

Faculty Senate/All University Committee Report (2012-2013)

Committee:	Academic Affairs Committee	Prepared By:	Adrienne Lane	Date:	2/25/13
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Faculty Members at the Meeting:	M. Magazine, J. Gill, L. Graeter, A. Lane, (Chair)
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Topics Discussed:	<ol style="list-style-type: none">1. Review of Agenda by Adrienne.2. Charge of Committee statement3. Follow Up on Complete College Ohio Report and MOOCs—Adrienne shared the comments of the FSAAC with the Cabinet at the February meeting. Cabinet supported faculty involvement in university committees focused on development of UC's Plan in response to CCO Report. The FS Cabinet charged Adrienne to move forward in conversation with Sr. Vice Provost Kristi Nelson and Sr. VP Caroline Miller. Adrienne, via email to Kristi Nelson and Caroline Miller, outlined FSAAC concerns. Kristi responded to Adrienne regarding an overall desire to have faculty involved, noting that both she and Caroline were waiting to hear from the state about the process for filing the UC Plan. Adrienne will stay in contact with Kristi and Caroline regarding this matter.4. Undergraduate Grade Grievance Policy Review Subcommittee Update---Deferred to March meeting, Bev not in attendance.5. Student Code of Conduct, Faculty Concerns—Adrienne shared an email from a faculty member requesting information concerning the use of Forms A & B and the Student Code of Conduct policy. A review of the policy revealed an apparent lack of verbiage specific to Form A or Form B. FSAAC, after much discussion, recommends gathering more information about use of the Forms among colleges and faculty as well as exploring if specific colleges may have college-specific policies concerning the use of the forms in conjunction with the Student Code of Conduct policy. Adrienne will follow up with Cabinet and with the faculty member posing the concern.6. Experiential Credit Presentation—Heidi Pettyjohn and Caroline Miller joined the FSAAC and presented a Prior Learning Assessment (PLA) proposal developed by both of them and Debra Merchant. The proposal and powerpoint were distributed in advance for members to review (both are attached). Research has indicated that an increase in PLA results in an increase in retention. Caroline Miller is seeking faculty endorsement of the presented proposal. Caroline has asked for the identification of 4-6 faculty to go to Columbus on March 27 to work on PLA at the state level; she has also requested the identification of 4 faculty to serve on a university wide committee with a PLA focus. Adrienne shared that FSAAC would review the presented information and move any recommendations forward to the FS Cabinet and that Adrienne would get back with her within a week. FSAAC supports the PLA concept and looks forward to reviewing forthcoming policies. FSAAC recommends that 2 of the 4-6 faculty for Columbus and 2 of the 4 faculty for the committee include committee members Linda Graeter representing East Campus and Julie Gill representing Regionals. The FSAAC has requested that Caroline Miller share names of
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	<p>faculty she knows that have been involved in PLAs as possible recommendations to the Cabinet and/or Senate. Adrianne encouraged Caroline to share her requests for faculty involvement with Richard Miller and Adrianne would do the same. Adrianne will follow up with a thank you to both guests.</p> <p>7. Next meetings: During Spring semester FSAAC will meet the 4th Monday of the month from 8:45 to 10:15. Mike will investigate scheduling LCOB 537.</p> <p>8. Meeting adjourned at 10:30.</p>
Action Items: List item and attach supporting document if action requires such background	<p>FSAAC comments relative to Prior Learning Experience proposal and request for 4-6 faculty to be identified to go to Columbus specific to PLA and 4 faculty to serve on a PLA Committee at UC.</p> <p>Recommend a repeat presentation of the PLA proposal at full Senate.</p>

Describe action needed on items above (discussion and input, vote, etc):	By Whom:
	<input checked="" type="checkbox"/> By Faculty <input checked="" type="checkbox"/> Senate <input checked="" type="checkbox"/> By Cabinet <input type="checkbox"/> Others (List-)
Next Meeting Date? Monday, March 25, at 8:45 am at LCOB, room 537.	

When complete, save your report with the committee name and report date as the file name. Please send the file to Faculty Senate (Faculty.Senate@uc.edu). Thank you!

Proposal: Expanding Prior Learning Assessment Opportunities at University of Cincinnati

Heidi C. Pettyjohn, M.A.
Testing Services, Academic Excellence and Support Services

Dr. Caroline Miller
Senior Associate Vice President, Enrollment Management

Debra Merchant, JD
Interim Vice President, Student Affairs and Services

Submitted to UC Faculty Senate

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Summary

Prior Learning Assessment (PLA) is a way for students to earn college credit for knowledge acquired outside of the traditional college classroom setting. PLA is a tool to measure learning that has taken place prior to a student enrolling in a class; it is not a substitute for teaching or learning. Offering PLA acknowledges that some students come to us with information gained through valuable experience and allows students to demonstrate that learning. UC follows state guidelines for standardized assessments of prior learning, but has limited consistency and oversight regarding local assessments, such as portfolio review and credit by exam.

PLA benefits extend beyond the cost and time savings for students. Tailoring local credit by exam and portfolio review programs to meet the needs of colleges and programs is a strategic way of improving the recruitment of valued student populations (adult learners, veterans, high achieving students), and of improving the retention and graduate rates of students. Shortening the path to a college degree for students will benefit UC as state subsidy models change to reflection degree completion rather than retention. Additionally, PLA has been identified as a tool in achieving Governor Kasich's 3 year Completion Agenda.

To capitalize on the benefits of PLA and to improve the student experience at UC, it is proposed that the current model be changed to reflection more standardization of policies and consistency in service delivery. In this new configuration, more opportunities will be developed and college personnel will ensure that students are appropriately made aware of them. Service delivery must enhance the UC student experience. Communication between all involved offices must be clear. Success will depend on a cross disciplinary, collaborative effort between faculty and deans and key offices in Student Affairs and Enrollment Management.

What is Prior Learning Assessment?

Prior Learning Assessment (PLA) is a way for students to earn college credit for knowledge acquired outside of the traditional college classroom setting. Offering PLA acknowledges that some students come to us with information gained through life experience, military experience, job training, independent study or professional development, and, allows them the opportunity to earn credit by demonstrating their learning to a degree that is equivalent to students who sit through UC courses. UC currently allows students to demonstrate prior learning through nationally standardized exams or programs (Advanced Placement, CLEP, International Baccalaureate, A-Levels). Some colleges also choose to implement “local” PLA credit, through a portfolio review process or through locally created and/or administered exams. The proposed remodel of the local PLA programs will allow them to better serve the needs of students, colleges and the university

Why expand PLA?

PLA is good for students. Offering students the ability to earn credit for knowledge that they already have allows them to save money and time toward degree completion, graduating with less out of pocket expenses and/or student debt. These savings may allow them to simply graduate early, or they may choose to add a double major or minor to improve their marketability upon graduation. PLA can assist students who are short of graduation by one or two classes to still complete their degrees on time, which improves not only the student experience but also supports our desired increase in 4- and 6- year graduation rates.

PLA provides opportunities for colleges. PLA is a strategic tool for recruitment of key student markets, improving retention rates among students, and for improving 4-6 year graduation rates.

Students who often benefit from PLA tend to be from populations that are desirable to colleges: adult learners, Veterans, “high achieving” high school students and out of state students. Research shows that when given the opportunity to earn credit through PLA, students, and particularly non-traditional students, are better retained and have higher graduation rates than students who do not.¹ UC data reflects this as well. The table below shows average first year retention rates and GPA, as well as graduation rates, from first time, full time freshman cohorts over the last six years. The data compares students who did attempt to earn PLA credit in their first year versus those who did not.

¹ Rebecca Klein-Collins. “Fueling the Race to Postsecondary Success,” http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf (March 2010).

	Attempted PLA	Did not attempt PLA
Average 1st Year Retention %	76.65	67.93
Average Graduation Rate	67.49	49.63
Average First Year GPA	3.28	2.95

Opportunities for local prior learning assessment are found at other public universities in Ohio, and their availability is growing. Comparing 4 year public universities in Ohio, 10 out of 12 provide the opportunity to earn PLA credit through a credit by exam process, and 9 out of 12 through portfolio review (based on policies published on school websites in 2012). As students and parents consider affordability and convenience, UC must remain competitive with these schools. Although our tuition rates are among the highest in Ohio for public universities, offering high achieving students the opportunity to save money allows us to show these students that we want them at UC and that we are sensitive to the cost of a quality education. The same is true with students who live outside Ohio and are considering UC, but concerned about the price of an out of state education.

PLA benefits UC. Governor Kasich's 3 Year Degree Completion initiative points specifically to PLA as a tool toward reaching the goals of that initiative (<https://www.ohiohighered.org/3-year-degrees>). In addition to the 3 year bachelor's degree, the state is focusing on 4-6 year degree completion rates by changing the state subsidy funding model to reflect those rates, rather than previous models rewarding retention. Since PLA often can shorten a student's time pursuing a degree, increasing PLA opportunities and connecting them with the appropriate students will support an effort to increase graduation rates. Finally, the state of Ohio has passed a law that requires universities to accept military experience for college credit in ways that previously had not been accepted at UC. PLA offers colleges the opportunity to craft methods of assessing that experience to help it more directly translate into course credit.

Concerns about PLA

Although gaining in popularity, there are still common questions and concerns in higher education circles around PLA. They tend to emerge around two themes: concern over losing money and questions over what is implied about the value of the classroom experience. Both of these concerns can be addressed by considering them in the bigger pictures of enrollment management and the student experience.

Concern: PLA takes money out of our pockets. If students are not paying for classes, then the school is not earning money for those classes. If professors are being paid for the number of students sitting in their classrooms, why would they support a model that takes students out of those seats?

Bigger Picture: PLA is an increasing reality at many institutions, and in order to stay competitive, we must accept it as a reality at UC. As students and parents shop for colleges with cost and convenience in mind, and as campuses promote PLA as a money and time saving tool, if UC is not in the PLA game, we will miss out on a significant recruitment tool. This is particularly true when you consider that PLA tends to enhance the experience of particular groups of students, among them adult learners, high achieving high school students, and veterans. These students are typically known to be successful in secondary education, and will assist us in increasing our retention and graduation rates.

There is a student enrolled at UC who began as a first time freshman in 11A. Over her first year and a half at UC (11A-12A), she earned 88 credit hours through enrolled coursework and 45 credit hours by taking CLEP exams. She has a 4.0 GPA and will be a senior at the end of 12S, assuming she passes the classes for which she is now enrolled. One could look at this student and state that UC lost tuition dollars for 45 credits hours' worth of classes. However, when looking at the bigger picture, it is obvious that what will be gained from this student outweighs what was "lost". Given the PLA opportunities that exist at other state schools, it is unlikely that this student would have chosen UC if we also did not provide this opportunity. Additionally, in 12A she added a double major, and so will need more credits to graduate than a typical undergraduate student. Finally, based on what is known about enrollment management, advising, and student success, we can say with almost 100% certainty that this student will complete her bachelor's degree within 4 years, therefore, we can count on state subsidy money coming in for this student.

The example above is an extreme one of PLA utilization. The tables below illustrate how PLA was utilized in the 2011-2012 school year. These numbers represent awards for 2288 students, giving each student an average of 4.7 courses earned.

PLA Type	Courses Awarded
Advanced Placement	10,616
CLEP	343
IB	160
Credit by Exam	313
Portfolio Review	792
Total Scores	12,224

Concern: PLA does not recognize the value of the classroom experience. By allowing students to earn credit and not participate in a class, you are denying them a valuable opportunity to learn from that setting. And, what message are we sending if we say that the classroom experience is not worthwhile?

Bigger Picture: PLA is a way to measure learning that has already occurred; it is not a tool for learning or teaching. When a student attempts to earn credit based on prior learning, the learning has already taken place. Sometimes that is in a classroom, sometimes life experience, work experience, or military experience. It is a way of quantifying the value of the experience of learning that has taken place outside of the UC classroom.

Testing Services began to promote CLEP exams to select groups on campus in 2010. At that time, we saw an increase in the number of students taking CLEP exams, but a slight decrease in the number of students passing CLEP exams. We found that some students were seeing “CLEP-ing out” as an easy way to get out of a class, were not appreciating the difficulty of the exams, and therefore, not passing. Testing Services began to emphasize the importance of *prior* learning, and helping students understand if a CLEP exam was an appropriate tool. In many cases, we have worked with students to help them to determine that they do not have the knowledge needed to pass a CLEP exam and would be better served in the classroom. A successful PLA program helps to make connections between the tool of PLA and the students for whom that tool is appropriate.

Current Challenges Surrounding Local PLA at UC

While UC follows standards set in place by the state of Ohio for CLEP, AP and IB credits, the utilization and application of local PLA has little structure, oversight or consistency. One of the first challenges is that the offerings are quite limited. Although no standards or rules could be found regarding which courses may or may not be offered through a PLA option, there are only a few programs that offer PLA for their courses, and some colleges have no PLA options available. The tables that follow show how many awards were given in the 2011-2012 school year by college and course discipline.

Portfolio Review 2011-2012

Offering College	Discipline	Awards Given
15	Arabic Language and Cultures	1
15	Communication	2
15	English	2
18	Criminal Justice	1
18	Early Childhood Education	29
20	Culinary Arts	4
20	Fire Science Technology	24
20	Mech. Engineering Tech	5
20	Manufacturing Engineering Tech.	4
28	Nursing Technology	67
29	Nursing	452
32	Fire Science Technology	49
34	Criminal Justice	17
34	Engineering Graphics Tech	6
34	Paramedic Education	1
35	Clinical Lab Sciences	128
Total		792

Credit by Exam 2011-2012

Offering College	Discipline	Awards Given
15	English	28
15	French	4
15	German	2
15	Math	44
15	Spanish	2
16	Various	103
18	American Sign Language	12
18	Information Technology	9
18	Early Childhood Education	1
18	Special Education	5
20	Medical Technology	1
20	Manufacturing Tech	1
28	Arabic Language and Culture	3
28	American Sign Language	1
28	French	1

28	German	5
28	Math	2
28	Russian	12
28	Spanish	7
29	Nursing	69
32	Math	2
	Total	313

Each college controls the fee structure and definition of these exams or portfolio review processes, resulting in campus wide inconsistency. For example, the price for a College of Nursing credit by exam is \$300. The process includes an online module completed through Blackboard, followed by an exam. Meanwhile, the College Conservatory of Music gave 69 exams for credit for over 60 different courses, many of them performance or theory based, and the student incurred no fees for the exams or the credit that was posted. The portfolio review process for the Colleges of Education and Allied Health has one set application fee and no credit application fee; UC Clermont requires students to pay for the portfolio review application as well as pay a credit application fee if credit is granted. There is little to no oversight about the definition of these programs are above the college level; no one is approving courses based on consistent criteria across the university. While earning credit for an enrolled class is based on university wide standards, there are no standards either in place or enforced for credit earned through local PLA.

A chief student complaint for many programs and services at UC is that there are too many websites required to visit to get information, and, that they are difficult to find. There is virtually no web presence for credit by exam and limited for portfolio review. UC has no stated policy on credit by exam that can be found by searching the website.

Finally, there is a lack of a PLA “culture” at UC. Some colleges and programs promote and utilize PLA consistently, others not as often, and others not at all. Consider that the top 4 disciplines to award credit by portfolio review awarded 452 courses (CON Nursing), 128 courses (CAHS Clinical Lab Sciences), 73 courses (CEAS Fire Science Tech), and 67 courses (UCBA Nursing Technology) in 2011-2012. After that, the numbers drop to 29 (CECH Early Childhood), then below 10 for the remainder. College Conservatory of Music and Design, Architecture, Art and Planning did not post any credit by portfolio review. The numbers for credit by exam are similarly spread out. As a university, we do not have a consistent approach or attitude toward PLA as an effective tool, or an effective way to connect PLA opportunities to students.

Addressing the Challenges: A Proposal to Expand, Standardize and Centralize the Local PLA Model

Changes to our current process are needed in order to effectively address both the challenges and the opportunities the PLA brings to our campus. The following outline assumes a model where Portfolio Review and Credit by Exam are each options for students to earn local PLA credit. The goal areas of this proposal are to expand, standardize and centralize the local PLA model.

Goal 1 Expand: Increasing the number of students earning credit through local PLA.

- **Objective A:** Identify which courses will be offered through PLA based on needs of the programs and colleges. Leadership at the Dean/Associate Dean level will assist programs in determining how PLA fits their needs. For example, some colleges may be planning to promote Distance Learning programs to adult learners in a particular field. A Credit by Exam option could allow adult learners who have been on the job for years to illustrate learning for entry level courses toward that degree program. Colleges who have 3 Year Degree Completion program requirements may determine how PLA can best be implemented based on the profile of their typical student. Many programs struggle to provide seats for entry level courses every semester; Credit by Exam may assist in allowing students to stay on track.
- **Objective B:** High faculty involvement in the creation of exams and portfolio review guidelines.
- **Objective C:** Strategic targeting by Admissions, advisors, faculty, Testing Services, and other college personnel to ensure that students are being matched with their appropriate PLA resources

Outcome: Colleges will create increased opportunities for students to earn PLA based on needs of programs in that college; will define how the PLA credit will be earned; and will work with campus partners to ensure that students are made aware of opportunities for that credit.

Goal 2 Standardize: Increase the accountability and academic integrity of the local PLA credit

- **Objective A:** Create a standard, web based portal application to allow students to identify which types of PLA they qualify for, to apply or register for that opportunity, and to submit payment.
- **Objective B:** Create a standard funding model that reflects the expenses of the exam or portfolio review process, as well as best practices currently in place.
- **Objective C:** Require all award policies to be reviewed and approved by the Faculty Senate Academic Committee, based on standard guidelines

Outcome: Create and publish a standard policy that defines how PLA tools are created, evaluated, funded and delivered to be applied campus wide.

Goal 3 Centralize: Improve the student experience

- **Objective A:** Create one webpage hosted on the Testing Services website that will be the central location for information about both forms of Local PLA, Portfolio Review and Credit by Exam.
- **Objective B:** Create one portal for applying for Portfolio Review, registering for Credit by Exam, and paying all fees.
- **Objective C:** Assign Testing Services to be the primary contact for coordination and student information about local PLA. Beginning March, 2013, Testing Services will be housing the Portfolio Review process currently managed by the Transfer and Lifelong Learning Center; adding the coordination of the Credit by Exam process is a logical pairing as each program is defined as “Local PLA”

Outcome: Students, faculty and staff will easily locate one website and contact one office for information relating to PLA, including application, registration, payment, and concerns or questions.

Success with the new model will depend on a cross disciplinary, collaborative effort. Faculty must create exams, and students must be made aware of them. Service delivery must enhance the UC student experience. Communication between all involved offices must be clear. This can be achieved through:

- Support of Enrollment Management Offices
 - Promotion of the PLA program by Admissions and One Stop
 - Processing credit onto student records
 - Regulatory compliance provided by Registrars' Office
- Support of Student Affairs
 - Coordination of service delivery by Testing Services
 - Support with exam administration: deliver exams in test center, coordinate proctored exams for distance learners, web-based formats, etc.
 - Processing Portfolio Review applications to appropriate offices
 - Communication with faculty to keep exams up to date
 - Connecting students to opportunities
 - Veteran's Programs and Services
 - McNair Scholars, Turner Scholars, other student groups
- Support from Provost Office
 - Development of high faculty involvement in creation of exams
 - Development of standards and criteria against which to measure and approve exams and portfolio review guidelines.
- Collaboration by all three areas to create student-centered policies and procedures for new process



Prior Learning Assessment at University of Cincinnati

Heidi Pettyjohn
Academic Excellence and Support Services

Caroline Miller
Sr. Associate Vice President of Enrollment Management

Debra Merchant
Interim Vice President of Student Affairs and Services





What is Prior Learning Assessment (PLA)?

- An acknowledgement that some students come to UC with knowledge and skills acquired through life experience, professional experience, or independent study
- An opportunity to earn college credit for knowledge acquired outside of the traditional college classroom setting
- A way to measure learning that has already taken place



What does PLA look like at UC?

Currently, UC students can earn PLA through a variety of programs that fall under two categories

- Nationally standardized assessments of learning
 - Advanced Placement
 - CLEP
 - International Baccalaureate
- Local assessments of learning
 - Managed at the college level, inconsistent campus policies for creation, administration or application
 - Credit by Exam
 - Portfolio Review/Life Experience

2011-2012 Awarded PLA Data

PLA Type	Scores Sent
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2011-2012 Local PLA: Portfolio Review

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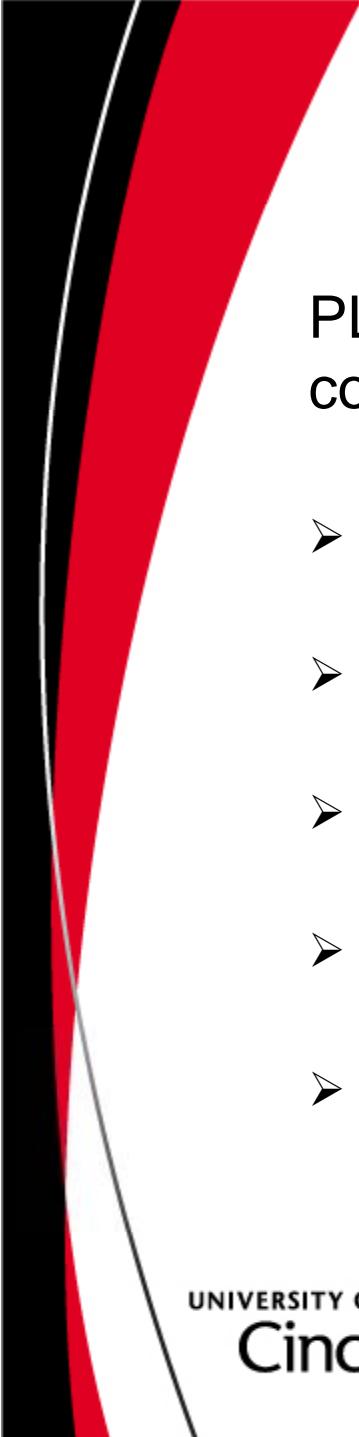
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15	Spanish	2
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18	Amer. Sign Language	12
18	Information Technology	9
18	Special Education	5
20	Medical Technology	1
28	Arabic Language and Culture	3
28	Amer. Sign Language	1
28	French	1
28	German	5
28	Math	2
28	Russian	12
28	Spanish	7
29	Nursing	69
32	Math	2
18	Early Childhood Education	1
	Total:	313



Why utilize PLA?

- Opportunities for Students
- Opportunities for Colleges
- Benefits for UC

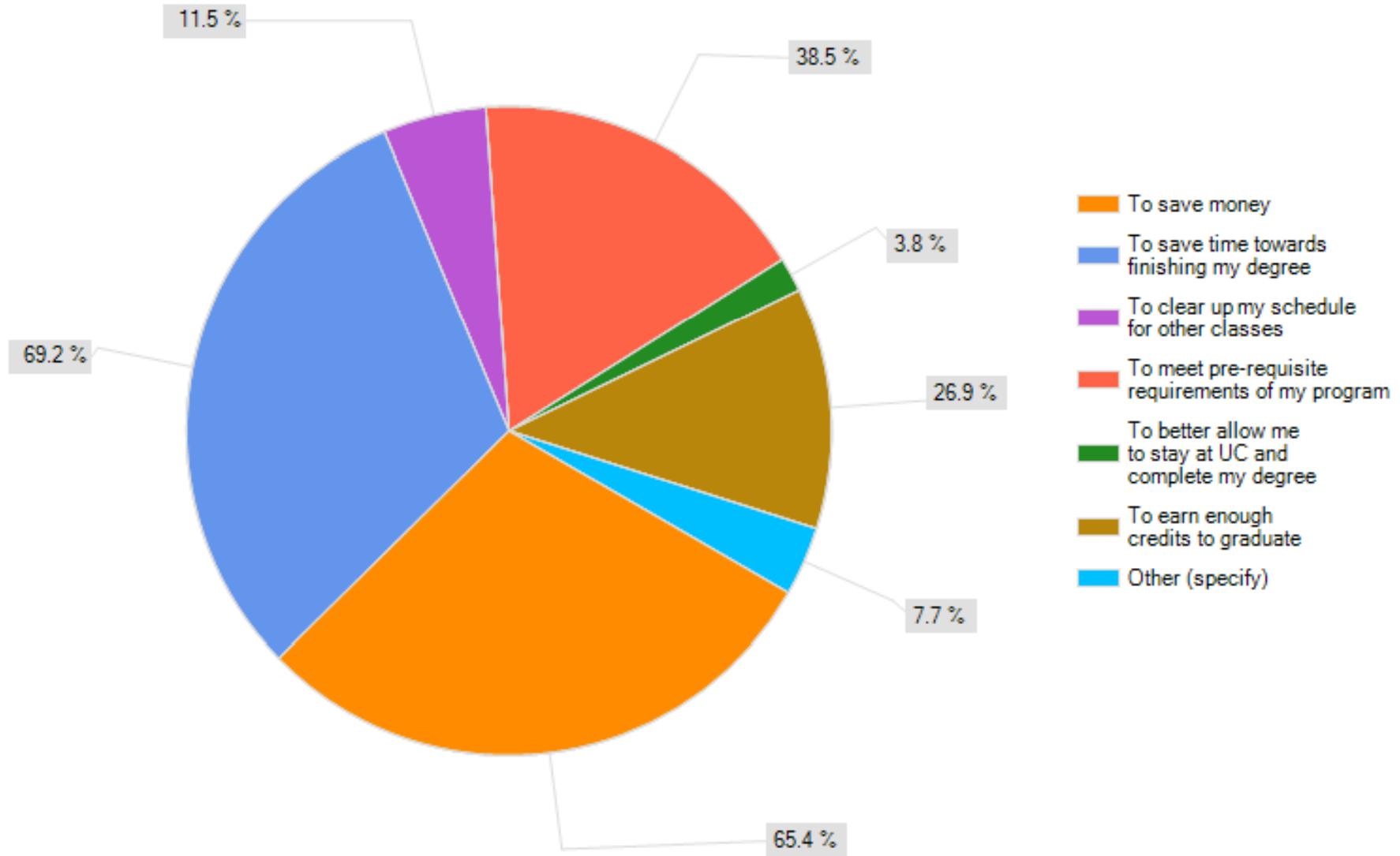


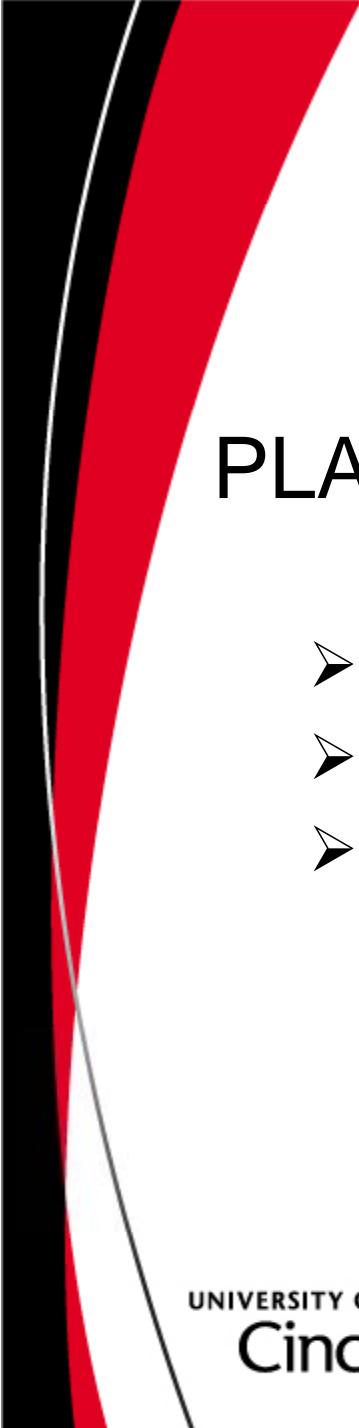
Opportunities for Students

PLA allows students to save money and time toward degree completion by earning credit for what they already know

- Graduate with less out of pocket expenses and/or student debt
- Graduate early
- Add double major/minor to improve marketability
- Earn prerequisites for graduate programs
- Allow students 1-2 classes short of degree completion to graduate in 4-6 year time span

Why did you take a CLEP exam? (Choose all that apply)





Opportunities for Colleges

PLA is a strategic recruitment tool

- Adult Learners
- Veterans
- High Achieving Students



“PLA Jane”

- Arts and Sciences Student, Double Major, 11A Freshman Cohort
- 3.5 High School GPA, 1360 SAT Score
- 15 CLEP Exams= 45 Semester Hours
- After 4 enrolled terms (11A, 12W, 12S, 12FS)
 - 88 Total Semester Hours Earned
 - 4.0 GPA
- Senior status at end of 13SS

Opportunities for Colleges

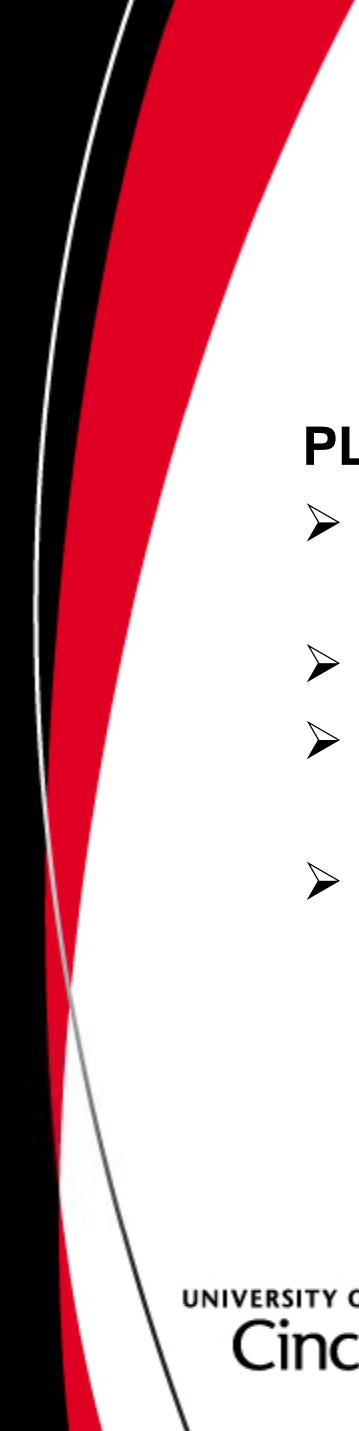
PLA is a strategic recruit tool

- **Adult Learners**
- **Veterans**
- **High Achieving Students**
- **Out of State Students**
- **Students considering Ohio Public Universities**

Prior Learning Assessment Opportunities at Ohio Four Year Public Universities						
	CLEP	AP	Military Transcript	Baccalaureate	International Credit By Exam	Portfolio Review
University of Cincinnati	Accepted	Accepted	Accepted	Accepted	Limited offerings	Yes
Ohio State	Accepted	Accepted	Accepted	Accepted	Offered	Yes
University of Akron	Accepted	Accepted	Accepted	Accepted	Offered	Limited classes
Kent State University	Accepted	Accepted	Accepted	Accepted	Offered	No policy
Cleveland State	Accepted	Accepted	Accepted	Not accepted	Offered	Yes
Miami University	Accepted	Accepted	Accepted	Accepted	None	Limited classes
Ohio University	Accepted	Accepted	Accepted	Accepted	Offered	Yes
University of Toledo	Accepted	Accepted	Accepted	Accepted	Offered	Yes
Youngstown State	Accepted	Accepted	Accepted	Accepted	Offered	No policy
BGSU	Accepted	Accepted	Accepted	Accepted	Offered	Yes
Shawnee State	Accepted	Accepted	Accepted	Accepted*	Offered	No policy
Wright State	Accepted	Accepted	Accepted	Accepted	Excelsior College Credit	Excelsior College Credit

Credit by Exam: Ohio State University

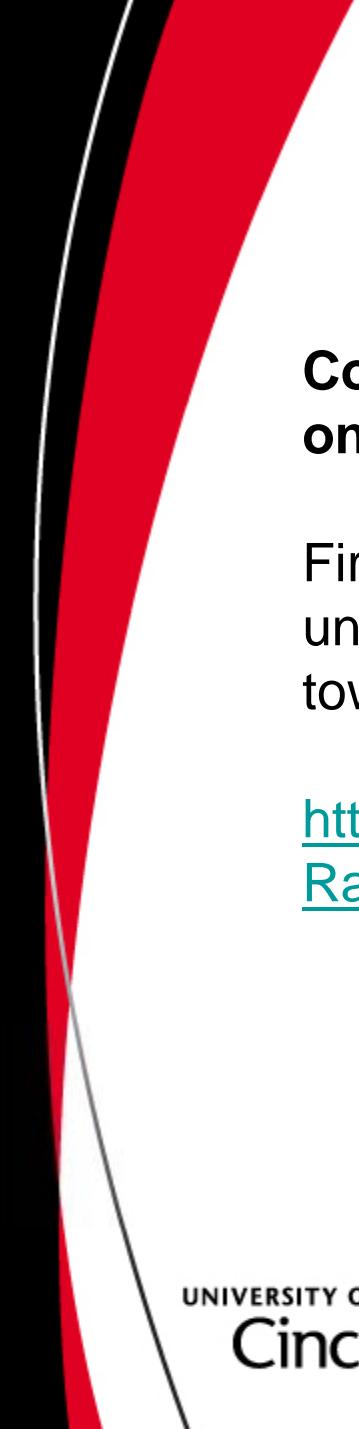
- 50+ exams/180+hours:
 - Sciences (Astronomy, Biology, Earth, Horticulture, Genetics, Physics, Psychology, BioChem, Nutrition)
 - Business (Administration, Management, HR, Admin, Marketing, Logistics, Economics, Accounting)
 - Mathematics and Computer Science/Engineering
- Music: Theory, Skills, Performance
- Foreign Language
 - 1- 3 years of credit
 - 20+ languages including ASL, Arabic, Chinese, Romance Languages, Greek, Latina and Hebrew, Persian, Slavic and East European Languages



Opportunities for Colleges

PLA is a tool for improving retention and graduation rates

- Common offerings consistent with courses for which we may struggle to provide seats
- Assist students who are a few hours short of graduation
- Saving money + saving time = less time toward degree completion
- Recruitment of high achieving students lends to higher retention and graduation rates
 - CAEL Study Findings



Counsel for Adult and Experiential Learning (CAEL) study on Prior Learning Assessment (PLA)

First large, multi institutional study (62,000 students, 48 universities, 17% more than 20,000 students) on effect of PLA towards degree progress and degree completion

http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf?CampaignID=10623



CAEL PLA Study shows positive impact on PLA with retention and graduation rates among adult learners

- 56% of PLA students earned a postsecondary degree within 7 years, compared to 21% of non-PLA students
 - Bachelor's- 43% vs. 15%
 - Associate's- 13% vs. 6%
- For PLA students who did not earn a degree
 - 56% had earned more than 80% of the credits required towards their degree within 7 years, as opposed to 22% of non-PLA students
 - PLA students earned more institutional credit than non-average of 53.7 credits vs. 43.8 credits

UC Student Data

First time, full time freshman attempting PLA in first year

First year retention and GPA

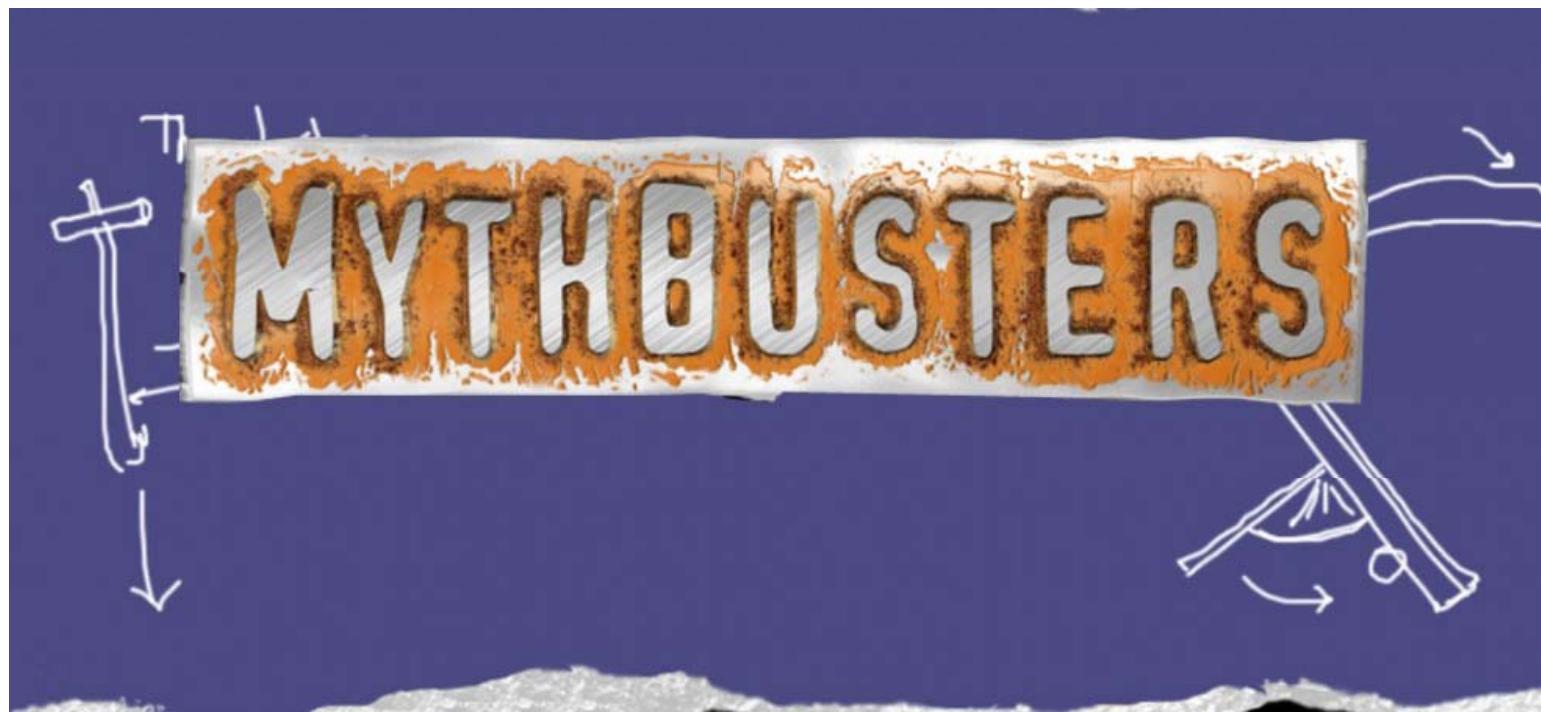
6 year graduation rate

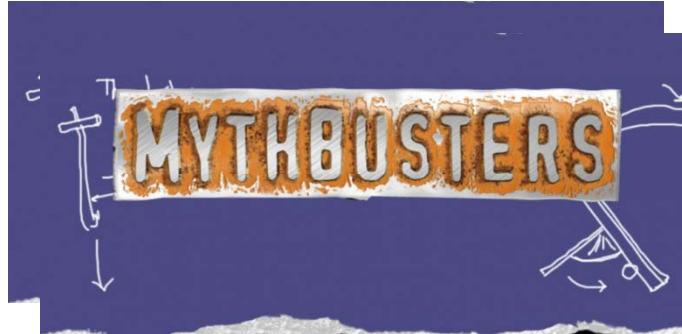
	Attempted PLA	Did not attempt PLA
Average 1st Year Retention	76.65%	67.93%
Average Graduation Rate	67.49%	49.63%
Average First Year GPA	3.28	2.95



Benefits for UC

- PLA is outlined as a tool in Ohio's 3 Year Degree Initiative
- New subsidy funding model rewards graduation rates
- Support UC in meeting laws surrounding state requirements for military transcripts/experience

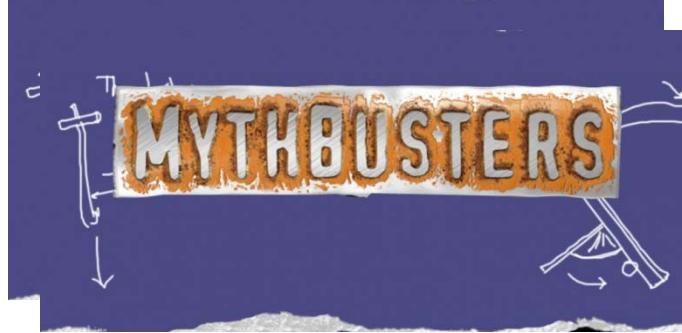




Concern: PLA takes money out of our pockets.

Big Picture View:

- PLA is a reality at many institutions and is growing in popularity; we need to stay competitive
- Expanding and centralizing offers us the opportunity to recruit students who have a greater likelihood of being retained and of graduating, bringing in more money over the course of their UC career.
- PLA allows colleges the flexibility to craft a student's educational journey to achieve their academic goals (adding double major, minor, internship, etc.).



Concern: PLA does not acknowledge the value of the classroom experience

Big Picture:

- PLA is not a tool for learning. It is a tool for assessing what has already been learned
- If a student has not had a valuable learning experience prior to attempting PLA, they will not pass a test or Portfolio Review

Current Challenges Surrounding PLA at UC

- Limited offerings
- Inconsistent fee structure
 - College of Nursing: \$300 for CBE
 - CCM: No charge
- Definitions of local PLA are inconsistent between colleges
 - Portfolio Review credits post with different codes, making data collection and reporting difficult
 - Credit by exam may be a standardized test, an assessment after a learning module or program completion, a performance, etc.
- Little information on websites/no centralized website (chief student complaint in many areas)
- Little to no oversight above the college level
- Lack of a “PLA Culture”
 - How do we view PLA as a tool?
 - How are we connecting students to PLA?

Addressing the Challenges: Proposal to Expand, Standardize, Centralize

Expand: Increase the number of students earning credit through local PLA through:

- Leadership at the Dean/Associate Dean level to assist programs in determining how PLA fits their needs
 - 3 Year Degree Completion programs
 - Distance Learning
 - Adult Learners
 - Classes typically wait listed/full
 - Portfolio Review or Credit by Exam?
- High faculty involvement in the creation of exams and portfolio review guidelines
- Strategic targeting by Admissions, Advisors, Testing Services and other college personnel to match students with appropriate PLA resources



Standardize for increased accountability and academic integrity

- Create standard, web based portal to allow students to identify, register and pay for PLA
- Creation of standard funding model based off of expenses and best practices
- Award policy reviewed and approved by Academic Committee, based on standard guidelines



Centralize to improve the student experience

- One website for PLA Information
- One portal for application
- One office to contact for questions

Success with PLA requires a cross disciplinary, collaborative effort

- Support of Enrollment Management
 - Admissions and One Stop: Promotion of program, recruitment
 - Credit Evaluation Center: Processing credit onto student records
 - Registrar: Regulatory compliance
- Support by Student Affairs and Student Services
 - Coordination of service delivery by Testing Services
 - Support with exam administration: deliver exams in test center, coordinate proctored exams for distance learners, web-based formats, etc.
 - Processing Portfolio Review applications to appropriate offices
 - Communication with faculty to keep exams up to date
 - Connecting students to opportunities
 - College advisors
 - Veteran's Programs and Services
 - McNair Scholars, Turner Scholars, other student groups
- Collaboration with Provost Office toward development of high faculty involvement in creation of exams
- Collaboration by all three areas to create student-centered policies and procedures for new process