

**Regents Academic Committee on Adult Learning (RACAL)
February 5, 2016
Middle Georgia State College, Conference Center**

AGENDA

Time	Topic	Lead
10:00 am	Welcome	Dennis Chamberlain
10:10 am	Introductions	Dennis Chamberlain
10:30 am	Occasion. Purpose. Mission.	Felita Williams
11:00 am	Review of By-Laws Election of Officers	Felita Williams
11:15 am	Distance Education <ul style="list-style-type: none"> • Go Back Move Ahead 	Jon Sizemore Rosalind Barnes Fowler
11:30 am	Adult Learner Survey	Lisa Shaw
12:00 pm	Lunch	
1:00 pm	Sector Breakout <ul style="list-style-type: none"> • Promising Practices • Barriers to Adult Learning 	Jonathan Gayles
1:20 pm	Report Out	Jonathan Gayles
1:45 pm	Date and Time for Next Meeting	Dennis Chamberlain
2:00 pm	Adjourn	Dennis Chamberlain

Welcome and Introductions

Dennis Chamberlain, the RACAL Chair, called the meeting to order at 10:00 am and welcomed the RACAL members to the meeting.

Occasion. Purpose. Mission.

Felita Williams explained that the university system office depends on Regents Advisory Committees (RACs) for input and guidance. RACAL is designed as an academic advisory committee.

RACs usually meet twice a year. Felita Williams and Jon Sizemore will serve as BOR liaisons for RACAL.

Review of By-Laws and Election of Officers

Felita Williams called for the acceptance of the slate of officers. This was moved, seconded, and accepted.

Rey Martinez (Valdosta) initiated a discussion about the three-year commitment if a person agrees to accept the chair’s position (i.e., Chair Elect, Chair, Past Chair). He suggested a two-year commitment by deleting the Past Chair position. Felita Williams mentioned the advantages to having a Past Chair who can advise. She requested that the RACAL address the question within a discussion of the by-laws.

Chair Dennis Chamberlain noted that the RACAL Executive Committee discussed the issue of a multi-year commitment at its November 18, 2015, meeting. The EC determined that the value of having a Past Chair to advise the sitting Chair made the multi-year commitment worthwhile. Further, the structure of the officers’ positions ensures representation of the four sectors of the university system, which is needed to address the varied mission and goals of all USG institutions.

Rey Martinez (Valdosta) pointed out that it is difficult to get people to serve as officers, and that a three-year commitment may hinder people's willingness to serve. Elke Leeds (Kennesaw) noted that two of the years (Chair Elect and Past Chair) do not require an extensive amount of work and that both are helpful to a sitting Chair. The Past Chair, particularly, provides advice without responsibilities.

Jonathan Gayles called the question. The Chair called for a vote of the by-laws and the document was approved unanimously. The Chair reiterated that a process exists to amend the by-laws and that changes to the structure of the officers' positions can be made if the RACAL membership chooses to do so in the future.

Go Back Move Ahead (GBMA)

Rosalind Barnes Fowler (BOR) provided an overview of GBMA. The Georgia Student Finance Association gave a \$2M gift to a campaign, and because it wants to get the financial aid message out to the public. If successful, the GSFA will fund the initiative again. The goal, over time, is to provide adult learners the financial incentive to go back to school. The Technical College System of Georgia already has incentives with free tuition for highly sought after careers. However, most of the prospective adult students who contact the USG want a bachelor's degree, but have few earned credits. Thus, they typically ask two questions: (1) Is money available to help me earn my degree at a USG school? (2) How fast can I complete my program?

Rosalind asked the RACAL for help, because USG schools are not reaching out quickly to prospective students who indicate interest in returning to college. This is in stark contrast to the Technical College system that responds rapidly to prospective student inquiries. Rosalind asked that USG schools ensure that any adult who visits an institution's website be able to find what that school is doing for adult learners. eCore can help, but eCore can only address questions about their area. Rosalind needs the GBMA liaisons on all campuses to develop a structure to ensure that all inquiries from prospective students are handled in an efficient manner.

Discussion ensued:

- Rey Martinez (Valdosta) noted that RACAL members need the names of the GBMA liaisons on their campuses.
- Elke Leeds (Kennesaw) asked if there's some type of "trigger" to an institution when a contact first reaches out to GBMA? Rosalind explained that most people do not indicate which institution they want to attend. Frequently the Technical System moves more quickly and reaches out first, before any USG school.
- Jon Sizemore (BOR) emphasized that work needs to be done on the timeliness of referrals to GBMA. Automating the process so that institutions can reach out quickly to inquiries will help. Jon also indicated that the USG Academic Affairs office asked eCore to be included in the response protocol to GBMA contacts. eCore can provide pre-enrollment advising about the nearest institution that can meet the prospective student's education requirements. This, in effect, would create a campus referral. eCore can be effective, because it maintains a current list of all online undergraduate degree programs. Rosalind mentioned that she recently created a GBMA newsletter and will add the GBMA liaison names to that document.
- Mike Augustine (Georgia College and State University) asked if the USG has data on the success rates of GBMA contacts. Rosalind said that the TCSG has data "from recruitment to enrollment, but the USG does not." GBMA has 4,700 contacts in its database. Mike Augustine noted that the USG is encouraging adults to return, suggesting that they take advantage of online

environments, but does not have data to confirm if that population does well in an online setting. He asked if this question is being addressed. Jon Sizemore noted that:

- national data confirm that adult learners are interested in online programs,
 - eCore advisors inform contacts about program delivery options, and
 - eCore data indicate that performance in online and face-to-face courses compares favorably.
- Rosalind is preparing to start a GBMA month (March). She plans to give funds to campuses to hold open houses for adult students, as the USG is pushing for pre-application days on campuses. Rosalind can give help to campuses with 5,000 students (or fewer) to attract more adult learners. She specifically wants to target:
 - recent stop-outs/drop-outs for either financial aid problems or self-withdrawals;
 - those who are close to a degree, 45+ hours for an associate's degree and 100+ hours for a bachelor's degree; and/or
 - adults who are close to 120 credits.
 - Rosalind plans to have a symposium in June, 2016. She is looking for one or two RACAL members who can help her with the symposium.
 - Tom Koballa (Georgia Southern) mentioned that the entire focus of the RACAL is on undergraduate students. Is there any help for graduate students who have dropped out?

Distance Education

Jon Sizemore (BOR) shared the following points:

- Trish Paterson, Mary Ellen Dallman, and Rosalind Barnes Fowler successfully obtained a College Access Challenge Grant, which funded the Adult Learning Consortium and built capacity to the point where a new RAC (RACAL) was needed to support all institutions' work with adult learners.
- A significant amount of money has been spent on distance education, which can support the academic goals of adult learners and military students.
- USG student enrollment (Fall 2015) increased by 2% from the previous year, with a 14% increase seen in enrollment in online courses.
- GeorgiaOnMyLine is the USG website that hosts a searchable catalog of 348 online programs. The website can also be viewed as a source of free advertising for campuses, as it is marketed heavily through social media to the military, educators, students, and parents. Jon recommended that all institutions check the site to ensure that their programs are listed accurately, and if they accurately reflect "adult friendly" completion programs.
- eCore's expansion now includes 25 institutions. USG schools offer many online associate and graduate programs. A gap exists for online bachelor's degrees.
- The governor's High Demand Career Initiative (HDCI) promotes economic development. Mark Lytle at the USG leads this initiative, which focuses on a select number of degrees (5-6) that address specific industry needs, as well as affordability. The HDCI includes both associate and bachelor's degrees in IT, cybersecurity, health informatics, and financial transaction technology. HDCI's work led to bringing eCore and eMajor together under the eCampus label. The fiscal office for eCampus, a USG initiative, is geographically housed at the University of West Georgia; administrative support is also provided by UWG.
- eCampus will function as a spearhead for the New Learning Models, to include Competency Based Education. The university system office received a grant to build the delivery of content in a CBE environment.

- As an update on efforts with state regulation, the US Department of Education and 35 states (Georgia is one) have joined the State Authorization Reciprocity Agreement (SARA). Applications are being received now. Institutions should submit their applications as soon as possible.

Adult Learner Survey

Lisa Shaw (Columbus) shared the following information:

- This student satisfaction survey (ALFI) from Noel Levitz provides data that is useful in meeting the needs of adult and military learners in Georgia. Results compare student expectations with satisfaction.
- Findings identify gaps (areas of need) for students and point to recommendations that help institutions better serve their adult students.
- ALFI findings convinced Columbus to create two separate centers, one for Adult Learners and a second for Military students.
- Columbus surveys its students (aged 25+ years) on a 3-year cycle. They have spent about \$3,000 administering the survey and analyzing the data. Findings have been very useful in budget development.

Report Out

The following information was shared:

- The “62+ Program” requires direct outreach to meet the needs of these students.
- Some schools have many questions. How do we get started? Advice given was, “Get data. Meet key individuals on campus. Follow-through with implementation so that ideas do not get lost.”
- One suggestion: Create a Summer Bridge Program for adult learners to help them pass the COMPASS.
- Help adult learners understand financial aid.
- Visit the Wisconsin website for the Association for Non-Traditional Students in Higher Education.
- Valdosta piloted a Competency Based Education program (self-paced) in its College of Education and Human Services with 12 teachers to certify them in secondary math and science. The pilot was carried out in partnership with the Georgia Professional Standards Commission.
- Valdosta also created its VSU Pathways Program. This program developed articulation agreements with 2-year schools, to include technical colleges. They signed agreements with 20 schools in Georgia, Florida, Alabama, and the Community College of the Air force. The agreements grant credit for the associate degree within the bachelor degree. Their best advice? Collaborate. The biggest challenges are financial. The project asked these questions: Are we pricing ourselves beyond the means of the average adult learner? Are adult learners’ past academic records too big a hindrance (e.g., low or inadequate GPAs)? Can PLA help overcome problems with credits that are not accepted for transfer? Is the institution truly committed to helping the adult learner? Top leadership support is essential.
- Digital badges offer an alternative credentialing model in education at Georgia Southern. Their College of Education students do not necessarily need another degree, but rather they can benefit from credentialing for specific areas.
- Kennesaw uses a competency model to provide micro credentials such as digital badges (e.g., Higher Education Badge, Executive Education Badge). They have taken the Southern Polytechnic PLA course and turned it into a digital badge that is gamified and uses social communities. Their portfolio development course is 0 credit hours. Currently it’s coordinated by ½ FTE (faculty), with plans to convert it to a full-time faculty position.
- PLA assessment, CAEL, Dantes – these are possible topics for the next RACAL meeting.

Next Meeting

In closing, these comments were made:

- Rey Martinez (Valdosta) asked that the RACAL focus on its mission to advise the USG about adult learning. He recommended that the RACAL chair ask the USG leaders to bring adult learning issues to the RACAL and ask for the committee’s feedback. Without this focus, Rey is uncertain that RACAL can achieve its purpose.
- Questions arose about the status of the Adult Learning Consortium MOU. Per Jon Sizemore, institutions that signed the MOU continue to be part of that agreement. Other institutions were unclear about how the MOU influences the work of the RACAL.

The proposed date for the next RACAL is **September 16, 2016**. Jonathan Gayles, as Chair Elect, is in the charge of the September meeting.

The meeting adjourned at 2:00 pm.

February 5, 2016, RACAL Attendance

Institution	Representative	Attendance
Abraham Baldwin Agricultural State College	Brooke Jernigan	Present
Albany State University	Danette Saylor	Present, Stephanie Harris-Jolly
Armstrong State University	Delana Nivens	Present
Atlanta Metropolitan State College	Kokila Ravi	Present
Augusta University	Adam Wyatt	Present
<i>Bainbridge State College</i>	<i>Pamela Barnes</i>	<i>Absent</i>
BOR University System Office Liaison	Felita Williams	Present
<i>Clayton State College</i>	<i>LaJuan Simpson-Wilkey</i>	<i>Absent</i>
College of Coastal Georgia	David Mulry	Present
Columbus State University	Lisa Shaw	Present
<i>Dalton State College</i>	<i>Andy Meyer</i>	<i>Absent</i>
Darton State College	Sarah Kuck	Present, Jason Armstrong
<i>East Georgia State College</i>	<i>Georgia Edmond</i>	<i>Absent</i>
<i>Fort Valley State University</i>	<i>Rayton Sianjina</i>	<i>Absent</i>
Georgia College and State University	Mike Augustine	Present
Georgia Gwinnett College	Sedric Griffin	Present
Georgia Highlands College	Maria Lauro	Present
<i>Georgia Institute of Technology</i>	<i>Leo Mark</i>	<i>Absent</i>
Georgia Southern University	Thomas Koballa	Present
<i>Georgia Southwestern State University</i>	<i>Charles Huffman</i>	<i>Absent</i>
Georgia State University	Jonathan Gayles	Present
Gordon State College	Dennis Chamberlain, CHAIR	Present
Kennesaw State University	Elke Leeds	Present
Middle Georgia State University	Jennifer Barton	Present
<i>Savannah state University</i>	<i>Frank Williams</i>	<i>Absent</i>
South Georgia State College	Angela Holland	Present
University of Georgia	Laura Crawley	Present
University of North Georgia	Carol Adams	Present

University of West Georgia	Myrna Gantner	Present
Valdosta State University	Reynaldo Martinez	Present
OTHERS IN ATTENDANCE		
Board of Regents	Jon Sizemore	Present
Board of Regents	Rosalind Barnes Fowler	Present
Georgia State University	Susan Cody	Present