Adult Computer Skills Training
Altoona Campus

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and
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Education and Training Specialist
The Initial Need

- Many adult learners do not enroll equipped with a plethora of computer knowledge.

- Their experience is often limited to accessing email and playing games on their home computers, provided they even own a personal computer.

- Consequently, in a classroom situation they find themselves at a significant disadvantage compared to the traditional students who are far more technically advanced.

- From a variety of sources, adult learners have consistently asked for training in the specified areas of the program.
Goals and Benefits

- Provide the adult learners with the computer skills necessary to become active participants in the university network and their individual classrooms.

- The adult learners gained important computer skills required to establish self-confidence, make connections with faculty and staff and other students within their classes; and, feel a greater connectedness to the university.

- The students experienced more success with their increased academic confidence in their computer skills, thus having a positive impact on both recruitment and retention.
Recruitment and Retention Initiative

- The training program was devised to target both currently enrolled and incoming SU/FA adult learners.

- The focus was on areas that adults have requested and identified as needed areas.

- The goal was to provide basic computer skills training.
Recruitment and Retention Initiative

- Four training sessions were focused on:
  - Introduction to Computers
  - Navigating eLion and ANGEL
  - Mastering Power Point
  - Utilizing Webmail, Word, Excel
Recruitment and Retention Initiative

- The sessions consisted of 4 - 1.5 hour early evening sessions, which enabled the adults to come after school or work
Targeted Audience

- Currently enrolled and incoming SU/FA adult learners were the primary beneficiaries of the program
Benefits of the Program

- Currently enrolled and incoming SU/FA 2009 adult learners were the primary beneficiaries

- The adult peers/instructors

- Program Coordinators and all involved benefited from developing a connection with the adult learners

- The general campus community benefited from a recruitment/retention perspective
Marketing

- Program promotion:
  - Emails via the adult list serve
  - Posters and flyers on bulletin boards
  - Ad in the local newspaper to attract new adult students to the campus
  - Campus university wide television message system
  - Student newsletter
Program Timetable

- Summer 2009
- Fall 2009
Timetable of Events

- **Early April**
  - Schedule class dates and times
  - Program Coord.

- **Late April/Early May**
  - Begin Advertising
  - CE Staff & Univ. Rel

- **Late April/Early May**
  - Schedule classrooms
  - Adlt Cntr/CE Staff

- **Early May**
  - Hire Instructors
  - Program Coordin.

- **Ongoing**
  - Maintain Registration Data
  - CE Staff

- **June**
  - Copy class materials for students
  - AC & CE Staff

- **June**
  - Facilitate Program
  - PC’s/Instructors
Timetable of Events

- The first program was offered in the Summer (June)
- The second program was offered in the Fall semester (starting the second week of classes)
- Similar timeline was followed for the Fall semester program
How this program furthers the recruitment and/or retention of adult learners

- Provides a supportive academic climate for adult learners
- Enhances the recruitment, retention, customer satisfaction, and status of adult learners
- Rectifies the problem of negativity with adult learners because of their lack of computer skills
- Fosters coordination and information exchange regarding programs and services that attract and retain adult learners to Penn State
- Advocates for adult learners by providing services to assist them with their educational goals
Long Term Plan

- Continuing Education will pick up the costs for offering the program

- Become part of orientation for all incoming adult learners in need of basic computer skills
## Expenses

### Expenses for Summer 2009 AL Training

<table>
<thead>
<tr>
<th>Instructor</th>
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<tbody>
<tr>
<td>Instructor - Session 1</td>
<td>$50.00</td>
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<tr>
<td>Instructor - Session 2</td>
<td>$50.00</td>
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<tr>
<td>Instructor - Session 3</td>
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</tr>
<tr>
<td>Instructor - Session 4</td>
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<tr>
<td><strong>TOTAL AMOUNT</strong></td>
<td><strong>$200.00</strong></td>
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<table>
<thead>
<tr>
<th>Advertising</th>
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<tbody>
<tr>
<td>2x3 Ad - Altoona Mirror</td>
<td>$110.00</td>
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<td><strong>TOTAL AMOUNT</strong></td>
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<table>
<thead>
<tr>
<th>Misc. Expenses</th>
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<td>Printing Expenses (100 pgs copied @ $1.00 per page)</td>
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### Expenses for Fall 2009 AL Training

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<td><strong>$190.32</strong></td>
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Program Assessment

- Students completed an evaluation after each individual session.

- The evaluation measured:
  - The instructor
  - Program content
  - Student satisfaction
  - Importance/value of the topic covered

- A form was completed at the end of the program:
  - Measuring the value of the overall program
  - The impact on the students' academics
  - The feelings of connectedness with faculty, staff, and other students
  - The evaluations included open-ended questions to retrieve feedback from students
Thank You

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