in early March 2016.

c. Prior Learning Assessment- Terry Speicher

The committee is looking at a communication plan to publicize the availability of existing PLA at Penn State. They are also analyzing three years of data showing undergraduates with PLA activity broken out by adult learners and traditional-age students. Transfer credits have the highest incidence, followed by AP credits. The committee will collaborate with a campus which is currently working to identify popular measures and how standardization could increase PLA utilization.

d. Veteran and Military Support Services-Renee Thornton-Roop

The committee reviewed feedback received from eleven campuses in response to the recent follow-up to the student survey. Overall campus responses validated student comments. Some campuses have added services since the survey. Themes uncovered from the survey include interest in having dedicated space on campus, tutoring, career services, and more collaboration among campuses and UP for certifying officials. The committee will further review survey results for presenting to Dr. Barron at the February 17, 2016, Commission meeting.

The committee reviewed Michelle Bates' proposal for World Campus and whether to integrate any content into the recommendations in progress or to instead survey the World Campus students separately. (Only RI students were part of the 2014-15 survey.)

e. 2015-16 Task Force-Albert Lozano

The task force continued work to identify questions about reining in costs and degree completion. The group considered whether a new program should be pursued or if there is an existing program which could meet the needs for degree completion. The BS in Integrated Social Sciences could be a model because of its flexibility and ease of transfer credit acceptance. There is interest in writing the competencies in a way that aligns more broadly than course-level. The idea is to

apply methods as solutions to problems in a broad variety of fields which student may pursue. Places that have done degree completion well tie it to a profession. Student who would enroll in the program would need to be WD.

The committee researched what alternative tuition models are offered at other institutions. Most public institutions did not offer separate tuition structures for part-time enrollment. There is a need to be careful of the budgetary impact when making recommendations.

4. Achampong adjourned the meeting at 12:31 p.m.

Submitted by Judy Wills

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