

Academic Council Co-Chairs Meeting Agenda

Friday November 22, 2013

10am-12pm CT 107

I. Approval of Minutes from Oct. 25th Meeting.

Academic Council - October 25, 2013

Unapproved Minutes

Meeting called to order at 10:04

Attendance: Antoinette, Alesa, Lisa B., Nancy P., Eric N., Jackie Teny Miller, Ann P., Amy DeLorenzo, Deb D., Adele W., Judith D., Crystal C., Gilberto S., Adam K., Judy A., April M., Mark B.

Ex Officio: Tracy L., Darrell M.

1. iPad pilot

Tracy made arrangements with Joel Nelson to assist during the meeting with the use of the iPad app Agendas, which allows attendees to take notes during the meeting on their iPads, type in questions and comments that they may have during a discussion which are then projected on to the projection screen for others to see, etc. Joel watched the flow of the discussion and has indicated that he has some suggestions on how we can make optimal use of this and other apps with the iPads.

2. Approval of minutes from Sept. 27 meeting

Motion by Adam; second by Lisa B. Approved

3. Governance Committee item

Tracy will ask members of the Governance Committee to attend/present at the next Academic Council meeting; the document appears to be a work in progress, with some items still needing revisions.

Q. Is the form for Academic Council only, or also for Policy Council?

A. It appears to be intended to be used by both councils. The form would likely go to Cathy Hatfield, to forward on to appropriate councils. Cathy would determine which committee on Policy Council would review, and forward on to the Academic Council coordinator to determine which committee on Academic Council would review.

The language on the Intake Form Example: "The receiving Council will then refer the matter to the appropriate Committee for investigation" needs clarified.

The Academic Council recommends that a survey of all faculty on the Governance Committee's recommendations be administered. The Academic Council would like to provide input into the survey prior to its administration.

4. FETPD items

A. FETPD contact person, someone to oversee (vs. staff training and development)

Tracy and Darrell will talk to Jack about the need for someone to focus on faculty professional development.

B. Sabbatical Policy

Judy Anderson presented on the changes to Policy 5-03 and Procedure 5-03(A) dealing with faculty sabbaticals. She remarked that the changes to the Policy were necessary due to changes in the faculty contract during the 2011 negotiations, but that the P&P manual had not been updated to reflect those changes. A subcommittee of the FETPD committee was formed to revise Procedure 5-03(A) to reflect the changes to the Policy and the new current language in the faculty contract. Judy remarked that this has been a faculty-driven process.

Lisa Briggs asked if the Policy clarifies what "non-standard sabbaticals" are, and Judy replied that the Policy does not, but that the faculty contract defines these.

Motion to approve: Antoinette; Seconded by Gilberto. Approved.

C. Professional Development funds for Academic Council and OAA Committee members

Deb Dyer suggested that step 1 of the proposed process should include completing PD Funds Information Form and travel request forms; step 2 would then say "submit all forms."

Tracy will check with Jack about signature process - do dept. chairpersons need to see these travel request forms, or is it ok for them to go directly to Alison P. Can the academic committee co-chairs sign as "supervisor"? Jackie Teny will talk to Alison about this process also.

These funds are also available for on-campus workshops, speakers, and professional development events. Lisa Briggs noted that the form does not seem to accommodate this type of activity very well.

Assessment Committee would like to send members to the Higher Learning Commission conference this year.

Funds from one committee can be shared with other committees. Need a process for this. Perhaps by approval of the Academic Council?

Forms need to be put on Blackboard.

Motion to approve: Adam K.; seconded by Ann P. Approved.

5. Honors Committee - Honors Graduation Requirements and Explanation

Q. Who will track attendance at events and/or service activities that students are required to attend?

A. Becky would likely have access to this information.

Q. Would taking a service learning course count as service?

A. No; but the service learning class could be an honors course.

Motion to approve: Alesa M.; seconded by Gilberto. Approved.

6. Instructional Success Committee - Blended Learning Task Force Recommendations

The ISC has approved recommendations from the Blended Learning Task Force dealing with best practices for designing blended courses, and brought those recommendations to the Academic Council. Recommendations include mandatory training for all faculty new to designing and teaching blended courses, collaboration between the faculty designer and the DEIS's instructional design team, and other items.

Motion to approve: Judy A., seconded by Deb D. Approved.

7. Student Support Committee - Advising Statement

Amy DeLorenzo would like to allow program faculty to determine whether or not embedded advisors are appropriate for their particular program.

Nancy Pine recommended removing the word "urban" to better reflect needs of Delaware campus.

Tracy and Deb have heard that there would be 16 embedded advisors (6 in A&S, 10 in C&T).

Add the sentence in front of the word "Specifically" - "Faculty within programs should be consulted throughout this process."

The following language was ultimately suggested to be forwarded to Dr. Cooley:

The Student Support Committee strongly endorses an expanded system of academic/program advising that best supports student needs, and correspondingly addresses the advising duties of many faculty. The College should expand its general academic and program-specific advising substantially, to meet or exceed best practice standards for advising in a large and diverse

community college environment. Faculty within programs should be consulted throughout this process. Specifically, the College should hire additional advisors; embed advisors within specific departments/programs and/or designate advisors to specific programs; provide additional training to current advisors in degree/program specifics; and appropriately compensate faculty for advising duties. The Student Support Committee urges the College to take these steps in recognition that robust, expert advising via meaningful one-on-one student interaction plays a central role in supporting our students' success.

Motion to approve: Adele; seconded by Gilberto. Approved.

8. Promotion & Tenure Process Committee - any feedback on promotion and tenure fellow?

Antoinette and Gilberto are fine with the language that Tracy crafted. They will share this information at their committee meeting today. Tracy will tell Jack C. to go ahead and send out the call for volunteers.

Tracy will try to draft a form for future faculty fellow positions (hours or reassigned time; job description; etc.)

9. Assessment Committee - Program Review

Polly brought this to the Assessment Committee, and is taking it to the Curriculum Committee later today.

There are concerns that to date this document has been authored by staff and administrators, and that there has been no participation of faculty in its creation. Some faculty have evidently heard it said that "OBOR is requiring this, but we've never done it." The consensus is that the AC needs to see where this is being required by OBOR.

A&S would also be required to do this (create programs).

Lots of data would be required; all the data required by "P" is supplied by faculty. There appears to be a great deal of "P items, meaning increased work for faculty – in particular, program coordinators.

Some indicated that the data that would/could be provided is questionable. This would be done in place of validation reporting for C&T faculty.

Darrell will check with Ohio Faculty Senate members to see if other community colleges are doing this as well.

It is not clear what the research questions are for collecting all this data.

Send questions/concerns to the Curriculum or Assessment Committee co-chairs, and they will compile a list.

10. Items for updates/calls for volunteers/requests

- a. PLA ad-hoc committee - Shane Bendele has also volunteered.
- b. HLC conference delegation and conference attendance – Several members of the Assessment and Curriculum Committees are likely interested in attending. Others?
- c. Volunteers for dean search (or other?) committees – the Academic Council may be asked to put forward nominees to college-wide committees in the future.
- d. Embedded advising
- e. Textbook affordability and digital content update – Tracy reminded the AC about an email that was sent to all faculty about possible reassigned time to work on this project.
- f. AtD and Student Success Council - contact Student Support Committee and Instructional Success Committee for one representative each to serve on the Student Success Council; \$200,000 per year for the next three years is available for student success initiatives.
- g. Pilots for dual enrollment courses request - due to the lack of credentialed HS teachers, they are moving to a model where high school teachers who are not properly credentialed would still teach courses that students would get college credit for, but would be overseen by a credentialed CSCC faculty member. There was a great deal of concern about this model - bad precedent. Ask Sean Casey to develop a statement to bring to the Curriculum Committee.
- h. Faculty to chairperson role
- i. OBOR 60 hour rule - the new draft from OBOR has a 62-hour requirement, rather than a 60-hour requirement. Jack C. is also advocating for more flexibility in the Basic Education requirements.
- j. Program review – discussed earlier
- k. Special topics subcommittee – looking at how to handle courses that in the past were taught as “special topics” courses, but in the future may not be allowed to use that designation.
- l. Learning Management System – reminder to provide feedback to the ITDL representatives about the LMS options being considered.

Meeting adjourned at 12:31.

Respectfully submitted by Darrell Minor

II. Kudos, Thanks and Cheers to Darrell Minor for his role as the Academic Council Coordinator

III. HLC Conference – Volunteers? (Have so far: Crystal Clark, Alesa Mansfield, Deb Dyer and Dan Zeiler)

IV. Academic Calendar – Request for our review from Regina Peal

Academic Calendar Autumn Semester 2014

April 21, 2014 (M)	Autumn Semester 2014 On-Time Registration begins
June 30, 2014 (M)	Readmission Deadline for Academic Dismissal and Academic Review-AU14
August 4, 2014 (M)	On-Time Admissions Application Deadline for Autumn Semester 2014
August 10, 2014 (SU)	Autumn Semester On-Time Registration ends
August 11, 2014 (M)	Autumn Semester Late Registration begins – late fee will be assessed
August 11, 2014 (M)	Ohio Residency Reclassification Processing Deadline for Autumn Semester 2014
August 18, 2014 (M)	Final Admissions Application Deadline for Full Term, First 8-week Term and First 5-week Term for Autumn Semester 2014
August 25, 2014 (M)	*Full Term, First 8-week Term and First 5-week Term classes begin
September 1, 2014 (M)	Labor Day - Campuses closed
September 4, 2014 (TH)	Full Term, First 8-week Term and First 5-week Term Last Day to Register – Late Registration ends
September 9 - 22, 2014	Late Admissions Application Period for Second 8-week Term, Second 5-week Term and Third 5-week Term for Autumn Semester 2014
September 14, 2014 (SU)	Last day to drop from First 5-week Term classes
September 19, 2014 (F)	AU14 Petition to Graduate Deadline due in Records & Registration by 4:30 pm
September 24, 2014 (W)	In-Service Day – Offices closed, no day classes
September 26, 2014 (F)	Last day to drop from First 8-week Term classes
September 28, 2014 (SU)	First 5-week Term classes end – grades due 9/30/14 before 11:00 pm

September 29, 2014 (M)	*Second 5-week Term classes begin
October 1, 2014 (W)	Second 5-week Term Last Day to Register – Late Registration ends
October 5, 2014 (SU)	Last day to remove Incompletes (I) incurred Summer Semester 2014
October 10, 2014 (F)	Columbus Day – Campus closed
October 18, 2014 (S)	First 8-week Term classes end – grades due 10/20/14 before 11:00 pm
October 19, 2014 (SU)	Last day to drop from Second 5-week Term classes
October 19, 2014 (SU)	*Second 8-week Term classes begin
October 23, 2014 (TH)	Second 8-week Term Last Day to Register – Late Registration ends
October 30, 2014 (TH)	
November 2, 2014 (SU)	Second 5-week Term classes end – grades due 11/04/14 before 11:00 pm
November 3, 2014 (M)	*Third 5-week Term classes begin
November 6, 2014 (TH)	Third 5-week Term Last Day to Register – Late Registration ends
November 11, 2014 (T)	Veteran's Day – Campuses closed
November 20, 2014 (TH)	Readmission Deadline for Academic Dismissal and Academic Review-SP15
November 21, 2014 (F)	Last day to drop from Second 8-week Term classes
November 27, 2014 (TH)	Last day to drop from Third 5-week Term classes
November 27-30, 2014	Thanksgiving Holiday – Campuses closed (TH, F, S, SU)
December 12, 2014 (F)	Graduation Ceremony
December 13, 2014 (S)	Full Term, Second 8-week Term and Third 5-week Term classes end - grades due 12/15/14 before 11:00 pm
December 13, 2014 (S)	Autumn Semester 2014 ends

V. Faculty Fellow Forms

Form 1: Faculty Fellow Application

Please list the faculty fellow position that you are applying for: (example: Assessment Faculty Fellow)

What College Division are you representing? (example : Career and Tech, or Arts and Sciences)

Please provide a short description of your experience working in the proposed Faculty Fellow Area, and or explain your interest in applying for the faculty fellow position.

Form 2: Faculty Fellow Description Form

Faculty Fellow Title: (example: Assessment Faculty Fellow)

Number of Proposed Faculty Fellows for this Position: (example: two faculty fellows one from A&S and one from C &T).

Faculty Fellow Call: (Call sent out from the Office of Academic Affairs via email to all faculty requesting applications).

Faculty Fellow Description Details: (Further details concerning the position not included in the call)

Proposed Faculty Fellow Hours:(Number of hours of reassigned time proposed)

Faculty Fellow report: (Office of Academic Affairs Person or Office/Division Person that the faculty fellow will report to)

Faculty Fellow Committees: (Committees/Work Groups and Task Forces that the faculty fellow will lead, be a standing member of, or serve in an ex-Officio role).

VI. Curriculum Committee Items

1. Item 1 - Dual Enrollment Concerns

Dual Enrollment Concerns

1. Dual Enrollment courses must meet the same standards of delivery and assessment and faculty qualifications as our departmental courses, not only to satisfy OBOR requirements, but also to meet our transfer agreements and to provide quality assurance to our preferred pathways partners ..

2. Given the rapid growth of the DE program, high turnover in the Department of DE, lack of consistent and ongoing training regarding changes to DE policy and procedure among Lead DE faculty, and general accountability within academic affairs for agreements negotiated on behalf of academic programs with partner high schools, the following concerns have arisen:

- piloting of creative delivery modes that bypass minimum requirements for instructor qualification
- widespread use of non-tenured junior faculty to oversee key DE programs
- high turnover of faculty leads resulting in inconsistent over site of course quality
- failure to involve or fully educate departmental chairs in DE rights and responsibilities among faculty
- failure to develop, revise, and widely share a consistent policy, procedure, and liability statement
 - failure to negotiate with the high schools minimum requirements for our courses on behalf of the faculty, these include, the purchase of required textbooks and enforcement of their use for the courses, lab materials and appropriate length, extra grading and feedback time for writing intensive courses, training and course preparation time for high school teachers, and other department specific concerns.

These leadership issues have resulted in the following specific questions and concerns:

- departments have no idea what the agreement says between CSCC and the high school. It is hard for us to enforce any policies when we do not understand the original terms
- We really need to have the liability issues ironed out. Everyone needs to understand who is ultimately responsible for the students in the class. When it comes to purchasing equipment, who is responsible for this? If the high school is charge of these items how can we make sure everything is ready before the start of the semester otherwise the course should not be offered.
- The students are routinely delayed when it comes to enrollment and Blackboard access. This is to their detriment when this does not happen until after the start of the semester. It truly affects the overall course and how it is taught.
- Who decides which courses are needed at anyone school? Does the department have any say in this?
- The qualifications for high school teachers seem fairly cut and dry, however routinely we see unqualified teachers applying and are pressured to put these classes forward. he the high schools getting the impression that just anyone will be approved? Why are these applications even forwarded from the office of dual enrollment (I do understand why this is done, but it seems like a waste of time for the lead instructors).

2. Item 2 – Program Review (From Both Assessment and Curriculum Committees)

Program Review Form - Concerns from OAA Curriculum and Assessment for OAA Co-Chair for *discussion* purposes.

Overview:

Dr. Polly Owens and Dr. Jack Cooley presented to both OAA Committees the new Program Review Form. The Committee Chairs then met to formulate and compile their questions and concerns. After our discussion with the Co-Chairs we will meet with Dr. Owens to ask all questions and share concerns of the Co-Chairs. We had discussed the possibility of the Academic Council putting out a 'statement of concern', but perhaps that would be pre-mature, as we won't be able to meet with Dr. Owens until after the new year. The following is a summation and a list of questions from the Assessment and Curriculum Committees.

Summation:

What are these reports going to be used for? There is only a vague statement about using it for "institutional planning and development." (This question is based on IRB methodology – in addition, if the use isn't communicated, people will draw their own conclusions). The report

requires a large amount of data to be collected; however, at this point we cannot gather most of the data requested in a reliable manner. If the data is of poor quality, the conclusions drawn from it will be as well. Further, the gathering of the data and performing the 'analysis of data and trends' for each section would be a very large task. While the chairperson is supposed to gather the data, it is likely that such a task would be delegated to the faculty as well. This will be a large time commitment and will be especially burdensome in small C&T programs. This report doesn't ask the right questions to replace Outcomes Validation Reports, so it would have to be done in addition to those reports. The report seems to have little to do with the curriculum of the college – it seems to be for administrators by administrators.

Questions:

1. What are you going to use the data for?
2. Has IRB been contacted about this report – Jack C. stated that it has been designed for 'external purposes'.
3. Where in AQIP is it stated that we need to do this reporting? (initially the statement was the OBOR was requiring this, but that has been revised).
4. Is the report generated every 3 or 4 years? There is conflicting information in the report (completed every 4 years but data reflects 3 academic years prior to submission date).
5. Revenue – Expense. We want a complete breakdown of these numbers
6. Who is the Senior Executive Director of Workforce Development? Hasn't that been disbanded? Related: What is the EMSI system
7. Data sources will be incomplete and therefore not reliable.
8. The Chair gathers the data?
9. The "Admin" Review Team consists of no Faculty.
10. Where does the report go? Where is it housed?
11. How would we know High School Data?
12. Data requested of Faculty such as "# of courses in programs taught by FT program faculty' should be collected by administrators.
13. If anticipated resources are under estimated (due to lack of data), what will be the effect?
14. If we disagree with data provided by the college (D), can we rectify errors?

3. Item 3 – New Course Pre-Approval Form
New Course Pre-Proposal Administrative Review (Draft)

All **new** courses will need to be submitted through the pre-proposal administrative review process for approval prior to starting course development work. It is anticipated that this review will take approximately 3 weeks. The individuals included in the administrative review process are, the department chairperson, appropriate division dean, and both associate vice presidents of academic affairs. This process is to ensure that the courses and programs being proposed align with the direction and partnerships of the college by clearly being identified as courses/programs specific to transfer degree requirements or deemed essential by industry or professional accreditation bodies. Pre-proposal administrative approval does not supplant the curricular process nor guarantee curriculum committee approval.

Date:

Faculty submitting the request:

Department/ Program:

Proposed Course Alpha and Number:

Proposed Course Title:

Proposed prerequisites, co-requisites, and course restrictions:

Proposed credit hours:

Proposed contact hours with break-down for lecture, lab, clinical etc.:

Lecture___ Lab___ Clinical___ Practicum___ Seminar___ Field Exp. _____

Directed Practice_____ Studio_____ Co-op exp. _____

Planned date of initial offering: (semester and year)

Please answer the following questions:

Is this course planned to be reviewed as a potential TAG course? If so, which TAG?

Does CSCC currently offer other courses that meet this same TAG? If so, what are they?

Is this course planned to be reviewed as a potential OTM course? If so, which OTM category?

Does CSCC currently offer other courses that meet this same OTM category?

Is this course planned to be reviewed as a potential CTAG? If so, for which CTAG?

Does CSCC currently offer other courses that meet this same CTAG? If so, what are they?

If the answer to any of the questions above is yes, please explain why it is important to offer this if it is an additional course in a particular category:

How does the proposed course fit into the current curriculum?

Is it part of a certificate or AAS degree? (Which one and describe its function: gen ed, basic related, technical requirement, technical elective)

Was it requested by an industry partner? (Explain what industry requested it and for what reasons)

Is it part of an AA/AS degree? (Which one and describe why it is needed as part of that degree)

Was it requested by a four year institutional partner as part of a pre-major or to supplement the four year institution's own course offerings? (Explain what institution(s) requested it and for what reasons)

Does it support some other important curricular function (e.g remediation)? Please explain.

Please give a description of the proposed course (include major content topics and outcomes for the course:

Approval to proceed with course development:

Chair

Date

Dean

Date

Associate VP, Academic Affairs Dr. Polly Owen

Date

Associate VP, Academic Affairs Dr. Karen Muir

Date

Recommendations

The faculty recognize that hiring a new director and assistant director in DE represents an opportunity to address many of these concerns. We recommend, among other ongoing quality assurance efforts, such as the continued pursuit of NACEP accreditation and training and development for faculty leads and chairs, that the following actions be taken:

Institute a new DE advisory committee led by a senior faculty member. The current DE subcommittee is of limited scope and authority and should be dissolved. The new committee should include stakeholders from the faculty, chairs, DE, and advising. The committee should develop a charge that includes regular reporting and documentation of DE procedures, growth, costs, quality assurance and accreditation. The committee should also be charged with addressing and documenting academic and administrative concerns such as late registrations, pilot and provisional teaching by under certified faculty, and so on.

Charge the new DE administrators with regular and consistent communication with faculty, including roll out of new courses, updates to administrative structures and procedures, and at least one meeting for training and solution-sharing among lead faculty each year (in addition to the ongoing training lead faculty are charged with delivering to high school teachers).

revise the application process for high school teachers and administrators so a more robust review of instructors and required times, facilities, and textbooks is possible before CSCC commits to granting credit for the courses.

VII. Academic Pathways Item

Prior Learning Assessment Report (Submitted by Lisa Schneider – Please see attached and note – we will likely not be able to complete a full-review of this today – Crystal’s committee is looking at this item. Lisa Schneider asked us to share this with the full Council as well. Please feel free to return comments to Tracy Little or Crystal Clark)

VIII. Student Support Committee Item

Request for Speaker: “ James Lang visit us for half a day on March 25th. James Lang is a regular contributor to the Chronicle of Higher Education and an English professor at Assumption College. He recently published a book called *Cheating Lessons*. In the book he explores the history of and research into cheating. He argues that learning environments that stress high stakes assessments and extrinsic rewards encourage cheating. He summarizes what research has shown about academic learning and argues that better pedagogy leads to less cheating.?

IX. Strategic Enrollment Management Update

1. Call for a Committee/Task Force/Work Group??? Sub-Committee – This is an item that needs to be integrated into the Academic Council
2. Call for a Volunteer – We need a volunteer for the SEM Team
3. Update from SEM Forum Thursday
4. Collection of Faculty Concerns – What we have so far – and thanks to the editors:

Strategic Enrollment Management Talking Points and Questions from Faculty

General:

- Faculty are aware that to make profits we need full classes. Set dates and enrollment goals for sections. Make them public (i.e.: Sections with enrollments below 8 four weeks before the term will be cancelled.) Allow very few exceptions to these.
- Why is a forum on this issue only taking place after the Spring schedule is out and instructors have made course requests? This shows fundamental lack of respect for faculty.

Use of Data:

- CSCC has only been under the semester model for one year. This is not nearly enough to make valid predictions
- CSCC has only had longer enrollment periods for one year. This is not nearly enough to make valid predictions

Impact of Early Cancellation of Courses and Changes to the Course Offerings in the Catalog:

- A significant number of students wait to enroll at a Community College for numerous reasons, financial aid, waiting for assessment results, family and work scheduling, etc.
- Chairs, Program Coordinators and Leads are most familiar with the enrollment patterns of their students.
- Classes were cancelled before they were even added to the Spring schedule, even though the catalog says they will run. This alters student's ability to plan their courses over the year. This will SIGNIFICANTLY impact graduation and retention rates.

Enrollment Growth will be stifled:

- Some programs are growing. Some are shrinking. Some are flat. To allow for growth, programs and courses may need to try new types of offerings, such as different times, modalities, etc. Instead of restricting course scheduling to only what was offered in previous semester, new times and sections may need to be added to accommodate for growth and changes.
- We are applying college-level rules to decisions that need to be at a program level

Service to Students, Small Programs and Unique Populations of Students:

- Many programs have unique populations of students who cannot be accommodated simply by offering only “prime-time” courses. Many programs have day and evening tracks. If a class is cancelled during the day – students cannot just move to the other class due to family and work conflicts.
- The role of the community college is to provide services to students in diverse situations. That means that offering a variety of courses at a variety of times: day, evening, blended and online. If we cannot fulfill that goal we are not adequately serving our community or our unique population of students.
- Small programs will be eventually shut down if this policy continues. Shutting down 20 small programs will lose hundreds of students who take A&S classes as well as their in-major classes.

X. Guest: Ingrid Emch – Faculty Governance Process Document (see attached)

XI. Proposed Meeting Dates for Spring:

1. Friday, January 31, 10:00 - Noon
2. Friday, February 28, 10:00 - Noon
3. Friday, March 28, 10:00 - Noon
4. Friday, April 25, 10:00 – Noon

XII. Requests and Updates

1. Advising – Most likely teams will be organized at the Division level to see location of advisors
2. Faculty Fellow Updates – Possible Academic Council Assistant, maybe not a Curriculum Fellow?
3. Please send requests for new members of your committee to Tracy L. – Elections will be held in March for open positions with the regular governance elections.

XIII. New Business/Other Announcements





Faculty Governance Structure and Process Recommendations

Submitted by:

CSEA Faculty Governance Committee Members

Paul Carringer
Ingrid Emch
Lydia Gilmore
Paul Graves

November 2013

I. Executive Summary

This proposal is the culmination of work by the Faculty Governance Committee, which was formed to explore and identify an appropriate model for faculty governance and recommend changes in College Policy and Procedure that will provide for faculty governance in areas involving issues of an academic nature, including but not limited to curriculum, assessment, student attainment and retention.

The committee further defined their objectives to attend to a variety of concerns including developing and maintaining trust within the governance process, providing a mechanism for ongoing review and enhancement of the governance process, allowing thoughtful deliberation and evidence-based decision-making, clarifying the scope of each Office of Academic Affairs OAA committee, clarifying the roles of committee members and co-chairs, clarifying the responsibilities of the OAA Faculty Fellow, developing equitable and effective committee member selection processes and terms of service, developing processes for assignment of agenda items to OAA committees, and developing a system for communicating recommendations and outcomes of committee work.

Information was collected from faculty, current OAA committee members, current OAA Co-Chairs, the previous OAA Faculty Fellow, the American Association of Community Colleges Convention sessions, CSEA leadership, and the literature available in published and/or electronic form that outlines the faculty governance practices at other institutions across the nation.

The information gathered identified some established governance practices within the OAA committee format that are successful as well gaps in current process or suggested alterations to current processes. In general, the OAA committee structure, including the roles of co-chair and faculty fellow, works effectively to provide faculty the oversight of curricular and assessment decision-making. Gaps or concerns identified were largely related to continuous review, transparency, communication, role clarification, and member selection and terms of service.

This committee recommends that this proposal for Faculty Governance be reviewed by the OAA Academic Council, by CSEA leadership, the Vice-President of Academic Affairs and the President. The committee considers this proposal a working document, which will continuously evolve based primarily on the work of the OAA Academic Council and its supporting committees. However, a process for annual review of the entire shared governance system is recommended.

II. Guiding Objectives

This proposal was precipitated by a Memorandum of Understanding (MOU) in the faculty contract. In addition to the guidelines set forth in the MOU, the faculty desired to achieve several key outcomes with the faculty governance structure and processes.

a. Memorandum of Understanding (MOU) in Faculty Contract

The 2011-2014 CSEA/CSCC Bargaining Contract included a Memorandum of Understanding that called for a faculty committee to recommend an appropriate model for faculty governance. The MOU in full states:

The Association and the College agree to establish a committee to explore and identify an appropriate model for faculty governance and recommend changes in College Policy and Procedure that will provide for faculty governance in areas involving issues of an academic nature, including but not limited to:

- *Curriculum*
- *Assessment*
- *Student attainment and retention*

CSEA shall appoint four (4) faculty members to the committee, two (2) from the Arts & Sciences Division and two (2) from the Career and Technical Division. The committee will commence its work no later than the start of Winter Quarter 2012. The committee will make a recommendation of a faculty governance model to the President of the College.

b. Key Goals and Outcomes

The proposed structure and processes were developed with several key goals and desired outcomes in mind. These goals and outcomes include:

- To develop a sense of trust for faculty, as well as staff and administration, in the faculty governance system, especially as it pertains to issues related to curriculum, assessment and student success.
- To provide scheduled opportunities for review, feedback and recommended changes regarding the OAA committee and Shared Governance structure.
- To provide the college with a governance system that is grounded in thoughtful deliberation and based on evidence to advance the college's mission, vision and values.
- To clarify the scope of responsibility for each of the 10 OAA committees.
- To clarify the role of committee members, the committee co-chairs, and the OAA Faculty Fellow.

- To establish terms of service for committee members, committee co-chairs and the OAA Faculty Fellow.
- To develop democratic processes that are fair, equitable and effective for committee member selection, committee co-chair selection, and the OAA Faculty Fellow selection.
- To develop effective processes for assigning agenda items to OAA committees and the OAA co-chairs leadership group.
- To develop effective processes for communicating OAA committee and OAA co-chairs leadership group recommendations and outcomes.

III. Data Gathering Process

Information was collected from faculty, OAA Co-Chairs, the current OAA Faculty Fellow, the American Association of Community Colleges Convention sessions, CSEA leadership, and the literature available in published and/or electronic form that outlines the faculty governance practices at other institutions across the nation.

During this data collection period, the OAA committees and Policy Council structure and practices were being refined and also served as a source of information for successful practices and gaps in process. The evolutionary nature of governance at the college will be ongoing, and this proposal recognizes the need to continuously review the governance process and structure for needed improvements.

a. Literature Review

Many key issues related to faculty governance were identified through a review of the literature. A summary of key considerations to an effective faculty governance structure and process is presented within the academic literature presented below.

Governance is a function of structure and of how people act within that structure. (Schuetz, P., "Key Resources on Community College Governance." In *New Directions for Community Colleges*, Spring, 2008, 141, 91-98.)

"Effective governance is defined as the structure and processes that achieve desired outcomes via a decision-making process grounded in thoughtful deliberation and evidence" (Amey, M.J., Jessup-Anger, E., and Jessup-Anger, J., "Community College Governance: What Matters and Why?." In *New Directions for Community Colleges*, Spring, 2008, 141, 5-14.)

Certain characteristics and attributes are common to effective community college governance models. They include "clarity, openness, fairness, competence, and stability". (Fryer, T.W., and Lovas, J.C. *Leadership in Governance: Creating Conditions for Successful Decision Making in the Community College*. San Francisco: Jossey-Bass, 1991.)

Governance is increasingly important to organizational functioning as “effective governance provides institutional purpose, clarifies strategic direction, identifies priorities, and exerts sufficient control to manage outcomes” (Amey and VanDerLinden, 2002).

Beyond organizational functioning, “factors such as culture, trust, involvement, and sense making affect effectiveness as much as structures” (Amey, 2005; Pope and Miller, 2005; Pope 2004)

“Many factors affect governance structures and processes. Identifying a clear and operational mission when demands and expectations compete with one another is one significant force. Other forces include conflicting organizational goals, federal and state legislation, funding, judicial involvement, a resurgence in faculty participation, public scrutiny, local politics, community needs, cost containment, accountability, compliance mandates, changing student markets, competition, performance funding, attitudes and values of key decision makers, institutional culture, and board members” (Amey, 2005; Amey and VanDerLinden, 2002; Levin, 1998).

Communication within the system and between constituent groups is highlighted as being important. “Faculty must understand institutional communication strategies as well as structural reforms if they are to be more effective in contributing to the college’s mission” (Tierney and Minor, 2004).

“Leadership, trust, and relationships supersede structures and processes in effective decision making” and “campuses can build effective governance through an investment in leadership development and through mechanisms that nurture faculty, staff, and administrative relationships” (Kezar, 2004).

“Consensus building and gathering input from various constituents, which are hallmarks of team leadership, improve governance processes” (Evans, 1999).

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b. OAA Co-Chairs

The Faculty Governance Committee met with the OAA Co-Chairs at one of their meetings in Spring 2013 to collect information about what aspects of the new OAA committee system were working and what outstanding needs should be addressed and how they should be addressed. Issues like committee member elections, terms of service, committee charges, forms, and committee leadership were discussed. The proposal addresses each of these concerns identified by the OAA Co-Chairs.

c. Faculty Survey

In Summer 2013, the Faculty Governance Committee developed an electronic questionnaire to all full-time faculty at the college. The objective of the questionnaire was to collect information regarding the level of satisfaction with the current OAA structure. The questionnaire, consisting of 22 questions, was submitted to the Institutional Review Board (IRB). Due to hurdles with the IRB and the time-consuming nature of conducting a faculty survey with IRB support, the survey was never distributed. However, results from Modern Think Higher

Education Insight Survey (2013) showed a broad dissatisfaction with the current governance structure. (47% of faculty support the current governance structure and 37% of exempt professional staff support it.)

d. American Association of Community Colleges (AACC) Convention

A committee member attended the 2013 national convention of the American Association of Community Colleges, held in April in San Francisco, CA.

Specific to the work of the committee, the Participatory Governance System session was informative to our work. In this full session, the following characteristics of participatory systems were identified and discussed. Please note that the topics and outcomes discussed fit well with the review of the literature.

- In a participatory system, directing boards call all college constituency groups to be active partners in the governance of the institution.
- The charge of these boards is for participatory governance where all constituent groups engage in thoughtful deliberation and decision-making within a process that leads to recommendations being made to the college president.
- The main goal is mutual agreement so that the mission, vision, and values of the institution are protected and advanced.

The presenters at a session entitled "Literature and North American Systems Review" did a comprehensive literature review and a national systems review to explore how other community colleges create, manage, and revise successful systems of governance. Some of their findings include:

- There are three or four types of governance structures displayed.
 - Constituent Councils – Groups of concerned people within the institution including students, faculty (full-time and adjunct), staff and administration.
 - Campus Councils – Location-based groups including campuses, branches, and specific functional sites such as airports, trade buildings, and workforce development sites.
 - Functional Councils – Natural functions that are a part of the institutional business model including student services, libraries, safety forces and facilities management.
 - Hybrid – Combinations of structures that are specific to institutions and the functioning of the individual institution. An example is: Constituent/Campus/Functional in ways that allow issues to move up the system and across the system as needed. This could be something like a constituent group (fulltime faculty) that interacts with a functional group (Physical Plant) that is location specific (airport).

- With the development of a system of governance that is institutionally-specific, a variety of questions can be asked and issues addressed. Those discussed at the AACC convention session are presented here.
 - Participation: What groups should have opportunities to participate in a governance system? (Faculty – Fulltime and/or Adjunct? Staff? Administrative?) How will they be engaged in the process of governance system development, growth, and institutionalization?
 - Structure: What structure fits best? Here it is important to ask not just how the system works, but what parts of the system need cross functional/cross constituent group oversight?
 - Goals: What are the institutional goals for governance?
 - Management and Training: How can the system of governance be managed? Some institutions have a staffed office to handle the administrative duties of the governance system. Who will the manager of the system report to?
 - Nominations and Elections: What is the best way for the institution to handle nominations and elections? Some larger institutions utilize election software and outside election management providers to allow for ease of nomination, election, and reporting as well as maintaining integrity of the system.
 - Length of Service: What will the length of service be? One year? Two years? More? A combination?
 - Training: How will newly elected or appointed members be trained and who will do the training? Will there be mandatory training for new members to the governance system? Who will be responsible for the training?
 - Dispute Resolution: Will there be an impartial person or office to handle disputes within the system? If yes, who does that person report to? What is their authority? Can the president override decisions?

To summarize, the development of an effective system of governance must be institutionally specific. It must be driven by the goals of the institution for governance and must reflect the mission, vision, and values established. The system needs oversight and management but with an open and transparent process that builds trust within and between all constituents groups.

e. Faculty Leadership for CSEA

Faculty leaders of CSEA were consulted to identify issues that should be addressed. CSEA leadership not only provided expertise regarding contractual obligations, but they also were able to provide a historical context regarding faculty governance issues at the College, including the successes and challenges of previous models of shared governance, faculty senates, and curriculum and assessment committees.

f. OAA Faculty Fellow

In Autumn 2012, a Faculty Fellow was selected by the college to coordinate the work of the 10 OAA committees. The Faculty Governance Committee met with the OAA Faculty Fellow and had multiple follow-up conversations regarding successes and challenges with the new OAA committee and Shared Governance structure. Issues such as term limits, committee member elections and membership, communication processes, etc. were informed by the OAA Faculty Fellow.

IV. Faculty Governance Structure

The formation of 10 faculty committees (OAA committees) in 2012 officially introduced a new structure for faculty governance at the college. The goal of this proposal is to retain that 10-committee structure but to also further define key processes and requirements for the committee membership, leadership and facilitation.

a. OAA Committees

The 10 OAA committees include:

- Academic Pathways Committee
- Academic Rules and Policy Committee
- Assessment Committee
- Curriculum Committee
- Faculty Entry, Training and Professional Development Committee
- Honors Committee
- Instructional Success Committee
- Student Support Committee (see recommendations below)
- Service Learning Committee
- Tenure and Promotion Process Committee

The charters for each of these committees are included in the Appendices of this proposal (see page 19) and each outlines the purpose, scope, key stakeholders, and objectives for the committee. We recommend that the charters be reviewed annually and updated as necessary. Currently, some charters need some attention.

Upon recommendation of the OAA Co-Chairs, additional committees may be added to accommodate the work faculty must do related to curriculum, assessment, and student success. A new committee may begin functioning once approved by the Academic Council and the Senior Vice President of Academic Affairs.

Each OAA committee should have authority to establish short-term (no more than a year in length) task forces to assist them in their operation. The scope and membership of the task forces will be determined by the committee proposing the task force with the approval of the Academic Council. The forms for establishing a task force should be created by the Academic Council.

b. OAA Committee Co-Chairs

Each OAA committee has two co-chairs who represent the committees on the Academic Council (see recommendations below), the voting body for faculty shared governance. One co-chair is an Arts & Sciences faculty member from the committee and one co-chair is a Career & Technology faculty member from the committee. A job description for the OAA Committee Co-Chairs is included in the Appendices of this proposal (page 40).

c. OAA Faculty Fellow

The OAA Faculty Fellow is appointed by the Senior Vice President of Academic Affairs to facilitate the work of the 10 OAA committees and the committee co-chairs leadership group. A job description for the OAA Faculty Fellow is included in the Appendices of this proposal (page 41). The OAA Faculty Fellow has some administrative authority in the faculty governance process.

When a new OAA Faculty Fellow is up for appointment, the position should be announced by the Senior Vice President of Academic Affairs and applications accepted over a minimum of one month. Application reviews will be done by committee including two OAA Co-Chairs (1 A&S, 1 C&T), one CSEA representative, and one Office of Shared Governance representative. Committee recommendations will be submitted to the Senior Vice President of Academic Affairs, who will determine the final appointment. Candidates not selected will be notified by the Senior Vice-President of Academic Affairs and provided with a rationale for the decision and suggestions for future applications and needed expertise.

d. Recommendations for Changes to Structure

The Faculty Governance Committee recommends that the 10 OAA committees, the OAA Academic Council, and the OAA Faculty Fellow remain active but that the following name changes are made:

- Change the name of the Student Support Committee so that it is different than the Policy Council committee of the same name.
- Change the name of the OAA Co-Chairs group to Faculty Council instead of Academic Council to identify this more clearly as the faculty leadership group for Shared Governance.

- Change the name of the OAA Faculty Fellow to Faculty Council Administrator.

e. Academic Council (Faculty Council) and Policy Council Interactions

The Faculty Council is the leadership committee of OAA Co-Chairs that is charged with decision-making for the OAA faculty committees. Any proposal falling within the scope of curriculum, assessment and student success must be submitted to Faculty Council for assignment to the appropriate committee(s) before consideration by the Policy Council. Recommendations from the Faculty Council will be submitted to the Senior Vice President of Academic Affairs for approval. The Senior Vice President of Academic Affairs will submit approved recommendations to the Policy Council, if the recommendation requires the modification of an existing college policy or the creation of a new college policy. (See section VIII. d. for process information.)

The Policy Council includes four standing committees: Technology, Student Support, Human Capacity Development, and Fiscal Resources and Facilities. Each Policy Council committee has faculty representatives, and CSEA has a faculty representative appointed to Policy Council. Appointed Representatives also include the Associate V.P. of Academic Affairs responsible for Shared Governance, the OAA Faculty Fellow (Faculty Council Administrator), and a Faculty Council representative.

V. Faculty Governance Committee Membership

The 10 OAA committees currently have between six and 12 members each. Volunteer members were initially appointed by the Senior Vice President of Academic Affairs and the Faculty Council Administrator.

a. Membership Elections and Appointments - Recommendations

Committees may include up to 14 members (8 elected and up to 6 appointed by faculty on the committee through a vote – even number of elected members from C&T and A&S divisions and even number of appointed members from C&T and A&S divisions). The Office of Shared Governance, with the assistance of the Faculty Council Administrator, will coordinate elections at the same time each year as elections for Policy Council occur (should be at the beginning of each academic year in August). For first elections after this proposal is accepted, there will be some faculty elected for one-year terms, some for two-year terms, and some for three-year terms to accommodate a rolling membership and balance between divisions.

Each committee may appoint up to six members to meet the workload of the committee. Appointees are selected via consensus by the committee members. Typically, appointments would come from prior members who were productive but who did not get elected for another term (including co-chairs who still have another year of their two-year role), from faculty who are identified as having expertise related to committee initiatives, or from faculty who directly express an interest in joining the committee

There are no term limits on committee membership. Therefore, a faculty member may be elected as a member of any OAA committee for as many terms as he/she wishes to serve.

b. Membership Terms of Service

Standard terms for committee membership, including appointments, are three years. Elections will be staggered so that one-third of members on each committee is elected each year. OAA committee members may also serve on Policy Council simultaneously.

c. Mid-year vacancies

Mid-year vacancies on committees will be handled by appointment only. Appointments to mid-year vacancies would complete the term of service for the vacated faculty member.

d. Summer Service

Faculty serving on OAA committees are not required to participate in committee work if they do not accept a summer contract. If the faculty member is working any hours during summer semester, OAA committee work will continue during that summer semester. If the faculty member is not working any hours during summer semester, a temporary appointment may be considered by the committee if necessary; however, the faculty committee member may return to service on the committee at the beginning of Autumn Semester if the three-year term of service is not yet completed.

VI. Faculty Council (OAA Committee Co-Chairs) Selection and Terms of Service

a. Elections and Terms of Service

Co-chairs are elected at the beginning of each academic year by the members of their committee for 2-year terms of service. Elections are staggered so that one year the C&T co-chair is elected and the following year the A&S co-chair is elected. Co-chairs may serve a maximum of two consecutive 2-year terms (plus any partial terms served for vacated positions).

We strongly recommend that faculty serve on a committee for one year prior to serving as a co-chair for the committee but acknowledge that sometimes this may not be practical.

b. Terms of Service

The terms of service for Faculty Council members are two years.

Note that terms of service for membership must be met along with terms of service for co-chair. Co-chairs need to be elected or appointed if their membership term is up during the middle of their two-year term as co-chair.

During the first two years upon approval of these recommendations, faculty currently serving in the role of co-chairs may maintain their role, if desired. Elections of co-chairs will begin as needed but no later than two years from implementation of this process.

c. Reassigned Time

Co-chairs will receive three hours of reassigned time for each semester during which they serve on the Faculty Council.

d. Mid-term vacancies

Mid-term vacancies for co-chairs will be handled by a new vote within the committee that has the vacancy. Elected co-chairs to mid-term vacancies would complete the term of service for the vacated faculty co-chair. Filling a partial term of service as co-chair will not apply toward the two-term limit for co-chairs. New co-chairs will begin receiving the three reassigned hours at the beginning of the first full term in which they serve.

e. Summer Service

Faculty serving as co-chairs are not required to participate in committee work if they do not accept a summer contract. If the faculty member is working any hours during summer semester, OAA co-chair and committee work will continue during that summer semester. If the faculty member is not working any hours during summer semester, a temporary appointment may be considered by the committee if necessary; however, the faculty committee member may return to service on the committee at the beginning of Autumn Semester if the two-year terms of service are not yet completed. Temporary appointments will receive three hours of reassigned time for the summer semester.

VII. Policy Council and Academic Council Meeting Requirements

- a. Robert's Rules of Order should be followed for all Policy Council and Academic Council (Faculty Council) meetings. These rules are very helpful to conducting a meeting and tracking decision-making that happens at a meeting. In addition, these rules are flexible enough to allow for committees to discuss issues of importance. General requirements within Robert's Rules of Order include the chairperson recognizing committee members prior to speaking, calling the question for votes, stating motions, requesting any motion modifications, requesting motions to be called and seconded, and monitoring the discussion so all members who wish to speak have the opportunity to do so.
- b. Committee Chairs and Co-Chairs should lead the meetings, encourage members to participate, prepare an agenda, and disseminate the agenda prior to the meeting.
- c. Minutes should be written for all meetings and approved by the committee membership at the next scheduled meeting. These minutes should be posted to the governance website for access by all employees.
- d. Materials pertinent to any vote to be conducted at a meeting should be provided to committee members (electronically, when possible) at least five work days prior to the vote.

VIII. Issue Identification, Master Tracking, Assignment, and Recommendation Process

As issues are identified that should be addressed by Policy Council or Faculty Council, a process for tracking these issues, committee assignments, and resulting recommendations is very important.

a. Submitting Issues for Consideration

Our committee recommends that a Governance Issue Tracking Form be developed by members of Faculty Council and Policy Council for tracking purposes. A sample form is attached in the Appendices of this proposal for consideration as an example (pages 42-43). At a minimum, the form should include the date of submission, the name of person submitting the form, a description of the issue, a place to identify the appropriate committee assignment, a checkbox for expedited status, a place for recommendations, and a place to list all impacted, created or revised policies and procedures.

Any faculty member, staff member or administrator may submit an issue for consideration to the Office of Shared Governance. This form would be completed by the person identifying the issue and would be submitted to the Office of Shared Governance and copied to the Faculty Council Administrator.

The Faculty Governance Committee recommends that submissions be accepted on an ongoing basis.

As all committees meet at least once per month, the intake forms should be reviewed and delegated to the appropriate committee within one month of submission.

b. Expedited Process

Our committee recommends that the OAA Faculty Council and Policy Council define an "expedited" process for issues that are time sensitive to the college. This option should be included on the Governance Issue Tracking Form so issues can be processed accordingly.

c. Tracking Issues and Changes/Additions to Policies and Procedures

Our committee recommends that the master tracking form developed for the Switch-to-Semesters process be used as a model for tracking the issues submitted through the governance forms. This would be maintained by the Office of Shared Governance. Tracking of the issues would include additions, revisions, and deletions of policies and procedures. A sample form – Policy Milestones and Progress Template – is included in the Appendices section of this document (page 44). A link to this document should be included on the Shared Governance Website for easy access by all faculty, staff and administrators at the college.

d. Submitting and Finalizing Recommendations to the Senior Vice President of Academic Affairs

A form currently exists for this purpose but is not consistently used by Faculty Council. With the development of a new Governance Issue Tracking Form, the current form could be eliminated and replaced with the new form, as long as a section is included for addressing recommendations. This form, with accompanying recommendations and applicable documentation, should be submitted to the Senior Vice President of Academic Affairs in all instances and copied to the Office of Shared Governance for inclusion in the master tracking document. The Senior Vice-President of Academic Affairs must review the recommendations and forward the completed form with recommendations to the Office of Shared Governance with a copy to the Faculty Council Administrator. This will allow follow up by the Faculty Council as well as updates on the master tracking document. In addition, the Office of Shared Governance will provide the Policy Council with any issues and accompanying recommendations that require changes to policies and procedures.

e. Communicating Status of Current Issues and Outcomes of Recommendations

Regular and ongoing communication regarding the status of current issues and outcomes of recommendations is important to the governance process. There are three primary communications to accommodate this need.

- Shared Governance Website

The Shared Governance website will include agendas and minutes of all OAA committee, Faculty Council and Policy Council meetings accessible to all employees at the college. All Policy Council and Faculty Council agendas and minutes would be located on the same site. These groups will need to discuss the merits of internet vs. intranet and/or Blackboard locations for this one site, but the recommendation is to have only one location for all of this information.

- Monthly Status Updates from Faculty Council Administrator

The Faculty Council Administrator will provide monthly email updates on all active issues discussed in the Faculty Council. These emails will be sent to all faculty, staff and administrators at the college and also posted on the Shared Governance Website. These emails will serve as a sort of Executive Summary of all items identified within the agendas and minutes of OAA committees and Faculty Council. These emails will be copied to the Shared Governance Website.

- Semester Status Updates from Senior Vice President of Academic Affairs

The Senior Vice President of Academic Affairs will provide a semester summary to communicate the outcomes of all recommendations submitted from the Faculty Council. This will serve as a sort of Executive Summary of all recommendations identified on the intake forms and reported on the master tracking document. These summaries will be emailed to all faculty, staff and administrators at the college and copied to the Shared Governance Website.

The Faculty Council Administrator will work with the Office of Shared Governance to maintain the ongoing process of governance form completion, recommendations submissions, and master tracking document completion.

IX. Addressing Conflicting Recommendations via a Conference Committee

While issues under the purview of Faculty Council are generally clear as they pertain to curriculum, assessment and student success, at times there may be differences of opinion regarding recommendations, especially when policies and procedures are affected. These differences may surface between the Policy Council and Faculty Council or perhaps between two OAA committees.

To address this situation, our committee recommends the creation of a Conference Committee. Conference committees are typically created to try to reach a compromise when the Councils and/or the associated committees approve policies that are in conflict with other governance groups. The model for conference committees comes from the legislative branch of the federal and state governments. The recommendations presented below should be refined by the current Faculty Council and Policy Council.

If the policy in question is in conflict with policies of councils or committees other than the policy-originating council or committee, the council or committee of origination for the policy in question may ask a conference committee to resolve the differences between the conflicted councils or committees. The conference committee may only accept, reject, or amend the disputed policies for recommendation.

If there is a tie vote in a Conference Committee on the question of what to recommend, the matter must be referred to the full committee from which the proposal came for consideration without recommendation. Further guidelines for this process would need to be developed.

A conference committee may consider only disputed policies. The committee may recommend:

- acceptance or rejection of each disputed policy in its entirety; or
- further amendment of the disputed policies.

Copies of the engrossed policy and the disputed amendments are provided to the conference committee members.

a. Membership

A conference committee is a joint committee traditionally made up of a three-member committee from each council. In most cases, the Conference Committee would consist of three members of the Faculty Council and three members of the Policy Council. Methods of appointment would need to be determined, but generally the leadership of each Council would make the appointments. A leader should be identified within each group.

b. Meetings

The Office of Shared Governance sets up all Conference Committee meetings as needed and provides administrative support. Committee members should receive written notice that they are serving on the Conference Committee.

The leaders representing both the Faculty Council and Policy Council must agree on the time and place of all joint Conference Committee meetings. This information must be announced publicly to the entire college community and unions that represent members of the college body.

A Conference Committee meeting is an open meeting but not a public hearing. The committee must keep minutes and must allow the public to attend, but it does not accept public comment.

c. Voting

Because conference committees are joint meetings of two committees, the members from each council vote separately. A majority of each council's committee must agree before any action may be taken, unless otherwise specified by the rules of the council.

If there is a tie vote in a Conference Committee on the question of what to recommend, the matter must be referred to the full committee from which the proposal came for consideration without recommendation.

d. Reports

A Conference Committee must report the results of its deliberations. If the Conference Committee doesn't reach agreement or its report is not adopted, the amendments are considered rejected.

X. Faculty Governance Review Committee

The Faculty Governance Committee recognizes that the process and system for faculty governance should be continually refined and reviewed for improvements. To encourage an evolving process, we recommend that an annual review is completed to identify needed improvements. Committee membership should include the Faculty Council Administrator, four Faculty Council representatives (2 from A&S, 2 from C&T), and at least one member from the Assessment Committee and one member from the Curriculum Committee. Committee membership may be determined through volunteers and Faculty Council Administrator recommendations.

XI. College-Level Adjunct Faculty Advisory Committee

Columbus State hires adjunct faculty to deliver a majority of their classes, and curriculum, assessment and student success are impacted in various ways because of this situation. The Faculty Governance Committee recommends that the college form a college-level Adjunct Faculty Advisory Committee that would meet regularly as a group to discuss issues pertinent to their jobs. In addition, as part of the faculty governance process, the Adjunct Faculty Advisory Committee would meet once each semester with the Senior Vice-President of Academic Affairs, Faculty Council Administrator, and Academic Council representatives to discuss issues they face related to curriculum, assessment and student success.

XII. Conclusion

The Faculty Governance Committee presents this proposal to offer recommendations to address the successes, challenges, current processes and current gaps in the college governance system.

While the current system of faculty governance is rapidly improving, it cannot be effective unless processes are enacted to ensure equity, communication, tracking, dispute resolution, and continuous improvement. This document seeks to identify specific ways to address these needs.

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Academic Pathways Committee Charter

Date: 12/12/11

Committee Title: *Academic Pathways Committee*

Context: The *Academic Pathways Committee* was created by the Senior Vice President of Academic Affairs as one of ten faculty committees. Academic Pathways was started to ensure maximum alignment with four-year institutions.

Problem and Opportunity: Original tasks potentially include:

- a) Review existing pathways
- b) Review programs and degrees that potentially align with both two- and four-year degrees and determine whether separate pathways need to exist
- c) Review the presentation and advising related to pathway programs.

Key Stakeholders: The Office of Student Affairs, Office of Academic Affairs, and the faculty and departments of the College.

Committee Vision and Objectives: ??

Committee Sponsor: The Office of Academic Affairs along with the Office of Student Affairs

Committee Scope:

- a) To provide information regarding current pathways including but not limited to articulation agreements with four year institutions.
- b) Start to document programs and their two and four year degree options, and which ones have current pathways established
- c) Understand how we are advising students regarding pathways

Budget and Timeline: Budget: N/A; Timeline: On-going

Constraints and Assumptions: It is the assumption of this committee that we will not duplicate the work or efforts of any other campus committees, and work in conjunction with existing departments and committees. Also, communication with other sections of the college is important.

Critical Success Factors and Risks: Risk: Committee work duplication, or lack of communication.

Approach and Organization: The Committee will meet with key stakeholders to start the project. At a high level, there will be two phases:

- Phase 1 – Data gathering. Meetings include:
 - Desiree Polk Bland – Advising Services
 - Sarah Lathrop – Instructional Services
 - Chandra Bell – Student Life
- Phase 2 – Start looking at specific pathways and clusters. Meeting might include
 - Jerry Mueller - Mathematics
- Phase 3 – Possible creation of literature or other communications for advising and academic departments about pathways

Academic Rules and Policies Committee Charter

Institution, City, State: Columbus State Community College, Columbus, OH

Date: April 2012

Committee Title: Academic Rules and Policies Committee (ARP)

Purpose: The purpose of the Academic Rules and Policies Committee is to monitor and review college policies and rules directly related to academic undertakings and to recommend policy and rule changes to the office of academic affairs for consideration by the board of trustees.

Problem and Opportunity: Columbus State Community College is presented with the challenge of upholding and adhering to college academic policies that promote academic success for students. There is a need to examine the effectiveness and impact of these academic policies on an ongoing basis.

Key Stakeholders: Students, Office of Student Affairs, Office of Academic Affairs, Administration, Faculty and Staff

Committee Vision and Objectives: The ARP's objectives are to ensure that the college's academic rules and policies promote and contribute to students' academic success.

Committee Sponsors: Office of Student Affairs, Office of Academic Affairs, Administration, Faculty and Staff

Committee Scope: The committee will:

1. Review current academic policies.
2. Propose revisions to current academic policies that will improve the policy's effectiveness.
3. Consider proposals for new academic policies.
4. Recommend new academic policies to the Office of Academic Affairs for consideration by the board of trustees.

Timeline: On-going

Approach and Organization: The committee intends to work deliberately and collaboratively with staff, faculty and other stake holders across the college. We will fully explore the impact of policy changes on key stake holders.

Assessment Committee Charter (Draft 2)

Committee Title: Faculty Assessment Committee/Team (FACT)

Context: The Faculty Assessment Committee/Team (FACT) was created by the Senior Vice President of Academic Affairs to investigate and propose ways to enhance and make more efficient the Columbus State Assessment process(es). Although there is a current Assessment model in place and utilized by the College, the application of the model and its meaning to each academic unit remain vague and in some instances antiquated for the learning environment that has evolved at Columbus State. The Committee's work is important and can place the college once again in the forefront of assessment practices and processes in the community college environment.

Problem & Opportunity: As the college nears fifty years of service and higher education access to the central Ohio community, the need for qualitative and quantitative analysis of programs becomes more important. Each academic unit's unique place in the Columbus State catalog of offerings needs constant analysis. Columbus State's academic programs continually diversify to meet the ever changing needs of the College's service district. However, the need to identify more appropriate assessment measures for all academic units becomes more apparent as the age of educational delivery continues to change. The role of the Assessment Committee is to identify those challenges and prepare a proactive needs based Assessment model that can be applied, discerned and comprehended by the academic and non-academic user alike in addition to generating usable and concrete data for course, program and college academic enhancement.

Key Stakeholders: First and foremost, the Columbus State student, who engages the college's curriculum on a daily basis. In addition, the faculty, academic management team Columbus State graduates, academic community partners and the community at large who are all vested in the production and delivery of a comprehensive and dynamic catalog of course offering and academic majors that meet the needs of today's market place and the evolving marketplace that is our future graduates community.

Committee Vision & Objectives:

Short Term: The Committee will identify areas of shared value in the current assessment model and additional pilot projects supporting the Assessment process at Columbus State and align that work and those values with current accreditation efforts to qualitatively and quantitatively support the ongoing AQIP functions in preparation for the 2013 Accreditation cycle.

Long Term: Create a unified and interdisciplinary approach to the Assessment model and applicable Assessment processes at the college. The Committee will research, discuss, and recommend an Assessment model that can meet the unique needs of varying academic disciplines and yet meet the constant goal of academic growth and marketplace currency that is faculty driven.

Committee Scope: The Committee's work will focus on the academic Assessment model and processes. The Committee will create and recommend a modified model that can augment current practices and allow for flexibility and uniformity at the same time to meet the unique and expansive academic disciplines represented in the Columbus State catalog of courses and programs.

Budget & Timeline: Budgetary needs will include travel funds for conferences, potential assessment software for campus wide data collection and reporting, in addition to routine clerical needs such as copying.

The Committee's short term goal will be established by consensus (75% of committee) and forwarded to appropriate constituent(s) by January of 2013. The Committee's long term goals will be assessed, revised and forwarded as needed to the appropriate constituent(s).

Constraints & Assumptions: The Committee has been empowered to identify limitations and boundaries to the current Assessment model and Assessment processes. However, the Committee recognizes that our work could impact other OAA Committees in meeting their respective charters and goals. The Committee's recommendations for change are intended to benefit the college, in conjunction with the recommendations of the other OAA committees, and be placed into a theoretical, practical and functional context in support of the master plan and other college initiatives.

Critical Success Factors & Risks: In order for the Assessment Committee to work towards a common goal of faculty unity and collaboration, a common thread of respect for varying academic disciplines is a must. Active listening to needs of faculty is of paramount importance. A true interdisciplinary approach can allow for a comprehensive Assessment plan to be developed thereby providing an opportunity for true consensus of the value of the plan and its implementation across campus. The risk for the Committee is factions developing over broad based structural differences of plan creation. However, the Committee's careful attention to flexibility and respect for academic discipline differences can create more opportunities for an effective and robust Assessment model that can meet varying stakeholder needs.

Approach & Organization: The Committee is focused on delivering an Assessment model that can be utilized by the college to improve student learning. The Committee's interdisciplinary approach will allow the faculty to serve as general education and program outcomes experts while allowing the model to assess each stated outcome. This provides the committee an opportunity to change, alter, delete and add to the process. Creating a user friendly and meaningful assessment process that can be implemented for all Departments is at the heart of the Committee's work.

In 2011, the Office of the Executive Vice President for Academic Affairs (*OEVPA*) (Dr. Jack Cooley) and the Columbus State Education Association established a group of twelve faculty to research, evaluate, investigate and plan for a modified Assessment plan for Columbus State. The Committee is comprised of faculty from various Departments on campus and equally represents the two Academic Divisions in order to reflect unique Assessment needs of particular

programs. The Assessment Committee is Co-Chaired by Dr. Judy Dann (Humanities & Classics) and Dr. Adele Wright (Mechanical Engineering).

Timeline of Objectives 2012-13 & 2013-14

Below is a timeline of proposed goals and objectives for the Committee:

Establish Committee Charter and work schedule for FACT: **Completion April 2012.** (Committee of the Whole: with Dr. Dann, Dr. Wright & Dr. Habegger spearheading).

Work in collaboration with other faculty committees (in particular Curriculum) to draw lines of communication and a realistic work schedule for FACT. **On-Going** (Dr. Dann & Dr. Wright).

Establish communication tools for the FACT Committee including Facebook, Yammer, Blackboard and other communication mediums. **Completed April 2012** (Mr. Strickland).

Establish meeting calendar and communicate and confirm dates and times for 2012. **Completed April 2012** (Mr. Strickland).

Establish a FACT Committee succession model. **Completion June 2012.** (Committee of the Whole).

Prioritize "Task List" presented by the OEVPA at the initial FACT meeting. **Completion May 2012** (Committee of the Whole).

Prioritize specific College needs in relationship to 2013 NCA Accreditation process and be flexible and responsive in our work to specific requests of the FACT Committee in relationship to the College's Accreditation process. **On-Going** (Committee of the Whole).

Creating a process to determine "General Education Outcomes and Definitions" by establishing:

1. a standing college General Education Outcomes committee (**Completion August 2012**).
2. an interdisciplinary general education outcome evaluation program process for 2013-14 academic year. **Completion May 2013** (Committee of the Whole).

Research, Investigate, and recommend assessment software for campus wide use. **Completion May 2013** (Committee of the Whole).

Evaluate, develop and recommend a model for "current course assessment process" to ensure that the model is truly faculty driven and interdisciplinary in its approach to academic assessment and student learning. **Completion January 2014.** (Committee of the Whole).

Evaluate the current program assessment model utilized by the College. Recommend changes to the model based on accreditation, program licensure needs and State of Ohio or National Board reviews as needed in particular for Career and Technical programs Division. **Completion May 2014.** (Committee of the Whole).

Establish a "pre-major" assessment model for both Divisions. **Completion May 2014.**
(Committee of the Whole).

Curriculum Committee Charter

Committee Title: OAA Curriculum Committee

Committee Vision and Objectives: Oversee and manage the curriculum process

Committee Sponsor: Senior Vice -President of Academic Affairs.

Committee Scope: Develop, manage, advise and oversee the curriculum approval process, structure, and related issues. Serve as an advising body for other areas of the college when applicable.

Budget and Timeline: This is a standing committee; timeline is dictated by the issues as they arise. The budget is to be decided.

Approach and Organization: We shall meet as needed with equal representation from both divisions.

Faculty Entry, Training and Professional Development Committee Charter

Columbus State Community College, Columbus, OH

Date: June 2013

Committee Title: OAA Faculty Entry, Training, and Professional Development (FETPD) Committee

Purpose: The purpose of FETPD Committee is to address issues regarding the new-hire training and continuing professional development of faculty, to include tenure-track faculty, annually contracted faculty (ACF), adjunct faculty, dual enrollment faculty, and any other type of instructors associated with the credit-bearing side of the College. The charge includes the review of current practices and the recommendation of new practices as needed.

Problem and Opportunity: Within the constraints of college resources dedicated to this endeavor, the Committee is limited to reviewing and initiating policies regarding new-hire training and continuing professional development of faculty, to include tenure-track faculty, annually contracted faculty (ACF), adjunct faculty, dual enrollment faculty, and any other type of instructors associated with the credit-bearing side of the College from hiring through the end of their association with the College.

Key Stakeholders: Office of Academic Affairs, Administration, Faculty, and Students

Committee Vision and Objectives: The FETPD Committee objectives are to review current practices and initiate new practices, as needed or as appropriate, regarding the new-hire training and continuing professional development of faculty, to include tenure-track faculty, annually contracted faculty (ACF), adjunct faculty, dual enrollment faculty, and any other type of instructors associated with the credit-bearing side of the College from hiring through the end of their association with the College.

Committee Sponsors: Office of Academic Affairs

Committee Scope: The committee will: review and initiate policies and practices related to the training, and professional development of faculty in all faculty categories across all campus departments and programs. Excluded are issues negotiated by CSEA, policies determined by Human Resources and Administration, and issues of curricular content.

Timeline: On-going

Approach and Organization: The committee intends to determine term limits for members and co-chairs; schedule regular meetings with minutes recorded at each meeting; convene subcommittees for more complex issues to be addressed by the overall committee; report back to the OAA Co-Chairs for feedback or action on FETPD issues.

Honors Committee Charter

Date: June 2013

Committee Title: OAA Honors Committee

Purpose: The OAA College Honors Committee will work with key stakeholders to develop a fully functioning Honor's program that offers significant benefit to the student, faculty and college.

Problem and Opportunity: CSCC is currently the largest institution of its kind in the state of Ohio without an Honor's programs/courses. Our institutional mission requires us to serve the needs of all students, including those demonstrating high academic ability. Under-servicing the needs of a high ability student, potentially increases the risk of losing them (drop out, or transfer). Research shows that if left unchallenged, Honor's students mirror high risk students. At those institutions where Honor's programs have been implemented, retention and graduation rates among this student population have increased markedly.

Our "community" includes superior students who deserve stimulating and challenging curriculum, and the opportunity to belong to an established community of like-minded individuals. However, Honor's Programs offer more than just intellectual enrichment – they benefit the entire college by serving as a positive role model for everyone. Honors Programs are attractive and beneficial on multiple levels.

1. Overarching benefits to the student:

- i. Students gain confidence
- ii. Students develop advanced skills to handle more rigorous demands
- iii. Students benefit from a community of like-minded individuals
- iv. Students are motivated to establish long term education goals
- v. Students develop higher order thinking skills, and are allowed to explore their passion
- vi. Students benefit from opportunities for transfer to 4-year universities through established articulation agreements

2. Academic benefits to the student:

- i. Having sections for honors students only with an honors designation on their student transcripts
- ii. Recognition as "Graduating with Honors" at commencement (in addition to Latin Honors designations; e.g. summa cum laude)
- iii. Offer articulation agreements with four-year schools and their Honors programs
- iv. Offer faculty members the time and opportunities to mentor Honors students
- v. Offer smaller class size restrictions for Honors classes
- vi. Encourage faculty to hold programs and lectures specifically geared toward the Honors students
- vii. Allow faculty to become part of the Honors Program on whatever level they feel could benefit the students
- viii. Allow students to set up their own research project or activity (individualized) to gain Honors credit for courses

3. **On-campus opportunities for scholarship and leadership**
 - i. Help from the career counseling center for finding internships
 - ii. Allow Honors students to mentor other students in their areas of interest
 - iii. Offering Honors students opportunities to attend lectures, workshops, etc. that might have previously been open only to faculty members
4. **Library resources**
 - i. Offering a specific ERC mentor for the Honors students to help with research and research skills
 - ii. Offering longer check-out times for materials
5. **Other campus privileges**
 - i. Offer our Honors students priority registration for classes
 - ii. Offer scholarships to Honors students. Some community colleges offer scholarships for incoming students, and some offer them to students who have been in the program for at least a quarter. Decisions would have to be made, but the need to offer financial benefits for excelling in the program is necessary.
 - iii. Offer a designated gathering space for our students, preferably with a few computers at their disposal.
 - iv. Offer preferred admission to campus events such as guest speakers, lectures, etc.
 - v. Offer special round table discussions with guest lecturers, speakers, faculty, etc. (time to have one-on-one conversation time with special people).
6. **Benefits to the faculty:**
 - i. Offers opportunity for curricular experimentation & innovation
 - ii. Creates an academically stimulating atmosphere
 - iii. Does not create more work, but provides opportunity for different work
 - iv. Opportunities for special educational opportunities like: service learning, study abroad, and conference attendance
7. **Benefits to the college:**
 - i. The Honors Program serves as a positive role model for the entire college
 - ii. Revenue enhancing through recruitment & retention benefits
 - iii. Improves the overall quality of education
 - iv. Enhances the overall reputation of the college

Key Stakeholders: Students, Office of Student Affairs, Office of Academic Affairs, Administration, Faculty and Staff

Committee Vision and Objectives: The Honors Committee objectives are to create and implement a Columbus State Community College (CSCC) Honors Program. The fully developed program will offer enhanced educational opportunities for students meeting the registration requirements, including: fully developed course offerings taught and developed by faculty trained in Honors pedagogy; a pathway to graduating with Honors, that is clearly demarcated on the transcript and recognized/respected at other four-year institutions for the

purposes of transfer; and, a system of dedicated support services for Honors students being directed and staffed by a combination of full- and part-time faculty and staff.

Committee Sponsors: Office of Academic Affairs

Committee Scope: The committee will:

5. Develop a process for honor's course proposals, honor's course criteria, and associated forms
6. Develop and offer training programs for "Teaching in Honors" for honor's faculty; organize information visits at other community colleges within Ohio.
7. Develop student admission criteria and application process
8. Develop a honor's program marketing/recruiting strategy
9. Define criteria for "graduating with honors"
10. Develop a student cohort tracking system
11. Work with appropriate stakeholders to ensure all Colleague related issues are addressed (cohort and registration rules, Honor's course designation, transcript, etc.)
12. Develop transfer relationships with partner institutions
13. Create and identify "Honor's Scholarship" opportunities
14. Undertake a leadership and oversight role in the administration of Phi Theta Kappa
15. Develop criteria for a new student award opportunity that recognizes individuals who embody the "spirit" of CSCC (award criteria, nomination process, selection process, and award ceremony)
16. Work collaboratively with division honor's committees and "honor's director" in regards to oversight of the program

Timeline: On-going

Approach and Organization: The committee intends to research other fully developed honor's programs at other institutions, and work with honor's professionals to better understand the opportunities and challenges associated with implementing an honor's programs. Members will become fully versed in the meaning of honor's education by familiarizing themselves with the literature, consulting the National Collegiate Honor's Council website & publications (limited funding will be available to send committee members to the national conference with the intention that information will be brought back to campus for dissemination), and conducting site visits to other institutions within the state that currently operate successful honor's programs. Committee members will work with key stakeholders at the college to identify logistical issues associated with building an honor's infrastructure, and ensure a fully developed program (courses + co-curricular activities) for incoming/accepted students. Members of the committee will work collaboratively with division honor's committees to oversee curriculum development and implementation, and develop "teaching in honors" training workshops for interested faculty. Members of the committee will be tasked with developing forms and process, and develop mechanisms for implementation and oversight. It is essential that the committee be comprised of faculty from throughout ASC and CT to ensure the benefits and challenges associated with both divisions are equally considered.

Instructional Success Committee Charter

Date: February 2012

Committee Title: Instructional Success Committee (ISC)

Purpose: The purpose of the Instructional Success Committee is to examine and evaluate pedagogical research in all modes of instruction and to recommend to faculty and other key stakeholders evidence-based instructional strategies and resources to promote student success.

Problem and Opportunity: Columbus State Community College is presented with the challenge of developing, delivering, and maintaining course work that has vetted research and practice principles. Additionally, there is constant need for examination of relationships between instructional deliveries and emerging technologies. The ISC will address such challenges and needs.

Key Stakeholders: Office of Student Affairs, Office of Academic Affairs, Faculty and Staff, Academic and Non-Academic Committees whose charges or interests coincide with the ISC's vision

Committee Vision and Objectives: Columbus State Community College is a learner-centered environment where students achieve their education goals, and through state of the art technical education, prosper in the world of work. The ISC's objectives include:

1. Promote excellence in learning and teaching, emphasizing the College's General Education Outcomes.
2. Form and strengthen partnerships with industry, primary and secondary education, business, labor, community organizations, and government to enhance the economic development of our service community.

Committee Sponsors: The Office of Academic Affairs, including the Senior Vice-President of Academic Affairs, the Instructional Success Committee itself

Committee Scope: The committee seeks to:

1. Enhance learning opportunities for students, faculty, staff, and administrators through effective use of technology.
2. Collaborate actively with the college community and stakeholders, including faculty and staff and academic and non-academic committees whose charges and interests coincide with the Instructional Success Committee.
3. Advise the OAA Co-Chairs Committee on matters of policy and practice related to instructional success.
4. Define and promote student success as students' completion of comprehensive degree requirements, including mastery of content and development of critical reasoning abilities, as required for life-long learning needs and goals: family-supporting jobs, ethical citizenship, and further studies. (adapted from *CCSSE 2010 National Report*.)

5. Promote instructional, and ultimately student, success in all modes of instruction through examination of pedagogically sound instructional practices.

Timeline: on-going

Approach and Organization: As mentioned in the ISC mission statement, this committee will examine and evaluate pedagogical research in all modes of instruction and share with faculty evidence-based instructional strategies, recommendations, and resources to promote student success. Through this research and collaboration, the ISC will be proactive in seeking sound learning environments for both instructors and students.

Service Learning Committee Charter

Date: 1/18/12 *Final*

Committee Title: *A name that will help everyone recognize what you are doing and trying to accomplish.*

Service-Learning Committee

Context: *A summary description of the project's origins and purpose.*

The Service-Learning Committee (SLC) was created by the Senior Vice President of Academic Affairs to consider ways of improving the quality of the undergraduate experience through engaging students in teaching, research, and/or service activities, with particular attention to the role of service-learning as an effective strategy for engaging faculty, students, and community members in community-based teaching, learning, and inquiry.

Problem and Opportunity: *A clear problem statement.*

As scholarship in service-learning is increasingly demonstrating the effectiveness of this pedagogy, the need for focused service-learning pathways for students at Columbus State is evident. While a number of courses incorporate service-learning, this work has yet to be quantified and validated by the College. The SLC will develop a college-wide service-learning program to support this academic opportunity for student engagement and success.

Key Stakeholders: *Important groups with an interest (stake) in the project.*

The Office of Academic Affairs, The Senior Vice -President of Academic Affairs, the Service-Learning Committee, all CSCC faculty and students, and local partnering organizations.

Committee Vision and Objectives: *A 25- to 30-word summary of objectives for communicating with stakeholders.*

The committee will develop a program for service-learning at Columbus State Community College centered on faculty development, a common definition and visibility, and development of infrastructure. The Committee plays an active role in development of a successful proposal for the initiation and implementation of the Service-Learning Program at Columbus State Community College.

Committee Sponsor: *The person, people, or group with the power, influence, resources, and interest to champion the project and clear away obstacles that may arise.*

The Office of Academic Affairs, The Senior Vice -President of Academic Affairs and the Service-Learning Committee.

Committee Scope: *What the committee includes — and what it specifically excludes.*

The scope for the Committee is academic service-learning program development to include faculty development, a common definition and visibility, and development of infrastructure. The Committee plays an active role in development of a successful proposal for the initiation of the Service-Learning Program at Columbus State Community College. Excluded from the scope of the Committee are non-academic service programs or projects.

Budget and Timeline: *How much the project will cost and how long it will take.*

Budget: N/A

Timeline: On-going

Constraints and Assumptions: *What freedom and restrictions limit the project and team?*

It is the assumption of this committee that we will not duplicate the work or efforts of any other campus committees. It is the authority of the Committee to develop an academic service-learning program to include faculty development, a common definition and visibility, and development of infrastructure for Columbus State under the direction of the Office of Academic Affairs. The Committee is limited to overseeing the implementation of the academic service-learning program due to Committee members' faculty obligations and college resources dedicated to this endeavor.

Critical Success Factors and Risks: *Necessary conditions and pitfalls.*

A clear scope of work is necessary between college and division service-learning committees in an effort to maintain program infrastructure. The SLC must have communication regarding all service-learning and civic engagement activities at the College to support collaborative efforts in meeting community needs. *Without sufficient College support of a centralized service-learning infrastructure, existing relationships between community partners are at risk and future relationships may be difficult to obtain.*

Adequate resources need to be provided by the College initially and on an ongoing basis. Faculty also need support such as course development services (i.e. workshops/training; identification of community partners; assistance with service placement); course management (i.e. training to prepare students; pre- and post-course evaluations); resources (i.e. best practices; sample syllabi; faculty guide to SL); and SL roundtable as a forum for discussion.

Approach and Organization: *The "how-to" ingredients needed to carry out the project.*

The committee will develop a program for service-learning at Columbus State Community College focused on faculty development, a common definition and visibility, and development of infrastructure. The Committee plays an active role in development of a successful proposal for the initiation of the Service-Learning Program at Columbus State Community College.

The Committee will use the following tentative time-line of objects:

2011-2012 (Research and Planning)

- Dr. Jack Cooley, Senior Vice President of Academic Affairs in collaboration with Columbus State Education Association convened a group of ten faculty to begin discussions about service-learning. Co-chaired by Dr. Antoinette Perkins, Associate Professor in the Sport & Exercise Studies Program and Dr. Nancy Pine, Instructor in the English Department, the Service-Learning Committee (SLC), will consider ways of improving the quality of the student experience by engaging students in teaching, research, and/or service activities, with particular attention to consideration of the role of service-learning as an effective strategy for engaging faculty, students, and community members in community-based teaching, learning, and inquiry.
- The Service-Learning Committee is developing the Service-Learning Program of Columbus State Community College. The Service-Learning Committee was assigned a direct reporting line to the Office of Academic Affairs, which will help the program continue to enhance student learning through service-learning, support faculty engaged in service-learning, and monitor and assess student learning outcomes.
- Service-Learning Committee created a Blackboard community to facilitate information collaboration among all stakeholders.
- Service-Learning Committee (SLC) surveyed CSCC faculty about service-learning courses and community partnerships.

- Through a grant from Ohio Campus Compact's Pay it Forward Program currently one English course has been granted the opportunity to incorporate a new student philanthropy component. The Pay It Forward grant for student philanthropy service-learning helps students learn how to be engaged citizens and to understand the important role philanthropy plays in our communities, our nation, and the world. The grant serves as seed money to launch a campus-wide student philanthropy service-learning initiative coordinated by a campus team.
- SLC joined The Service-Learning Scholars Roundtable at The Ohio State University. Through this collaboration the SLC work closely with the Service-Learning Initiative at OSU to develop, plan, and to enhance the service-learning opportunities at Columbus State Community College.
- SLC formed collaborative linkages with Ohio Campus Compact and other OSU Service-Learning Initiative.
- SLC received training in best practices of academic service-learning programs from Kirsten Fox from Ohio Campus Compact (with which CSCC holds membership) on December 2nd, 2011 and will continue to work with OCC in the development of the SLP.
- SLC compiles funding opportunities.
- *SLC works to create a common definition of Service-Learning for CSCC.*
- *SLC begins to create Service-Learning Program materials including A Faculty Guide to Creating Service-Learning Courses at Columbus State Community College.*

2012-2013 (S-L course preparation: training, implementation, data collection and assessment)

- *SLC continues work to create Service-Learning Program materials including A Faculty Guide to Creating Service-Learning Courses at Columbus State Community College.*
- SLC develops a faculty support model by department.
- SLC will launch The Service-Learning Program website.
- *SLC will sponsor a number of Service-Learning Program (SLP) events for faculty development held during Spring 2013 CSCC In-Service days.*
- SLC will continue to collaborate with all partners.
- SLC will support faculty teaching service-learning courses at CSCC.
- SLC will collect, assess, and report all service-learning data.
- SLC will pursue funding opportunities.
- SLC will oversee the Pay It Forward Student Philanthropy Service-Learning Initiative.
- The Office of Academic Affairs will endorse the committee beginning to work on a proposal for policies and procedures for listing service-learning courses with an "S" suffix.

2013-2014 (S-L course preparation: training, implementation, data collection and assessment)

- *SLC will sponsor a number of Service-Learning Program (SLP) events for faculty development held during Fall 2013 and Spring 2014 CSCC In-Service days.*
- SLC will continue to collaborate with all partners.
- SLC will support faculty teaching service-learning courses at CSCC.
- SLC will collect, assess, and report all service-learning data.
- SLC will pursue funding opportunities.
- SLC will oversee the Pay It Forward Student Philanthropy Service-Learning Initiative.

2015-2016 (Expanding the academic program beyond Service-Learning to Outreach and Engagement more broadly)

- Based on initial two-year program evaluations, the Service-Learning Committee may recommend the Service-Learning Program join the Office of Academic Affairs under the Office of Assessment For Student Learning as the Department of Civic Outreach and Engagement and add new shared staff positions (program coordinator, communications coordinator and general office support).

Student Support Committee Charter

Date: July 16, 2012

Committee Title:

Student Support Committee

Context:

The Student Support Committee was created by the Senior Vice President of Academic Affairs as one of ten faculty committees. This committee is responsible for reviewing the college's existing forms of student support, including but not limited to tutoring, supplemental instruction, orientation, and new academic initiatives related to student success.

Problem and Opportunity:

Original tasks potentially include:

1. Review the extent and effectiveness of existing tutoring and supplemental instruction programs
2. Work cooperatively with Student Affairs to ensure the college is offering the best possible orientation and student success courses
3. Identify best practices related to new and emerging student success programs at other institutions

Key Stakeholders:

The Office of Student Affairs, the Office of Academic Affairs, and the faculty, staff, administrators, and students of the college.

Committee Vision and Objectives:

The committee plays an active role in providing oversight and review of student support activities at Columbus State Community College. The committee will review and analyze current student support initiatives at the college and then present recommendations for improvement.

Committee Sponsor:

The Office of Academic Affairs and the Office of Student Affairs

Committee Scope:

The scope for the committee includes the review, analysis, and recommendation process to improve the college's existing student support services as well as introducing new initiatives.

Budget and Timeline:

Budget: N/A

Timeline: On-going

Constraints and Assumptions:

It is the assumption of this committee that we will not duplicate the work or efforts of any other campus committees and that we will work in conjunction with existing departments and committees. Also, clear communication with other areas of the college is essential.

Critical Success Factors and Risks:

Communication and support are necessary among the college, the committee, and the student support areas to ensure that programs are successful and meaningful to students.

Risks: Committee work duplication, lack of communication and/or action

Approach and Organization: The Committee will meet with key stakeholders to start the project. At a high level, there will be three phases:

- Phase 1 – Gather data
 - Chandra Bell – Director, Career Services
 - Heather Borland – Assistant Director, Student Activities
 - Desiree Polk Bland – Dean, Advising and Support Services
 - Teddi Lewis-Hotopp – Director, Title III
- Phase 2 – Assign committee members to each Student Success & Attainment Committee and other college committees
 - Steering Committee - Eric Neubauer
 - Title III - Amy DiBlasi, Don Laubenthal
 - Developmental Education Initiatives - Lilia Bermudez
 - ATD/Student Success Metrics - James Stewart
 - Start Right - Christine Creagh
 - Career Assistance - Cathy Ritterbusch
 - Cougar Edge – Joan Petrusky
 - Testing Center Advisory Subcommittee - Eric Neubauer
 - DL Success Task Force – James Stewart
- Phase 3 – Present recommendations to improve current student support services and the addition of new student support services to the OAA committees.

Tenure and Promotion Process Committee Charter

Date: 5/18/2012

Context:

The Tenure and Promotion Process Committee was created as a result of discussions and negotiations between CSEA and the College. The Rationale for Change and Committee Charge are detailed in the Promotion and Tenure Process Memorandum of Understanding (pages 68-70 of the 2011-2014 faculty contract).

Committee Scope:

The scope of the committee is detailed in the Promotion and Tenure Process Memorandum of Understanding (pages 68-70 of the 2011-2014 faculty contract); please see this for more details. The scope includes: 1) examining the timeline for attaining tenure and subsequent promotions; 2) determining how to formally recognize and account for inherent differences among disciplines during P&T processes; 3) delineating the categories for promotion and clarifying the types of activities appropriate for each category; 4) determining the types of materials, media, and documentation that are appropriate for P&T portfolios; 5) creating recommendations for the role of faculty peer reviewers/mentors in the P&T process; 6) examining the need for depth versus breadth in P&T portfolios; 7) aligning the faculty annual appraisal process with the P&T process. While addressing these seven items that have been charged to the committee in the MOU, the committee will also regularly gather and make use of input and feedback from a broad cross-section of faculty and academic administrators throughout the college.

The scope of the committee does not include P&T workshops or reviewing P&T portfolios.

Approach and Organization:

As detailed in the Promotion and Tenure Process MOU, the committee will consist of three faculty members from each division elected by their division faculty, one faculty member from each division appointed by CSEA, and three academic administrators selected by the President of the College.

The committee will prioritize and develop plans to address the seven items charged to the committee. The following is a tentative time-line of general milestones.

- Immediately: update current P&T timeline to reflect new semester system
- 2014: complete any major revisions to the current P&T requirements and process.
- One to three years: create a clearly defined faculty peer mentoring system and implement it across the college
- Ongoing: Review and periodically update the tenure and promotion process and faculty annual appraisal system.

Job Description for OAA Committee Co-Chairs (Faculty Council Representatives)

OAA Committee Co-Chairs are members of Academic Council (Faculty Council) and serve as key leaders in the faculty governance process for the college. Co-chairs should exhibit strong leadership and communication skills, work well with the OAA Faculty Fellow (Faculty Council Administrator), and promote professional development of all committee members.

Key skills include the ability to:

- Preside over committee meetings in a professional and orderly manner.
- Encourage committee members to be participatory in establishing and discussing agenda items.
- Understand and articulate the shared governance structure, including OAA committees, Academic Council (Faculty Council), and Policy Council.
- Set reasonable deadlines on assigned action items and follow through to completion.

Key responsibilities include:

1. OAA Committee Meetings

- Convene committee meetings and make room arrangements.
- Prepare agenda and disseminate to committee members at least two days prior to the committee meeting.
- Make sure that minutes will be taken and share the minutes with committee members prior to the next scheduled meeting.
- Conduct meetings using Robert's Rules of Order.

2. Issue Research

- Lead the research of issues and gather data related to the committee's agenda items.
- Assign committee members and sub-committee members responsibilities, as needed, considering members' strengths and expertise.

3. Academic Council Meetings (Faculty Council)

- Attend meetings of the Academic Council.
- Review agenda and meeting materials.
- Prepare materials related to OAA committee's work.
- Communicate back to OAA committee any concerns or issues related to approval or denial of recommendations.

4. Communication

- Communicate with constituents via required forms, conversation, emails, etc.
- Develop/participate in processes to ensure that faculty and other members of the campus community are aware of issues being addressed in OAA committees.

Job Description for OAA Faculty Fellow (Faculty Council Administrator)

This job description needs to be developed in full with the expertise of the former and current OAA Faculty Fellow.

Key skills include the ability to:

- Preside over Academic Council meetings in a professional and orderly manner.
- Encourage committee members to be participatory in establishing and discussing agenda items.
- Understand and articulate the shared governance structure, including OAA committees, Academic Council (Faculty Council), and Policy Council.
- Set reasonable deadlines on assigned action items and follow through to completion.
- Other?

Key responsibilities include:

1. Faculty Council Committee Meetings

- Convene committee meetings and make room arrangements.
- Prepare agenda and disseminate to committee members at least two days prior to the committee meeting.
- Make sure that minutes will be taken and share the minutes with committee members prior to the next scheduled meeting.
- Conduct meetings using Robert's Rules of Order.

2. Issue Research

- Lead the research of issues and gather data related to the committee's agenda items.
- Assign committee members and sub-committee members responsibilities, as needed, considering members' strengths and expertise.

3. Communication

- Communicate with constituents via required forms, conversation, emails, etc.
- Develop/participate in process to ensure that faculty and members of the campus community are aware of issues being addressed in Academic Council.
- Assist with updating Office of Shared Governance to keep Policy Milestones and Progress document current.

GOVERNANCE ISSUE TRACKING FORM (SAMPLE)

Any member of the CSCC Community may initiate a governance examination of an "issue of concern" by submitting this form to a member of the Faculty and/or Policy Councils. The receiving Council will then refer the matter to the appropriate Committee for investigation.

Date: _____ Needs Expedited Status

Submitted by: _____ Faculty Staff Administrator

Name (Print)

Signature: _____

Description of Issue: Provide a brief statement of the issue. Attach further documentation, if necessary.

Submitted to: Office of Shared Governance Faculty Council Administrator

Other: _____

(*Please submit forms to both Office of Shared Governance and Faculty Council Administrator for tracking purposes.)

The Council assigns the following governance committee to investigate the above issue:

_____ Council.

Impacted Policies and Procedures: Please indicate the names of any current policies and procedures that are impacted by these recommendations or if new policies or procedures must be developed.

Policies Impacted:

Procedures Impacted:

Committee/Council Recommendations: Clearly state the recommendations and attach any supplementary material.

Council/Committee Chair: _____ **Date:** _____

Council/Committee Chair: _____ **Date:** _____

Outcome of Recommendations: Please note whether the recommendations were accepted and briefly describe the outcome, if different than the recommendations.

- Recommendations Accepted Recommendations Not Accepted


Outcome Description:

Senior Vice-President of Academic Affairs: _____

Date: _____

Note: Please keep a copy of this signed document for your records.

Policy Milestones and Progress Template – Sample Tracking Document

 Policy Review List and Progress		Last Updated				
Milestone Notes:		RFP/ Decisions				
a) milestones are major accomplishments over the course of the program which impact all/most subcommittees and are well understood		b) milestones completed or imminent barriers to completing to date				
b) milestones need to be significant points in time, tangible achievement, key meetings, key decisions made, key conversations, etc.		c) some subcommittees exist which will impact completing milestones on time				
c) serve as foundation for project level progress reporting – focused on most important events						
d) milestone list needs to be finalized / confirmed by all subcommittees on the list in RFP						
e) milestones will be included on individual subcommittee workplans together with all their activities. (milestone driven reporting)						
RFP	Subcommittee/Chair	Major Milestones	Date/End of Month/Year	RFP#	Notes	Status/Comments
1						
2						
3						
4						
5						
6						
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PLA WITH A PURPOSE

PRIOR LEARNING ASSESSMENT AND OHIO'S COLLEGE COMPLETION AGENDA



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Vision



Ohio will be a leader in recognizing and embracing the college-level knowledge and skills that students have acquired outside the collegiate experience. To help these students earn postsecondary certificates and degrees, and to make the state more competitive in a global economy where knowledge and skills are highly prized and rewarded, Ohio's universities, colleges and adult career-technical centers will advance and promote the awarding of credit to students for prior learning based on transparent, rigorous statewide standards. Institutions will transcript, apply and transfer credits awarded on the basis of the statewide standards.

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Prior Learning Assessment and Ohio's College Completion Agenda: A Letter from Chancellor John Carey

Many students come to one of Ohio's colleges or universities with learning acquired outside the traditional classroom. They may have learning that was acquired from a corporate training program or through extensive volunteer activity. It may be from the military or workplace experience. And it may be from independent study or one or more college-level noncredit courses.

Institutions of higher education have been giving these students an opportunity to "earn" credit for this kind of experiential learning for a long time. Interest in the practice grew with the G.I. Bill and World War II veterans who earned credits for military training. But in most cases, the granting of credit for prior learning has not attracted a lot of attention and the numbers in terms of students and credits awarded have not been high.

That needs to change!

As Chancellor of the Ohio Board of Regents, I am committed to opening the doors of our universities, colleges and adult career-technical centers to a much larger number of students, including many who may have begun a postsecondary program years ago, but left without earning a degree or other credential. It also may include Ohioans who left high school and launched a career without any postsecondary learning.

In addition, I am determined to improve Ohio's college completion rates and increase the number of our citizens who have earned an associate degree, a bachelor's degree or a certificate with value in the marketplace. Increasing the number of our citizens with a college degree or other postsecondary credential must be a priority. That collective aspiration is a matter of economic survival. It's a critical strategy for ensuring abundant economic opportunities for our citizens, enhanced economic competitiveness for our businesses and robust economic growth for our state.

The key to achieving these objectives is highly educated, highly knowledgeable, highly skilled individuals who are capable of innovating, solving business and community problems and competing on a global stage. By helping learners earn postsecondary degrees and certificates, Prior Learning Assessment is a powerful strategy for developing a statewide talent pool that attracts business investment and stimulates job creation and economic growth.

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With this in mind, I convened a *PLA with a Purpose* initiative last year, charging more than 150 faculty and staff from campuses throughout Ohio with developing a set of strategic recommendations for advancing and promoting the awarding of credit to students for prior learning based on clear statewide standards. Many of those who were part of the initiative participated in three working groups that focused on different methods of awarding credit: credit by examination, military credit and portfolio assessment. Others were members of a PLA Network that provided advice and counsel during several months of meetings.

I am proud to share the results of the initiative's efforts in *PLA with a Purpose: Prior Learning Assessment and Ohio's College Completion Agenda*. As you read through this report, you'll see that the initiative responded squarely to the challenge put forward in the Regents' 2012 *Complete College Ohio* report. You also will find that it called for action in five critical areas: (1) setting the rules, roles and responsibilities for awarding PLA credit; (2) improving students' access to PLA at the institutional level; (3) ensuring the quality of PLA practices; (4) clarifying how all personnel involved in the assessment of learning will receive adequate training and continuing professional development for the functions they perform; and (5) defining the state's role in Ohio's PLA partnership.

Those who contributed to this work are to be commended for the time and effort put into developing this report. Yet, ultimately, the value of their efforts will be judged by Ohio's success in transforming the words on these pages into the concerted actions that will be needed to shorten many Ohioans' path to college completion and to make Ohio more competitive in the 21st century economy.

Sincerely
John Carey

SIDEBAR: About Ohio's PLA Initiative

PLA with a Purpose is a statewide initiative of the Ohio Board of Regents, working collaboratively with the state's colleges, universities and adult career-technical centers to identify and promote promising practices for the assessment and purposeful connection of prior learning competencies to training and degree programs.

Launched in July 2013, the initiative was guided by a PLA Network composed of 50 faculty and administrators from campuses across Ohio. The Network advised the initiative's three working groups and provided final sign-off on the final report.

The initiative's three working groups were built around methods of earning PLA credit: (1) Credit by Examination; (2) Military Credit; and (3) Portfolio-Based Assessment. Each working group was charged with:

- identifying best practices to inform the state's PLA approach;
- defining preferred model(s) 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; and
- generating recommendations for what campuses and the state should do to develop and implement statewide PLA policies and practices in Ohio.

In all, 90 faculty and staff from Ohio colleges, universities and adult career-technical centers participated in the working groups' deliberations.

A full listing of Network and working group members is located at the back of this report.

PART 1: COMPETING IN THE TALENT-DRIVEN 21ST CENTURY ECONOMY

Building a 21st Century Workforce: Unprecedented Challenge and Opportunity

There is no shortage of reasons for compelling action to increase education attainment levels in Ohio. There are economic reasons, quality-of-life reasons, even moral reasons – and they interact with and inform each other. The Lumina Foundation offers a particularly succinct and powerful expression of the multiple core objectives that are driving action in our state – and across the nation – for a more broadly and highly educated citizenry:

“Today, more than ever, education equals opportunity. In fact, college-level learning is now seen as key – to individual prosperity, to economic security, and to the enduring strength of our democracy.”¹

This trifecta of objectives emerges from a core imperative to build a globally competitive 21st century workforce. Our ability – as a nation and as a state – to attract investment, create and retain jobs, and thrive in a global economy hinges on the education attainment levels of our citizens. Jobs will be located in communities, states and nations with highly educated citizens who have the college-level knowledge and skills to fill 21st century jobs.

We must not deceive ourselves: The challenge we face is substantial. U.S. employers increasingly report difficulty in finding workers with the knowledge, skills and competencies needed to fill today’s jobs. Unfortunately, U.S. education attainment levels are holding relatively flat while attainment levels in almost every other industrialized or postindustrial country in the world are rising.²

The magnitude of the effort required

Just what kind of effort will it take to build a 21st century workforce that helps our state and nation deliver on the promise of enhanced opportunity, prosperity, security and strength? At the national level, the Lumina Foundation has set a “Big Goal” – by 2025, 60 percent of Americans will have a high-quality postsecondary credential – that has been embraced by a number of government leaders, national higher education associations, colleges and universities and a growing list of communities. And studies conducted by Anthony Carnevale and his associates at the Georgetown University Center on Education and the Workforce have

¹ Lumina Foundation, *A Stronger Nation Through Higher Education*, March 2012, p.2

² Lumina Foundation, *Strategic Plan: Goal 2025*

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shown us that a serious effort to achieve this or similar goals is needed. Their findings include the following:³

- About 65 percent of U.S. jobs will require some postsecondary education by 2020. In 2011, however, just 38.7 percent of U.S. adults between the ages of 25 and 64 had a two-year or four-year degree⁴ and an additional 5 percent had postsecondary certificates of value.
- At current rates, the United States will produce about 39 million two- and four-year college degrees between now and 2025. That will leave the nation with a gap of 23 million additional credentialed adults needed to meet the Lumina Foundation's 60 percent "Big Goal."
- In Ohio, 59 percent of jobs will require some postsecondary education by 2020. In 2011, the most recent year for which data are available, just 36 percent of adults in Ohio have an associate degree or higher – a gap of 23 percent.
- At Ohio's current rate of degree production, about 44 percent (or 2.5 million) of the state's adult population will have a postsecondary degree or credential by 2025 – far fewer than the number needed to meet the demands of projected available jobs. The Lumina Foundation has calculated that to reach the 60 percent goal by 2025, Ohio would have to produce 919,000 more adults with postsecondary education credentials than the state currently is on pace to produce.
- Between 2008 and 2018, new jobs in Ohio requiring postsecondary education or training will grow by 153,000, while new jobs for high school dropouts and high school graduates with no additional education or training will grow by just 29,000. During that same period, Ohio will

A Call to Action

*The National Center for Higher Education Management Systems 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. This is because of the state's changing demographics – our older and more racially and ethnically diverse population. Also, low-income and minority students, as well as first-generation and adult students, traditionally have been underrepresented on college campuses and among college graduates.*

SOURCE: National Center for Higher Education Management Systems, College Attainment Dashboard Tool, July 19, 2012.

³ Unless otherwise noted, all statistics cited here regarding workforce projections and both current and projected job requirements and education attainment levels are drawn from various studies led by Anthony P. Carnavale at the Georgetown University Center on Education and the Workforce.

⁴ Lumina Foundation, Strategic Plan 2013 to 2016

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have 1.7 million job vacancies from new jobs and jobs opening due to retirement. About 967,000 of these jobs will require some postsecondary education credentials.

- One Georgetown University Center on Education and the Workforce study estimates that Ohio's colleges and universities will need to increase the number of degrees they award by 10 percent annually to meet workforce needs for 2018.

In tough economic times, college-level credentials also provide enhanced protection against job loss. Consider these data:

- During the recent national recession, from December 2007 to January 2010, 5.6 million Americans with a high school diploma or less lost their jobs. Jobs requiring an associate degree or some college declined by just 1.75 million, and jobs requiring a bachelor's degree or above actually *grew* by 187,000.
- In 2010, at the peak of the recession, about 8 percent of all undergraduate degree holders were unemployed or underemployed. In contrast, 21 percent of individuals with only a high school diploma and 32 percent of high school dropouts were unemployed or underemployed.⁵
- Since the end of the recession, jobs requiring an associate degree or some college have grown by 1.6 million, and jobs requiring bachelor's degree have added 2 million new jobs. Workers with a high school diploma or less, on the other hand, *lost* an additional 230,000 jobs.

Some observers have suggested that increasing education attainment levels can actually *drive* economic growth and job creation. For example, a Federal Reserve Bank of Atlanta macroblog, asserts that "... our nation's inability to match jobs to people with the right skills is a major factor in explaining why employment rates have not improved as quickly as they should have in the economic recovery."⁶ And, a new study from the Milken Institute⁷ shows that higher levels of educational attainment increase regional prosperity in terms of real wages per capita and Gross Domestic Product per capita.

The need for accelerated, transformative action

These indicators should be viewed as a call for action – accelerated, transformative action. Nothing less will do. Our collective future is at stake. Unless these gaps are closed and discrepancies eliminated, we will never develop the talent needed to compete in today's technology-driven, global economy.

⁵ The Brookings Institution's Hamilton Project

⁶ Cited in Lumina Foundation, Strategic Plan 2013 to 2016, February 2013, citing the Federal Reserve Bank of Atlanta, <http://macroblog.typepad.com/macroblog/2010/07/a-curious-unemployment-picture-gets-more-curious.html>

⁷ *A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity*, Feb. 27, 2013

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Closing these gaps also will bring noneconomic benefits. It's well documented that individuals with a college degree are more likely to vote and volunteer than their peers who have only a high school diploma. College graduates are less likely to be unemployed and to rely on public assistance, and typically are healthier, more tolerant and more engaged in their children's education.⁸ These societal benefits enhance quality of life and make for a stronger citizenry and stronger communities.

Our workforce development mandate is clear: To enhance personal prosperity, economic security and our democratic society, we must close existing knowledge and skill gaps. To be competitive in a talent-hungry, talent-driven global economy, Ohio must increase the number and percentage of its citizens with high-quality college degrees or postsecondary credentials of value in the marketplace. This is nonnegotiable for any state aspiring to compete successfully in an economy in which knowledge and innovation are highly prized and rewarded, and where essential workforce skills are being redefined constantly and in the blink of an eye.

There are many strategies for increasing education attainment levels and helping to meet evolving 21st century workforce needs. We must increase high school graduation rates, college-going rates and college completion rates. We must provide new and more flexible pathways to certificates and degrees, such as online courses and innovative scheduling. And most importantly, we must reach out to adults, many of whom have some college but no formal credential, and help them finish the requirements for earning the credential.

As a flexible pathway to postsecondary certificates and degrees, particularly for adult learners, expanded use of prior learning assessment holds great promise. Of course, it is not new, but it has the potential to open the door to new practices and new ways of thinking about and measuring learning.

In *Cracking the Credit Hour*, the New America Foundation and Education Sector reminds us that higher education itself routinely rejects the idea that credit hours are a reliable measure of how much students have learned. It points to a growing body of evidence that seat time does not equal learning and provides a history to document that the Carnegie Unit was never intended to be used for this purpose. And yet, college degrees are still largely awarded based on "time served" rather than learning achieved.⁹

By awarding credit for learning beyond the college classroom, PLA challenges this historic practice. It reflects a growing trend toward competency-based learning and heightened educational quality. As the New America Foundation and Education Sector reports, "In an era when college degrees are simultaneously becoming more important and more expensive,

⁸ The College Board, *Education Pays 2012*

⁹ New America Foundation and Education Sector, *Cracking the Credit Hour*, September 2012

students and taxpayers can no longer afford to pay for time and little or no evidence of learning.”

How much difference can PLA play in our collective efforts to raise education attainment levels? The Lumina Foundation projects that significantly expanding the availability of PLA **could produce more than two million new postsecondary degrees by 2025**. So PLA is a viable strategy for helping Ohio and the nation meet evolving and rapidly changing 21st century workforce needs.

DRAFT

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Understanding Ohioans' PLA Options

Prior Learning Assessment can be approached in a wide variety of ways. Nationally, some institutions evaluate noncredit instruction, awarding credit for recognized proficiencies that equate to specific courses offered at their institutions. Similarly, many institutions evaluate both corporate and apprenticeship training for college credit, working with business and trade associations to evaluate prior training for credit.

Based on a 2012 survey of Ohio campuses to identify those methods most commonly used to assess and award credit for prior learning, the *PLA with a Purpose* initiative focused on three approaches: (1) credit by examination; (2) evaluation of military training and experience; and (3) portfolio-based assessment.

Credit by examination

By giving students opportunities to earn credit by examination (CBE) through either institutional/departmental examinations or nationally recognized, non-institutional examinations, Ohio's colleges and universities promote students' success by accelerating their academic pathways, saving them money and motivating them to continue with their education. Nearly all of Ohio's campuses award credit through some form of assessment.

Non-institutional examinations (CLEP, DSST, etc.) provide a clear pathway for students to quantify the prior learning they have obtained outside the traditional postsecondary teaching/learning environment.¹⁰ Many of the organizations offering these exams, such as the College Board, have fine-tuned the development process over several decades. CLEP (College-Level Examination Program) exams, for example, are produced in concert with content

PLA's impact on degree and certificate completion

A recent Council for Adult and Experiential Learning (CAEL) study found that the availability of PLA may motivate adult learners to persist in their postsecondary programs. Examining the academic records of more than 62,000 students from 48 institutions, the study found that 56 percent of adult PLA students earned a postsecondary degree within seven years, compared to only 21 percent of non-PLA students.

SOURCE: Cited in Pamela Tate, Rebecca Klein-Collins, and Karen Steinberg "Lifelong learning in the USA: A focus on innovation and efficiency for the 21st century learner," *International Journal of Continuing Education and Lifelong Learning*, Vol. 4, Issue 1, 2011.

¹⁰ The field of non-institutional examination development of the verification and award of college-level learning is in a state of evolution. Some of the commonly used non-institutional exams are College-Level Examination Program (CLEP), Defense Activity for Non - Traditional Educational Support (DANTES) Subject Standardized Tests (DSST), Advanced Placement (AP), International Baccalaureate Programs (IB) and American Council on Education (ACE) Guidelines. Other non-institutional exams are also available, such as Excelsior College Examination Program (ECE) and Thomas Edison State College Examination Program (TECEP).

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experts who create, vet, test and review exam questions to ensure validity, reliability and comprehensive coverage of the subject matter. Aside from providing students a clear-cut way to demonstrate prior learning, non-institutional exams expedite the path to graduation by giving students the ability to demonstrate college-level learning before admission, and this can keep them motivated.

Although non-institutional examinations are recognized as a well-defined type of prior learning assessment, they do not always provide a clear route for a student's progression through training, certificate or degree programs. Students who use non-institutional exams can face challenges in the absence of consistent transcription and transfer policies. For example, in academic disciplines containing highly dependent course sequences, students who use a non-institutional exam for a prerequisite course and do not receive a letter grade for it on the transcript often cannot move to a subsequent course (i.e., if a letter grade of C or better is required for the prerequisite course and Pass/Fail is not accepted).

Without clear guidance, students can take non-institutional exams and receive credit for courses that do not apply to their plan of study, spending time and money for credit that does not move them closer to obtaining a degree. It should be pointed out that this issue also faces students who pursue PLA through military credit and portfolio-based assessment.

Beyond transcription concerns, transferability of the credit also can be a challenge. Students who know they will be transferring to another college need to be told before taking the exam that they need to verify the exam is accepted at the college – and they should find out the required score for acceptance.

Institutional/departmental examinations (e.g., proficiency exams and challenge exams) offer students additional opportunities to quantify their prior learning and accelerate their progress toward training, certificate or degree programs. Institutions across Ohio offer these exams for a wide range of courses not covered by non-institutional exams.

In addition to increasing opportunities for students to earn PLA credit, institutional/departmental exams provide academic departments flexibility to tailor exams to fit their specific program curriculum, give program faculty confidence that the exams reflect an appropriate level of academic rigor and provide faculty direct control of the assessment process. Since faculty leadership in maintaining academic rigor is paramount, institutional/departmental exams remain an important part of the state's overall approach to PLA.

With institutional/departmental exams, achieving consistent standards across departments *within* a college or university – or *among* institutions statewide – is a serious dilemma. Clearly, these examinations do not meet the standards for assessing learning outlined by the Council for Adult and Experiential Learning (CAEL), which can be found in Appendix A. Such standards are not merely an “academic” matter, since consistency is needed for PLA credit to be transferable to all or most public institutions across Ohio.

From an institutional perspective, the issues related to consistency include:

- keeping institutional/departmental examinations current;
- determining when it is appropriate to award college credit for passing a test as opposed to simply placing the student in a higher level course;
- documenting the validity and reliability of the tests (i.e., psychometrics) for the program, other institutions and accreditors;
- reaching agreement across campuses on what constitutes a passing score;
- providing ongoing training for faculty and administrators engaged in the process; and
- establishing consistent procedures and fees, and ensuring that students, staff, faculty and administrators are familiar with them.

There are advantages and disadvantages to using non-institutional or institutional/departmental examinations. Yet, with both approaches, rigor, quality, transparency and consistency must be assured and addressed in order to promote student success. A considerable amount of CBE currently exists across Ohio campuses, which provides a strong base from which to identify best practices and develop recommendations related to student access and success.

Evaluation of military training and experience

Today, nearly 900,000 military veterans reside in Ohio and another 80,000 of the state’s citizens are currently serving in the United States Armed Forces. More than 75,000 Ohioans have served in the Armed Forces in support of combat operations around the world since September 11, 2001.

Collectively, these veterans are a rich reservoir of highly trained, skilled workers. They could be, with additional education, the antidote for Ohio employers who report a deficit of job-seekers and workers with 21st century education and skills. Yet, Ohio’s 2012 annual unemployment rate among veterans was 7.6 percent. For post 9/11 veterans, the unemployment rate was 12.8 percent, substantially above the state’s overall jobless rate.

College participation numbers tell a different story. Currently, more than 22,000 students enrolled in the state's public institutions of higher education are using federal veteran education benefits. Since the introduction of Ohio GI Promise, all 36 public colleges and universities are members of the Servicemembers Opportunity Colleges (SOC) Consortium, which means they accept college credit for military training, experience and coursework as long as it has been approved by the American Council on Education (ACE) or a regional accrediting body, such as the Higher Learning Commission. In practice, however, applying ACE recommendations toward specific degree or other credential requirements is not always clear cut, which can slow down the credit awarding process.

In March 2011, the Chancellor to the, the Chancellor of the Ohio Board of Regents issued a directive to the state's public institutions of higher education requiring them to award college credit for military training and experience consistent with the Servicemembers Opportunity Colleges (SOC) Consortium guidelines and in compliance with state's credit transfer policy.

A recent statewide survey of military credit identified inconsistencies in evaluation, application and policies related to awarding of college credit for military training and experience at various institutions. Furthermore, there is evidence that some students are not receiving college credit for military training, experience or coursework that does not have an ACE recommendation, even though credit may be warranted.

Portfolio-Based Assessment

Portfolio-based assessment, sometimes referred to as individualized assessment, involves the collection of evidence in support of a person's claim for credit through prior learning. Using this method, a student prepares a structured, individualized portfolio that contains documents, artifacts and other forms of evidence to demonstrate college-level learning. A portfolio can be hardbound, electronic, virtual or in combination. The portfolio is then evaluated for college-level learning by a content expert, usually a faculty member who will determine if college credit can be awarded based on the portfolio assessment.

Portfolio assessment can be useful in situations where a student has achieved a body of learning in a particular discipline derived from multiple sources, including significant job or military experience. Also, certain disciplines of learning can best be documented by portfolio. These may involve art, business, communications and other subjects that cannot be adequately assessed through a test. Sometimes, portfolio assessment is the preferred method for students to obtain block credit. It also can be the preferred method based on a student's learning style.

There also are circumstances where portfolio assessment might not be the best approach. In most cases, standardized test such as CLEP or course-specific challenge exams are best for the assessment of general education courses. The creation of a portfolio is a rigorous and time-consuming task; it also is the most subjective in that it is measured according to the standards set by the content expert who is doing the evaluation. Additionally, a program with accreditation may have further criteria and limitations for evaluation.

Ideally, the determination of which approach is best suited for PLA should be made by the PLA advisor, the content expert and the student. Often, multiple methods are employed.

DRAFT

SIDEBAR: PLA from a National Perspective

The national emphasis on increasing the number of individuals holding high-quality, workforce-valued postsecondary credentials and degrees is causing the broader higher education community to examine strategies for accelerating learning and supporting students to credential or degree completion, while at the same time not compromising on issues of academic quality or rigor. PLA is emerging as one way to address this issue.

However, structures and regulations governing PLA credit granting and transfers are not standardized across states or institutions, making it difficult for students to understand the availability of credit for prior learning and the mechanisms for acquiring such credit. In addition, the lack of standardization negatively impacts students who find themselves needing to change institutions or states during their academic careers.

A number of states are developing statewide or system-wide approaches to PLA. For example, some states have:

- begun development of systemic approaches to PLA opportunities within a community college system or across a consortium of community colleges and state universities;
- launched efforts to better publicize the availability of PLA opportunities and help students identify institutions that have PLA opportunities;
- reached agreement on a set of general principles that participating community colleges and universities agree to support that provide students with opportunities to demonstrate prior learning, earn undergraduate credit for that learning and maintain those credits whether the student stays in one institution or moves to another; and
- passed legislation requiring the development of a statewide assessment or articulation process.

Systemic approaches to PLA are relatively new, often only set into policy within the last five years.

Preferred Models: In Search of PLA Best Practices

In recent years, the practice of evaluating whether learning acquired outside the classroom is college level and then determining the equivalent number of college credits has received added attention. It might be hyperbole to suggest that this practice has achieved mainstream status, but PLA is alive and well, gaining momentum and giving students new opportunities to earn credits that are tied to learning outcomes rather than traditional measures of seat time.

Yet, PLA still makes people nervous. As a recent issue of *INSIDE HIGHER ED* asserted, “When done right, the process is a far cry from taking money to offer credit for ‘life experience.’ But that notion persists. And perhaps more fairly, some in higher education worry that the ‘completion agenda’ is putting pressure on colleges to lower the bar for a degree or credential, including through prior learning.”¹¹

Historically, PLA has not been universally available. In most states, it has been a matter of local practice and PLA credits frequently have not been accepted in transfer. As Pamela Tate and her colleagues at the Council for Adult and Experiential Learning (CAEL) report:

“Most institutions offer some form of prior learning assessment for college credit ... but considerable variation exists in terms of which assessment methods are available, how many PLA credits may apply toward a degree, which degree programs will accept those credits, and whether students even receive information from the institutions about PLA options. And PLA credits earned at one institution are sometimes not transferrable to another institution.”¹²

In many states, this is still the situation. But a growing number of states – particularly in the nation’s Midwest – are developing statewide approaches. Three such states are Kentucky, Tennessee and Wisconsin.

- In 2008, the *Kentucky Council on Postsecondary Education* advanced a series of recommendations for making PLA more available for larger numbers of adult students who have some college coursework, but no degree. Those recommendations included: (1) state colleges and universities should reevaluate and expand policies regarding the opportunity to earn credit for college-level experiential learning in one

¹¹ Paul, “College Credit Without College,” *INSIDE HIGHER ED*, May 7, 2012.

¹² Pamela Tate, Rebecca Klein-Collins, and Karen Steinberg “Lifelong learning in the USA: A focus on innovation and efficiency for the 21st century learner,” *International Journal of Continuing Education and Lifelong Learning*, Vol. 4, Issue 1, 2011.

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or more of its forms; and (2) credit for prior learning must be transferrable among postsecondary institutions.¹³

- The state of **Tennessee** has moved to expand PLA and guarantee its transferability of credit between institutions. It has set standards for awarding PLA credit, transcribing it ensuring transferability, transparency and consistency. Moreover, it has established guidelines to make certain that PLA contributes to students' academic progress and success. Tennessee's recommended standards specify that:
 - to be awarded PLA credits, students must be admitted, have declared an academic program and have met with an advisor;
 - PLA credit is given only for courses that are applicable to a student's program requirements;
 - PLA credit issued at another state institution must be accepted, provided it meets the state General Education requirements; and
 - institutions should periodically review their PLA policies, ensure program transparency and establish an appeal process.¹⁴
- **The University of Wisconsin System** has moved to expand PLA with a particular emphasis upon portfolio assessment and challenge exams. Wisconsin's Prior Learning Expansion Initiative, a pilot designed to maximize PLA access to the adult population, involves about a dozen two-year and comprehensive campuses strategically located across the state. The pilot's core activities include: (1) convening faculty, administrators and staff to develop comprehensive PLA principles, guidelines, policies and practices including those effecting transfer; (2) training academic advisors on PLA; (3) training faculty on the benefits of PLA and its links to learner outcomes; (4) expanding department-level challenge exams/test banks; (5) engaging employers around employees who use PLA; and (6) marketing PLA to a target population of 44,000 Wisconsin residents who have some college credits, but no degree/certificate.¹⁵

¹³ Kentucky Council on Postsecondary Education, Kentucky Adult Learner Initiative Working Group on Credit for Prior Learning, 2008

¹⁴ The Tennessee Prior Learning Assessment Task Force, *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Colleges and Universities*, August 2012

¹⁵ University of Wisconsin System, Program Review: Credit for Prior Learning Assessment, November 2010; and University of Wisconsin System, Prior Learning Assessment Academic Planning and Policy Task Force, May 2010



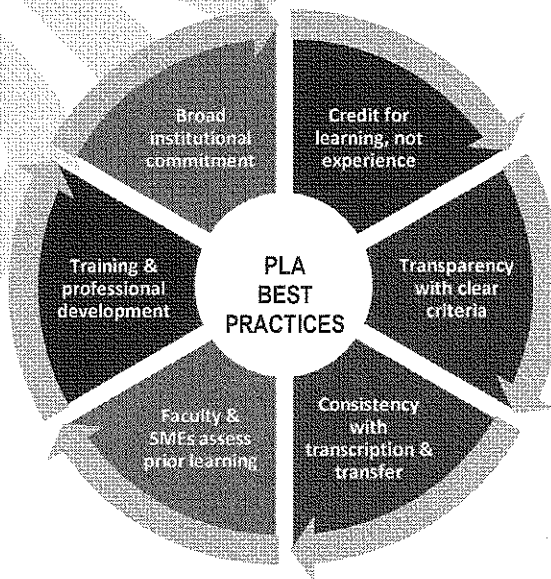
PLA Best Practices for Ohio

What are best practices? Essentially, they are practices that have been tested and found to work “on the street” – shown to produce superior results and judged to be effective. They may be identified through a systematic process, often called benchmarking. Or, they can be discovered and validated through a less formal, subjective process that searches for practices that meet the criteria of a “best practice”.

For the *PLA with a Purpose* initiative’s working groups, the identification of best practices was much more than an academic exercise. It was the first step in framing recommendations for what campuses and the state should do to develop and implement statewide PLA policies and practices. And after several months of research, meetings and conversations about how to achieve consistency across campuses, with quality guaranteed, we reached agreement on the core criteria of PLA best practices.

1. **Credit is given only for learning, not for experience.**
2. **Transparency will be preserved in all aspects of the PLA process, with clear, rigorous and public criteria for credit granting.**

The prior learning assessment process, criteria and involvement will be campus-wide activities with strong consensus and support. There will be appropriate written criteria and process steps for the review and granting of credit via all three PLA methods, which will be agreed upon by all USO institutions. Appropriate oversight of the process will be defined and clearly stated in written criteria and process steps on each campus and at the state level.



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3. **Consistency in the evidence requested for the evaluation of prior learning will be assured and all USO institutions will transcript, apply and transfer credits awarded on the basis of the statewide standards.**

Standardized criteria for the evaluation of prior learning – using all three PLA methods – will provide evidence of discernible knowledge, consistent within disciplines, and agreed upon by institutions in the USO. The transfer of credit awarded will be built on the state’s existing Articulation & Transfer model.

4. **Discipline-appropriate faculty from within the institution and other subject-matter experts will evaluate prior learning.**

Content experts will assess and validate prior learning.

5. **Ongoing and rigorous training and professional development will be provided to all participants in the assessment process.**

Rigorous training will be provided to for faculty, administrators, PLA developers, subject-matter experts, student advisors and others involved in the PLA process to ensure the use of best practices, review consistency and quality assessment across the system.

6. **There will be broad institutional commitment to PLA.**

ALL USO institutions will make a commitment to the development and use of PLA, including training and re-evaluation, agreed upon criteria for credit articulation and intentional efforts to raise adults’ awareness of PLA as a realistic option for continued learning and career development.

With this consensus on the meaning of “best practices” and drawing from the innovative practices of other states, both at the institutional and system-wide levels, the three working groups developed their *preferred models* for awarding credit to students for prior learning.

Credit by Examination: A Preferred Model

- ✓ USO institutions’ CBE policies will be transparent to ensure students are fully informed about the types of exams offered, the degree programs that accept CBE and the specific policies for awarding credit (including course equivalencies).
- ✓ USO institutions will review policies for quality and consistency on a regular basis and make them readily available to students; they will ensure that their testing is fair and accessible and that advising and preparatory materials are available.

- ✓ USO institutions will catalog and track non-institutional and institutional/departmental examinations offered by course and assign CBE awards to specific courses in a student's plan of study in order to expedite the student's plan to graduation.
- ✓ USO institutions will be proactive to raising awareness of CBE, ensuring that procedures are succinct and easily accessible, and they will work to identify opportunities for CBE expansion (e.g., gaps in content areas).
- ✓ Institutions will engage faculty and administrators through regular communication and training.
- ✓ Whenever possible, USO institutions will appoint a single, primary point of contact for PLA.
- ✓ System-wide policies will be in place to guarantee the transcription of CBE credit and the transferability of credit among all USO institutions consistent with the Ohio Articulation and Transfer Network, which provides standards for OTM, TAG, and CTAG courses.
- ✓ All Ohio students will have access to CBE and will not be barred from it by where they are enrolled or an exam's cost.

Credit for Military Training and Experience: A Preferred Model

- ✓ To the greatest extent possible, the process will reflect ACE recommendations regarding statewide transfer guarantees, such as Career-Technical Assurance Guide (CTAG), Ohio Transfer Module (OTM) or Transfer Assurance Guide (TAG) courses; these assurances will be included in each USO institution's transfer articulation database and/or degree audit system, u.select (or its successor) and the statewide online course reporting systems.
- ✓ For ACE recommendations that fall outside the current statewide guarantees (e.g., physical education, leadership, logistics, maintenance), a new statewide transfer credit category will be established for military credit, beginning with the courses for which credit is most often awarded.
- ✓ Each USO institution will identify a faculty point person for facilitating course equivalencies for military credit.
- ✓ Should credit not be captured through ACE recommendations, veterans can apply for PLA via another recognized mechanism (i.e., credit by examination or portfolio assessment); and statewide standards should be developed for such review.
- ✓ A regional representative from ACE will be available to conduct training sessions in collaboration with the Ohio Board of Regents, with training available throughout the academic year at USO institutions.

Portfolio-Based Assessment: A Preferred Model

- ✓ Standardized, written criteria will be developed for the review and granting of credit via portfolio submission demonstrating evidence of discernible knowledge, not experience.
- ✓ Written process steps will be developed for evaluating credit by portfolio, including appropriate oversight.
- ✓ All USO institutions will appoint a single, primary point of contact for PLA.
- ✓ All USO institutions will accept the written criteria and process steps; resulting credit will be applied to programs in the same way that transfer credit is applied.
- ✓ The portfolio process will be documented and easily accessible on school and state web sites.
- ✓ Discipline-appropriate faculty from within the institution and other subject matter experts will assess and validate a student's portfolio of prior learning based on agreed upon statewide portfolio framework criteria and built on the existing Articulation & Transfer model.
- ✓ Participants in the portfolio assessment process will have professional development to ensure use of best practices, review consistency and quality assessment across the system.
- ✓ A method of granting block credit that builds upon the existing Articulation & Transfer model will be developed.

SIDEBAR: Aligning PLA to Ohio's Articulation and Transfer System

Easy credit transfer and accelerated student mobility are the cornerstones of the University System of Ohio. They give all Ohioans a clear pathway for gaining the skills and knowledge necessary for productive and satisfying 21st century careers. Yet, credit transfer cannot be imposed from above. ***It must be both a statewide imperative and an institutional priority.***

Ohio's Articulation & Transfer (A/T) system offers a model for the higher education community, state lawmakers and advocacy groups in other states. For Ohio, it provides both a model and an infrastructure upon which to build in developing a PLA system that significantly enhances the state's workforce talent. The A/T system can speed up the work needed to achieve agreements around the award and transfer of PLA credit, especially where outside assessments are not available.

PLA is grounded in an equivalency equation that matches demonstrated learning to college credit. As demonstrated by the state's A/T initiative, it is imperative that equivalencies be established by participating faculty who are the stewards of their disciplines. It is faculty members who need to "own" the system by which equivalencies are determined, reviewed and credit awarded. The A/T initiative has provided an orientation and pathway for addressing equivalency as well as other related issues that are central to the success of PLA.

The A/T system also provides guidelines for guaranteed transfer and application of PLA credit to the degree and major. Credit earned through the PLA process will be transferred and applied as specified in the A/T policy (i.e., on the same basis as if the credit had been earned through a traditional classroom experience at the awarding institution).

To address the issue of quality, the procedures and guarantees set in the A/T system have been incorporated, where applicable, into the recommendations advanced in this report. These procedures and guarantees address the issues of ***standardization, faculty oversight*** and ***evaluation of student performance at the next level***. They provide a solid foundation upon which to build in administering a statewide PLA framework.

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SIDEBAR: Ohio Faculty and Administrators Speak

In March/April 2013, Public Agenda conducted a series of focus groups with faculty members and administrators from two- and four-year Ohio colleges and universities.¹⁶ The topic was Prior Learning Assessment and the purpose was to learn more about faculty and administrator attitudes toward the practice of awarding credit for knowledge and skills that students acquire outside the classroom, and to get an initial sense of barriers and enablers to implementing and scaling promising PLA practices in Ohio.

In all of these groups, there was an overall acceptance of PLA in theory – although faculty members in groups at The University of Akron were somewhat more skeptical – with thoughtful concerns about administration and implementation.

Starting Points for Faculty and Administrators

Public Agenda reported that nearly all faculty members endorsed PLA as a valid educational concept and moved immediately to a discussion of the practical details of administration. It wrote that some faculty members “fear PLA as a harbinger of what they see as the possible gutting of quality in higher education and a potential betrayal of the fundamental purposes of education. Many also feel battered by the changes sweeping the nation and this exacerbates concerns and strengthens common misconceptions.”

After the Akron sessions, Public Agenda said administrators are generally enthusiastic about PLA. They see it as a positive service to students, including veterans, and as a useful example of a broader shift from emphasizing seat time to thinking about student learning. Reporting that administrators see prior learning assessment as a win-win, Public Agenda wrote that it allows “the institution to serve the needs of students by helping them move through faster with less debt,

Following its Akron focus groups, Public Agenda wrote that faculty members have many open questions about how PLA works and concerns based on misconceptions and deep values. It wrote that some faculty members seem to believe that this initiative will be a sweeping change to the whole curriculum in that students who never set foot in a classroom could simply test their way to a degree. In Public Agenda’s words, “While this is a misconception that might be easily addressed through good communication and dialogue, faculty have deep concerns that need deeper engagement.”

¹⁶ Three focus groups were conducted with faculty and administrators at The University of Akron. Three additional sessions were conducted in Columbus with participants from Columbus State Community College, Cuyahoga Community College, Southern State Community College, Terra State Community College, Zane State College, University of Cincinnati and Wright State University.

while also allowing the university to meet the demands of legislation to find more efficient ways to increase completion without sacrificing quality.”

Following the Columbus focus groups, Public Agenda said the most striking finding, especially in the conversations with faculty members, is that “we found a great deal of interest and acceptance of PLA as a concept. The faculty members displayed little of the ideological resistance we have seen in some of our other research and we found little notable difference between the views of faculty and those of administrators.”

Public Agenda continued: “It is impossible to make generalizations based on just a few groups, but part of this may be a result of how these [Columbus] focus group participants were selected. In recruiting these three focus groups, we specifically asked for faculty members who had some prior exposure to PLA as a concept or as a practice. Furthermore, about half of our respondents – both faculty and administrators – were from two year institutions, where faculty and administrators are often more familiar with the needs of adult learners. As a result, most of our respondents in these groups had first-hand experience with PLA.”

Perceived benefits of PLA

Based on its Columbus sessions, Public Agenda identified the perceived benefits of prior learning assessment as:

- The main advantage, in the eyes of respondents, is that PLA is a way to serve students and to help them advance their education by reducing the barriers of time and cost/debt.
- Specifically, PLA is a way to front-end success for adult learners who may find returning to school intimidating. The idea of starting with some credits already under the belt may be empowering and encouraging to adult learners (including veterans, who are also transitioning to civilian life).
- This empowerment can also boost retention and completion, benefiting both the student and, indirectly, institutions that are now under increasing pressure to promote retention as well as recruitment.
- Respondents thought it made sense to honor and respect the life experience of these adult learners.

Practical concerns

Although PLA is not a new concept, Public Agenda's respondents pointed to a number of practical and administrative concerns, including the following:

Depth and quality. While respondents did not doubt that previous learning may often provide a rich alternative to a standard academic course, determining what experience should count for what academic credit is not always a simple matter. This is particularly true when it comes to the question of counting previous experience for required courses, rather than electives. Public Agenda asserted: "If PLA is to be really effective, it should count for required courses and not be marginalized to electives. However, it is much harder to make a one-to-one alignment between life experience and a required major course with specific learning objectives that may even be mandated as part of professional certification."

Partial alignments. Public Agenda reported that its respondents "worry that previous life experience provides some of what students learn in a course, but not all of it. At the moment, however, there is no easy way to award partial credit for a course. A related question relates to setting standards for PLA: how much is good enough to grant credit?"

Problems of standardization and potential for abuse. The issue here, according to Public Agenda, is that "faculty and administrators everywhere tell us that higher education has become a consumer-driven enterprise. In an older model, the highly educated student was the product of higher education. Today, increasingly, the model has shifted inexorably to the student-as-consumer. Our respondents worry that PLA will be one more venue where higher education institutions will compete for students by offering lower standards for PLA credit."

Keeping PLA in perspective

Public Agenda concluded its report after the Columbus sessions: "While our respondents endorse the idea of giving adult learners credit for their experience, they insist that PLA should only be a portion of higher education. PLA might be a good way to give students credit, for example, for internships and practicums, or for courses with specific technical content. This might be especially true in fields such as health care, where there is already a heavy clinical or practical component. But our respondents still feel that there are important soft skills that are best learned and assessed in a higher education environment."

PART 2: PRIORITIES FOR ACTION

Recommendations for Building an Effective PLA System

Ohio's postsecondary institutions are serving a wide variety of learners today. They are older, more likely to be financially independent from the parents and more likely to have college-level knowledge and skills from other institutions or from non-classroom experiences. In many institutions, these "neo-traditional" students are the majority, outnumbering their "traditional" classmates.

To meet the goals of these "nontraditional" learners, Ohio's colleges and universities are developing new models of teaching and learning, and they are implementing strategies designed to improve campus completion rates and contribute to the state's determination to dramatically increase the number and percentage of Ohioans with college degrees or other credentials of value in the marketplace.

Members of the *PLA with a Purpose* initiative believe the prior learning assessment is one way these postsecondary institutions can adapt to the growing diversity of their students. We believe that PLA needs to be aligned with institutions' missions, just as it must support their academic integrity. So, our change agenda begins with college and university campuses embracing and advancing the recommendations offered in this report – and it culminates in a partnership through which the Ohio Board of Regents works collaboratively with all USO institutions to promote promising practices for the assessment and purposeful connection of prior learning competencies to training and degree programs.

In this report, the initiative offers *five core, centerpiece recommendations*, each of which is backed by a number of *actions* – some general in nature while others are linked to specific PLA methods – required for effective implementation. The five core recommendations focus on (1) defining the processes and procedures governing PLA on USO campuses; (2) improving students' access to PLA opportunities; (3) ensuring the quality and rigor of PLA processes; (4) providing training and professional development to participants in the assessment process; and (5) clarifying the state's role and responsibilities in the awarding of PLA credit.

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CORE RECOMMENDATION #1:

The Ohio Board of Regents should work collaboratively with all USO universities, colleges and adult career-technical centers to establish a statewide Prior Learning Assessment system with uniform criteria and process steps for the review and granting of credit via all three PLA methods, which will be agreed upon by all USO institutions.

Campus's opportunities for prior learning assessment must be aligned with their respective institutional missions and academic integrity as well as the needs and aspirations of their students. But as part of a statewide system, they also must be defined by a set of uniform processes for awarding credit, with consistent criteria or standards for students to earn this credit.

Yet, this uniformity and consistency in the way credit is awarded cannot be the product of a rigid top-down process. Instead, system-wide criteria and processes that will inform and guide USO institutions as they develop and refine their own policies and procedures must be developed collaboratively through partnerships that lay the groundwork for effective execution. Therefore, the implementation of this first recommendation requires numerous actions:

- OBR should convene consultations with USO institutions to establish system-wide criteria and processes for the review and granting of PLA credit earned through credit by examination, military training and experience, or portfolio-based assessment – with the consultations completing their work by the end of 2014.
- All system-wide criteria and process steps should be written and well-documented to provide clarity and transparency for all stakeholders, including currently prospective and currently enrolled students, faculty, academic administrators and potential employers of students receiving credit from prior learning assessment.
 - For CBE, the components of such criteria and process steps should include the testing location, specification of student enrollment status, frequency for taking the exam(s), expected interactions with advisers/faculty prior to the exam and a consistent scoring system (i.e., cutoff scores, equivalencies and credit hours awarded).
 - For portfolio-based assessment, OBR should work collaboratively with USO institutions to develop a portfolio review framework and protocols that all institutions adopt for granting credit for demonstrated prior learning.

- PLA credit should only be granted to students who are currently enrolled in a program of study and in good academic standing – and after the student has consulted with an advisor about the possibility and advisability of seeking credit via CBE, military credit or portfolio-based assessment. This would include so-called “guest” or “transient” students who are enrolled at another institution but take coursework at an institution closer to home (e.g., during the summer).
 - *For CBE*, students should be expected to take the exam within a reasonable period of time once their application has been accepted, and exam retakes should either be limited or prohibited. All USO institutions should develop and communicate a process for appealing PLA decisions (e.g., credit awarded, review process). In cases where institutions already have established procedures for appeals in traditional courses, institutions should consider following those same procedures for PLA credit.
- All PLA credit should be transferable on the same basis as if the credit had been earned through regular study at the awarding institution and other USO institutions must accept credit for transfer. Credit should be posted to a transcript in a similar manner to native courses with an additional designation or grade that identifies it as either credit by examination, military credit or portfolio credit.
 - *For CBE*, USO institutions should develop a statewide listing of non-institutional exams that meet the established transfer requirements of Ohio Transfer Module (OTM), Transfer Assurance Guides (TAG) and Career-Technical Assurance Guides (C-TAG).
 - *For military credit*, students should not be required to resubmit transcripts for additional evaluation when they transfer credit for courses with statewide transfer guarantee (OTM, TAG and C-TAG). For credit awarded outside statewide guarantee, receiving institutions should accept the credit awarded and apply it in the same manner as the awarding institution. In principle, the receiving institution should request an official Joint Services Transcript *only* if it helps students advance their progress toward degree completion by assessing for further course equivalencies and/or additional credits. Also, in transferring military credit, financial aid implications for the student should be considered. For example, deferring credit for technical courses may be recommended policy, as related to the financial aid implications of the student’s decision.

- PLA credit *may* be treated as in-residence credit at the institution that conducted the review and awarded the credit, in accordance with institutional practice, and where there are not institutional or program-level accreditations that prevent PLA credit as in-resident credit.
- OBR should work with USO institutions to ensure that system-wide criteria and process steps are accepted on every campus and built into aligned, institutional procedures. It should encourage all USO institutions to adopt policies confirming that credit awarded by one college or university through all three PLA methods will be transferable to other USO institutions – and be accepted and applied to the major and degree, consistent with provisions of the state’s existing Articulation & Transfer model.
 - *For CBE*, all USO institutions should create a consistent scoring system – e.g., for non-institutional exams; they should develop and agree on cutoff scores, course equivalencies, and credit hours to be awarded. Institutions are encouraged to consider the credit recommendations of the American Council on Education (ACE) or similar organizations in their policies whenever a recognized college-level examination has been previously evaluated and the results published. Such examinations have undergone a detailed assessment by subject matter experts, which can guide colleges and universities in their application of CBE.
 - *For CBE*, USO institutions should consider developing institutional/departmental exams, as an alternative to existing non-institutional exams, where the latter are judged to be inadequate by discipline faculty. For example, postsecondary faculty have developed common course learning outcomes for English Composition through the Ohio Articulation & Transfer Network. To encourage consistency across institutions through the use of an English Composition proficiency exam, faculty may be able to create a statewide proficiency exam that is aligned to the existing OTM course.
 - *For military credit*, statewide faculty review panels should be used to determine course equivalencies for the military coursework and Military Occupational Specialty (MOS) designations or ratings within current statewide credit transfer guarantee initiatives. Equivalencies established in this way will be entered into the statewide electronic database and be part of the statewide guarantee.

- *For military credit*, the state should explore statewide guarantees in both academic areas (e.g., physical education, leadership, communications and logistics) and technical areas (e.g., security/law enforcement, medical corps, transportation and maintenance). Course credit awarded outside of a military transcript or ACE recommendations should be reviewed by relevant department/faculty at individual USO institutions.
- *For military credit*, determining trends at both two-year and four-year institutions of those military experiences for which credit is most often awarded may be a good starting point to build course equivalencies at both state and individual institutional levels. And when evaluating military training, experience, and coursework for course equivalencies, institutions should include, as resources, faculty and staff with military background as well as ROTC personnel.
- OBR should revisit and further develop its 2011 directive on CLEP credit, beginning immediately.
- OBR should work collaboratively with USO institutions to set fees for prior learning assessment credit that is comparable throughout the state and reflects the actual cost of administering the PLA process. The initiative's three working groups did not opine on what those fees should be, but there is consensus that the fees should be for the cost of reviewing and posting credit, not for credit hours awarded.

CORE RECOMMENDATION #2:

All USO institutions should make prior learning assessment accessible to their students by ensuring that their PLA processes and procedures are fully transparent, with clear, rigorous and public criteria for credit granting, and by making information about PLA opportunities readily accessible to prospective students, currently enrolled students, faculty, academic administrators and potential employers of students receiving credit from prior learning assessment.

For students, the benefits of prior learning assessment are clear. PLA credits spur postsecondary students to continue beyond the first year, reduce students' time-to-degree by not requiring them to take courses in subjects they've already mastered and give adults an incentive to begin or return to an incomplete college education. PLA credits reduce the cost of higher education since prior learning credit is typically carried out at a lower cost compared to tuition charged by the credit hour. And PLA credits increase degree and certificate completion rates.

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Yet, none of these benefits can be realized, nor can academic programs be sustained, if market demand is absent and student awareness is not promoted. For this reason, identifying and articulating the benefits of PLA to the students and other stakeholders is essential. Institutions must strive to make PLA policies and opportunities as clear and transparent as possible.

To be effective, OBR and USO institutions need to use a variety of methods to communicate the value and availability of PLA. So, the implementation of the initiative's second recommendation requires numerous actions:

- Each USO institution should make a visible commitment to prior learning assessment by identifying a primary PLA contact and making the minimization of barriers to student usage a campus-wide priority. The identified point of contact should be well-publicized and accessible to students, faculty and other stakeholders. And unless the contact person is fully familiar with military credit issues, another visible individual should be appointed to answer veterans' and service members' questions and explain the processes for determining course equivalencies.
- All USO institutions and OBR should be proactive in providing prospective students and those already enrolled with information about PLA purposes and opportunities, including written criteria and clear and transparent process steps for the review and granting of credit via CBE, military experience and portfolio submission demonstrating evidence of discernible knowledge. Specifically:
 - All three PLA methods should be documented and easily accessible in campus publications and web sites as well as the state web site. Institutions and OBR should consider developing a PLA webpage that can be easily accessed from the homepage and with hyperlinks to it from the Registrar's Office, Admissions and Academic Advising.
 - USO Institutions should use their course catalogues to broaden students' exposure to information about PLA.
 - USO institutions web sites and other communications channels should be used to detail PLA delivery systems including CBE testing options, schedules, locations and exam registration processes. To guarantee a maximum number of students have access to earning CBE credit, testing centers should offer extended hours of operation beyond standard business hours, if sufficient resources are available.

- *For military credit*, OBR and USO institutions should work collaboratively to ensure that veterans and service members know about PLA and have access to its benefits by: (1) offering a meaningful evaluation as soon as possible following admission to the college or university; (2) incorporating specific information about PLA criteria and processes for military training, experience and coursework on their web sites; (3) using u.select or its successor to display course equivalencies for military training, experience and coursework on their websites; and (4) developing a public course reporting database system (i.e., search engine) for military training, experience and coursework that can be guaranteed to transfer and apply consistently across the USO system.

CORE RECOMMENDATION #3:

All USO institutions should guarantee the quality, rigor and effectiveness of their PLA efforts by regularly reviewing all prior learning assessment processes and procedures, and by submitting a biennial accountability report to OBR, which should conduct its own oversight reviews of institutional programs and investigate the use of financial incentives to promote improved performance.

Quality is more than a promise. It must be assured by the continuous review of PLA policies and procedures and by on-going oversight of performance at all levels. For this purpose, CAEL has produced a set of quality assurance principles that some states have used as guidelines for their statewide PLA initiatives (see next page). Some of these principles speak to the way programs are structured and the practices that are put in place to carry out key functions, while others address fundamental oversight issues.

To assure quality, OBR and campus-level officials must be able to answer two questions. First, are the system-wide criteria and process steps being carried out? And second, how effective are institutional PLA programs in terms of student learning, recruitment, retention, time to degree, and completion. To answer these questions, the implementation of the initiative's third recommendation requires numerous actions:

- To build trust in the rigor, quality, effectiveness and fairness of the way PLA credit is awarded, transcribed and transferred, each USO institution should conduct a periodic review of its own program at the departmental and campus level. All campus stakeholders – faculty, academic administrators, students and referral sources – should

be engaged in these assessments of PLA delivery and results. The office of academic affairs should periodically review the administrative processes and fee levels to ensure they are effective and fair.

- *For CBE*, institutional/departmental and non-institutional exams should be reviewed regularly by faculty to ensure that they are current and appropriate.
- *For military credit*, the deliberate, faculty-focused ACE process should be uniformly utilized. Faculty involvement is the key to assuring quality and rigor in the review of courses and determination of equivalency.
- *For military credit*, institutions should have at least one faculty member serving as an ACE evaluator to provide broader understanding of the ACE review process.
- *For military credit*, with guidance from OBR, USO institutions should assess the academic progress of student veterans to determine if there is a correlation between the number of credits awarded for military experience based on ACE recommendations and academic performance. It may be appropriate to use the USO Military Credit Survey Data determine the baseline benchmarks.
- *For portfolio-based assessment*, USO institutions should review the statewide portfolio framework

CAEL guidelines for statewide PLA initiatives

Among the issues to be addressed in establishing statewide PLA systems, CAEL suggests the following:

- *Consider the institutional stakeholders involved*
- *Identify steps necessary to approve and implement PLA*
- *Clearly articulate the purpose of PLA*
- *Identify criteria for awarding PLA credit*
- *Develop articulation among institutions so PLA credits can transfer widely*
- *Determine which courses, if any, should be exempt from PLA and why*
- *Determine how student PLAs be evaluated*
- *Ensure that assessors are trained and evaluated*
- *Decide when a student is eligible for PLA credit*
- *Determine how students will be prepared to participate in the PLA process*
- *Determine how students will be advised and how advisors will be trained*
- *Determine what institutions will charge for PLA credits?*
- *Determine whether PLA utilization will be tracked and how PLA programs and outcomes will be evaluated*

SOURCE: Council for Adult and Experiential Learning
Presentation to Oklahoma Reach Higher Program Faculty
June 18, 2010

policies and procedures after two years to determine the success of the initiative and to develop a continuous improvement process and ongoing review.

- OBR should review each USO institution's PLA program and practices at least every five years. The review should evaluate all program elements for consistency with system-wide criteria and processes. Special attention should be given to the way PLA credit is being reviewed, granted, transcribed, applied and transferred.
- OBR should set benchmarks that USO institutions can use to evaluate the impact and success of their PLA programs. These benchmarks should include but not necessarily be limited to the volume of PLA credits awarded annually, average volume of PLA credits per award, PLA recipient data (e.g., a demographic summary of PLA recipients by age, gender, ethnicity and GPA) and student success indicators (e.g., retention, time to degree and college completion).
- OBR should consider options for including financial incentives to promote USO institutions' improved PLA performance in future biennial budget formulas.
- OBR should report every two years on prior learning assessment's impact system-wide on students' persistence and success in completing degree and certificate programs, and make recommendations for changes in the program.

CORE RECOMMENDATION #4:

All participants in the PLA process should receive training and professional development, with support and guidance from the Ohio Board of Regents, to ensure use of best practices, consistency of review and quality, rigorous assessment at all USO campuses.

One of the factors affecting the quality of PLA programs and practices is the performance of personnel involved in prior learning assessment either at the departmental or institutional level. Enhancing faculty and staff awareness and the ability to carry out PLA roles and responsibilities through training and communication must be a priority on every USO campus. Therefore, the implementation of the initiative's fourth recommendation requires numerous actions:

- To ensure students receive adequate and accurate advising regarding PLA, the PLA process and the criteria for granting credit for prior learning, all USO institutions should be responsible for providing discipline-appropriate faculty, academic administrators and student advisors with training and continuing professional development for the function

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they perform. Professional development should include training on best practices, consistency of review and quality assessment, and criteria for transcribing, applying and transferring credit.

- OBR should offer guidance and facilitate the PLA training and professional development USO institutions provide to their faculty, administrators and staff – and for this purpose, it should seek new resources from public and private sources.
 - *For military credit*, training should include existing ACE review processes, quality standards and the Joint Services Transcripts. A regional representative from ACE should be available to conduct training sessions in collaboration with OBR staff, either on campus or in a regional or statewide setting. Training should be ongoing throughout the academic year. Any training on how to interpret ACE recommendations that is developed by OBR should be required for faculty and staff involved in the awarding process (e.g., transfer specialists and student advisors).
 - *For portfolio-based assessment*, training on the assessment process should be facilitated by the state in order to ensure quality and consistency among all USO institutions. A state-level committee should be formed to assist in identifying the trainers and the delivery methods; established and creditable training organizations and/or individuals within the USO system may be engaged to conduct training, with all USO institutions required to participate in the training.

CORE RECOMMENDATION #5:

The Ohio Board of Regents should convene consultations with USO institutions to

- (1) develop standardized criteria and process steps for the evaluation of prior learning;
- (2) assure consistency in the evidence requested for the evaluation of prior learning;
- (3) provide oversight for the transcription, application and transfer of credits awarded built on the state's existing Articulation & Transfer model; and
- (4) establish methods for reporting and measuring PLA's impact on students' completion of their degree and certificate programs.

Charged with preparing a roadmap to a statewide system for assessing and connecting prior learning competencies to training and degree programs, the *PLA with a Purpose* initiative has made a series of recommendations for defining the processes and procedures governing PLA and improving students' access to PLA opportunities. We have recommended actions for ensuring the quality and rigor of PLA processes and providing training and professional development to participants in the assessment process.

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Throughout this report, we have urged the state of Ohio, through the Ohio Board of Regents, to provide critical leadership in developing and executing an integrated, statewide PLA system. That leadership is reflected in calls for OBR to:

1. convene consultations with USO institutions to establish system-wide criteria and processes for the review and granting of PLA credit;
2. work with USO institutions to ensure that system-wide criteria and process steps are accepted on every campus and built into aligned, institutional procedures;
3. collaborate with USO institutions in providing prospective students and those already enrolled with information about PLA purposes and opportunities, including written criteria and clear and transparent process steps for the review and granting of credit;
4. review each USO institution's PLA programs and practices at least every five years with special attention given to way PLA credit is being reviewed, granted, transcribed, applied and transferred;
5. set benchmarks that USO institutions can use to evaluate the impact and success of their PLA programs;
6. report every two years on prior learning assessment's impact system-wide on students' persistence and success in completing degree and certificate programs; and
7. offer guidance and support for the PLA training and professional development USO institutions provide to their faculty, administrators and staff.

It's an ambitious list of priorities – collectively a bold agenda for action. But we believe that the state must do more. Therefore, the implementation of the initiative's final recommendations calls for a few additional actions:

- In consultation with USO institutions, OBR should develop a method of granting block credit, particularly for portfolio-based assessment, that builds upon the existing Articulation & Transfer model. In spite of recent efforts to move teaching and learning to a competency-based approach that stresses performance and outcomes, not seat time, the credit hour is still higher education's gold standard. And yet, several institutions of higher education are expanding their competency-based offerings, particularly for working adults. We believe the door to block credit has been opened as these online, self-paced programs are emphasizing the testing of competency and even learning that occurs outside of the traditional classroom. OBR should provide leadership as Ohio's universities and colleges explore this promising innovation.

- OBR should develop a method within the current Higher Education Information (HEI) system to track the academic progress of students who receive PLA credit through CBE, credit for military training and experience, and portfolio-based assessment. Credit earned through PLA would not be denoted on students' transcripts, but HEI tracking would allow OBR and USO institutions to measure their programs' success in encouraging postsecondary participation and improving rates of college completion.
 - *For military credit*, OBR should revisit how military credit is reported to the HEI system. Currently, this credit is reported in the Outside Credit (OC) type, which also includes other forms of credit. As such, the comment period may be important to allow institutions to report any limitations they may have from a system standpoint. One solution might be to create a new credit type strictly for Military Credit awarded.
- In collaboration with USO institutions, OBR should design and launch a statewide marketing campaign to familiarize prospective and current students with their PLA options. While a joint state/local campaign should provide information about PLA in all its forms, the GI Promise and its benefits for potential military and veteran students should be emphasized.
- OBR should seek new resources to support campus-level prior learning assessment, particularly for portfolio-based assessment that involves extraordinary investments of time and faculty who can assess and validate a student's portfolio based on system-wide criteria and a framework and built on the existing Articulation & Transfer model.

A Call for Federal Action

The PLA with a Purpose initiative recommends that the state, through a multi-state collaborative effort, urge the federal government to replace the regionally accredited Community College of the Air Force with a single accredited Department of Defense (DoD) community college for all branches of the Armed Forces. It also encourages the state and the multi-state collaborative to advocate for federal financial aid criteria, including V.A. Education Benefits regulations that allow greater flexibility in the definition and application of Satisfactory Academic Progress (SAP).

These two actions will enhance the recognition and awarding of postsecondary credit for prior learning achieved through military training, experience and coursework. In addition, it will remove financial barriers that many veterans face as they pursue postsecondary degrees and credentials.

The Way Forward

We have a clear vision of a higher education system that helps students earn postsecondary certificates and degrees by recognizing and embracing the college-level knowledge and skills they have acquired outside the collegiate experience. It is a vision in which the state's universities, colleges and adult career-technical centers make Ohio more competitive in a technology-driven global economy as they advance and promote the awarding of credit for prior learning.

In the *PLA with a Purpose* initiative's five core recommendations as well as the actions required to carry them out, Ohio also has plan for achieving this vision. Yet, the critical question is: Do we have capacity and the will to carry it out?

Today, higher education is experiencing a tectonic shift – the landscape of higher learning is being reshaped and radical change is becoming the norm. We can see it in an extraordinary explosion of knowledge and a highly diversified marketplace – from selective colleges and universities to public access universities, private and independent colleges and universities, community colleges and for-profit institutions – all offering different educational choices and enrolling students with different learning objectives. We can see it in the disruptive innovation of online learning, which has spawned new postsecondary providers and new teaching/learning models.

Higher education's new landscape also is reflected in the pressure colleges and universities feel to clearly prove their value and the quality of their outcomes, often to a skeptical community. And we can see it in today's "neo-traditional" students who are older or more independent compared to earlier generations of learners.

These and other forces make the implementation of large-scale change harder. They also make it more important than ever before.

The connection between implementation and results is indisputable. Yet, implementation is not simply a matter of doing things, of sweating the details, or of making things happen. It's a systematic process that requires determined leadership, aligned activities and a demand for quality and accountability.

Determined leadership

We believe that the starting point for effective implementation is ***committed and engaged leaders***. Campus leaders – at the institutional, college and departmental levels -- have a unique capacity to confirm and legitimize a new policy direction. They have the ability to synchronize

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people – to get them to work together to achieve great things. Without genuine and vocal support at the top, buy-in across the campus will most likely be shallow and PLA will be executed in an uneven and inconsistent manner. And campus leaders are uniquely positioned to build PLA *teams* with the right composition and sufficient credibility to be trusted, heard and followed as prior learning becomes part of an institution's mission.

Just as skilled leadership is critical for every USO institution, PLA's implementation demands unwavering leadership from the Ohio Board of Regents and other state education policy leaders. PLA must be a priority and state officials need to be ready to provide leadership in addressing a number of issues identified, but not resolved, by our Network and working groups. For example, going forward the state will need to lead in:

- monitoring the visibility of USO institutions' commitment to PLA – their determination to help students understand from the onset that the institution believes in PLA and takes actions to support it;
- creating a method of granting block credit that builds upon the state's existing Articulation & Transfer model, which is available to all USO campuses and accessible to students pursuing military credit or portfolio-based assessment;
- ensuring that students who have been awarded PLA credit are tracked through the HEI system to ascertain their continued success, particularly those who transfer from one institution to another;
- providing and approving training and professional development for people who are involved in reviewing, awarding, transcribing, applying and transferring PLA credit;
- reviewing the fees USO institutions charge for PLA to ensure they are comparable throughout the state and reflect the actual cost of carrying out PLA practices;
- working with USO institutions to develop and carry out an on-going cooperative marketing and communications strategy to ensure that students and other on-campus and off-campus stakeholders understand PLA opportunities and processes; and
- seeking new resources from public and private sources to support institutions' and the state's PLA activities.

Aligned activities

Alignment is achieved when everyone is marching in the same direction, coordinating their efforts, not working at cross-purposes with conflicting goals and practices. It's a simple idea, but there's nothing simple about achieving it – about avoiding performance-sapping conflicts, inconsistencies in the way policies are interpreted and carried out, and wasted resources.

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In their preferred models, all three of our working groups identified ways to heighten alignment – or consistency – in Ohio’s PLA system. They called for standardized, written criteria and process steps for the review and granting of credit for prior learning. They charged all USO institutions with accepting these criteria and process steps, with OBR providing appropriate oversight to ensure consistency across all institutions.¹⁷

All three working groups pointed to the need for professional development for participants in the PLA process, to ensure the use of best practices and quality assessment across the system. And all three groups concluded that USO institutions would have to transcript, apply and transfer credits awarded on the basis of common statewide standards.

We know that these imperatives, by themselves, are not enough to guarantee consistency and we recognize that institutions often need the flexibility to match the expectations of a statewide system to their own institutional missions and learning needs of their students. Therefore, what we have recommended should be seen as a framework – a blueprint for campus-level action. Campuses should be expected to make decisions and implement policies based on their own needs and minor variances in the way these standards are carried out should not cause alarm. However, the drive for consistency makes necessary periodic institutional reviews of PLA policies and practices, along with state accountability assessments tied to state funding formula for USO institutions.

Quality and accountability

All USO institutions should be willing to stand behind the quality of the programs and procedures through which they review, award, transcript, apply and transfer credit for prior learning. They owe it to their students and to the state, with its documented need for

PLA with a Purpose recognizes the need for flexibility

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¹⁷ As it ended its deliberations, the CBE working group identified several additional issues that need attention as Ohio’s PLA system moves forward. These included: (1) basic requirements for administering and assessing exams across institutions and disciplines (tests in proctored settings, set time limits, use of common rubrics or grading standards, adoption of common passing scores when appropriate and connection to course equivalencies); (2) the number of times students can re-take an exam; (3) whether students should be prohibited from attempting CBE after having unsuccessfully taken or attempted a course; (4) the evaluation of students’ preparedness for CBE; and (5) resources to help students prepare for exams (e.g., a syllabus, a listing of course outcomes and other materials).

technology-savvy workers who have a strong work ethic and advanced reasoning, collaboration and problem solving skills.

Throughout this report, we have advanced numerous recommendations and actions intended to promote quality and accountability – from uniformity and consistency in the way credit is awarded to the standardized determination of course equivalencies, to full transparency with clear and rigorous criteria for credit granting, to the field-tested ACE review process for assessing military credit, to professional development for those involved in the review process and to appropriate oversight by OBR. Yet, the initiative’s strongest appeal for quality and accountability is found in the assertion that all USO institutions should be expected to transcript, apply and transfer credit awarded on the basis of common statewide standards.

Perhaps, going forward, Ohio’s biggest challenge will be to provide assurance that the portfolio credit evaluation, review process and credits awarded is of a consistent nature and quality throughout the state’s higher education system. This is the most subjective form of PLA, so we made a special effort to develop a “quality guarantee” built on four elements: (1) a portfolio framework developed by OBR in consultation with USO institutions that all participating campuses agree upon, adopt and implement; (2) appropriate-discipline faculty at each institution within the USO system who share responsibility for the review of portfolios, awarding of credit and the oversight of the credit validation process; (3) training on the portfolio assessment process facilitated by the state in order to ensure quality and consistency among all USO institutions; and (4) tracking of all students awarded PLA credit through the HEI system to ascertain the continued success of students upon transfer.

A final thought

It is clear that a number of states are working at the leading edge of strategically deploying PLA policies to help students earn postsecondary credentials and degrees, and to build their workplace talent through pathways that extend beyond the college classroom. With its proven track record of promoting strong articulation and transfer policies, Ohio is positioned to join this group of leading states and to potentially emerge as a national leader in the PLA landscape.

For that to happen, OBR and the state’s USO institutions must work collaboratively, knowing that they are stronger working together than working as individual organizations or even marching in different directions. They must set clear, rigorous and transparent PLA standards and then leverage their collective ideas, resources, energy and resolve to turn those standards into action that recognizes and embraces the knowledge and skills that students have acquired outside the collegiate experience.

But there is more. To emerge as a national leader, we must frame a statewide system for monitoring and assessing USO institutions' PLA policies and practices. It is demanded by the initiative's commitment to consistency, quality and accountability. But assuming that USO institutions build a genuine sense of ownership – embracing prior learning assessment and making it accessible to their students – the state's oversight should be focused less on compliance than on assistance, capacity-building and improvement.

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APPENDIX A

Ten CAEL Standards for Assessing Learning

To determine whether to award college credit to students for prior learning, follow these standards:

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

APPENDIX B
Selected PLA Best Practices

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APPENDIX C

Ohio's PLA Leadership: Network and Work Groups

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