



February 18, 2009
324 Outreach Building, University Park
10:30 a.m.
Minutes

Attended: Sharon Christ, Linda Higginson, Roger Egolf, Vicki Carter, Keith Hillkirk, Leslie Laing, Sandy Gleason, Joann Olson, Amy Pancoast, Anna Griswold, Martha Jordan, Bob Farrell, Judy Wills (recorder)

Attended by phone: Joel Rodney, Gale Siegel, Biddy Brooks, Theodora Jankowski, Galen Grimes

Guests: Richard Sullivan (by phone), Karen Hagemer, Anni Simonait, Claire Zeranski, Annette Fetterolf

Unable to Attend: Michael Mahalik, Bill Curley, Karen Schultz

- 1) S. Christ called the meeting to order and made the following announcements:
 - a) S. Christ, B. Farrell, L. Higginson, J. Olson, K Hillkirk, and K. Schultz attended the Board of Trustees breakfast meeting on January 23, 2009. Among topics discussed were transfer credits and the process for prospective students. Dr. Pangborn has contacted Ann Rohrbach to discuss ways to provide more information to prospects regarding the number of credits that would transfer to PSU.
 - b) L. Laing announced the establishment of the Adult Learners Opportunity Fund to offer financial help for out-of-class learning opportunities such as study abroad and unpaid internships.
 - c) A University-wide E-Petition system for granting credit for courses has been advanced to Administrative Information Systems (AIS) office on their work plan for consideration. S. Christ has emailed Ron Rash for an update.
 - d) S. Christ and M. Jordan met with the Commission's sponsors on February 11. Topics discussed were financial aid for adult learners, transfer credits, E-petition system, the new AEC manager position, veterans, the economy and budgetary matters, and how the campuses engage adult learners differently than traditional students. The sponsors are invited to attend the June 3 Commission meeting.

- 2) The meeting minutes from the December 17, 2008, meeting were corrected for attendee list and approved by voice vote.

- 3) Student Panel-Four adult learners from three campuses (Behrend, University Park, Mont Alto) shared their experiences and concerns as adult learners at Penn State and their suggestions for changes. The panelists shared thoughts on the topics below:

Admissions process-

- a) The process went smoothly for most of the panel
- b) One student experienced a three-month delay in the admissions process because she was viewed as a returning student.
- c) The military students have both used Chapter 31 military funding

Financial Aid-

- a) One student had significant difficulties with her financial aid. The federal aid process went smoothly, but the loan she received from her local bank was problematic. She did not receive the funds from the bank loan until February but started class in January.
- b) Another student experienced frustration because she was unfamiliar with the aid application process but treated with the presumption that she knew how to navigate the system.
- c) One student reported receiving excellent information on all available programs from his campus.

Academic experience-

- a) One student reported being shocked at the casual approach that traditional students took toward their studies, but developing a great rapport with faculty and having a balanced workload.
- b) Three of the panelists agreed that group projects were often challenging. They felt thrust into the role of group leader. Schedules of traditional students and the adult learners did not mesh well for group meetings, but the panelists encouraged online collaboration whenever possible.
- c) The student who commuted had a problem with an instructor who started class early despite a weather delay and she missed part of the class.
- d) Campus resources that the students used were the library, computer labs, and campus web sites.

Out of class experience-

- a) Shortage of extra time limited participation in out-of-class campus activities.
- b) One student joined a Swing Dancing group and another acts as treasurer for her campus adult learner organization.

Orientation-

- a) Experience varied for the students for orientation.
- b) One student participated in one-on-one orientation offered to adult students at his campus as an alternative to FTCAP,
- c) One had an orientation that was a 'meet & greet' social event without introduction to Penn State systems.
- d) One had no orientation, but was able to familiarize herself with the systems because her daughter is also a Penn State student.

What would they do differently/What can Penn State do to be more welcoming to adult learners?

- a) One veteran student would investigate Chapter 31 military funds from the start
- b) Expand course offerings to suit schedules of working adults
- c) Increase awareness of available orientation programs
- d) Offer checklist of each step to successfully start back to school and what order to do each step
- e) Have more accessibility to faculty outside of traditional office hours.

- 4) Annette Fetterolf gave a presentation on Blended Program Options. (Attachments). She will submit a proposal to present the information at the Hendrick conference as well. The overarching goal of blended learning is to help campuses be successful in recruiting and retaining adult learners and to increase access.

The Thirty Online/Hybrid Courses Being Developed by the Blended Learning Initiative (BLI) are described in slides 19-20 of Karen Pollack's 2008 Hendrick Conference presentation "Blended Learning: What Is It? How Can It Help Increase Access for your Learners?" The PowerPoint is available at:

<http://www.outreach.psu.edu/programs/hendrick/Presentations.html>

Per Annette, the Sloan Consortium (Sloan-C) offers a faculty certificate for blended teaching. If you are interested, please contact Larry Ragan, Director of Faculty Development at the World Campus. Since Penn State is a member of Sloan-C, Larry may be able to enroll faculty at a discounted rate for those interested in this professional development program.

http://www.sloanconsortium.org/info/blended_certificate

<http://www.sloan-c.org/flyers/blendedteachingflyer.pdf>

- 5) Committee reports

Adult Enrollment Coordinator committee-Attached

Faculty Engagement committee- Attached

Hendrick Conference Planning committee-Attached

Incentive Grants and Awards Committee – reported as part of AEC committee report.

- 6) Other discussion topics-

A. Griswold gave an update on Student Aid for Adult Learners. (Attached)

The Office of Student Aid also produced reports per academic college and per campus which was sent to deans and chancellors. The report shows that average loan debt is higher for adults. Reasons for this include lower availability of aid, higher expenses like child care, absence of parental support, and access to higher borrowing limits. A. Griswold noted that expected limits and Pell maximums will be raised per the economic stimulus package. Also new repayment plans may be driven by income, with forgiveness of unpaid amounts after 20-25 years or after a shorter time if the debtor is employed by a non-profit organization. Questions were posed as to whether information is kept on adults using employer plans to tuition costs. The concern raised was that shortages may be overstated if employer funding is not removed.

Action item: Anna will check to see if information is available on how employer tuition assistance would affect the numbers on the report.

- 7) The meeting was adjourned at 12:25 p.m. The next meeting will be Wednesday, March 18, 2009 in 324 Outreach Building, located in Innovation Park.

Respectfully submitted,
Judy Wills

ADULT ENROLLMENT COORDINATOR COMMITTEE

Adult Enrollment Coordinators Committee Report
February 18, 2009

Biddy will be checking with AECs regarding the link to the It Shows campaign on their respective web sites. The committee decided to suspend work on the AEC strategic plan until the AEC coordinator/Outreach position has been filled. We will work with that person and share our thoughts and what has been obtained from the AECs.

Awards and Incentive Grants Committee

Awards and Incentive Grants committee-Eight proposals for Incentive Grants were received and forwarded to the AEC committee to review. Award recipients will be determined on or before February 27. 2008 Incentive Grant award recipients have been asked to participate in a poster session at the 2009 Hendrick conference to showcase their project and share their best practice with colleagues from all campuses.

FACULTY ENGAGEMENT COMMITTEE

Faculty Engagement Committee Report

- The Faculty Engagement Committee met by PolyComm on Friday, February 18, 2009.
- The survey for the faculty that was developed last spring is on hold, pending approval from the provost.
- The appendix for the faculty handbook that was developed last spring is also on hold, awaiting approval for inclusion in the handbook. Otherwise, the appendix will be posted on-line at the CAL web site.
- The committee co-chairs have encouraged committee members to begin writing the complementary student handbook version of the sections that they authored for the faculty handbook.
- A proposal for a breakout session at the Hendrick Conference was discussed and approved by the committee. The official proposal will be submitted electronically later this week. We plan to invite four Penn State faculty members who, as undergraduates, were adult learners themselves, so that they may share their experiences. Potential faculty panelists have already been identified.
- The committee developed a list of talking points to keep the conversation moving in the breakout session.

Respectfully submitted,

Dr. Robert Farrell
Committee Co-Chair

Hendrick Best Practices for Adult Learners

2008-09 Conference Planning Committee

Commission update for February 18, 2009

The Hendrick Committee met on January 16, the following is our update:

The 300 padfolios have been delivered and brought one for the committee to view.

The Call for Proposals went out January 20 with the stated deadline of January 30 and an additional email went out on February 1, extending the deadline to February 15. The Travel Grant information was included. Applications will be **due by May 4** and will be limited to one award per campus. Allotments will be kept the same as 2008: Altoona and DuBois campuses (round-trip mileage less than 200 miles); \$55 travel grant and remaining Penn State campuses (round-trip mileage greater than 200 miles); \$80 travel grant.

The Commission was asked to encourage members to distribute the flyers, submit prospects for the adult learner panel.

Leslie met with Brett Bixler, Educational Gaming Commons and Shannon Ritter to begin working on the script for the technology podcast/video using Avatars in Second Life in order to demonstrate the changing landscape of technology and its influence on campus.

Bill Curley has been in touch with Dr. Dungy's PR staff. They will be gathering background information and topics to be included in her speech soon. Bill has agreed to approach WPSU to gauge interest of having Dr. Dungy participate in a "Take Note" interview.

Our next meeting scheduled for **Friday, February 20**.

Respectfully submitted,

Leslie A. Laing, Chair



**Undergraduate Student Aid Recipient Profile: 2007-08
Adult Students**

	Adults	All Undergraduates
Enrollment (Fall and Spring Semesters)	15,511	75,404
Student Aid Recipients	10,110	56,103
Percent of Enrolled Students with Aid	65%	74%
PA Resident Students with Aid	8,869	46,992
Non-PA Resident Students with Aid	1,241	9,111
Minority Students with Aid	1,557	9,281
Avg. Loan Debt for Graduating Students with Loans ¹	\$30,143	\$26,790
Graduating Students with Loans	2,631	8,535
Students with University Scholarships	1,498	10,541
Avg. University Scholarship Award	\$1,925	\$2,981
Total University Scholarships Awarded ²	\$2,883,581	\$31,426,527
Median Family Income of Student Who Applied for Aid	\$25,071	\$69,316
Low-Income Students, with Aid ³	3,943	10,688
First Generation Students, with Aid	4,498	21,766
Both Low-Income and First Generation Students, with Aid	2,000	5,932
PELL Recipients	4,724	16,467
Percent of Enrolled Students with PELL	16%	22%
Aid Recipients with Unmet Need ⁴	7,220	37,748
Avg. Unmet Need	\$7,726	\$6,322
Total Unmet Need	\$55,781,720	\$238,636,098

¹The average student loan debt for graduating seniors in public, four-year institutions is estimated at \$21,900 (The Project on Student Debt, 2007).

²Funds from the University's annual and endowed scholarships awarded to students at your college or campus, including those awarded by other departments of the University.

³Students with household incomes equal to or below 150 percent of the U.S. poverty level. For a family of four, an annual income of 150 percent of the poverty level is \$36,000 (Federal Register Poverty Level Guidelines, 2007).

⁴Unmet need is the difference between the total cost of a student's education for one year and the amount of the expected family contribution combined with all sources of student aid funding received (including student and parent loans). Essential costs of education are shown below.

First-Year Undergraduate Costs for 2007-08		
Penn State Campuses	PA Resident Tuition & Fees	Non-PA Resident Tuition & Fees
University Park	\$12,564	\$23,432
Altoona; Berks; Erie, The Behrend College; and Harrisburg	\$11,188	\$16,970

Abington; Beaver; Delaware County; DuBois; Fayette, The Eberly Campus; Greater Allegheny; Hazleton; Lehigh Valley; Mont Alto; New Kensington; Schuylkill; Shenango; Wilkes-Barre; Worthington Scranton; and York	\$10,730	\$16,230
Additional Costs Per Academic Year:		
Room and meal		\$7,740
Books and supplies		\$1,168

(Attachment) Handout for Annette Fetterolf's presentation on Blended Learning

**Blended Program Options for Working Adults
Follow-up to 10/08 CE Professional Development Conference**

A. What is a blended course?

Sometimes called hybrid courses, blended courses replace at least 40% (typically 40-60%) of traditional in-class instruction with online, video-based, group-interaction, or other asynchronous instruction.

B. What is the key to successful blended learning?

Working closely with campus faculty, division heads, DAAs, registrars, and chancellors is critical for success. World Campus and central Outreach resources (Statewide CE, marketing, market research, Management Development, Client Development, etc.) will also be helpful. Starting an independent CE effort with adjunct faculty is not recommended.

C. How will faculty learn about teaching in blended formats?

While some faculty may receive training within their academic colleges or from instructional designers, central CE faculty development resources for blended programs are not currently available. Two resources where you can refer faculty, and also boost your own knowledge include:

*World Campus OL2000 - Online (OL) 2000 is a free, three-week, non-credit course for faculty and staff to experience the online learning environment through a facilitated online class. The course is typically held about a month before the start of each semester. For additional info or to register, contact Larry Ragan at lcr1@psu.edu or Theresa Krise at tlt2@psu.edu

*Teaching and Learning with Technology Symposium - an internal meeting held each spring at UP as a resource for faculty and staff to network, attend workshops and poster sessions, and interact with technology that is being used in Penn State classrooms. Attending this event is also a good way to meet faculty at your campus who are using cutting edge technology. For more details, see: <http://symposium.tlt.psu.edu/>

D. How will faculty develop blended courses and what resources are available to assist them?

A variety of models already exist, since many faculty are already developing and teaching blended residence courses. Wes Donahue and his team have a wealth of experience, while Karen Pollack at the World Campus is leading the Provost's Blending Learning Initiative (BLI).

If you have questions, please contact Wes, Karen, or Annette. If we can't help you, we'll get you in touch with someone who can assist you.

E. How is the Lancaster Center partnering with HACC to offer a bachelor's degree?

As shared during the session, Karen Sheehe is finalizing an agreement in which the Lancaster Center will deliver the York HDFS baccalaureate degree completion program on-site at the Lancaster County campus of the Harrisburg Area Community College. In a similar partnership, Fayette faculty are delivering the RN to BS program on-site at Westmoreland County Community College. These types of arrangements require the full support of campus administrators working closely with CE, and will be the focus of campuses who want to work on Effort #2, above.

F. What are some successful programs that could be blended?

Considering your local market needs, a short credit (9-13 credits) or non-credit program seems to be of most interest for career changers who are re-tooling and need a credential. As an example, a few pages from the York CE catalog were shared. For the full document, see:

<http://www.yk.psu.edu/Documents/CE/catalog.pdf>

G. Which courses are already available in a hybrid format?

Please check with faculty at your campus, as many of them are developing blended courses for resident instruction that could be adapted for CE use. Also, the attached list was distributed during the session and shows the progress that is being made on the thirty designated Blended Learning initiative (BLI) courses that are being developing in both blended and online formats for use throughout the university. BLI course content is available to all Penn State faculty. For assistance, please contact Karen Pollack at kiw1@psu.edu