



THE PENNSYLVANIA STATE GRANT DISTANCE EDUCATION PILOT PROGRAM ANNUAL REPORT

An Analysis of the 2013-14 Award Year

OVERVIEW

Distance education continues to experience tremendous growth across Pennsylvania and the nation as a major access point and delivery tool for higher education. Today, nearly 70 percent of degree-granting institutions in the United States offer some type of distance education.¹ Nationally, more than 4.3 million degree/certificate-seeking undergraduates took at least one online course in 2013, and over 108,000 of those students were enrolled at a Pennsylvania institution.²

Although distance education has been growing rapidly, the Pennsylvania State Grant Program – the state’s primary need-based student financial aid program – does not award grants to students who take more than 50 percent of their term credits online or who are enrolled in programs that are structured to be more than 50 percent online. To study the effects of extending State Grant eligibility to these students, the Pennsylvania Higher Education Assistance Agency (PHEAA) introduced a five-year **State Grant Distance Education Pilot Program (SGDEPP)** in 2013.

The Pennsylvania General Assembly enacted SGDEPP through Act 59 of 2013, for purposes of providing State Grant awards to online students at participating institutions while gathering vital data concerning the number of Pennsylvania residents receiving postsecondary education through online learning. PHEAA funds the program with \$10 million each year from its business earnings.³

This annual report provides statistics from SGDEPP’s inaugural year, which includes the 2013-14 Academic Year and 2014 Summer Term. This information comes from mandatory reporting received from the 62 participating SGDEPP institutions.⁴ The data collected from the participating institutions will be used to assess the feasibility of financing distance education with appropriated State Grant Program funding after the pilot ends. Future reports will include data from the program’s subsequent years.

KEY FINDINGS

2013-14 Award Year

- Nearly 4,500 unique recipients received SGDEPP awards totaling \$6.9 million in the 2013-14 award year, the pilot program’s first year.
- The program provided grants to recipients in more than 250 different programs of study.
- The “typical” SGDEPP recipient was an independent, 29-year-old female enrolled part time.
- The average cumulative grade point average for SGDEPP recipients was 2.97.
- Approximately 67 percent of SGDEPP recipients were enrolled 100 percent online, while the remaining recipients took a combination of online and classroom courses.
- SGDEPP recipients completed 91 percent of all attempted course credits.

PHEAA thanks SGDEPP schools for reporting the data used in this report. Their commitment enables PHEAA to take a closer look at distance education in Pennsylvania.



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PROGRAM PARTICIPATION

In the program's first year, 77 institutions – including branch campuses – were approved to participate in SGDEPP. Of these approved institutions, only 62 schools had recipients for whom reporting was required. Overall, nearly 4,500 unique recipients received SGDEPP awards totaling \$6.89 million in the 2013-14 award year (academic year and summer).

- In the 2013-14 Academic Year, 3,790 SGDEPP recipients across 54 different institutions received nearly \$5.92 million in awards.
- In the 2014 Summer Term, 958 SGDEPP recipients across 45 different institutions received more than \$970,000 in awards.

In this report, SGDEPP institutions were divided into six different sectors: Four-Year Private colleges and universities, Pennsylvania State System of Higher Education (PASSHE) universities, State-Related universities, Two-Year Private colleges, Community Colleges, and Business, Trade, and Technical schools. After this page of the Program Participation section, award recipients from Business, Trade, and Technical schools were excluded from the analysis due to the sector's small sample size. Therefore, only 4,484 unique recipients were analyzed in the report's subsequent sections.

It should be noted that the 2013-14 Pennsylvania State Grant Program awarded more than \$437.72 million in grants to 159,915 students across 281 in-state institutions.⁵ Thus, in terms of total award dollars and recipient counts, SGDEPP is much smaller in scale. In fact, the total dollar value awarded through SGDEPP is less than one-sixtieth of the amount awarded through the State Grant Program.

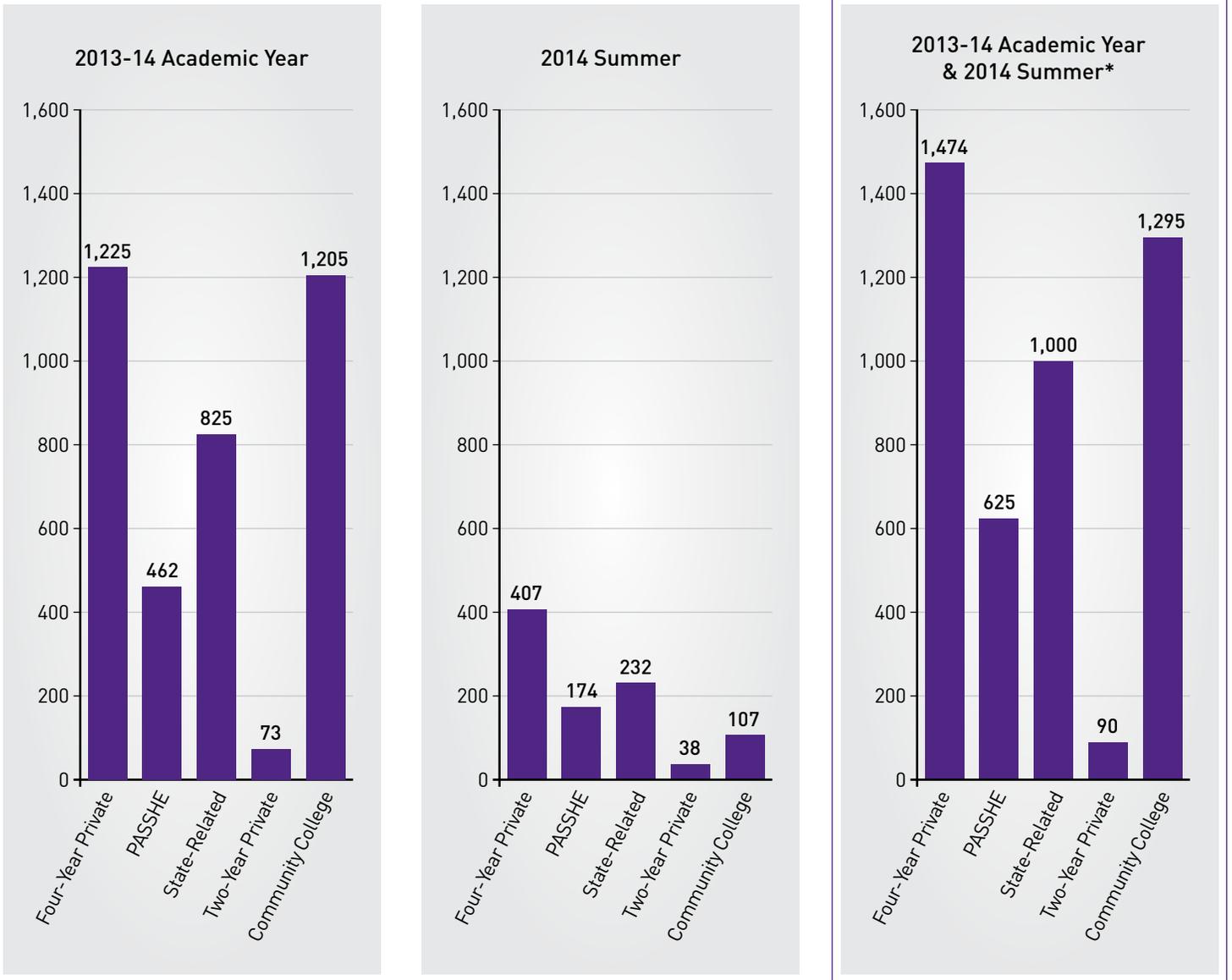
SGDEPP SCHOOL PARTICIPATION BY PHEAA SECTOR*

		2013-14 Academic Year			2014 Summer		2013-14 Academic Year & 2014 Summer	
	Sector	Approved Schools	Schools with Recipients	Award Value	Schools with Recipients	Award Value	Schools with Recipients	Award Value
Four-Year	Private	26	24	\$2,134,634	15	\$403,163	25	\$2,537,797
	PASSHE	10	7	\$859,808	8	\$176,492	8	\$1,036,300
	State-Related	22	11	\$1,810,079	12	\$285,753	16	\$2,095,832
Two-Year	Private	4	3	\$170,526	2	\$47,585	3	\$218,111
	Community College	12	8	\$934,658	6	\$58,105	8	\$992,763
	Business, Trade, & Technical	3	1	\$7,424	2	\$1,856	2	\$9,280
All Sectors		77	54	\$5,917,129	45	\$972,954	62	\$6,890,083

* Throughout the report, school counts include branch campuses.

- Four-Year Private institutions and State-Related universities had the highest number of participating schools in the program's first year.
- SGDEPP recipients at four-year institutions received 82.29 percent of all 2013-14 SGDEPP award dollars, while recipients at two-year institutions received 17.71 percent.
- The highest percentages of 2013-14 SGDEPP award dollars went to recipients at Four-Year Private and State-Related schools with 36.83 percent and 30.42 percent, respectively.

SGDEPP RECIPIENTS BY PHEAA SECTOR



* The overall award year values represent unduplicated recipient counts. It is possible for students to receive a SGDEPP award in both the academic year and summer.

- Four-Year Private institutions and Community Colleges had the most 2013-14 SGDEPP recipients with 1,474 and 1,295, respectively.
- Community Colleges averaged 162 recipients per participating school – the highest average among all sectors. PASSHE institutions had the second highest average with 78 recipients per participating school.
- Four-Year Private institutions had the most students who received a SGDEPP award during both the academic year and summer with 158 recipients, while Two-Year Private institutions had the fewest such students with 21 recipients.

CREDITS, COURSES, & COSTS

Under SGDEPP, award recipients must be students who take more than 50 percent of their credits online during the individual term in which an award is received or who are enrolled in a program of study that is structured to be more than 50 percent online. SGDEPP institutions are required to report student-level data on the number of course credits attempted and earned for each participant, as well as how many credits were attempted online or in the classroom.⁶

In the 2013-14 award year, the majority of SGDEPP recipients were enrolled exclusively online. In fact, 3,020 or 67.35 percent of the 4,484 SGDEPP recipients were enrolled 100 percent online, while the remaining recipients took a combination of online and classroom courses. As a point of reference, approximately one in every nine undergraduates enrolled at U.S. colleges and universities during Fall 2013 studied exclusively online.⁷

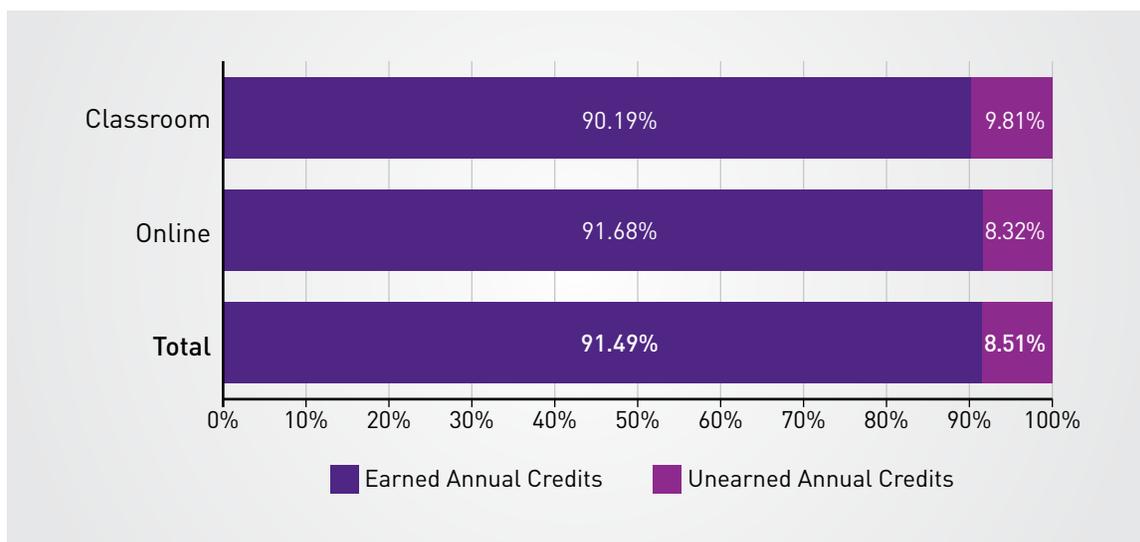
Credits Attempted

- Overall, SGDEPP recipients attempted 70,356 individual credits in the 2013-14 award year. They attempted 61,266 or 87.08 percent of these credits online.
- On average, each SGDEPP recipient attempted a total of 15.69 credits during the entire award year, taking 2.03 in the classroom and 13.66 online.

Credits Earned

- Of the 4,484 SGDEPP recipients, approximately 8 out of 10 recipients completed all of their attempted credits.
- Collectively, at the credit level, SGDEPP recipients completed 91.49 percent of all 70,356 attempted credits. They completed 91.68 percent of attempted online credits, compared to 90.19 percent of attempted classroom credits.

**SGDEPP RECIPIENTS' CREDIT COMPLETION RATE BY ATTEMPTED CREDIT TYPE
2013-14 AWARD YEAR**





SGDEPP recipients completed 91% of all attempted course credits.

Programs of Study

Eligible SGDEPP programs of study must meet the same program guidelines regarding length of program and credential awarded currently applicable to the traditional State Grant Program. In short, programs of study must be at least two academic years in length and offered over a period of at least 15 months (no less than 60 weeks of instruction).⁸ All eligible programs must lead to a recognized certificate, diploma, or degree.⁹

- SGDEPP provided grants to recipients enrolled in 254 unique programs of study during the 2013-14 award year. Of those 254 programs of study, 188 or 74.02 percent had less than 10 recipients.
- The top 10 programs of study by number of recipients were Business Administration and Management; Liberal Arts and Sciences; Registered Nursing; Business Commerce; Criminal Justice; General Studies; Psychology; Accounting; Information Science; and Organizational Behavior Studies. Together, these programs represented 55.40 percent of all SGDEPP recipients. In comparison, a recent nationwide survey of online college students found the top 10 undergraduate majors reported by respondents were Business Administration; Nursing; Computer Science and Engineering; Information Technology; Engineering; Sociology; Networks, Computer Networking; Elementary Education; Social Work; and Criminal Justice.¹⁰

TOP 10 PROGRAMS OF STUDY BY NUMBER OF SGDEPP RECIPIENTS 2013-14 AWARD YEAR

Program of Study	Recipients
Business Administration and Management	523
Liberal Arts and Sciences/Liberal Studies	457
Registered Nursing/Registered Nurse	298
Business/Commerce, General	253
Criminal Justice/Safety Studies	239
General Studies	222
Psychology, General	176
Accounting	135
Information Science/Studies	109
Organizational Behavior Studies	72

Among programs of study with 25 or more SGDEPP recipients:

- Health Services Administration and Health Care Administration/Management had the highest credit completion rates at 98.95 percent and 98.09 percent, respectively.
- Legal Professions and Studies had the lowest credit completion rate with 77.68 percent of all attempted credits earned.

TOP 5 PROGRAMS OF STUDY BY SGDEPP RECIPIENTS' ANNUAL CREDIT COMPLETION RATE* 2013-14 AWARD YEAR

Program of Study	Recipients	% of Classroom Credits Earned	% of Online Credits Earned	% of All Annual Credits Earned
Health Services Administration	47	100.00%	98.93%	98.95%
Health/Health Care Administration/Management	49	100.00%	97.82%	98.09%
Business, Management, Marketing, and Related Support Services	44	100.00%	97.83%	97.88%
Sport and Fitness Administration/Management	63	90.11%	98.34%	97.70%
Registered Nursing	298	96.23%	97.62%	97.41%

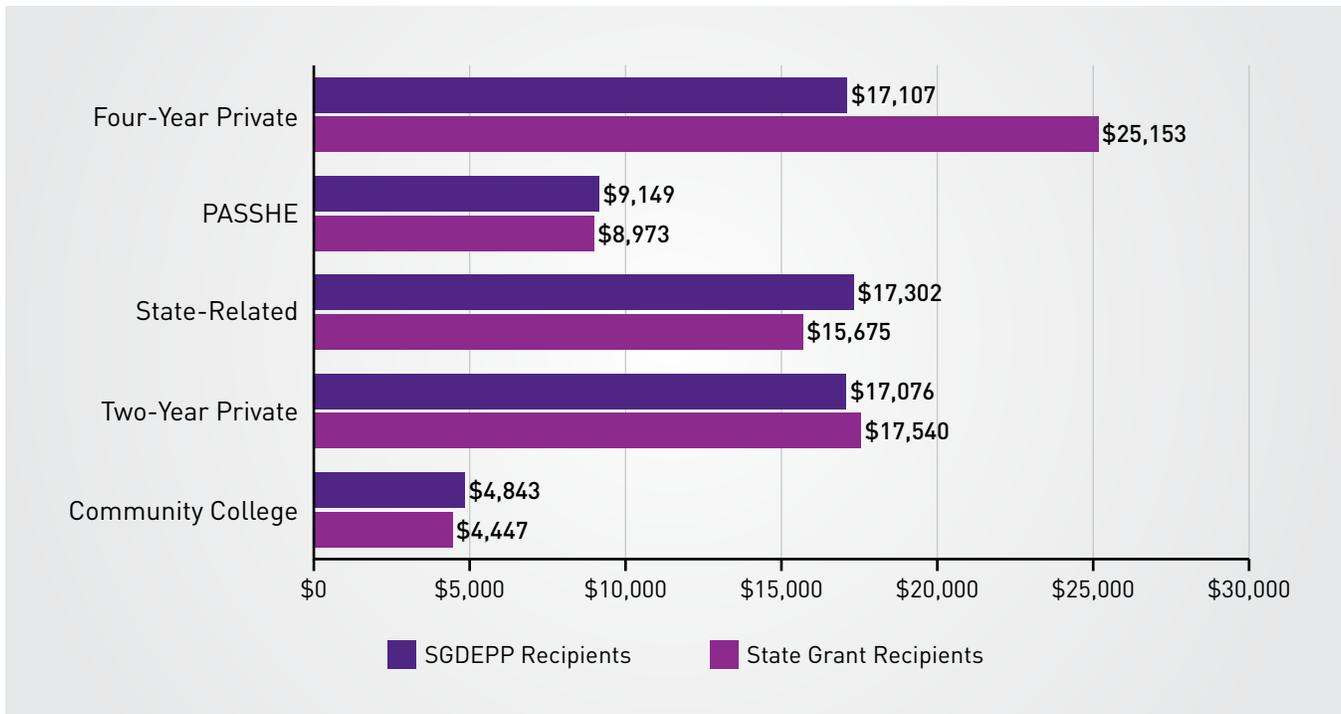
* For programs of study with 25 or more SGDEPP recipients.

Tuition & Fees

Institutions that participate in the State Grant Program and SGDEPP are required to report tuition and fees, which are used in the award calculation process. A comparison of the full-time, full-year tuition and fees used in the 2013-14 awarding process reveals differences between SGDEPP recipients and State Grant recipients at the SGDEPP schools.

- The average 2013-14 tuition and fees at PASSHE universities, State-Related institutions, and Community Colleges were higher for SGDEPP recipients than for State Grant recipients.
- The average 2013-14 tuition and fees at Four-Year Private and Two-Year Private institutions were lower for SGDEPP recipients than for State Grant recipients. Most notably, the average tuition and fees for SGDEPP recipients at Four-Year Private schools were \$17,107, compared to \$25,153 for State Grant recipients.

SGDEPP & STATE GRANT RECIPIENTS' AVERAGE TUITION & FEES BY PHEAA SECTOR* 2013-14 AWARD YEAR



* The comparable State Grant recipients' average tuition and fees are based only on State Grant recipients who attended the 2013-14 SGDEPP schools. All tuition and fees are based on full-time, full-year students.

RECIPIENT PROFILE

Recent national surveys of distance education undergraduates reveal that, while not a homogeneous group, online undergraduates tend to be predominately female and older than campus-based students. According to the surveys, approximately 70 percent were female, the average age was about 32 years, and 60 percent were enrolled full time.¹¹ SGDEPP recipients for the 2013-14 award year bear some similarities to, as well as differences from, these national findings.

In terms of similarities, 75.49 percent of SGDEPP recipients were female, and the average age of recipients was 29 years. Unlike the national findings, however, only 38.54 percent of SGDEPP recipients were enrolled full time.

Compared to the 2013-14 State Grant population at participating SGDEPP schools, similarities and differences also exist. Among these State Grant recipients, 58.71 percent were female, but the average age was 22 years. Additionally, a much higher percentage of State Grant students – 82.98 percent – were enrolled full time.

Among SGDEPP recipients, the median annual family income was \$27,469, compared to \$31,907 for State Grant recipients. A higher percentage of SGDEPP recipients – 71.05 percent – were financially independent from their parents, compared to 23.47 percent of State Grant recipients.

Interestingly, the average distance from school for all SGDEPP recipients was nearly 49 miles, compared to roughly 44 miles for State Grant recipients. For those SGDEPP recipients enrolled exclusively online, the average distance from school was roughly 59 miles. Nationally, more than 52 percent of online undergraduate students enrolled exclusively online select online programs within 50 miles of their residence.¹² Thus, online students, including SGDEPP recipients, tend to enroll in online programs offered by local providers.

2013-14 SGDEPP Recipient Profile



- 29 = Average Age
- \$27,469 = Median Family Income
- \$12,481 = Average Tuition & Fees**
- 49.19 = Average Miles from School
- 75.49% Female†
- 71.05% Independent
- 38.54% Full-Time Enrollment

2013-14 Pennsylvania State Grant Recipient Profile*

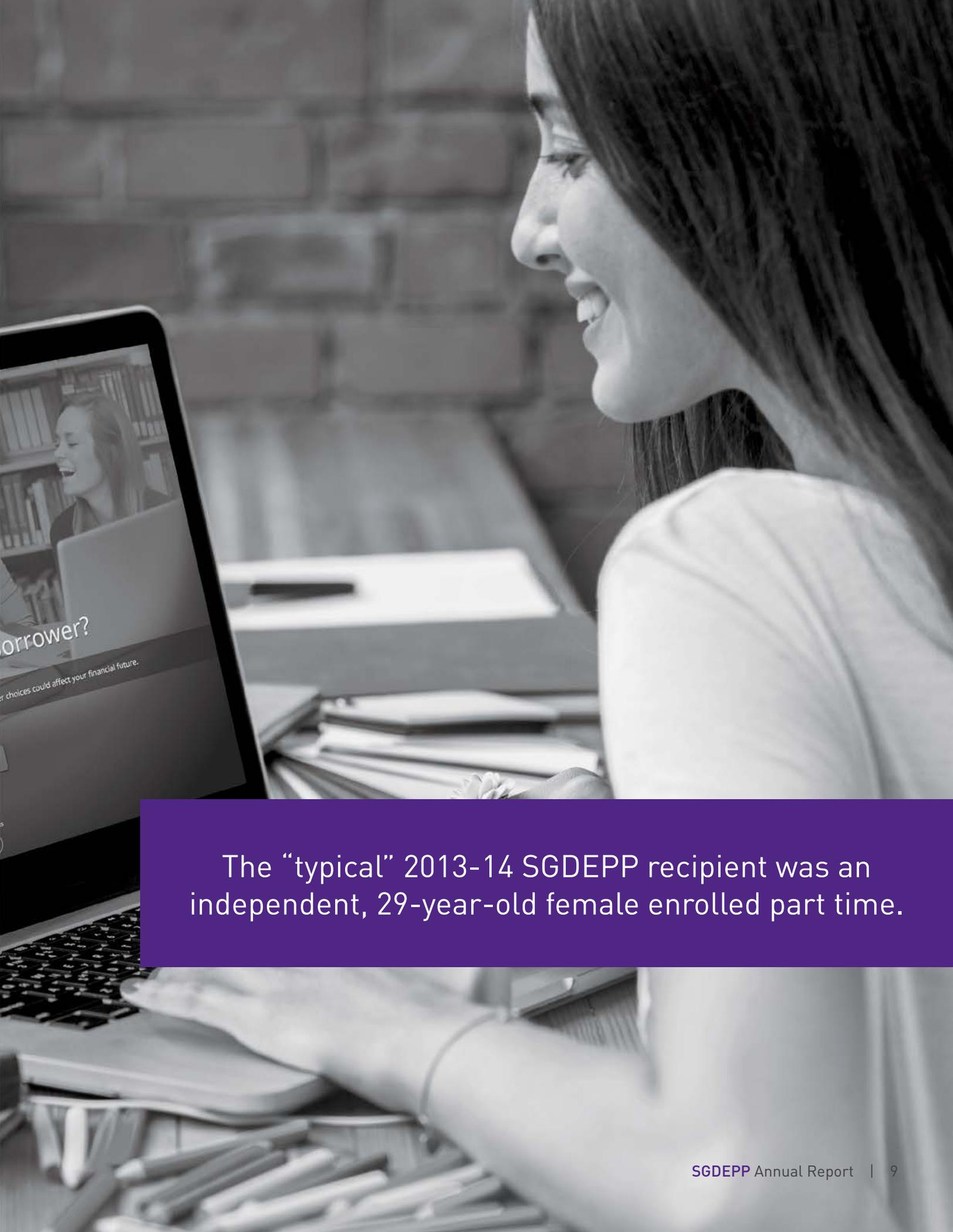


- 22 = Average Age
- \$31,907 = Median Family Income
- \$13,543 = Average Tuition & Fees**
- 44.33 = Average Miles from School
- 58.71% Female†
- 23.47% Independent
- 82.98% Full-Time Enrollment

* The comparable State Grant Recipient profile is based only on State Grant recipients who attended the 2013-14 SGDEPP schools.

** Tuition and fees are based on full-time, full-year students.

† Gender is not reported for all students.



The “typical” 2013-14 SGDEPP recipient was an independent, 29-year-old female enrolled part time.

OUTCOME MEASURES

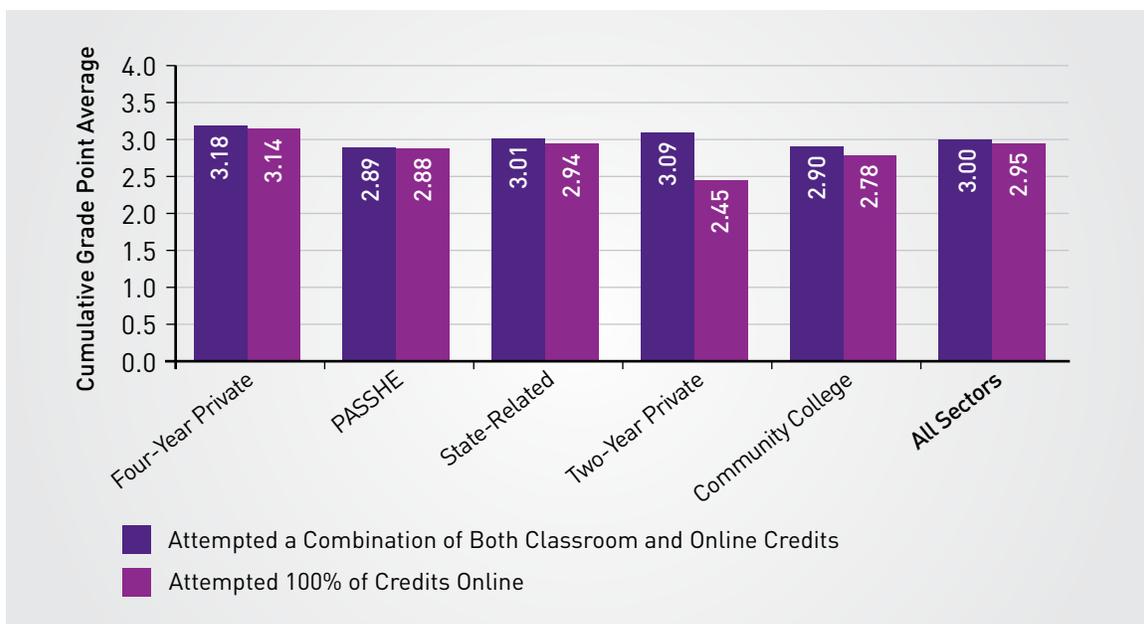
Participating SGDEPP schools have more in-depth reporting requirements for their SGDEPP recipients than for regular State Grant recipients. As previously mentioned, the goal of this comprehensive data collection is to assess the feasibility of financing distance education with appropriated State Grant Program funding after the pilot ends. SGDEPP recipients completed nearly 91.49 percent of all attempted credits, which is a strong measure of student success toward degree attainment. Cumulative grade point average (GPA) statistics and first-year retention rates for SGDEPP recipients were also examined.

Cumulative GPA

Typically, cumulative GPA is calculated as the average of all final course grades that a student earns across multiple terms. Most often, it is measured on a 0.00 to 4.00 scale, with 4.00 being the highest achievable GPA.

- Overall, 2013-14 SGDEPP recipients earned a 2.97 average cumulative GPA.
- Among recipients who attempted 100 percent of their credits online, the average cumulative GPA was 2.95, compared to 3.00 for recipients who attempted a combination of both classroom and online credits.
- Across all sectors, the average cumulative GPA was higher for SGDEPP recipients who attempted a combination of both classroom and online credits as opposed to recipients who attempted 100 percent of their credits online. It should be noted, however, that these differences are not statistically significant due to the small sample sizes on which they are based.

**SGDEPP RECIPIENTS' AVERAGE CUMULATIVE GPA BY PHEAA SECTOR*
2013-14 AWARD YEAR**



* The differences in GPA depicted in this chart are not statistically significant due to the small sample sizes on which they are based.

Among programs of study with 20 or more recipients:

- Organizational Leadership had the highest average cumulative GPA at 3.33. Health and Medical Administrative Services and Mass Communication/Media Studies had the second and third highest average cumulative GPAs with a 3.29 and 3.28, respectively.
- Medical Office Assistance/Specialist had the lowest average cumulative GPA at 2.61.

**TOP 5 PROGRAMS OF STUDY BY HIGHEST AVERAGE CUMULATIVE GPA FOR SGDEPP RECIPIENTS*
2013-14 AWARD YEAR**

Program of Study	Recipients	Average Cumulative GPA
Organizational Leadership	50	3.33
Health and Medical Administrative Services, Other	23	3.29
Mass Communication/Media Studies	25	3.28
Legal Professions and Studies, Other	25	3.26
Human Services, General	47	3.26

* For programs of study with 20 or more recipients.

PHEAA was able to compare the average cumulative GPA for SGDEPP recipients in certain programs of study to the average cumulative GPA for all non-SGDEPP, Pennsylvania-resident undergraduates enrolled in the same programs of studies at the participating schools. PHEAA was not able to compare all programs of study since some institutions only offer certain programs of study online, which means a general undergraduate population was unavailable for comparison. Additionally, PHEAA was not able to compare programs where the degree type (i.e., bachelor's, associate, diploma, or certificate) differed depending on whether the program was offered online or in the classroom. Finally, the low volume of recipients in certain programs of study decreased the statistical significance, which limited analysis on further subdivisions of the data. The comparisons that follow are based solely on data that were directly comparable.

- The 2.97 average cumulative GPA among SGDEPP recipients was higher than the 2.85 average cumulative GPA for the comparable general undergraduate population.¹³
- The 3.08 average cumulative GPA among SGDEPP recipients pursuing a bachelor's degree was higher than the 3.01 average cumulative GPA for the comparable general undergraduate population pursuing a bachelor's degree.¹⁴
- The 2.83 average cumulative GPA among SGDEPP recipients pursuing an associate degree was higher than the 2.58 average cumulative GPA for the comparable general undergraduate population pursuing an associate degree.¹⁵

Additionally, PHEAA was able to compare the average cumulative GPA for SGDEPP recipients in certain programs of study to the average cumulative GPA of an even smaller subset of the general undergraduate population. This subset includes only non-SGDEPP, Pennsylvania-resident undergraduates who were enrolled in the same program of study but in a 100-percent classroom setting.

**AVERAGE CUMULATIVE GPA FOR SGDEPP RECIPIENTS & CLASSROOM STUDENTS
FOR THE TOP 5 SGDEPP PROGRAMS OF STUDY BY NUMBER OF RECIPIENTS
2013-14 AWARD YEAR**

Program of Study	Average Cumulative GPA	
	SGDEPP Recipients	100% Classroom Students
Business Administration and Management, General	3.03	2.87
Liberal Arts and Sciences/Liberal Studies	2.81	2.56
Registered Nursing/Registered Nurse	3.35	3.05
Business/Commerce, General	2.94	2.62
Criminal Justice/Safety Studies	2.83	2.51



Overall, 2013-14 SGDEPP recipients earned an average cumulative GPA of 2.97.

First-Year Retention Rates

First-year retention rates are usually measured as the percentage of first-year students who return to the same institution for their second year. In this report, first-year retention rate calculations only include SGDEPP recipients who are part of a school's first-year, first-time Fall 2013 cohort. Among all 2013-14 SGDEPP recipients, only 154 students – roughly 3.43 percent – were first-year, first-time students in Fall 2013. **Due to the small sample size, the rates reported below for recipients who returned in Fall 2014 should be interpreted with caution.**

FIRST-YEAR, FIRST-TIME SGDEPP RECIPIENT RETENTION RATES BY PHEAA SECTOR FALL 2013 TO FALL 2014

Sector	Retention Rate	
	Full-Time Recipients	Part-Time Recipients
Four-Year Private	33.33%	65.00%
PASSHE*	40.00%	--
State-Related	50.00%	44.44%
Two-Year Private*	61.11%	--
Community College	40.00%	51.35%
All Sectors	45.24%	52.86%

* The number of first-year, first-time SGDEPP recipients who were enrolled part time was too small for statistical analysis.

Among first-year, first-time SGDEPP recipients enrolled full time:

- The retention rate for all sectors combined was 45.24 percent.
- Two-Year Private institutions had the highest retention rate at 61.11 percent.

Among first-year, first-time SGDEPP recipients enrolled part time:

- The retention rate for all sectors combined was 52.86 percent.
- Four-Year Private institutions had the highest retention rate at 65.00 percent.

It should be noted that these retention rates are underestimated. PHEAA only could confirm retention from Fall 2013 to Fall 2014 for students who reenrolled, had a current year's FAFSA on file, and were fully processed by the institution for SGDEPP or the State Grant Program. Additionally, unlike student persistence rates, retention rates do not capture students who transfer between institutions.

FUTURE CONSIDERATIONS

Program Participation

One of the goals of the pilot program was to collect vital data concerning the number of Pennsylvania residents receiving postsecondary education through online learning. Although the program's first year yielded valuable preliminary information on the state's online student population, the data collected did not provide a complete picture of this population due to limited program participation.

A significant factor limiting program participation, based on feedback from schools, was SGDEPP's detailed reporting requirements. Due to staffing constraints in their financial aid offices, many schools either limited their participation to only certain programs of study or opted out of participation altogether. As a result, in the 2013-14 award year, SGDEPP spent \$6.9 million of the allocated \$10 million in funding.

As of this report, PHEAA is still collecting data from the program's second award year. Despite an increase in the number of participating schools and students from the inaugural year, PHEAA is not able to draw firm conclusions about the number of distance learners who would potentially be eligible for a traditional State Grant or would change their enrollment patterns if the distance education restrictions were removed. In order to capture a more accurate count of potentially eligible students, PHEAA surveyed all State Grant eligible schools in late 2015, asking for the number of distance education students in programs of study that lead to a credential. PHEAA is in the process of analyzing this data to see if it can inform decision-making.

Changing Demographics of Postsecondary Students

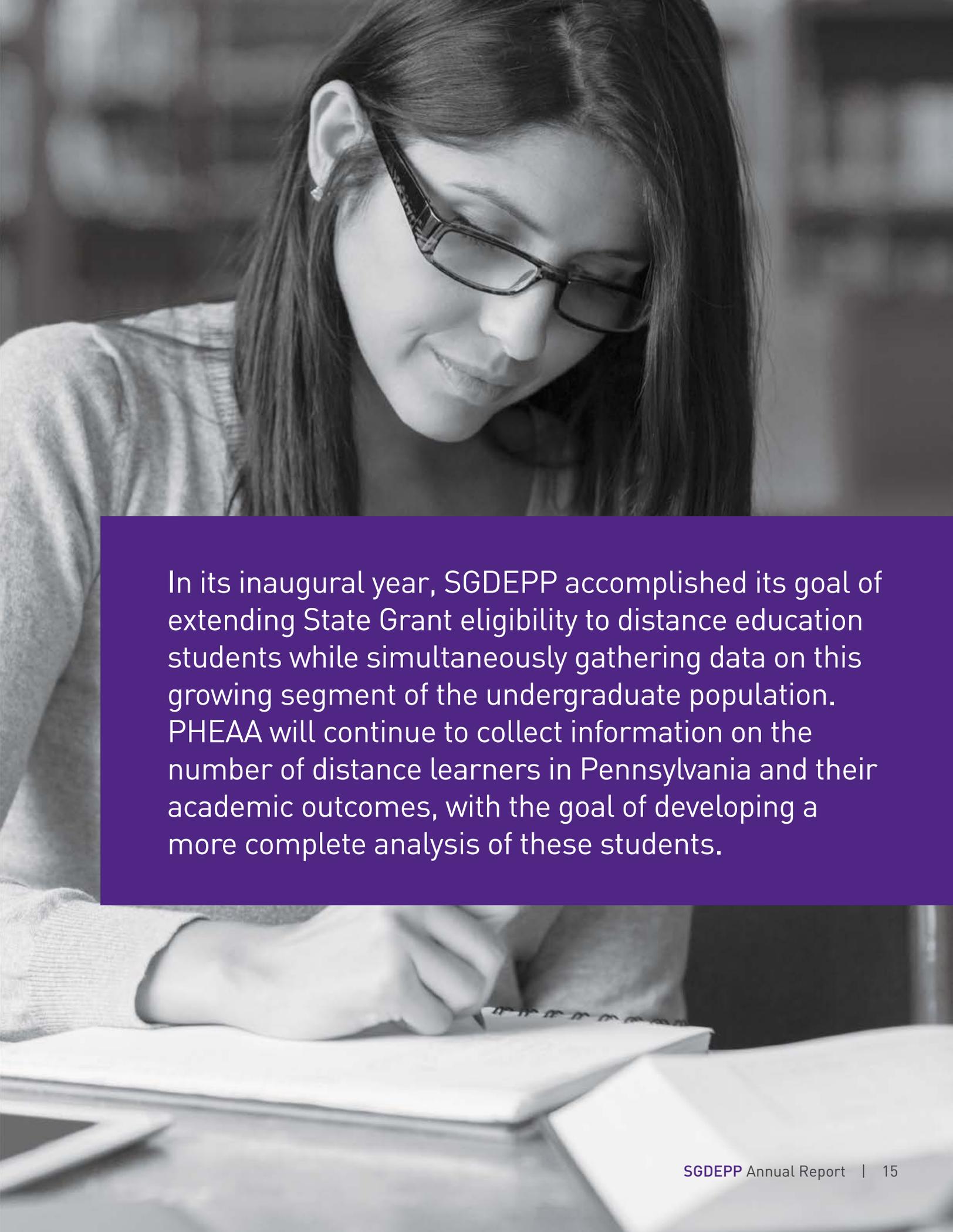
The recipient profiles presented in this report illustrate a clear distinction between the populations served by SGDEPP and the traditional State Grant Program at participating SGDEPP schools. Distance learners tend to be older, financially independent, part-time female students. In comparison, traditional State Grant recipients as a group are younger, full-time students who are financially dependent on their parents and are more evenly split by gender.

Research has shown that "traditional" postsecondary students – who enroll in higher education immediately after high school, attend full time, and are financially dependent – are now the minority.¹⁶ Additionally, research has shown that adult learners, students who are employed, low-income students, students who commute, and students who are parents are best served by an educational delivery model that combines online and classroom instruction.¹⁷ This reality, combined with the fact that approximately one in four undergraduates takes at least one distance education course, points to a greater need for providing financial aid to such students.¹⁸

Outcome Measures

This report provides information on credit completion rates and cumulative GPAs, which can be used in policy discussions. Still, comparing these outcomes for SGDEPP recipients to other student populations should not be a primary basis for policy determinations. SGDEPP recipients did have solid outcomes with a 91-percent credit completion rate and an overall 2.97 cumulative GPA, which translates to approximately a "B" average at most schools. However, these outcomes may have been impacted by other factors, such as more in-depth student demographics, that were not analyzed in this report.

Even though the first-year retention rates for SGDEPP recipients are likely underestimated, it is again not prudent to base policy decisions on these estimates given the small sample sizes. However, studies have shown that retention rates are traditionally lower for online students compared to students who attend brick-and-mortar classrooms.¹⁹ Still, such findings must be weighed against the access to higher education opportunities that distance education affords – especially in Pennsylvania where the geographic distribution of postsecondary school campuses is more heavily concentrated in urban areas than in rural locations.



In its inaugural year, SGDEPP accomplished its goal of extending State Grant eligibility to distance education students while simultaneously gathering data on this growing segment of the undergraduate population. PHEAA will continue to collect information on the number of distance learners in Pennsylvania and their academic outcomes, with the goal of developing a more complete analysis of these students.

NOTES

- ¹ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).
- ² U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).
- ³ PHEAA allocates SGDEPP \$10 million annually from its business earnings, subject to approval by PHEAA's Board of Directors. Per academic year, any funds that remain unallocated are transferred into the summer term. Following the summer term, any additional funds remaining are carried forward to the next academic year, pending PHEAA Board approval.
- ⁴ SGDEPP reporting requirements include 1) term-by-term reporting for all SGDEPP-nominated students and 2) institutional reporting for matriculated, Pennsylvania-resident undergraduate students. For more information on the SGDEPP reporting requirements, please reference the *SGDEPP School Guidelines*, *Student Term-by-Term Data Dictionary*, and *Institutional Reporting Data Dictionary* at PHEAA.org/sgdepp.
- ⁵ The State Grant Program generally reports the academic year and the summer prior to that academic year as part of an award year cycle. Since SGDEPP reporting includes the academic year and the following summer as an award year cycle, the State Grant Program values used in this report are for the 2013-14 Academic Year and 2014 Summer Term.
- ⁶ The student-level credit data provided by reporting institutions are only used for research purposes and are not used to determine student eligibility. Data must be provided for each student during all terms of enrollment for which a FAFSA® is on file until graduation or until the student leaves the institution even if the student is no longer eligible for a State Grant award of any type.
- ⁷ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2013 and Spring 2014, Enrollment component. (This table was prepared December 2014.)
- ⁸ Two academic years is defined as the equivalent of a minimum of 60 semester credits for a degree program or at least 1,800 clock hours for a non-degree program. Programs leading to an associate degree in Specialized Technology or an associate degree in Specialized Business must have a minimum of 1,500 clock hours.
- ⁹ For more details on eligible programs of study for the State Grant Program, refer to the latest version of the *Pennsylvania State Grant Certification Procedures*.
- ¹⁰ Clinefelter, D. L., & Aslanian, C. B. (2015). *Online college students 2015: Comprehensive data on demands and preferences*. Louisville, KY: The Learning House, Inc.
- ¹¹ Clinefelter, D. L., & Aslanian, C. B. (2015). *Online college students 2015: Comprehensive data on demands and preferences*. Louisville, KY: The Learning House, Inc.; Aslanian, C. B., & Clinefelter, D. L. (2012). *Online college students 2012: Comprehensive data on demands and preferences*. Louisville, KY: The Learning House, Inc.
- ¹² Clinefelter, D. L., & Aslanian, C. B. (2015). *Online college students 2015: Comprehensive data on demands and preferences*. Louisville, KY: The Learning House, Inc.
- ¹³ While 2013-14 SGDEPP recipients overall earned a 2.97 average cumulative GPA, the subset of SGDEPP recipients that could be compared to classroom students also earned a 2.97 average cumulative GPA.
- ¹⁴ Statistics include programs of study with five or more recipients.
- ¹⁵ Statistics include programs of study with five or more recipients.
- ¹⁶ Soares, Louis. *Post-traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders*. American Council on Education, 2013.
- ¹⁷ Soares, Louis. *Post-traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders*. American Council on Education, 2013.
- ¹⁸ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).
- ¹⁹ Russo-Gleicher, R.J. (2013). Qualitative insights into faculty use of student support services with online students at risk: Implications for student retention. *JEO: Journal of Educators Online*, 10 (1). [peer-reviewed]



Created in 1963 by the Pennsylvania General Assembly, the Pennsylvania Higher Education Assistance Agency (PHEAA) has evolved into one of the nation's leading student aid organizations. Today, PHEAA is a national provider of student financial aid services, serving millions of students and thousands of schools through its loan guaranty, loan servicing, grant administration, outreach, and other student aid programs.

PHEAA's earnings are used to support its public service mission and to pay its operating costs, including the administration of the Pennsylvania State Grant and other state-funded student aid programs. PHEAA continues to devote its energy, resources and imagination to developing innovative ways to ease the financial burden of higher education for students, families, schools, and taxpayers.

PHEAA conducts its student loan servicing activities nationally as FedLoan Servicing and American Education Services (AES). For more information, visit PHEAA.org.

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