ACADEMIC SENATE AGENDA

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

AGENDA

1. **Call to Order**

2. **Approval of Minutes for October 1, 2014 meeting** – The minutes can be downloaded at the following URL: http://www.ysu.edu/academicsenate/wp-content/uploads/2014/09/October-1-2014-Minutes.pdf

3. **Senate Executive Committee Report** – Chet Cooper, Senate Chair

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. Schriner-Briggs, Co-Chairs) – **No Report**

    e. General Education Committee (Joe Palardy, Chair) – **Attachment 1**

    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**
    b. **Ken Schindler- IT Issues**

10. **Interim Provost Martin Abraham to Address Senate**

11. **Adjournment**

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 Schriner-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 Received	Domain	Hearing	Circulated
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

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…

John Carey
Chancellor

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
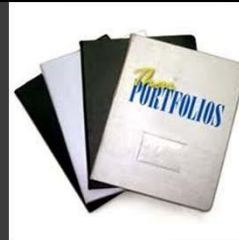
Credit by Exam Preferred

- 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.

WEST ELEVATION (WICK AVENUE)

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
  - ɞ HB 488
  - ɞ American Council on Education (ACE) recommendations need to be articulated and have statewide transfer guarantees

Military Cont...

- Federal Level
  - ɞ Develop a Department of Defense community college, similar to the College of the Air Force
  - ɞ 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
  - PLA is a set of established researched, validated methods for assessing non-collegiate learning for college credit
    - Students follow a process that allows them to demonstrate their knowledge and have it evaluated by appropriate subject matter experts
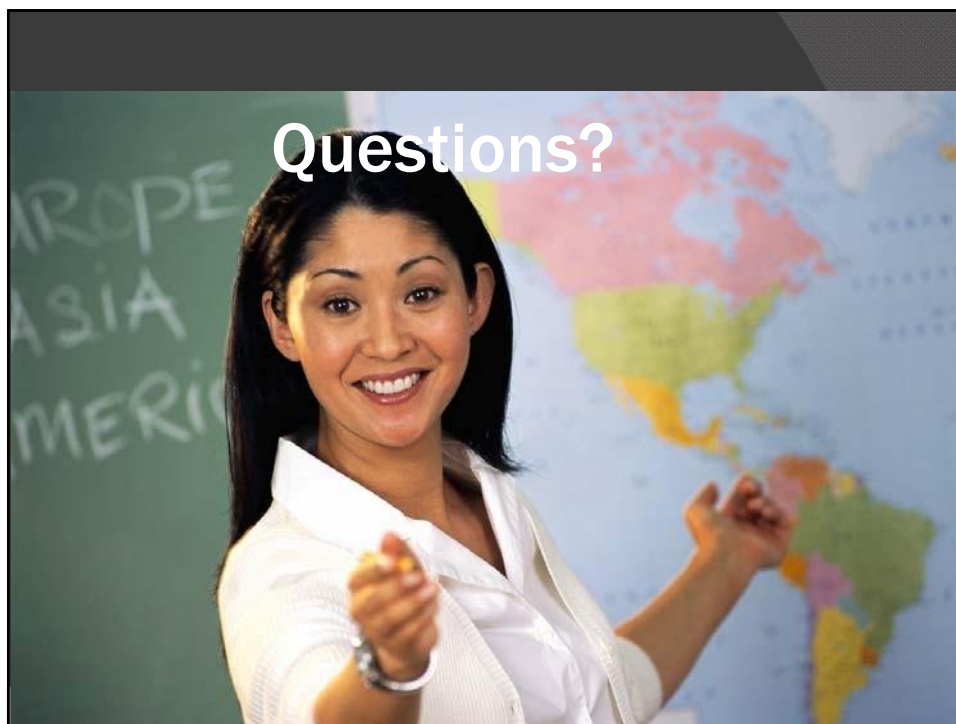
PLA Myths Cont...

- 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

Questions?

Sources

- Multiple communications from Ohio Board of Regents in regards to PLA
- OBOR (2014) *PLA with a Purpose: Prior Learning Assessment and Ohio's college Completion Agenda.*
- *Ohio HigherEd – University*