



December 16, 2015

324 Outreach Building, Innovation Park

10:30 a.m. – 12:30 p.m.

Minutes

Attendees: Albert Lozano, Chair-elect and meeting leader, Chistian Brady, Jamie Campbell, JoAnne Carrick, Martha Jordan, Leslie Laing, Paula Milone-Nuzzo, Brooke Repine, Michele Rice, Daad Rizk, Terry Speicher, Ken Thigpen, Judy Wills, recorder

Joining by Polycom: Kelly Austin, Sandy Feather

Sponsors attending: Damon Sims, Craig Weidemann

Guests: Penny Carlson, Office of the Vice President for Commonwealth Campuses

Members unable to attend: Francis Achampong, Renata Engel, Pete Forster, Jared Hammond, Sonya Leitzell, Renee Thornton-Roop, and Beth Seymour

1. Dr. Lozano called the meeting to order and opened the floor to announcements.

a. University-wide updates on Adult Learner initiatives

Michele Rice is working with designers to build a PLA web site and update the language in a PLA brochure to use in the meantime.

Daad Rizk has received approval to proceed with the Financial Literacy self-study models. The first prototype is expected soon around the topic of budgeting.

Craig Weidemann shared that Friday, December 18, will be the fall 2015 World Campus reception at the Bryce Jordan Center for graduating students and families. For many students, this will be their first-time visit to campus.

b. Members approved amended minutes from November 18, 2015. Judy Wills will upload them to the Commission's web site.

2. Penny Carlson, Executive Director for Academic Services and Assessment gave an update on transfer pathways. Members will receive her slides with the draft meeting minutes.

Carlson shared an overview and history of the project to date, noting that the Commission was instrumental in getting the initiative started. A team of staff from OVPCC and AIS work on the project.

Pilot of the program was in 2013/14 with three colleges: Eberly College of Science, Penn State Altoona and the College of Nursing.

Five additional colleges adopted during Phase 1, 2014/15 and three more engaged in configuration discussions. An unexpected benefit emerged: cross-college community leading to shared ideas, new efficiencies, and better student service.

Phase 2-Expansion is current and will run through 2016/17 and includes the challenge of transitioning data integrations from ISIS/Data Warehouse to LionPATH. There will be continued expansion of additional colleges.

Carlson shared data on number of requests processed by month. Total of 35,603 requests have been processed to date. She noted that some of these are repeat requests, but that can help identify trends.

She also shared requests by exception type and activity by college and campus, which identified some gaps in our current processes and systems.

The Undergraduate Admissions Office interface has three review outcome options. LionPath has six outcome options. After two weeks if no decision, system makes an approval default to general credit, but can be revisited for review.

Phase 3-Completion is expected in 2018/19 and 2019/20 with these goals:

- Complete deeper integrations with LionPATH, StarFish, and other systems: intended to reduce manual data entry processes to further improve efficiencies, improve standardization of requests, and increase responsiveness to student requests.
- Complete college and World Campus adoption
- Optimize the application and interface
- Enhance reporting and analytics tool to support stakeholder decisions
- Implement a sustainable support model
- LionPath degree audit integration

During conversations with project sponsors, the question was raised around when something becomes an enterprise system and where it should then reside. The team is developing options to present for future direction of project. Ultimately, the system can benefit all students, including adults.

Discussion points:

This is critical element beyond admissions; a clean audit has impact on effective advising sessions around graduating on time, avoiding retaking/repeating courses, and helps with affordability.

Involving the student can help teach students about curriculum and how all fit

together.

Questions can be referred to Penny Carlson.

3. Strategic Task Force Preliminary Report- Lozano and committee.

Task force members include Lozano, chair; Christian Brady, Jamie Campbell, Renata Engel, Martha Jordan, Leslie Laing, Paula Milone-Nuzzo, Daad Rizk, and Beth Seymour.

Building on the work of the 2014-15 Access and Affordability Task Force, the group is charged

To facilitate the implementation of reining in cost for adult learners by investigating and proposing new tuition models after conducting a national scan.

To facilitate the implementation of the recommendation to revisit the lack of an adult degree completion option by working with our executive sponsors and other stakeholders on potential degree completion programs for adult learners.

- a. Regarding degree completion options, Lozano shared brief history of various groups' work around adult degree completion programs including recommendations from a 2012 University-wide task force, current approaches, and limitations.

Initial task force conversations were around a possible new Bachelor or Professional Studies degree, and the considerations and potential roadblocks of this option. The group looked at the Bachelor of Science in Integrated Social Sciences through the College of Liberal Arts delivered by the World Campus. Details are provided on the slides will be sent with draft meeting minutes.

Next steps are to follow-up information from a recent program information session, dialog with the Professor in Charge, and evaluate the number of courses that could be earned on residential courses. Suggestion was raised to invite the Professor in Charge to a future Commission meeting.

Discussion points:

Overall, the program could meet requirements of a degree completion program. The quantification courses may need bridging.

Initially, goal is to have a program in place, and then can look at tracks or options. Need to work backward as well as forward. There may be hidden tracks in the model.

Will need to consider whether a professional studies degree would have

traction with employers.

Could the first piece be offered as resident instruction?

b. Regarding reining in costs,

The task force completed a survey of tuition models nationally. No model exists of part-time tuition model in public institution. Our adults typically take six to nine credits per semester and pay per credit.

Craig Weidemann encouraged the task force to propose unique initiatives with “agnostic delivery” that could be addressed as new model.

Discussion points:

Need to be cautious of creating inequity if change only for adults.

At campuses, it could impact level of staffing.

This would be a good topic to raise with President Barron when he visits our February meeting as a barrier adult learners face. The Commission has already done sufficient groundwork for a proposal to address the issue.

Craig Weidemann encouraged the task force to propose unique initiatives.

There could be creative approaches, perhaps a cumulative approach to build up discount rate students pay a certain amount and can then take specified number of courses regardless of how long it takes to complete them. Could pricing be on total degree, payable as you go?

To address stop-outs, suggest setting specific number of credits that would fall under part-time model if student needs to switch from full- to part-time. The current two-prong model penalizes students who need to move in and out. Students run into financial aid ramifications when they drop below full time.

Idea to have tiers: full time, ‘regular part time’ with specified model, or a-la-carte. Or work your way into reduced model showing persistence, for instance a student consistently completes three credits or so over specified number of semesters; they could qualify for a part time rate.

Suggestion to look at incentives that if student pays for certain amount of credits, qualify for final credits at no cost

The task force examined increased focus on scholarships for part-time adults. This can be a challenge as donors tend to favor traditional-aged students. For creating

new endowments, a very small amount is available for awarding. Jordan asked Brooke Repine if information was available on how many adults received Provost awards. Also questions were raised whether Trustee Awards could be targeted to redirect funds to adult learners showing academic progress but are part-time.

4. Prepare discussion topics for President Barron's visit in February 2016

Dr. Barron is expected to join our February 17 meeting from 10:30-11:15 a.m. The planned agenda topics during our time with him will be the Military and Veteran Support Services committee report on their survey results, and the Strategic Task Force's proposals for tuition models for reining in costs and degree completion programs.

5. Additional Liaison and Committee reports

a. Faculty Senate Liaison update-Albert Lozano on behalf of Beth Seymour

Engaged Scholarship discussion went well. Seymour's committee are advocating for a Special Committee of the Senate to be formed to address these major considerations:

- 1) Considering making Engaged Scholarship a requirement (0-18 credits)
- 2) Establish broad parameters of what an ES experience is so that it can be recognized and tracked by units
- 3) Identify and establish a reward and recognition strategies for faculty and staff

While adult learners are not specified in the report, the committee wants to provide opportunities for all Undergraduate Students, and are aware of the special challenges for adult learners that might make it difficult for some to access traditional avenues for Engaged Scholarship. Therefore, there is need to establish pathways for adult learners to have access to quality Engaged Scholarship experiences.

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

When nominations closed on December 11, the committee had received six Shirley Hendrick award nominees. Thigpen has invited outgoing Commission members and a few additional members to vet the nominations and select the recipient with target date of January 15, 2016.

The program subcommittee is working on developing breakout sessions and has reached out to Commission committee chairs, campus Adult Enrollment Coordinators inviting presentations. They will also reach out to Shirley Hendrick Award nominees to invite them to present sessions.

The committee is narrowing the list of prospective keynote speakers and hopes to confirm a speaker by mid-January 2016.

A panel showcasing student success stories is in discussion, with goal to include students who have internship, study abroad, or other engagement activities among the panelists. We may be able to use a two-way robot to bring in a panelist from a distance.

The committee continues to work with our service partners on operational aspects including the online registration form, facilities and AV details, and communications.

c. Prior Learning Assessment- Michele Rice

The committee continued work on the goals of identifying officers at colleges and campuses to document and annually report on PLA activity and the goal to integrate PLA and Project LionPath for a comprehensive and coherent University-wide PLA structure. Rice provided content for the next Adult Fact Sheet, which will have a PLA focus

The committee is working on Hendrick conference sessions and may have two, noting the importance of have faculty member involvement in sessions.

d. Veteran and Military Support Services-Jamie Campbell

The committee has reviewed the recommendations for its proposal document and discussed a traveling/regional counselor and the fact that the Certifying Official role at each campus differs depending upon responsibility.

The committee clarified the veteran survey feedback regarding having a club or support group available in addition to physical space (lounge/study area) and LISTSERV – Addressed the need for students to be able to connect.

The committee reviewed the VA Work Study program and its implementation at each campus and discussed having work study students propose, implement and “run” the LISTSERV and social media groups for veterans

The committee discussed the proposed Veterans Seminar course and looked at modeling after OL1700, but for students: self-paced, with resources for students to access as needed.

The committee discussed getting the word out every semester, or annually, promoting OL1700 for new staff/faculty and the need for Certifying Officials/Adult Enrollment Coordinators at the campuses to be aware and provide education regarding the course to faculty/staff at their respective campuses.

The committee addressed including recommendation to survey World Campus students to ensure equity of services among all campuses.

The committee reviewed format of the proposal for President Barron and will develop a brief PowerPoint and handout which will address student numbers at each campus and provide most common recommendations of students, Certifying Officials and Adult Learning Coordinators. Renee Thornton-Roop will draft a PowerPoint and handout to circulate for input/additions/corrections.

6. Lozano adjourned the meeting at 12:30 p.m.

Submitted by Judy Wills

An equal opportunity University