

## ACADEMIC SENATE MINUTES

Wednesday, November 5, 2014, 4:00 P.M.  
Room 132, DeBartolo Hall

1. **Call to Order at 4:02 pm**
2. **Minutes for October 1, 2014 meeting** were approved
3. **Senate Executive Committee Report** – Chet Cooper, Senate Chair- No Report
4. **Report of the Charter and Bylaws Committee** – No Report
5. **Ohio Faculty Council Report** – Ken Learman, Representative
6. **Report of the Elections and Balloting Committee** – Ken Learman, Committee Chair- No Report
7. **Reports from Other Senate Committees**
  - a. Academic Events Committee– **No Report**
  - b. Academic Programs Committee – **No Report**
  - c. Academic Research Committee – **No Report**
  - d. Academic Standards Committee (M. Slavens and J. Schriener-Briggs, Co-Chairs) – **No Report**
  - e. General Education Committee (Joe Palardy, Chair) – **Attachment 1**
    - i. Report was for informational purposes only and was not voted upon
  - f. Honors Committee – **No Report**
  - g. Library Committee – **No Report**
  - h. Professional Conduct Committee (Ken Learman, Chair) – **No Report**
  - i. Student Academic Affairs Committee – **No Report**
  - j. Student Academic Grievance Committee (Teri Riley, Chair) – **No Report**
  - k. Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – **No Report**
8. **Unfinished Business**
9. **New Business**
  - a. **Tammy King and Kevin Ball - Prior Learning Assessment (PLA)- See Attachment 2**
    - i. After the presentation, Dr. Ball reiterated that in awarding credit for prior learning, we are evaluating the students' learning from various situations, not just awarding credit for their experience.

Dr. Mower asked if students would receive credit for putting together a portfolio. Dr. Ball explained that students would receive one credit hour for taking a course that would help them to put a portfolio together that could be evaluated for PLA. The student would receive credit for this because this is a specific type of academic task and hopefully whether he/she receives prior learning credit or not, the student will have learned something from the course and the process. Dr. King added that she hopes that the portfolio class is developed through the English Department.

Dr. Gergits asked if there were specific benchmarks or guidelines in place for credits, how credits would be awarded, and also whether this assessment was to be done departmentally or through general education. Dr. Ball said that they had discussed credit by exam, especially thinking of the low level courses that students most commonly could establish prior learning. Dr. King

explained that students would present their prior learning experiences. Then the appropriate faculty/department would be consulted to evaluate how that experience aligns with the learning outcomes established for a discipline. The evaluation will come from the faculty. She further explained that this issue is complicated and is still being discussed and worked on both at YSU and at the state level.

b. Ken Schindler- IT Issues- See Attachment 3

- i. Ken Schindler discussed piloting Sakai (the new learning management system) and securing our computer data both in terms of password changes and backing up materials to the Y drive to safeguard against ransomware. It was asked whether there would be training on Sakai. Mr. Schindler explained that a person is currently developing training materials and after piloting the system in Spring 15, more training materials will be developed to make sure people will be able to utilize the system. It was asked whether the Y Drive could allot more space than 1 gigabyte. Mr. Schindler stated that if more space is needed, it just needs to be requested from the Tech Desk. It was asked whether we have had ransomware attacks. Mr. Schindler stated that there have been three on campus, all to PCs, but ransomware can also be used to attack Macs. It was asked if this would impact Dropbox. Mr. Schindler explained that while he was only speculating, he assumed that it could attack a Dropbox account if it was open and you were uploading it would probably not protect you. It would probably encrypt your part of Dropbox. It was asked what students can do to protect their materials. Mr. Schindler stated that they should just make sure everything is backed up. He suggested using flash drives which can be disconnected from the computer.

10. Interim Provost Martin Abraham to Address Senate

- a. Dr. Abraham highlighted three areas that he is looking to work on. The first issue he addressed was enrollment. He explained that we need to establish what the enrollment for YSU needs to be and then we need to make sure that we have the resources and facilities to accommodate. We have to work on both quantity and quality. Regarding quantity, we need to do things differently to be more attractive to a larger number of college going students, particularly students who live outside of Mahoning and Trumbull counties. In terms of quality, we have already adopted a more selective admissions policy. We also need to put programs in place to make this a destination of choice for high performing students. To do this, Dr. Abraham specifically would like to strengthen our Honors Program by making the program more robust and by getting more students involved in the program. A group of people including the Deans have been looking at this and what we can do from a scholarship perspective, an academic perspective, and a programs perspective to make this a credible program that students want to be a part of. This group will meet with the Senate Honors Committee before the next Senate meeting to determine if they are on the right track and how we want to move ahead. This is what we want to do more of, developing programs that are of high quality and will prepare students for the next steps of their lives after college. Dr. Abraham is also interested in working with student government on enhancing the student experience; this will improve retention. They are looking at how to implement various initiatives that will help students be more successful while they are here, so that they can graduate in four years and move onto the next stage of their lives. He specifically addressed the idea of registering for classes once a year, rather than each semester. This could be something that could be implemented and would make things easier

on students. The literature also shows that this leads to increased retention. Lastly, Dr. Abraham wanted to address the challenge we have of aligning resources, aligning for growth and success. He feels that we do some things very well and that we should celebrate them more extensively. We need to focus resources in areas where they can have the greatest impact. Specifically, he mentioned graduate programs and research. Currently, there is an inactive search for the Associate Provost of Research and Dean of Graduate Studies and Research. Dr. Abraham would like to create two positions: the first would be the Dean of the College of Graduate Studies, a person who will focus on leading and growing our graduate programs and the second would be the Associate Vice President for Research, a person who can administer and lead the research effort and continue our growth on the research side. He believes we will go further if we have a person whose major focus is on all of the things that need to be done to promote research at this university. This will help faculty who are conducting research. It will help faculty who are working on economic development activities. There will be a singular person who is focused on leading these research efforts and is knowledgeable about how the processes work or should work so that research efforts can be appropriately supported and facilitated. This person won't conduct research, but will manage the operational things, so faculty can focus on the scholarship.

#### Questions:

Ray Biersdorfer stated that one of the challenges to getting students out in four years is that they are not prepared for calculus in their first year of school. He questioned whether anything could be done about this. Dr. Abraham responded that the first thing we need to do is to make sure that students who are ready for calculus in their first term are able to take the course right away and to get more students who are ready for calculus. We can work with high schools or have summer programs to help student be more prepared. We can also look at whether they need calculus in the first semester or whether we can arrange classes differently, so the students can get calculus ready.

Julia Gergits asked if Dr. Abraham could brainstorm the possible reorganization of the colleges. Dr. Abraham said we are looking at reorganization, but that we are at the very preliminary stages. Nothing else is defined. Dr. Abraham said that reorganization and the creation of the STEM College led to synergies between engineering and the sciences that wouldn't have been possible under the previous organization. He will be working with a faculty committee and a committee of department chairs to discuss the possible reorganization and opportunities for synergies and growth. Also, they will look at possible concerns. Both of these things need to be examined before any decisions can be made. Dr. Abraham said that he is hoping for reorganization because he think there is a potential benefit, but if the committee says no because of all these reasons, we will re-evaluate.

Elyse Gessler suggested that students be included in these reorganization committees. Dr. Abraham said he had no objection to this.

Jordan Edgell asked if Dr. Abraham could elaborate on his ideas for the Honors College. Dr. Abraham said there are two pieces: the scholarship portion and the programmatic portion. Regarding the programmatic portion, we are looking at a series of different experiences the students should have. Some of this pertains to classes, and others are things like service learning, undergraduate research opportunities, and study abroad. Many of these things we do already, but we'd like to do them more cohesively. He would also like to incorporate more course opportunities, more colloquial type things, more interdisciplinary opportunities, and

intercollegiate activities. From the scholarship perspective, the students who would be in the Honors program are already getting a high level scholarship. The honors scholarship would be beyond that. They could be anywhere from \$1000-\$5000. There will also be residence halls awards, and some number of conference scholarships. There is still a lot of discussion needed. Jordan then asked if more faculty would be involved. Dr. Abraham said that currently we have an Honors program. He would like there to be an Honors College, within which we can designate faculty in the Honors College.

Gabriel Palmer-Fernandez stated that Dr. Abraham used the terms “asked” several times when referencing the realignment of the Graduate School, the creation of Honors College, and reorganization. He asked who Dr. Abraham is asking about these things. Dr. Abraham stated that they are asking the Board of Trustees, who must be involved in these decisions.

Taci Turcel asked whether we have any administrative position in the School of Graduate Studies. Dr. Abraham said that we have an Associate Dean for the Graduate School, Sal Sanders, and Interim Dean of Graduate School, Scott Martin. She asked then if Dr. Abraham is proposing that we increase two positions. Dr. Abraham clarified that we have two positions currently and he would like to realign those job functions, so one will focus on research and one will focus on graduate programs. The two current positions will be replaced by the two new proposed positions.

Julia Gergits asked who the proposed Associate Vice President of Research would report to. Dr. Abraham explained that the person in that position would work under the Provost.

Adjournment @ 5:09 PM

Attachment 1

**MEMO**

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date **Oct 23, 2013** Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report  
**General Education Committee**

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)  
**Elected/Appointed**

Names of Committee Members

**Elected Members**

Matt O'Mansky: CLASS, Peter Reday: WCBA, Mary Levine: EDUC, Jennette Garr: STEM, Ewelina Boczkowska: FPA, Keisha Tyler Robinson: HHS

**Appointed Members**

Randall Goldberg: AH, Alan Tomhave: SPA, W. Greg Sturrus: NS, Guy Shebat: Skills, David Simonelli SS, Hillary Fuhrman: Assessment, Julie Felix: Advisors, Michael Slavens: Student, Jacob Schriener-Briggs: Student

Please write a brief summary of the report the Committee is submitting to the Senate:

- I. The following proposals were approved and circulated:

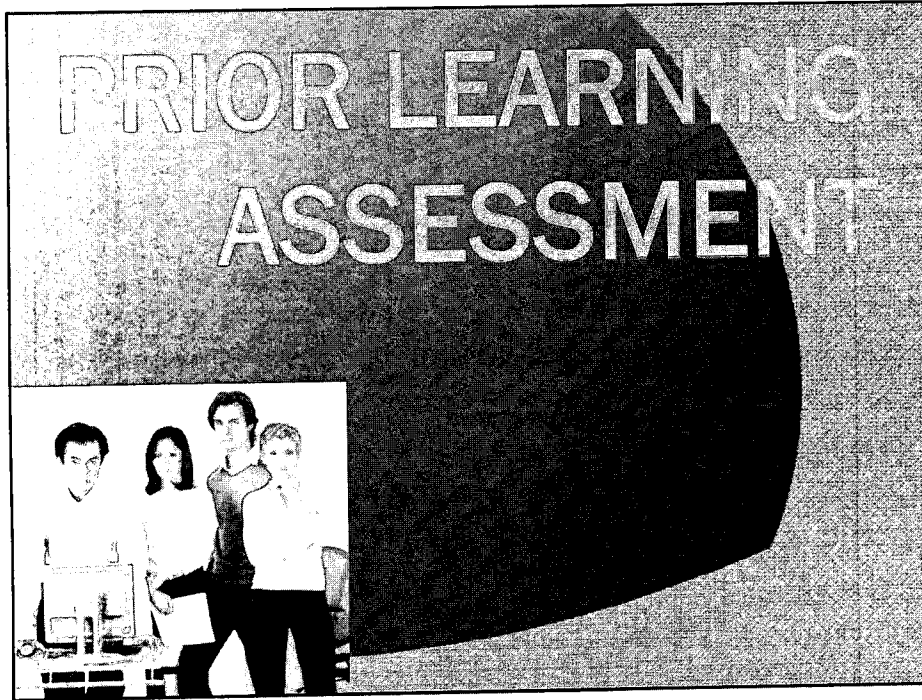
GEC #	Department	Course #	Course Title	Date		Hearing	Circulated
				Received	Domain		
14001	Math	Math 1511	Trigonometry	5/28/2014	MATH	9/19/2014	9/22-10/3

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration?

**Yes**

Joseph Palardy, Chair General Education Committee (2013-2014)

Attachment 2



Assisting Adult Learners Obtain  
Their College Degree

## Primary Purpose of PLA

- To evaluate and award credit for learning that occurs outside the classroom.

the goal is to encourage adult learners to  
college degree

## Why PLA?

- Make Ohio more competitive in a global economy where knowledge and skills highly prized and awarded.



## Why PLA?

- In Ohio, 59% of jobs will require some postsecondary education by 2020. Currently only 36% of adults in Ohio have an associate degree or higher – a gap of 23%.
- The National Center for Higher Education Management System projects that if Ohio continues doing the same things we're doing today, with our current rate of growth in postsecondary credentials, by 2025 the state will have 60,000 fewer citizens with postsecondary education credentials than it has today.



## Ohio Board of Regents

- Chancellor John Carey advocates
  - Learning acquired outside the traditional classroom needs to be systematically acknowledged:
    - Corporate training programs
    - Extensive volunteer activity
    - Military Service
    - Workplace experience
    - Etc...



## Ohio Board of Regents

- OBOR established the PLA Network with representatives from all public Colleges and Universities in the state in July 2013
  - Goal was to determine how to assess and award credit for prior learning
  - Three working groups were established with a deadline of December 2013 to develop “preferred models” on how to award this credit





## Working Groups

- Credit by Exam
- Military Service
- Portfolio



## Charge

- Identify best practices
- Defining preferred model for PLA development in Ohio
- Determining how consistency across campuses can be achieved and how quality can be guaranteed
- Addressing cost and credit transfer issues
- Exploring options for the evaluation of PLA policies and practices at the campus level and statewide
- Generating recommendations for what campuses and the state should do to develop and implement statewide PLA policies and practices in Ohio



## Credit by Exam Preferred

- Two types of Credit by Exam:
  1. Non-Institutional (CLEP, DSST)
  2. Institutional and/or Departmental Challenge Exams
- Develop transparent institutional
- Assure constancy and quality for all and departmental proficiency/challenge exams



## Portfolio Preferred Model

- Portfolio is a collection of evidence in support of a person's claim for credit through prior
- Develop a preferred model for portfolio
- Train discipline appropriate faculty within the institution to assess and validate a student's portfolio



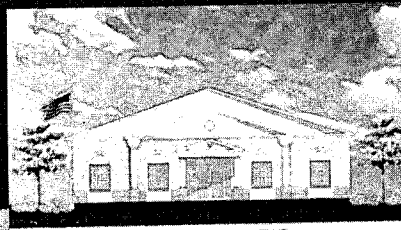
## Portfolio Cont...

- Determine appropriate fees for review and / or transcription of credit awards



## Military Preferred Model

- University System of Ohio Institutions:
  - » Same procedures in place at each institution for evaluating and posting credit.
  - » All University admission applications need to ask about military service.
  - » Each institution would have a clearly identified point of entry.



## Military Cont...



- Training for all faculty and staff working with incoming military-related students
- Award appropriate credit for life learning obtained in the military
- State Level there are many objectives
  - HB 488
  - American Council on Education (ACE) recommendations need to be articulated and have statewide transfer guarantees

## Military Cont...

- Federal Level
  - Develop a Department of Defense community college, similar to the College of the Air Force
  - Federal Financial Aid criteria should be flexible concerning Satisfactory Academic Progress (SAP)



U.S. DEPARTMENT OF DEFENSE

## PLA at YSU



- PLA Committee was formed in Spring 2014
- Committee developed subcommittees similar to the State:
  - » Military Service
  - » Credit by Exam
  - » Portfolio

## Committee Members

- Kevin Ball, Associate Provost – Committee Chair
- Rick Williams, Coordinator of the Office of Veterans Affairs
- Megan Collins, Financial Aid Counselor
- Amy Gordon, Manager Comprehensive Testing
- Sharon Mika, Assistant Director of Transfer
- Kim Verdon-Crooks, Director of the Office of Degree Audit
- Ron Cole, Public Information Officer
- Bill Buckler, Coordinator of Academic Advising
- Gary Swegan, VP Enrollment Planning and Management
- Sue Miller, Academic Advisor, YCADA President
- Mike Crist, Director of the Dana School of Music
- Alan Tomhave, Assistant Professor, Philosophy & Rel. Studies
- Tammy King, BCHHS Associate Dean



## PLA at YSU



- Committee reviewed YSU's current policies on Credit for Life Learning
- Developing policies for Portfolios
- Developing campus wide policies for Testing for Credit (CLEP, etc...)
- Reviewing policies for awarding Military Credit and developing implementation guidelines
- Creating a Webpage for PLA on YSU's
- Developing a Strategic Plan for marketing credit for life learning
- Developing a Strategic Plan for addressing the unique needs of adult learners (academic advising, additional services, etc...)

## PLA at YSU



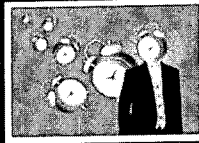
- Military Credit
  - » Application of the Joint Service Transcript (JST) to academic credit at YSU
  - » Credit for life learning resulting from service (application of that credit to education learning outcomes)
  - » State Level – MTAG development
- Credit by Exam
  - » Accept CLEP and DSST exams
  - » Develop Department Challenge Exams

## Plan Cont...



- Portfolio
  - » Develop 1 s.h. course on portfolio development students must complete
  - » Award credit for the following:
    - Individual Courses
    - Internship Credit / Clinical Experience
    - PLA – Independent Study Course for awarding block credit
  - » All credit must be linked to learning outcomes

## Time Frame



- Each sub-group will develop a Draft policies/procedures for the entire Committee to Review by October 1
- PLA Committee reviews and revises draft policies/procedures in October 2014
- Discuss PLA at the Academic Senate Meeting and the Chairpersons Meeting in September / October 2014
- Send entire draft (materials from all sub-groups) to other interested parties on campus in November 2014
- Revise document and send it for appropriate approvals (Academic Senate, President's Cabinet, Deans' Advisory Council, and Board of Trustees) in December 2014
- Final Document completed and approved by February 2015
- Institute PLA Policies and Procedures on Campus by mid-Spring 2015

## PLA and Student Success

- Students with PLA credit: 56% earned a college degree within 7 years
- Students without: only 21% earned a college degrees in seven year (CAEL 2010)



## PLA Myths (OBOR Responses)

- PLA is less rigorous than college classwork
  - o PLA is a set of established researched, validated methods for assessing non-collegiate learning for college credit
  - o Students follow a process that allows them to demonstrate their knowledge and have it evaluated by appropriate subject matter experts





## PLA Myths Cont...

- PLA reduces classroom enrollment
  - ⌘ PLA increases credit earned at the
    - CAEL's 2010 study found that PLA students (both degree and non-degree earners) completed an average of 54 credits in institutional coursework, compared to 44 credits completed by non-PLA students



## PLA Myths Cont...

- PLA is not an accepted practice
  - ⌘ PLA is awarded at many colleges and
    - ACE's 2012 surveys found that 92% of the 414 institutions surveyed granted credit for one or more PLA methods
  - ⌘ PLA is growing in popularity
    - A 2012 Lumina/Gallop poll indicated that 87% of Americans think students should be able receive credit for prior learning and 75% said they would be more likely to enroll in higher education if they could receive credit for what they already know

