

PENNSTATE



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DATE: October 17, 2011
FROM: Rodney A. Erickson
TO: Donald L. Birx
SUBJECT: Core Council Recommendations Regarding Penn State Erie,
The Behrend College

The Academic Program and Administrative Services Core Council (“the Core Council”) has discussed the recommendations received by Madlyn Hanes, Chair, on behalf of the Campus Academic Review Coordinating Committee (CARCC) regarding Penn State Erie, The Behrend College, organization and operations, and the background information you have provided about the college, its successes, and its challenges. The University Park Academic Review Coordinating Committee (UPARCC) also reviewed curricular and operational matters that might affect the University Park (UP) colleges and these comments were taken into consideration in the formulation of the CARCC recommendations to the Core Council.

The purpose of this memo is to share with you the response of the Core Council to various Penn State Erie, The Behrend College, organizational, operational, and curricular issues and initiatives, and to make recommendations for such further changes based upon the analysis and deliberations of CARCC and the Core Council.

Context

Penn State Erie, The Behrend College (Behrend), services an area that includes all or part of three counties, with a population of nearly 468,000 people and a school-age population of 78,117 or 17% of the population. Behrend’s service area includes a small (8.3%) minority population. According to the Pennsylvania Department of Education (PDE) data (2007-08), high schools in the college’s service area graduated 93.2 % of their students, and 72% of graduates went on to pursue higher education. Student enrollments in school districts in the college’s service area are expected to decline only minimally (.7%) in the next decade.
(Exhibit 1: 2010 Census Data)

Behrend is a large, full-service, residential college with a broad portfolio of undergraduate programs and the masters of business administration (MBA). The college had a headcount enrollment of 4,359 (4,136 FTE) in Fall 2010, which represents a five-year increase in head

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count of 23% or 817 students (787 FTE). Behrend is the largest Commonwealth Campus in student enrollments and one of three campuses with over 4,000 students. In Fall 2010, 91% of students were enrolled full-time; 90% were in-state residents. **(Exhibit 2: Historical Fall Official Enrollments; Exhibit 3, Fall 2010 Erie Enrollment Profile)**

Behrend's operating budget was \$45.2 million in 2010-11. This consisted of a permanent base budget of \$33.1 million with an additional \$8.7 million budgeted centrally for fringe benefits (to be budgeted at the college in 2011-12). Temporary funds of \$3.4 million were also budgeted at the college as a result of cumulative enrollment growth since 2005-06, in addition to the conversion of almost \$2.8 million in temporary tuition for use as permanent operating funds since 2005-06. In 2009-10, salaries accounted for 62.5% of the total General Funds expenditures. **(Exhibit 4: Erie Five-year Cumulative Tuition Revenue Growth at 100%)**

In 2010-11, the college had 552 full-time employees. Faculty positions have increased by 35 since 2005 (11 in standing, 10 in fixed-term multi-year (MYFT), and 14 in fixed-term I positions). The 2010 faculty profile included 144 standing, 67 MYFT, and 32 FTI positions. Seventy-three percent (73%) of staff positions in 2010-11 were in student services and academic support areas, the highest combined percentage among the campus colleges. **(Exhibit 5: Official Employee Annual Reporting Counts for Campuses; Exhibit 6: Staff Counts by Function)**

Instructional costs accounted for 42.3 % of Behrend's 2009-10 expenditures; the second highest percentage among campus colleges. Among the campus colleges, Behrend generated the highest percentage of student credit hours (SCH) taught by full-time faculty (79.3%). Behrend's direct cost per SCH at the 000-299 level was \$244 and at the 300-499 levels was \$563. **(Exhibit 7: 2009-10 Instructional Costs by Campus, Campus Colleges; Exhibit 8: Percent of Total Student Credit Hours Produced by Appointment Status; Exhibit 9: Direct Cost Per Student Credit Hour)**

Recommendations:

1. Undergraduate Enrollment Strategies

Behrend is second among the campus colleges in the number of first-year baccalaureate students it admits. In Fall 2010, Behrend admitted 990 first-year baccalaureate students; a 27% increase (212 students) since 2005. The college also realized significant growth in associate degree students (113 student increase), a direct result of adding the associate degree in nursing (2NURS) to its portfolio in all 2007. In addition, Behrend admitted 86 advanced standing students, an increase of 10 students since 2005, second lowest among the campus colleges. **(Exhibit 10: New Degree-Seeking Student Composition; Exhibit 11: Demographic Enrollment Indicators)**

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First-year baccalaureate students remain the principal source of enrollments at Behrend, and a priority for continued growth. Of the new baccalaureate students admitted in Fall 2011, 68% (748 students) chose Behrend as their first-choice; 346 or 32% were referred (selecting Behrend as their second choice). The yield of direct offers has declined (51% yield rate in 2011 compared to 57% in 2008); while yield of referrals has increased (29% compared to 23% in 2008).

The college's minimum evaluation index (EI) in 2010 was 2.49; with an actual average (from yield of offers) of 2.89, the highest among the campus colleges. The one-year retention rate for the Fall 2009 first-year, full-time baccalaureate cohort at Behrend was approximately 84%, the median among the five campus colleges. The Core Council recognizes Behrend for meeting the goal for retention rates established for the campus colleges (84%) and encourages the college to sustain efforts for continued improvement.

The Core Council recommends that the campus leadership study its graduation rates and develop strategies to increase overall six-year graduation rates and, in particular, the graduate rates for students who remain at Behrend to complete their degrees. The overall six-year graduation rate for Behrend's 2003 student cohort was 67.6%; highest among campus colleges. Behrend students who change assignment to UP graduate at slightly higher rates than students who started at UP (93.4 versus 91.0%), with time-to-degree at 4.53 years vs. 4.41 years for students who started and completed at UP. The graduation rate of students who remained at Behrend is 60.8%, the highest of all campuses, with average time-to-degree at 4.8 years. The Core Council endorses the goal of increasing overall graduation rates for all campuses to 60%. Behrend having surpassed this goal is encouraged to employ strategies to further increase its overall graduation rates. (Dooris and Yin, 2010: <http://www.psu.edu/president/pia/eis/Students/ChangeOfAssignment/>)

Behrend is also well-positioned to increase enrollments at all access points--new associate degree, first-year baccalaureate, advanced standing, and change-of-campus (CHOA). These populations present strategic opportunities for future growth. Increasing the numbers of advanced standing and change-of-campus students from other colleges and universities and other Commonwealth Campuses, respectively, pose viable (and as yet untapped) strategies for growth.

The Core Council recommends in its review of the aggregate of the Commonwealth Campuses that each campus, in consultation with the vice president for Commonwealth Campuses (VPCC), drive appropriate strategic initiatives to maximize the use of each student access point, control CHOA movement to UP, while fostering more campus-to-campus CHOA among Commonwealth Campuses, and increase the number of advanced standing transfer students through articulation agreements and active communications with prospective students.

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In addition to increasing the number of students retained at the originating campus to complete their baccalaureate studies, the Core Council endorses increasing the number of campus-to-campus CHOA. This is especially important for otherwise qualified students who may encounter difficulty entering UP majors in controlled environments or whose majors are unavailable at the originating campuses. The number of campus-to-campus student transitions has incrementally increased in recent years. In 2009-10, over 900 students changed assignment from one Commonwealth Campus to another. In Fall 2010, Behrend received 68 students from other Penn State campuses, including the World Campus; this reflects a slight decline from 2005 and the second lowest number of all the campus colleges.

The benefits of increasing the number of campus-to-campus CHOA are two-fold: students will gain increased access to academic majors otherwise not available at their campus, and Behrend will benefit from growth in upper division enrollment. Behrend recently initiated conversations with campuses in the western region to explore collaborative approaches to program sharing and opportunities for building "2+2" arrangements among the campuses. The offices of the VPCC and vice president and dean for Undergraduate Education (VPDUE) will be identifying new central mechanisms in the near future for communicating more systematically to students in the sophomore year prior to their entrance-to-major, informing them of options available University-wide, and suggesting they consider other Commonwealth Campuses with similar majors. Behrend, with a comprehensive program portfolio, should attract additional upper division students. **The Core Council recognizes that seamless transitions will also require concerted local efforts in academic advising and recommends that the college leadership assure that the necessary academic services are in place to facilitate student transitions.**

The Core Council recommends the development of program articulations with community colleges, in consultation with the offices of the VPCC and VPDUE, and the implementation of dual advising practices (e.g., a "best practice" of Penn State Harrisburg and Harrisburg Area Community College) to facilitate a seamless transfer process. Strengthened relations with community colleges through articulation agreements, strategic deployment of degree-completion programs for adult students (see Continuing Education), and improved retention strategies will also be necessary to continue this positive trend and to position Behrend for long-term growth. Behrend currently has several articulation agreements with other colleges in its region which show a relatively small return. The recent articulation agreement with Jamestown Community College (in New York) is promising; the top areas of study at Jamestown e.g., math, sciences and nursing, complement Behrend's program strengths.

In addition, Behrend has forged several "3+2" undergraduate cooperative programs with area institutions (Canisius College, Edinboro University, and Lock Haven University) that support advanced standing admission into their degree programs, particularly in engineering. Partnerships have also been established to provide opportunities for Behrend students to articulate to professional graduate programs through "3+4" accelerated programs in medicine, dentistry, and pharmacy. Partnering institutions include Lake Erie College of Osteopathic

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Medicine (primary care), Ohio State University College of Optometry, SUNY University at Buffalo School of Pharmacy and Pharmacological Sciences, and Temple University School of Dentistry. These partnerships have resulted in little (or no) student matriculation. **The Core Council recommends that the college renew attention (time and human resources) to those relationships which show promise, and abandon the others.**

2. Graduate Enrollment Strategies

Behrend offers the MBA (AACSB accredited), which enrolled 107 mostly part-time students in Fall 2010. Enrollments have declined in recent years (from 156 in 2005, a decline of 49 students). Similar to trends at Harrisburg and Great Valley, part-time graduate education for working professionals has been acutely affected by economic forces, i.e., changes in employer reimbursement practices that have lowered and capped annual reimbursements or withdrawn them altogether. Many of these students are taking fewer courses per year or stopping out for a semester at a time. Adding to the challenge is the higher cost of a graduate credit hour, in some cases significantly higher than those of competitors.

The Core Council recommends that Behrend explore the development of targeted integrated undergraduate-graduate (IUG) programs for its own select majors, e.g., B.S. in Accounting/MBA and consider “3+2” or “4+1” arrangements with other campuses in consultation with the graduate school. Program investments can be kept to a minimum with the use of technology, shared faculty and marketing costs. In addition, **the Core Council recommends exploration of additional select graduate programming based on market demand and demonstrated existing strengths.** This will also lend itself to additional IUGs and “3+2” arrangements with regional campuses.

3. Consolidation of Administrative Infrastructure

The Core Council recommends greater shared administrative infrastructure among Commonwealth Campuses, as it does for University Park colleges, to capitalize on opportunities for increased efficiency and quality of services. The Core Council recognizes that some functions require considerable personal and face-to-face interactions and may not lend themselves to inter-campus sharing.

Every campus, regardless of enrollment size, does not necessarily need one of each type of staff support position (or a faculty member in each of a wide range of disciplines) when it is possible to share such personnel. Some of this collaboration can take place within various geographic regions of the Commonwealth that would make it possible for one staff (or faculty) member to serve more than one campus. Because of larger size and greater critical mass, the stand-alone campus colleges may be able to provide some sharing of functions. Similarly, two or more smaller campuses may work collaboratively on particular infrastructure sharing; various units at the University Park campus could be drawn into the mix as well. The idea is NOT to create any additional administrative levels, but rather to have greater flexibility for staffing across the Commonwealth Campuses. The recent arrangement

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whereby Brandywine provides business and human resources functions for Great Valley, and the Great Valley librarian provides leadership for both the Great Valley and Abington libraries, are examples of what the Core Council is proposing. The Core Council suggests that these potential collaborations should include a broad mix of campuses working programmatically across locations, academic colleges, and the World Campus.

The Core Council recommends that the Behrend leadership, in collaboration with colleagues at other campuses work expeditiously (by Spring 2012) to develop an analysis of the potential for shared infrastructure with expectations for increased use of technology, assessments of campus expertise and capacity, and opportunities to be realized through natural attrition of faculty and staff. The Core Council encourages Behrend to share its faculty expertise, depth of staff, and best practices, especially in the areas of student and academic services, career services, admissions and recruitment, marketing, and online course delivery. These operational areas reflect administrative strengths of the Behrend College. The OVPCC will provide planning support and reporting parameters and review planning documents, in consultation with the executive vice president and provost, in advance of the implementation of any collaborative ventures.

4. Program Performance, Collaboration, and New Program Development

Behrend offers six associate, 34 baccalaureate, and two graduate programs. In 2010, the college conferred 903 degrees, including 86 masters, 754 baccalaureate and 63 associate. The majority of Behrend's baccalaureates programs are well-subscribed. The college has recently phased-out or consolidated low-enrolled programs, including the associate in electrical engineering technology (2EET) and the graduate program in manufacturing engineering technology (MFGSE). Additionally, the B.S. degree in electrical engineering technology was replaced by a new B.S. degree in electrical and computer engineering technology program. **(Exhibit 12: Erie Program Enrollment Details)**

The Core Council identified the following low-enrolled majors and recommends phase out (closure) or initiatives to increase enrollment with the expectation that actions will be realized by Summer 2012. The Core Council notes that new majors need time to attract students and focuses its recommendations on existing majors that, after several years, have remained small and struggling or have declined from initially satisfactory enrollments. Behrend leadership will need to appropriately consult faculty and file requisite paperwork with the OVPCC, the Faculty Senate and OVPDUE. Of course, all currently enrolled students must have adequate opportunities to complete the major.

- Phase out the B.S. in Business, Liberal Arts and Science (BLASC); Fall 2010 enrollments totaled six students with three degrees confirmed in each of the last three years.

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- Phase out the B.A. in Economics (ENCS). Combined enrollment in the college's two economics programs totaled 44 students in Fall 2010 (ENCS 12 and BECON 32). Conferred degrees in 2010-11 totaled three for ENCS and 20 for BECON.
- Phase out the B.S. in Physics (PHYBD). The program has averaged 12.3 majors since 2005; Fall 2010 enrollments totaled 11 students, with four conferred degrees. The Core Council recommends consolidating the program as a specialization/applied option within one of the college's engineering or science programs. The college recently reported that curricular revisions to its physics programs are under consideration, with an intended focus on the Life Sciences, e.g., Bio-Physics. The Core Council sees merit in exploring this direction.
- Phase out the B.A. in Science (SCNCE). Combined enrollment in the college's two science programs totaled 16 (two in SCNCE and 14 in SCNBD) with four conferred degrees (none in SCNCE and four in SCNBD).
- Phase out the AENGT in Plastics Engineering Technology (2PLET); enrollments have ranged from two to six in recent years. The college conferred two degrees in each of the last two years.
- Monitor enrollment and assess continued viability of the B.S. in Computer Science. Enrollments are declining (30 in 2008 to 15 in 2010), with three degrees conferred in 2010-11. Ideally enrollments should be a minimum of 20 students. The college should explore strategies to increase enrollments or phase-out the program if growth is not evident by Fall 2013.
- Monitor enrollment in the B.S. in Secondary Education Mathematics. The Core Council recognizes the program was recently added (Fall 2009). Enrollments totaled three in Fall 2010. Ideally, the program should be enrolling a minimum of 20 students. The college should explore enrollment strategies to increase enrollments with plans to phase-out the program if sufficient growth is not evident in its fifth year (2013).

The Core Council further recommends strategic investments in select new programming and program collaboration:

Explore a select few undergraduate programs (high demand, high interest) to enable maximum growth and retention of upper division students. The Core Council's recommendations for the aggregate of the Commonwealth Campuses support introducing new programs as other programs are being phased-out or consolidated as a result of targeted reviews. New programs should be strategically selected based on high prospective demand and student interest, and, to the extent possible, career-oriented.

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New career-oriented baccalaureate programs should be strategically selected based upon studies demonstrating high prospective demand. New programming decisions should be made only with appropriate cost analyses to determine the financial viability of prospective degrees. Programs delivered in a consortia arrangement with other Commonwealth Campuses in the region merit special consideration. New programs should also maximize the use of faculty and related resources, and give full consideration of the use of technology, video and online learning, hybrid and blended delivery. Behrend will be asked to take a leadership role in building a consortia arrangement to share academic programming with other campuses.

Academic programs must have a strong foundation of faculty on standing appointments. Certainly new programs will need a standing faculty to guide development. The college leadership is also advised to leverage the natural attrition of retiring faculty by sharing faculty across campuses in the region. Tenure-line and MYFT faculty must continue to play a dominant role in undergraduate instruction. This is a University strategic priority (Strategy 2.1 of *Priorities for Excellence*). **The Core Council recommends investment insofar as possible in tenure-line and multi-year faculty appointments to support new program development and realign its credit hour production more towards delivery by standing faculty.** Behrend leadership has demonstrated its commitment to maintaining a strong foundation of standing faculty as opportunities have presented themselves.

Cooperative academic planning, including the use of technology to deliver courses across campuses, could lead to new synergies and improve efficiencies. Behrend has initiated partnerships with campuses in the west to explore opportunities for shared delivery of courses and programs. Behrend's broad program portfolio provides a reasonable starting point for discussion and planning. For example, niche interdisciplinary programming, (e.g., B.S. in Interdisciplinary Business with Engineering Studies (IBE)) and hybrid/blended delivery and weekend scheduling of the MBA are possibilities that promise mutual benefits. . In its first two years, IBE increased from seven to 20 students and despite recent enrollment declines, the MBA program is historically well-subscribed (107 students in Fall 2010). **The Core Council recommends that Behrend continue collaborations with campuses in the west, with the goal of sharing courses and programs, and faculty resources.**

Behrend is active in online program development and delivery. The college is the single provider for the Master's in Project Management (MPM), delivered through the World Campus (111 student enrollments). Since 2008-09, the college has received over \$800,000 in revenue sharing funds for this program. Also, the college is the lead partner in the World Campus iMBA with Smeal, Harrisburg, and Great Valley. The program enrolls close to 300 students. Behrend has received over \$1.2 million in revenue sharing funds for its portion of the iMBA since 2008-09. In addition, Behrend faculty are offering nine campus-based online courses (Business and Nursing) for resident instruction students, in addition to 12 sections

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(58seats) of online courses delivered through the e-Learning Cooperative. **The Core Council recommends building increased faculty capability in online, hybrid, or blended program delivery, providing greater opportunities for engagement in program ventures with the World Campus and other campuses and colleges.** The latter mitigates stress on faculty utilization and front-end course development, and expedites program roll-out. These approaches also mitigate limitations of general classroom space likely to be encountered with growth.

Finally, the Core Council recommends a thorough case review, by the Behrend leadership, in consultation with the OVPCC, to reduce insofar as possible, extreme or outlying practices regarding course release and supplemental II compensation. In 2010-11, Behrend paid over \$200,000 in supplemental II compensation for instruction, second lowest among the campus colleges. However, Summer supplemental compensation is, by far, the highest among the campus colleges. The college granted approximately 79 course releases (approximately 13 FTE faculty) in academic year 2010-11. Behrend should reduce supplemental II spending for instruction by considering alternative approaches, including increasing present section sizes, employing instructional technologies, and instituting long range course scheduling plans. Arrangements, especially those long standing ones that result in reduced individual teaching schedules, should be reexamined.

5. Reduction of Developmental Courses and First-Year Seminars

In 2010-11, Behrend offered two sections of Math 004 to 38 students and 11 sections of ENGL 004 to 148 students. These courses do not count toward graduation or fulfill general education requirements, adding to students' time to degree and cost. In its review of the aggregate of the campuses, **the Core Council supports the reduction in resources devoted to developmental courses at the Commonwealth Campuses, provided replacement activities and approaches are developed that will help students succeed in their chosen programs.** Refinement of testing and assessment methods to pinpoint those aspects of Math and English that represent deficiencies may lead to less than a full course of remediation. Also, the development/delivery of online alternatives, perhaps as discrete modules, may effectively bring students up to satisfactory levels of achievement. In addition, these could provide course advising alternatives for meeting the Quantification (GQ) requirements for majors that do not prescribe algebra, pre-calculus, or calculus. The college leadership is asked to engage in exploring the feasibility and efficacy of these and other approaches.

The Core Council further recommends the elimination of separate one-credit first-year seminar (FYS) courses. Behrend taught 36 sections of one-credit FYS in 2010-11. The Core Council recommends elimination of these courses, with expansion of courses that embed FYS requirements into general education or major required courses (e.g., ENGL 015S, ENGL 030S).

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6. Reduction of Under-enrolled Sections

In Fall 2009, 12.1% of all course sections offered at Behrend were under-enrolled which is below the mean of 14.2% among the campus colleges and more comparable to the average for University Park (10%). In Fall 2009, 11% of sections were under-enrolled at the upper-division level compared with 12.6% of lower-division sections. The college reports a stated goal to reduce the percentage of under-enrolled sections to no more than 5-6% in the current strategic planning cycle. This is an ambitious but laudable goal and a prospective best practice to share. **The Core Council recommends the college continue efforts to monitor and limit under-enrolled sections with the goal of reducing under-enrolled sections to between five and six percent.**

7. Global Programs

Behrend holds the international campus designation. The college enrolled 78 international students in Fall 2010 and 95 in Fall 2011 (the latter includes complete and incomplete registrants). Behrend has capacity to support additional international students and is making a concerted effort to increase the number of international students by means of targeted recruiting activities. **The Core Council suggests in its review of the aggregate of the campuses that the current designation criteria is not sufficiently stringent, and recommends that the OVPCC with the University Office of Global Programs (UOGP), in consultation with other relevant University offices, periodically assess the criteria for designation of a campus to receive international students, and that such assessments be based on quality indicators, including maintenance of a critical mass of international students, student engagement, retention and graduation rates, and student satisfaction.** These assessments may identify new or revised criteria. Behrend, as a residential campus college appears to provide essential support services and has a critical mass of students; nevertheless **the Core Council recommends that the college leadership participate in an initial assessment in 2011, in conjunction with the next admissions cycle, and in periodic maintenance reviews (five-year) cycles based on new or revised quality indicators.**

Behrend has a memorandum of understanding with Ryerson University in Canada to partner at the undergraduate level and is forging additional agreements with other international institutions. The Core Council recognizes that these arrangements were established in advance of the University's formal (front-end) vetting process; and, understands that a jointly charged committee by the offices of VPDUE, UOGP and VPCC has since been working, in concert with *New Senate Policy 06-20, Articulation Agreements*, to develop guidelines for consultation, define procedures and selection criteria for international institutions to facilitate the development of formal international articulation agreements. **The Core Council fully endorses revised, systematic approaches to inter-institutional relationships with international universities; the Core Council also submits that Behrend should benefit from the front-end consultation inherent in the guidelines.**

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The University also seeks to increase the number of Fulbright scholars, both visiting scholars to Penn State and Penn State Fulbrights to other countries (University Strategic Goal 3: Realize Penn State's Potential as a Global University). Behrend has had eight Penn State scholars since 2000. **The Core Council recommends that the college leadership work with the UOGP to facilitate an increase in both the number of visiting Fulbrights and awards to Penn State scholars.**

8. Outreach and Continuing Education (Exhibit 13, CE Income and Expense)

An income and expense analysis for Continuing Education (CE) in 2009-10 including continuing education (CE) administrative expenses with fringe benefits, showed that Behrend generated contract and non-credit revenues of \$399,055 and program expenses of \$292,375, for a net return of \$106,680, while credit programming generated revenues of \$470,713 and expenses of \$141,903 for a net gain of \$328,810. After accounting for administrative expenses including fringe benefits, Behrend's CE operation generated a net overall gain of \$38,423 in 2009-10. As such, CE shows little return to the college. Given the low margin of return, it is questionable if CE is profitable in any given year.

Historically, CE at Behrend has been a non-credit operation. Credit programming was retained in resident instruction (RI) and remained separated from CE. This reflects the longstanding culture of the college. Recently, there has been movement toward integrating CE into the college's broader planning, admissions and program development process. A new Center for Lifelong Learning (CLL) will house the chief administrators and staff of CE, adult student services and admissions, graduate admissions and veteran affairs. This is a good first step. **The Core Council strongly recommends that CLL engage in credit programming with proper oversight of the academic schools and central academic affairs.**

The Core Council recommends a full scale evaluation of statewide CE, led by the VPCC and vice president for Outreach, leading ultimately to a reconfiguration of the current organization, an emphasis on relevant credit programming, inter-campus program planning and revenue sharing to better serve broader population areas and generate net new revenue. Financial and employee workload audits of CE activity at each campus should be completed to determine administrative costs associated with credit and non-credit activity with anticipated adjustments (redirection) in program activity and levels of efforts toward credit programming. The college leadership is asked to participate fully in these evaluations to benefit future planning, informed program development, and to provide strategic direction for continuing education.

The Core Council recommends the integration of CLL's credit programming portfolio within the college's broader academic program planning and quality assurance processes. Credit programming should realize net new CLL students to the college, and avoid capturing existing resident instruction students. **Also, non-credit CLL activities should be aligned more closely with Penn State's core mission and priorities.** While

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non-credit programming is sometimes important for the advancement of the University's goals, it is important that the college look critically at its alignment with University priorities, the needs of its surrounding region, and the projected return on investment before initiating non-credit activities.

The Core Council also recommends that Behrend leadership implement the programs and strategies identified by the Degree Completion Task Force to attract returning adult students to the college. Approximately 24% (over 88,000) of Behrend's local population, 18 and over have some college credits but no degree; this presents exceptional opportunities for attracting net new adult learners to the college to complete degrees.

Please report back to the Core Council the actions that have been or will be taken in response to these recommendations by January 15, 2012.

cc: Core Council
Madlyn Hanes