

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of January 18, 2011**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate> Approved @ FS. Mtg. on 2-01-2011

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**HIGHLIGHTS**

Mr. Vern Snyder, Capital Campaign Overview  
Dr. Lettman, Beth Gerasimiak, Mark Longley, Revised Prior Learning Assessment Policy  
Dr. Penny Poplin Gosetti, Dr. Thea Sawicki, Dr. Tom Sharkey, Program Reviews/Self Study  
Dr. Steve LeBlanc, core Curriculum Committee

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**Note:** The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

**President Mary Powers** called the meeting to order, **Karen Hoblet**, Executive Secretary, called the roll.

**I. Roll Call: 2010-2011 Senators:**

**Present:** Anderson, Atwood, Barlowe, Barnes, Benjamin, Carr, Caruso, Chiarelott, Cluse-Tolar, Crist, Dowd, Duhan, Eastop, Fink, Franchetti, Funk, Giovannucci, Heberle, Hoblet, Hottell, Humphrys, Jorgensen, Kennedy, Kistner, LeBlanc, Lundquist, Molitor, Moore, Moynihan, Nandkeolyar, Ohlinger, Patrick, Piazza, Powers, Randolph, Regimbal, Rooney, Rouillard, Sawicki, Sheldon, Stepkowski, Teclehaimanot, Thompson-Casado, Wedding, Weldy, White,

**Excused absences:** Batten, Brickman, Gardner, Hornbeck, Lee, Malhotra, Skeel, Solocha,

**Unexcused absences:** Baumgartner, Dismukes, Fournier, Hammersley, Laux, Olson, Shriner, Tinkel, Wilson,

**II. Approval of Minutes:** Minutes of 11/16/2010 and 11/30/2010 were ready for approval.

**III. Executive Committee Report:**

**President Powers:** I am calling the meeting to order. Welcome all to the eight Faculty Senate meeting of the academic year 2010-2011.

To start the meeting, I request Secretary Hoblet to call the roll.

Minutes from the November 16<sup>th</sup> and November 30<sup>th</sup> meetings were sent for your review. May I have a motion for approval of the minutes from the November 16<sup>th</sup> meeting? Second. All in favor? Any opposed. Please let the record show the minutes from the November 16<sup>th</sup> meeting have been approved. May I have a motion for approval of the minutes from the November 30<sup>th</sup> meeting? Second. All in favor? Any opposed. Please let the record show the minutes from the November 30<sup>th</sup> meeting have been approved.

The Faculty Senate Executive Committee would like to welcome everyone back to a new semester in a new year! I do have an update on one log item. I consulted with Michele Martinez, Dean of Students about the loud music that is sometimes disruptive to classes. She advised that incidents of loud music can be reported to the campus police and the campus police will follow up in a timely time manner.

During the break, the Executive Committee met twice with President Jacobs. The Executive Committee requested the first meeting to discuss Faculty Senate involvement in the next steps of the reorganization.

At the first meeting, we learned about the formation of the FY 12 Budget Formulation and Reengineering Task Force, and at the second meeting we had an opportunity to voice concerns. In order to increase opportunities for direct communication with the Executive Committee, President Jacobs has scheduled a one-hour meeting every month through the end of the year. Also, Provost McMillen and Chancellor Gold have added an additional meeting with the Faculty Senate Executive Committee each month.

The Faculty Senate had its last meeting on November 30<sup>th</sup> and two newsletters were sent during the break between semesters. The three main topics covered in the newsletters were: 1) reports from the ad hoc strategic planning committee of the Board of Trustees; 2) a report about the newly formed FY12 Budget Formulation and Reengineering Task Force; and 3) a report about the newly formed committee in response to increased attention to learning outcomes as related to the core (e.g., HLC accreditation, state guidelines) that is working on the definitions, outcomes, and assessments.

Since the last newsletter, Mike Dowd and I were in the audience for a meeting of the Board of Trustees ad hoc Strategic Planning Committee. The updated strategic plan was posted online and it is my understanding the approval of the plan will be on the agenda for the January 24<sup>th</sup> meeting of the Board of Trustees to be held in this room (SU 2592) at 1 p.m. President Jacobs suggested that approval of the plan should not be on consent agenda so stakeholder groups would have time to respond and the document could be properly vetted and discussed. The Board Committee indicated it was overall pleased with the document and noted that it gives clear direction for the next five to six years. There was a question about whether or not the metrics should be published as part of the document, noting that these may not be appropriate metrics for the next five years. Also, at the meeting, concern was expressed by some of the trustees about Goal #6 to stabilize the employment rate to less than 10% in the Toledo area. The specific concern was that this goal was not realistic. President Jacobs responded that this goal was a way of underscoring the institutional responsibility to the community. It was determined that one more draft of the document would be prepared before the January 24<sup>th</sup> trustees' meeting and another meeting of the ad hoc committee would be called if feedback from stakeholders warrants. The final draft of the Directions 2011 Strategic Plan and Implementation Plan was forwarded by e-mail to all Senators last Wednesday. Also since last Monday's newsletter, the newly formed FY12 Budget Formulation and Reengineering Task Force had one meeting. Chuck Lehnert, Special Assist. to President/Interim Director of the Scott Park Campus for Energy & Innovation, is the convener of this group, and will be working full time on this project for the next six months. At the first meeting, President Jacobs charged the group by telephone and we watched the video President Jacobs provided for the campus community on January 7<sup>th</sup>. At the beginning of the meeting, Mr. Lehnert referenced the article: "Reengineering Work: Don't Automate, Obliterate" by Michael Hammer in the Harvard Business Review, July-August 1990, pp104-112. As for the timeline, it was estimated that the major work of the group would be completed by the beginning of March because the Finance committee meets in April and the Board meets in May & the Joint Audit/Finance committee of the board meets in June. I learned in the meeting that the scope of the committee's work does not include the hospital, and the focus is on the academic portion of the University. I learned the group is to reduce expenditures of the academic enterprise by possibly \$100 million dollars. I was told at the meeting that the \$100 million dollar reduction would NOT include auxiliaries, grants and contracts, or depreciation, but would include salaries, wages, benefits, travel, and supplies. At the meeting I learned that if there are recommendations for revenue generation and/or budget reductions, given the tight timeline, the group would need to have feedback soon. My representation on the task force is to solicit feedback from the Faculty and bring the feedback to the task force. Because of the tight timeline, it is encouraged that Faculty Senate could provide recommendations for process re-engineering throughout the university as soon as possible, so ideas can be fully considered by the group. As this task force evolves, additional subcommittees may be formed. The next meeting of the group is next Monday January 24<sup>th</sup> and the group is scheduled to meet every Monday morning.

Somewhat related to the budget formulation, some information was reported from the University's Finance and Strategy Committee meeting last Friday. Dr. Linda Rouillard reported some positive news that State revenues are up and because of this, the 1.5% (\$8 million) deferment is likely to be made.

The last item in the newsletter was about the formation of a new group that is working on the definitions, outcomes, and assessments for the core curriculum.

Somewhat related to the curriculum, the President is moving rapidly on department and program review as the next part of re-organization. We are expecting the Senate to play a major role, and must ready a task group for this purpose right away. Some of you have volunteered already, and I am asking for more volunteers now. Lawrence Anderson-Huang and I will meet with President Jacobs tomorrow morning so that Dr. Jacobs may understand our plans and to get more information about his plans, particularly in terms of desired outcomes and time frame. Please let us know your concern and your interest today in regards to this group.

Now, I ask Dr. Penny Poplin Gosetti, Dr. Thea Sawicki, and Dr. Tom Sharkey to come forward to report on program reviews and the HLC self study.

**Senator Fink:** President Powers, before we do that do you mind if I ask a question about your report?

**President Powers:** Yes.

**Senator Fink:** If we get that \$8 million, does that mean we only have to come up with \$92 million?

**Senator Rouillard:** Can I make one correction?

**President Powers:** Yes.

**Senator Rouillard:** It's not that the deferred payment is likely, but it's possible. The State's revenues are up, so that's a glimmer of hope, but nobody is making any promises.

**Senator Fink:** We're up, does that mean anything?

**Senator Dowd:** Senator Fink, please note that the \$100 million being discussed has been proposed by President Jacobs as a potential 20% cut to the academic enterprise. This is opposed to the 20% that's being discussed as the cut to our State share instruction. In other words, a 20% cut in the State's share of instruction has somehow been transformed to a 20% cut in the academic enterprise. I think the total amount we receive from the State is about \$130 million. 20% of that \$130 million is approximately \$25 million. I am not a Professor of Mathematics, but even I know that \$100 million of \$130 million is a little higher than 20%.

**Senator Fink:** Around 26%.

**Senator Dowd:** It's about 75% or 80%; that's a big difference from 20%. When individuals start talking about 20% cuts we need to be careful about what we are talking about. With regard to the budget cuts from the State we are talking about a 20% cut from the State share instruction, which amounts to about \$25 million. What President Jacobs is proposing is a 20% cut in the university's academic enterprise which is approximately \$100 million.

**Senator Fink:** I have a couple other questions; I'm still confused about the \$100 million cuts and the \$26 million.

**President Powers:** I don't have that clarity and I don't know if Provost McMillen has any more information than what I have. I just do not have that information right now.

**Provost McMillen:** Finance has directed us to recommend a menu of \$100 million worth of deductions.

**Senator Rouillard:** Remember by the end of the semester the cuts that were being discussed were potential 25% cut to State which people were calculating to be about \$30 million. Then they were adding in about \$25 million worth of capital expenses, for example maintenance that had to be done. Then they were recommending that we cut another 25% to State's share instruction just to be safe because the rumors are 25% to 50% cut of State instruction. I think the final number that it came up to be was about \$86 million and now all of a sudden in January we are now talking about \$100 million. Note that these suggested cuts are based on rumors. We still do not have a definite word from the State in terms of what's the final number that has to be cut. From hearing the discussion it seems to me that the figure \$100 million is part of a keep fear alive campaign. I don't like to be overly optimistic, I like to plan for the worst and hope for the best when it comes to finances, but I have to admit that I am a little concerned about the way the numbers seem to continually go up and up without a final pronouncement.

**Senator Fink:** When we are looking at whatever the amount is, it's somewhere between \$33 and \$100 million.

**Senator Dowd:** That is accurate, but it is also a huge range of cuts to consider.

**Senator Fink:** Is administration going to bare an end of their expenses? Are they going to be making up any of that or is all of that going to be coming out of academic programs?

**Senator Barnes:** They are giving back their bonuses.

**President Powers:** My understanding is that the term academic enterprise is a term that includes everything besides the hospital.

**Senator Fink:** Why isn't the hospital included?

**President Powers:** The hospital has already gone through the budget process.

**Senator Fink:** How much is saved by that process so we can subtract that from the \$33 or \$100 million?

**President Powers:** I am not certain about that information; however Finance and Strategy may have that information.

**Senator Rouillard:** Another thing that I would like to point out, did you say that auxiliary services will be exempt from cuts, is that what you heard?

**President Powers:** What I heard from President Jacobs was that everything was on the table. The discussion during the one meeting that I went to led me to believe that auxiliary services could be included. I'm not really clear with the limited information that I have on whether or not that that's a possibility.

**Senator Fink:** You might have already discussed this and I may have missed it; I know that there was a top down group, but wasn't there supposed to be a bottom up group looking at the savings?

**Senator Dowd:** At Finance and Strategy Committee meetings we discussed the possibility of a "top level" work group. The idea was that administration would identify a particular dollar amount that had to be cut from the budget and this group would determine how those cuts were to be allocated. For example, Academic Affairs would handle a certain percentage of the total cut, athletics will handle some other percentage of the cut, and so on. However, my understanding is that when the work group actually met they were told the amount to be cut and where to cut --- contrary to the original plan for that work group.

**President Powers:** We only had only one meeting with the group and I think that it would be premature to draw conclusions from that first meeting. However, I will certainly take a strong voice to represent the concerns of this body.

**Senator Rouillard:** President Powers, the next time you go to a meeting can you ask a question where U.T.I.E stands in this discussion? They're sitting on \$9 million of assets and we need to know if that money is up for discussion as well.

**President Powers:** Yes. Yes, I will take that question to the committee. Are there any other questions or comments before we move forward in the agenda?

**Senator Sawicki:** Thank you for the opportunity to come back to the Faculty Senate and to give you an update on self-study for the Higher Learning Commission. Our site visit is in February 2012. What I am going to share with you today are plans to provide for public comment and feedback on various written versions of the self-study as we move forward this year. This is a critical time for all constituents of the University to read the criterion team individual drafts, then the draft of the entire self-study report, and then the final version. Please tell all of the people in your department, faculty, students, and staff members, that these are three wonderful opportunities to assist the self study that are coming out this year. It is very important that our self-study report reflects all of your information and views.

**PowerPoint Slides**

***Higher Learning Commission***

***Self Study Update***

Dr. Thea Sawicki

Co-chair of HLC Self-Study

Faculty Senate

January 18, 2011

***The HLC Study: Shaping UT's Tomorrow***

**Opportunities to Provide Feedback.**

***February 2011***

Review individual unedited criterion reports (rough drafts)

- Help us identify more exemplars of programs and activities that meet each criterion
- HLC language is also included to provide context for what you will be reading

***April 2011***

Review first draft of the full Self Study (a compilation of individual reports put into one voice)

- Review the document for accuracy

***August 2011*** \*\*Review final draft of the Self Study

**How to Provide Feedback**

Drafts will be posted on the UT Self Study website:

<http://www.utoledo.edu/accreditation/index.html>

Link to send feedback will be located on the website as well

Email address: [utselfstudyfeedback@utoledo.edu](mailto:utselfstudyfeedback@utoledo.edu)

**Communication**

**February:**

- Information posted in UT News online
- Email blast to faculty, staff and students
- Announcements at key meetings (i.e. faculty senate, etc.)

**April:**

- News articles and email messages
- Announcements at key meetings (i.e. student senate, PSA, etc.)

Any other ideas from the Faculty Senate?

**Senator Sawicki:** I want to share with you that Penny, Tom and I really appreciate the opportunity to speak here. Are there any other suggestions for communication? If you have any, please send them to me.

**Dr. Poplin Gosetti:** I want to briefly talk about Academic Program Review. I just clarified with both President Powers and Senator Anderson that when President Powers referred to Department and Program Review; it's different from what I am talking about today. I understand from Senator Anderson that Department and Program Review is looking more at synergies, etc. The process I will present today is a review process that is similar to what occurred on the main campus over ten years ago. Looking at data about the kinds of things that we are doing, not just assessment, but how well graduates are doing, how we allocate resources, and how well we do with research etc. I just want to clarify that these two processes are different.

**PowerPoint Slides**

**Academic Program Review Update**

Dr. Penny Poplin Gosetti  
Interim Vice Provost for Academic Innovation  
Faculty Senate  
January 18, 2011

**Overview**

Academic Program Review Process

- Proposal reviewed and approved by Provost McMillen and Chancellor Gold
- Presentation to deans January 27<sup>th</sup>

Two-part process

1. Benchmark "mini" review for all undergraduate programs
  - February – March 2011
2. Seven-year cycle of ongoing, in-depth program review
  - Fall 2011 forward

**Benchmark Review**

Advisory committee

- Reviewed process
- Recommended quality indicators
- Committee Members:

Lawrence Anderson – Physics Penny Poplin Gosetti  
Lynn Bachelor – Political Science Heather Johnson Huntley  
Barb Chesney – Sociology

Baseline Delaware Study-type Data

- Provided by IR

Faculty course summary Entering student data – HS GPA, ACT scores

Average faculty salaries by rank Majors by status, gender, race/ethnicity

Class enrollment by section Degrees awarded by program

Credit hours by course number Graduation and retention rates

**Benchmark Review** continued.

- Summary of the consultation, preparation and review process
- Foundational section describing "who we are as a program"
- Faculty data and academic staffing priorities for the future
- Faculty teaching activities and evaluation of teaching effectiveness
- Innovation in instructional approaches
- Program plans to achieve in the next 2 -3 years
- Challenges and opportunities currently being faced
- Action plan detailing how to address challenges and exploit opportunities
- Assessment data from previously-submitted assessment reports

- Creative solutions to address declining program resources
- Impact of program on university and community
- Placement data for graduates

**Ongoing, In-Depth Program Review**

University Academic Program Review Committee

- Advise Provost’s office in review procedures
  - Criteria for program selection
  - Composition of review committees
  - Review process work flow and time frame
  - Self-study content
- Membership
  - College curriculum committee chairs
  - Institutional Research
  - Libraries
  - Faculty Senate representative
  - Finance
  - Instructional Design

Implementation Fall 2011

**Dr. Poplin Gosetti:** Are there any questions? Thank you.

**President Powers:** Thank you very much Dr. Poplin Gosetti. The next report is from Dr. LeBlanc and he will talk to us about the report from the Core Curriculum Committee.

**Senator LeBlanc:** Thank you for having me here today. I am here to give you an update of activities of the core curriculum committee and another committee that has been appointed to look at the University core curriculum.

PowerPoint Slides.

**Assessment of the Core –Setting the stage**

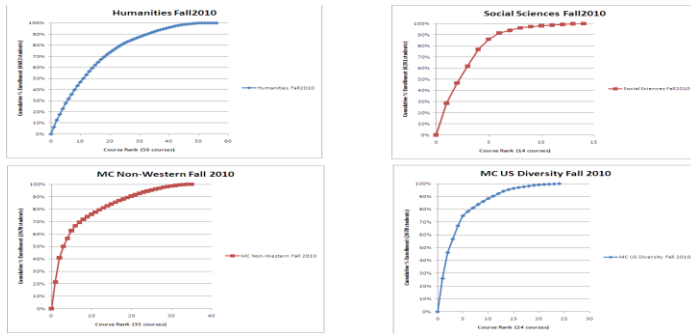
- *The Core Curriculum Committee over the past two years has initiated an analysis of the Core and attempted to institute a formal assessment of the core courses.*
- *We have analyzed Core syllabi and learning outcomes for the core courses, as well as coverage of the core outcomes across the courses.*
- *Two years, we “inactivated” 51 courses for failing to meet the offering frequency requirements. We now have ~250 courses that are listed as satisfying the core requirements.*
- *In Spring 2010, we instituted an assessment procedure for the core student learning outcomes. We have one set of data, with another expected this month.*

**AY2010-2011 Core Vital Statistics**

	Spring 2011 Statistics		Fall 2010 Statistics	
<b>Total Core Enrollment</b>	29,880		33,785	
<b>Enrollment taught by FT faculty</b>	14,587	49%	15,666	46%
<b>Enrollment taught by non-FT faculty</b>	15,293	51%	18,119	54%
<b>Total Core Sections</b>	941		1,105	
<b>Sections by FT Faculty</b>	445	47%	534	48%
<b>Sections by non-FT Faculty</b>	496	53%	571	52%
<b>Average Section Size FT</b>		32.8		29.3
<b>Average Section Size non-FT</b>		30.8		31.7
<b>Total Core Instructors</b>	372		441	
<b>FT faculty Core Instructors</b>	144	39%	166	38%
<b>non-FT faculty Core Instructors</b>	228	61%	275	62%
<b>Unique courses</b>	185		193	

41 different objectives, over seven areas, and roughly 1000 sections in approximately 200 courses with ~60% of the core instructors being part-time teaching over 50% of the sections makes the assessment process very difficult on a course by course basis as we have experienced.

**AY2010-2011 Core Vital Statistics**



### Assessment of the Core – Setting the stage

Assessment is not optional. Accreditation requires it.

#### Current Core Student Learning Objectives

- There are 7 areas (English, Math, Humanities and Fine Arts, Social Sciences, Natural Sciences, Diversity U.S., and Diversity Non U.S.) and 41 different learning objectives total for the 7 areas.

#### What are the 41 Learning Objectives?

##### English

- Identify the purpose and thesis in both their own writing and in the writing of others;
- Display knowledge about multiple ways to arrange a text, including the successful use of organizational patterns, transitional and topic sentences, and audience awareness;
- Develop arguments and perspectives through the successful incorporation of research, examples, details, and counter-arguments;
- Demonstrate effective revision skills (global revision, editing, and proofreading) that leads to clear, concise and error-free prose;
- Develop critical reading skills, including the ability to locate rhetorical features in a text, identify the audience for a given text, and identify strengths and weaknesses in an author's arguments and reasoning; and
- Understand academic researching skills, including how to locate scholarly source, evaluate the reliability of a source, and effectively use sources within a text. The ability to cite sources in-text and develop a works cited page must be shown.

##### Mathematics

- Employ functions in problem solving and modeling
- Formulate, validate, and analyze problems using some combination of mental, paper-and-pencil, algebraic or technology-based techniques as appropriate using a variety of mathematical language and notation
- Use mathematical thinking and communication skills and autonomous thought processes
- Apply precise, logical reasoning to problem solving
- Employ both geometric and algebraic methods in the solution of a problem (Category A)
- Provide approximate as well as exact solutions (Category A)

##### Category of Course

- Those intended to meet specific program requirements for calculus and its applications, as determined by individual programs. This category includes courses designed for students in Mathematics, the Sciences, Engineering, Math and Science Education, and Business, where calculus is a requisite skill.
- All others, including statistics having no calculus prerequisite. This includes courses designed for students in the Arts and Humanities, Health and Social Services, and Elementary Education, wherever calculus is not a requisite skill.

##### Humanities

- Comprehend and interpret various artistic and humanistic "texts" – i.e., works of literature, art, music, film, history, philosophy, etc.
- Demonstrate a knowledge of ethical concerns or issues inherent in various contexts from everyday life to public policy
- Demonstrate a knowledge of the major trends, figures, and events in the development of world culture
- Recognize and critically appraise arguments and develop arguments of one's own
- Demonstrate an understanding of the intricacies, complications, and uncertainties of historical explanation
- Think critically about cultures of the past and present
- Demonstrate the ability to communicate effectively in both oral and written forms of expression

##### Fine Arts

- Critically evaluate works of art
- Demonstrate creative skills in a fine or performing art or an appreciation of the arts as a significant human activity or expression
- Recognize how the arts are integrated with the values of individuals and cultures

##### Social Sciences

- Think critically about their own societies and the larger global community.
- View issues from a multiple holistic perspective.
- Demonstrate knowledge of multiple methodologies
- Demonstrate knowledge of multiple theoretical approaches.
- Synthesize and apply social science concepts.
- Make informed, reasoned, and ethical personal and public choices.

##### Natural Sciences

- Identify scientific language, concepts, assumptions, and processes.
- Demonstrate knowledge of scientific methods and reasoning in science
- Analyze and interpret scientific evidence



- Determine when scientific information supports a given conclusion
- Demonstrate knowledge of the impact of scientific discovery on human thought and society.
- **Diversity U.S.**
- Explain the cultural relationships between dominant and non-dominant cultures within the U.S.
- Describe how diverse cultural communities contribute to the development of U.S. culture.
- Compare complex social structures within diverse US cultural communities
- **Diversity Non. U.S.**
- Demonstrate awareness of cultural communities outside the U.S.
- Demonstrate knowledge of responsible citizenship in a global society.
- Explain the cultural relationships between dominant and non-dominant populations outside the U.S.
- Compare complex social structures within diverse cultural communities outside the U.S.
- Recognize contemporary global issues facing a non-U.S. culture

#### **Current Situation**

- Current Situation
- What else does the FS document say about the goals for the core curriculum?

#### **Back to Current FS Document**

The University of Toledo's university-wide general education curriculum is designed:

- To broaden the range of experiences open to students
- To help students develop the disciplined, analytical and critical skills necessary for intellectual development throughout life
- To prepare students to make better-informed and humane decisions and to be able to communicate those decisions to others
- To cultivate students' potential for creative expression

Again, laudable goals, but difficult to measure and document.

Other Considerations and Challenges...

- New state subsidy model for General Education courses (lowest subsidy level)
- HLC visit in 2012

President Jacobs has convened a committee to consider these issues. Members: Me, Lawrence Anderson, Terry Cluse-Tolar, Ben Pryor, Nina McClellan, Kevin West, Penny Poplin Gosetti, Marcia King-Blandford, Bill McMillen (Initial tasks – lexicon of terminology and reduce the number of outcomes for assessment)

#### **Possible Outcomes**

- The committee started by listing competencies that we thought UT graduates should have upon graduation. We then organized these competencies into logical groupings with a representative heading. We have a current list of six for consideration.
- The competencies we listed are:

#### **Competencies**

- Global Citizenship
- Values, Culture and Diversity
- Intercultural Skills
- Democratic Participation
- Ethical Reasoning
- Written Communication
- Oral Communication
- Visual Communication
- Use of Emerging Technology
- Performing
- Information Technology
- Relevance
- Investigation
- Mastery of Learning Tools
- Statistical Reasoning
- Lifelong Learning Skills
- Evaluation of Quality of Information
- Quantitative Literacy
- Scientific Literacy
- Inference
- Inductive and Deductive Reasoning
- Objections
- Empathy
- Analysis
- Synthesis
- Evaluation
- Problem Solving
- Entrepreneurial
- New solutions for emerging problems
- Creativity
- Application of knowledge

#### **Possible Learning Outcomes**

1. Personal and Social Responsibility

2. Communication
3. Information Literacy
4. Scientific Inquiry and Reasoning
5. Critical and Integrative Thinking
6. Innovation

**Possible Learning Outcomes**

**Outcome 1: Personal and Social Responsibility**

- Civic Engagement
- Global Citizenship
- Values, Culture and Diversity
- Intercultural Skills
- Democratic Participation
- Ethical Reasoning

**Outcome 2: Communication**

- Written
- Oral
- Visual
- Use of Emerging Technology
- Performing

**Outcome 3: Information Literacy**

- Information Technology
- Relevance
- Investigation
- Mastery of Learning Tools
- Lifelong Learning Skills
- Evaluation of Quality of Information
- Statistical Reasoning?

**Outcome 4: Scientific Inquiry and Reasoning**

- Quantitative Literacy
- Scientific Literacy

**Outcome 5: Critical and Integrative Thinking**

- Inference
- Inductive and Deductive
- Objections
- Empathy
- Analysis
- Synthesis
- Evaluation
- Problem Solving

**Outcome 6: Innovation**

- Entrepreneurial
- Problem Solve
- New solutions for emerging problems
- Creativity
- Application of knowledge

**Senator LeBlanc:** Other than the ones that I do not understand I don't really argue that those are not worthy of things for the students to try to achieve. Many of them are difficult to measure. I don't think when we originally wrote them ten years ago that we had an eye to be able to measure them. When we are talking about assessing, I think most anybody can tell you the goals have to be measurable. The new State subsidy model for general education courses are any courses that we list as general education gets the absolute lowest subsidy; regardless if it's a 3000 or 4000 level class. For example, Calculus I is listed in our documents as satisfying the core curriculum, but we receive the lowest subsidy for that. We have to somehow figure out as a University how to satisfy the State with the courses that we list as Gen Ed, but don't just kill ourselves on the subsidy as we list these courses for general education. President Jacobs created a committee to discuss these issues. I'm on the committee, Lawrence Anderson, and the rest of the names are listed above. President Jacobs wanted to discuss the terminology that we used; he would say "I don't understand it." The first thing that he wanted us to do is to define a lexicon on the terminology; what do we mean when they say core curriculum? What do we mean when we say general education? What do we mean when we say student learning outcomes? Our current learning outcomes are a very large number to measure. If you look at other universities, they have a handful of outcomes for their core

that they list as their measured outcomes. So we began by listing competencies that we thought UT graduates should have upon graduation.

**Senator Barnes:** Did you use the core objectives as a model for the list?

**Senator LeBlanc:** Yes. We then tried to group them into a logical category so we can measure them. We narrowed it down to six categories that we came up with. I am coming to you today with a request, we would like to post these and have you view them to decide if there's something missing, does something need to be changed, can we add, subtract, or combine two to make it smaller etc.

**Senator Fink:** What do you mean by democratic participation? Is that a new terminology?

**Senator LeBlanc:** Yes. I think what we will do is say what we would like for students to have personal and social responsibility after they leave UT and that those things will include things such as the following; and then there's a paragraph that describes what we mean about personal and social responsibility.

**Senator Barnes:** Do you have some measurements in mind for these goals?

**Senator LeBlanc:** Not yet, but again that is what we are working on.

**Senator Hoblet:** Are you going to post these for comments?

**Senator LeBlanc:** The idea is to gather input on this, so yes, they will be posted.

**Senator Hoblet:** If anybody has any stellar ideas about measuring criteria, please contribute

**Senator LeBlanc:** Please contribute. The Core Curriculum Committee reviewed these last Friday and had some comments. They thought that literacy wasn't sufficient for the quantitative and scientific category. The major question again is: how do we measure these? From my perspective I would like to see us get away from course by course. Not taking all of the hundreds of sections of the core and doing an analysis of every one of those sections for each one of the outcomes. It will probably be a smaller number than 1100 sections, based on the State's subsidy model. I don't think that we want to tell students that they are restricted to taking this list of eleven classes only, no exceptions and we analyze each one of those courses for an outcome and then we're done. That seems too restrictive.

**Senator Heberle:** Were you leading up to the idea of just sampling the process via sampling survey? So we are focusing on the students as they are leaving.

**Senator LeBlanc:** Yes. What other universities do is take a capstone class in each discipline in the programs and they evaluate students based upon a rubric in the capstone class.

**Senator Heberle:** Will that move the core?

**Senator LeBlanc:** It is, but if these are the outcomes that we want the students to have as they leave the University of Toledo does it really matter if they learn to do a PowerPoint presentation in a core class or in a program class? The idea is that we want them to have those skills as they leave the University and hopefully the core curriculum is contributing to that. They are general education requirements are opposed to course requirements.

**Senator Hottell:** I have a correction in your categories, you mentioned “diversity in the US” and then you stated “non US” it should be Non West, that’s a very important distinction.

**Senator LeBlanc:** Yes. Thanks.

**Senator Barlowe:** Senator LeBlanc, to what extent is you considering graduation portfolios as measurement tool?

**Senator LeBlanc:** We need to come up with a logical way to do the assessment so it would be manageable and so we can get some useful data. I think the data needs to be analyzed by the people who are in the best place to analyze the data. If we choose to do it course by course I think that the departments that offer these courses ought to do an analysis of the data and provide a report.

**Senator Heberle:** It’s not the course that we are measuring, it’s the students.

**Senator LeBlanc:** Exactly, but we have to pick a place to measure the students. Where do you catch the students in order to do an evaluation? You could do portfolios at the end of each year, but who does that? Should it be the faculty in the student’s program? That would seem to be a logical place to me.

**Senator Sawicki:** A big part of assessment is looking at how well students are learning and identifying where you are finding any gaps and then feeding that back to the program or course to change the curriculum to enhance learning the feedback loop. So if you build that into the process for departments who are actually doing the assessment, it may be important to tie some of the department objectives to the core courses where you actually see them working.

**Senator Chiarelott:** Actually, we don’t know how many students enter UT having mastered some of the skills required prior to arriving here. Assuming that there are no magic numbers here, for four years and 120 credit hours it could be that a student could finish those areas in less time and in some cases more time, but maybe we need to be thinking of different ways determining what indicates “success.”

**Senator LeBlanc:** We had that discussion with math. What math would you consider a general education requirement? Should it be college algebra? And if it is then the students that have already taken calculus are already beyond that.

**Senator Anderson:** In the first four-hour meeting that we had for this, we discussed everything from having some grades within a class for individual students so that it would really go down in the deep content of the course. A student may pass a course but he/she may not pass certain outcomes within that course. So you have that kind of concentrated assessment, everything from that to the final capstone analysis. The questions becomes, are you doing this to assess the program? Or are you doing this to assess the student while providing intervention steps along the way so that 100% of the students will have all the competencies that they need to have? Are you just maximizing the number of students that have all competencies? In that case you can assess it in the end. Are you determining assessment in the middle so you can correct it later on? The other question that came up in the meeting this morning regarding assessment was what relevance does the core have to programs? Does the core actually satisfy the needs of the programs? I think a particular outcome such writing competency might be directly required within a major and others may not. For example, the diversity requirement might not be something that is specific to physics. So those things have to be worked out as well.

**Senator Heberle:** Is there any way to break down the assessment? It seems as though we are trying to do everything all of this at once with one fast model. As opposed to saying, we want to assess the student that leaves UT and what they are doing and will be doing in the future etc. Then we want to assess the

courses as to contribution. Could we break it down? So we are not trying to do it all in one big assessment measure?

**Senator LeBlanc:** Are you suggesting a combination?

**Senator Heberle:** No, I'm suggesting the assessment itself needs to be broken down so we are assessing different things and after that's finished; we will have a picture of how it feels.

**Senator LeBlanc:** Are you saying to do all of the classes?

**Senator Heberle:** No, I'm not saying that, I am just suggesting a conceptual model for assessing for breaking it down. It seems like we are trying to move one great big huge standard model and figure out one great big huge way of assessing everything. I just don't think that that's possible.

**Senator LeBlanc:** If you have some ideas we are really open to suggestions. If you could send me something I would be appreciative.

**Senator Hottell:** We would appreciate ideas for guidance and the kinds of documents that you want. For example, I am the chair for Foreign Languages and we have Islamic cultures classes. I turned in a dvd and I did not hear that you did not like it, so you must have been okay with it. Our office staff collecting the materials thought that you preferred paper submissions so we were unsure of the requirements. Clearly, a dvd produced by students does work across several of your categories there; that is, a dvd produced by students of interviews concerning attitudes toward Arab American students.

**Senator LeBlanc:** That would be okay. We frequently make video tapes of our students making presentations for our accreditation visits.

**Senator Hottell:** So, if I understand correctly, part of what you would like in the materials is an interpretation of how the students met the course objectives in conceiving, making, and editing the dvd.

**Senator LeBlanc:** Yes. Rather than handing us something that says here's the student work, **we would like** some analysis on the part of the instructor, department, or the program that would say this is acceptable performance, you are meeting expectations.

**Dr. Poplin Gosetti:** One of the things that we talked about during the assessment meeting this morning and some of you were present, when we look at accrediting bodies, they are pushing us past just assessing. We need to focus on feedback, of how we give it and how to use it to make additional decisions, that's part of the area that we are talking about right now. I want to get back to what Senator Barnes said; we don't have to necessarily create measurements. There are a lot of examples out there that other schools are using such as the American Association of Colleges and Universities, and have aligned themselves with some of these outcomes. That is a key piece, Senator Hottell, about what you were just saying about how you connect the part about how the learning objectives were measured.

**Senator Hottell:** That's another reason why we are a good example; you just have to take my word for it and I think most of the people in this room will, Japanese is going on and students actually are understanding it. Yes, of-course French, German, and Spanish also, but most of us can't really address the Japanese, so we have to take the instructors word for it. ???

**Senator LeBlanc:** Getting back to Senator Sawicki's point here, depending on where you measure, you may not be able to go back and pinpoint the process if something went wrong. How do you go back in the system if there's a problem if you are not doing some measurements along the way? It's required to show

that feedback loop so you can identify if there's a problem. I would like to ask President Powers to allow the Core Curriculum Committee to come back to the Faculty Senate at least once a month to give a progress report so you will know what's going on.

**Senator Anderson:** We're assessing the assessment.

**President Powers:** Thank you, Dr. Leblanc.

Now, I welcome Vern Snyder, Vice President for Institutional Advancement to provide the Senate with an overview of the capital campaign.

**Mr. Snyder:** Thank you for the opportunity to talk today about capital campaign. The way to think about that actually began eight years ago when we first introduced the \$100 (million) campaign. We spent one year planning it and attempted to make projects equal. Dr. Johnson at that time spent thirty minutes explaining this and an individual who became a major donor said "Do not try to raise the entire institution a foot. Instead focus on three to five critical areas that will capture my imagination." So this time around I think that this is what we want to do, capture the donors' imaginations because the money is more critical than ever and as is what they choose to support. We have begun the early stages of developing our goals we hope donors support; we've gone to the Advancement Council which includes the President of Faculty Senate and the deans Athletics Director, and Foundation President. The deans will meet with their colleges to prepare what they believe are three to five major goals (some of the other colleges may already know about this.) As they bring those goals forward they will fit under an umbrella of three overarching themes for the capital campaign which are as follows: Academic Distinction and Impact, Learning Environments & Career Connectivity, and Multidisciplinary Projects.

**PowerPoint Slides.**

**From Campaign to Campaign**

**A Preparation Plan**

By: Vern Snyder

Vice President for Institutional Advancement

**PHASE ONE**

"Do not try to raise the entire institution a foot. Instead focus on three to five critical areas that will capture my imagination."

"Time is Now" Donor

- COMPREHENSIVE CASE FOR SUPPORT
- DEVELOP PROSPECT POOL
- FOUNDATION DATABASE SOFTWARE
- PLAN OF CAMPAIGN
- ALUMNI RELATIONS/UT ALUMNI ASSOCIATION
- CULTIVATION AND AWARENESS MEETINGS
- CAMPAIGN APPROVAL BY BOARDS
- DISCOVERY PROSPECT VISITS
- MAJOR DONOR CULTIVATION

**COMPREHENSIVE CASE FOR SUPPORT**

- OUTLINES GOALS AND PRIORITIES
  - CAMPAIGN PLANNING COMMITTEE
- DEVELOP CONSENSU

**Determining Goals a Process**

- CAMPAIGN PLANNING COMMITTEE
- (ADVANCEMENT COUNCIL)
  - CAMPUS-WIDE REPRESENTATION
  - DETERMINES THE SPECIFIC CAMPAIGN GOALS
  - DETERMINES THE CAMPAIGN DOLLAR GOAL
  - DEVELOPS THE CAMPAIGN CASE FOR SUPPORT
- CAMPAIGN PLANNING COMMITTEE
- (ADVANCEMENT COUNCIL)
  - CAMPUS-WIDE REPRESENTATION
  - DETERMINES THE SPECIFIC CAMPAIGN GOALS
  - DETERMINES THE CAMPAIGN DOLLAR GOAL

- DEVELOPS THE CAMPAIGN CASE FOR SUPPORT

**CAMPAIGN PLANNING COMMITTEE**

- DEANS
- PRESIDENT FACULTY SENATE
- DIRECTOR INTERCOLLEGIATE ATHLETICS
- PRESIDENT UT FOUNDATION
- PROVOST AND CHANCELLOR
- AVPS ALUMNI AND DEVELOPMENT

**CAMPAIGN THEMES**

- ACADEMIC DISTINCTION AND IMPACT
- LEARNING ENVIRONMENTS AND CAREER CONNECTIVITY
- MULTIDISCIPLINARY PROJECTS

**THEME ONE**

**ACADEMIC DISTINCTION AND IMPACT**

- CONSISTENT GRADUATE AND UNDERGRADUATE LEARNING OBJECTIVES
- INITIATIVES TO PROVIDE EXCEPTIONAL STUDENT-CENTEREDNESS AND LEARNER DRIVEN FOCUS
- **DESIGNING INTERDISCIPLINARY PROJECTS TO ACCELERATE STUDENT ENGAGEMENT**

**Theme Two**

**LEARNING ENVIRONMENTS AND CAREER CONNECTIVITY**

- EXPAND AND ENHANCE STUDENT LEARNING ENVIRONMENTS
- STRENGTHEN FIRST YEAR EXPERIENCE
- EXPAND THE DISTINGUISHED PROFESSORSHIP PROGRAM

**THEME THREE**

**MULTIDISCIPLINARY PROJECTS**

- EXPAND AND ENHANCE THE STRENGTHS OF THE COLLEGES
- MULTIDISCIPLINARY PROJECTS AND COLLABORATIVE EFFORTS
- CAMPUS FOCUSED INNOVATION AND ENTREPRENEURSHIP
- ENHANCE GLOBAL CONNECTIVITY

**INSTITUTIONAL PROJECTS**

**PROPOSED**

**THEME ONE**

- ENDOWMENT(S) TO SUPPORT ENDOWED PROFESSORSHIPS AND CHAIRS
- LEADERSHIP ENHANCEMENT INTERDISCIPLINARY PROJECT
- ENHANCE FIRST YEAR EXPERIENCE

**INSTITUTIONAL PROJECTS**

**PROPOSED**

**THEME TWO**

- ENHANCE AND EXPAND THE DISTINGUISHED PROFESSOR PROGRAM
- ENDOWMENT TO SUPPORT STUDENT CAREER SUCCESS

**INSTITUTIONAL PROJECTS**

**PROPOSED**

**THEME THREE**

- SIMULATION CENTER IMMERSIVE EDUCATION
- SCHOOL OF ADVANCED AND RENEWABLE ENERGY

**PHASE TWO**

**WHAT IS IT GOING TO TAKE?**

- INVOLVEMENT OF ALL DEANS
- FACULTY AND STAFF INTERNAL SUPPORT
- COLLEGE LEVEL AND REGIONAL VOLUNTEER GROUPS
- EXTENSIVE PROSPECT CULTIVATION

**ALUMNI RELATIONS/**

**UT ALUMNI ASSOCIATION**

- ENGAGE OUR ALUMNI
- RECRUIT AND ENLIST VOLUNTEERS
- CREATE REGIONAL PHILANTHROPY COMMITTEES

**FOUNDATION DATABASE SOFTWARE**

- UPDATE CURRENT SOFTWARE
- UPDATE GIFT PROCESSING AND DONOR ACKNOWLEDGEMENT
- DEVELOP COMPREHENSIVE CAMPAIGN REPORTS

**THANK YOU**

**Mr. Snyder:** I think many of the donors are looking to increase the impact of their gifts.– How is this translated into some proposed projects? We are trying to involve all of the deans, faculty and staff into developing this campaign. One key item, I imagine that the financial goal will approximate a total of \$200 million and \$200 million does not exist in North West Ohio, so it will be a national campaign. As a result

we are building regional volunteer groups across the country so we can do extensive prospect cultivation. We happen to be blessed with some major donors and with their support we should be successful. Over the next three months we will be focusing on the goals for the campaign and then we will spend about a year after that for internal and external discussion about this campaign and to get suggestions from others. Thank you for allowing me this brief time to talk about the capital campaign. If you have any questions I will be happy to answer them.

**Senator Wedding:** What's the total value of assets in the foundation now?

**Mr. Snyder:** Approximately there's \$300 million.

**Senator Wedding:** There's \$300 million.

**Mr. Snyder:** Most of those funds are restricted in balance.

**Senator Wedding:** The College of Education got a \$15 million donation; do you have the number on how much of the \$15 million we have collected?

**Mr. Snyder:** Yes, as matter of fact, just recently the Herb family made a payment of \$2.2 million dollars plus their initial payment of \$350,000 and that's where we stand right now. For those of you who are not aware of the agreement, the Herb family has a fifteen year pledge period to realize their gift. I think that it is interesting on that particular gift we have gone through two Presidents, three deans, four fundraisers, we merged the institution and they are still hanging with us. With the work that Dean Schmoll has recently done I think that there's a possibility that payments will speed up.

**Senator Wedding:** So you got about \$2.6 million out of it so far.

**Mr. Snyder:** Yes, that is correct.

**Senator Dowd:** Given that financial markets have improved this year, what is the justification for reducing the spending percentage of endowments from 5% to 4%?

**Mr. Snyder:** It's based on a three year rolling average, so yes the market has improved, but over a course of three years it hasn't. I think that it is prudent to drop from a 5% payout to 4% payout to preserve the endowment funds so you are not over spending any money. It's not unusual across the country a lot of foundations have chosen one of two strategies; they average over five years or three year payout.

**Senator Dowd:** What is the dollar amount that the foundation transferred to the university during this fiscal year?

**Mr. Snyder:** I'm guessing here so I am not precise, (it is in the audited financial statements) but I believe that it's between \$12 -\$14 million.

**Senator Dowd:** I think last year it was over \$21 million

**Mr. Snyder:** There are transfers every year.

**Senator Dowd:** What is the purpose for transferring funds to the University?

**Mr. Snyder:** For whatever purpose a donor has designated



**Senator Dowd:** I believe that it goes into a general fund.

**Mr. Snyder:** It depends on the endowment; you have a foundation endowment and the university endowment. The foundation's endowments are comprised of 1,200 funds I believe and those go where they are restricted to go by the donor. To understand, on average we raise about \$15 million per year and of that there's about 40% endowment dollar per year and the remaining goes as fast as a department gets a hold of it.

**Senator Dowd:** Too bad.

**Senator Wedding:** Would you say we raise approximately \$15 million each year?

**Mr. Snyder:** Yes.

**Senator Wedding:** A lot of that is unsolicited, people send in their \$50.00 and that's our thing.

**Mr. Snyder:** There are several different ways that the money is raised; telemarketing operates on Sunday through Thursday from 6 p.m. - 9 p.m., our annual fund mailings goes out etc. A donor is basically solicited four times per year....smaller and smaller amounts are unsolicited. Mostly by mail they are the more small gifts than the high level gifts that we get.

**Senator Rouillard:** What's the relationship between the foundation and U.T.I.E? I've seen sums that look like they get transferred from the foundation to U.T.I.E or vice versa. Could you clarify the relationship for me and how U.T.I.E got \$ 9 million in assets that passed?

**Mr. Snyder:** Accurately I cannot answer that because that's not my end of the woods, but what I would suggest for you is to ask Brenda Lee because Brenda works with those programs.

**Senator Regimbal:** If a person was to set up a scholarship, what would be amount that you would tell them that would fund a scholarship? I don't understand that at all.

**Mr. Snyder:** At a 4% payout a \$10,000 endowment on average we'll get \$400. Several years ago because of rising costs of going to school we raised the minimum, so that way the spending is sufficient to make an impact for the student. Right now a \$10,000 endowment won't even buy books, but I do appreciate your gifts.

**Senator Jorgensen:** You mentioned \$30 million center, but I didn't catch the acronym, what was that?

**Mr. Snyder:** It is The Center for Immersive Education. It is everything from the medical side from walking through a cat scan to engineering and being able to walk into a machine in real time. Thank you very much.

**President Powers:** Next, I invite Dr. Dennis Lettman, along with Beth Gerasimiak and Mark Longley to provide the Senate with information about proposed revisions for the policy on prior learning assessment.

**Dr. Lettman:** Thank you Dr. Powers. We are here today to talk to you about Prior Learning Assessment which is a program that we are working on through the College of Adult and Lifelong Learning. The College of Adult and Life Long Learning is an evolution of University College Some of you may know that the University College was approved by this body in 1970. It was approved for the purpose for serving nontraditional students and for developing, implementing, evaluating, and improving the University's services for nontraditional students. Forty years five deans and ten thousand graduates later,

we are still in the business of working for nontraditional students at the University. Prior Learning Assessment is one of those programs that we feel is very important in serving adult learners coming to the University. What we would like to do is spend a few minutes talking to you about PLA. I believe that you were sent proposed revised policies for PLA via e-mail. You may not had a chance to review the document thoroughly, but what we would like to do is go over the highlights to give you an opportunity to review the document, then we are hoping at the next Faculty Senate meeting or shortly after we will be able to get your support for Prior Learning Assessment at the University. There are a number of reasons why we are doing this. There are a lot of reasons why we are focusing on adult learners. There are a lot of reasons why we want to implement and improve our PLA program here at the University. We really do not have time to go over all of the details right now. Nationally, the trends are to focus on adult learning. We think the timing is right and we think that the position is right to be an important player as far as PLA and adult leaning. At this point I am going to introduce Beth Gerasimiak. Beth is the director of PLA. Beth has established a faculty advisory committee that has worked with her and will continue to work with her with on coming up with policies and procedures. I think that it is very, very important; in fact it is necessarily to get faculty support and input with prior learning assessment. All of our policies and recommendations are grounded in the research, best practices and what makes most sense for implementation here at UT. Last year Beth went through some extensive training and received certification for being a prior learning assessment administrator through DePaul University. We have another staff member that will assist us and will be working with students and the faculty that is here and I will introduce them to you in just a moment.

**Beth Gerasimiak:** Thank you Dennis and thank you for having us here today. As you saw earlier there was another assessment presentation so I just wanted to briefly go over what we mean by prior learning assessment. But before I do that I wanted to introduce our new prior learning assessment advisor, Dr. Mark Longley.

#### **PowerPoint Slides.**

#### **Prior Learning Assessment (PLA) At the University of Toledo**

#### **College of Adult and Lifelong Learning (CALL)**

The College of Adult and Lifelong Learning (CALL) provides access, career and life coaching, degree completion and academic support to new, continuing and reentering adult learners in a respectful and nurturing environment. CALL helps students transition to college life and establish a foundation for educational attainment, career success and lifelong learning.

CALL serves new, continuing, returning, exploring and prospective students who meet any one of the following criteria:

- Financially self-supporting
- Delayed initial college enrollment
- Earned some college credit
- Veteran/military status
- 25 years of age or older

CALL offers undergraduate degree programs in Interdisciplinary Studies and Adult Liberal Studies, Career and Life Planning Services and Educational Services including Prior Learning Assessment, Military/Veteran's services and support, and Program 60.

#### **Why Focus on Adult Students Now?**

- Demographic and labor market trends are causing employers to experience skills shortages
- We cannot address skills shortages by the pipeline of young people alone—there are not enough of them
- Postsecondary learning and credentials are key to success in the new economy
- States with more postsecondary degree holders have more competitive and innovative economies

#### **Join Nationwide efforts to serve Adult Learners**

- "Many more adults will need to enroll in college for the United States to meet President Obama's goal of having the world's largest share of college graduates by 2020." (Chronicle of Higher Education, Jan. 2010)
- Foundations such as Lumina, Ford and Gates are initiating efforts, commissioning studies and providing resources for adult learners.
- Many states have or are in the process of approving legislation that ensures best practices for adult learners in higher education, e.g. Vermont, Minnesota and Pennsylvania.
- Ohio is pursuing state-wide efforts to provide better access for adult learners. The USO Strategic Plan for Higher Education has established "*measurements for success*" directly related to adult learner enrollment and outcomes.

#### **Principles of Effectiveness for Serving Adult Learners**

According to the Council for Adult and Experiential Learning (CAEL), the following eight principles are needed to effectively serve adults:

- Outreach

- Life and Career Planning
- Financing
- **Assessment of Learning Outcomes (PLA)**
- Teaching-Learning Process
- Student Support Systems
- Technology
- Strategic Partnerships

#### **What is Prior Learning Assessment or 'PLA'?**

The evaluation for college credit of the knowledge and skills one gains from life experiences (or from non-college instructional programs) including employment, civic activities and Volunteer service.

Credit is not granted for experience alone. Students must demonstrate and document their college-level learning obtained through their experiences to learning outcomes of UT courses.

#### **Prior Learning Assessment**

##### **Four Approaches to PLA. All ensure academic quality.**

- Nationally standardized exams in specified disciplines such as CLEP or DSST
- Credit by Exam
- Evaluated non-college programs, e.g. industry certifications, ACE credit recommendations, military credit
- Individualized assessments, e.g. Portfolios

#### **PLA "Myths"**

- Giving away credit – PLA measures the quality and level of a student's learning based on their experiences. "Some assessment methods are standardized testing, while others such as a portfolio make its case by identifying learning clearly and succinctly, and it must provide sufficient supporting information and documentation so that faculty can assess it, alone or in combination with other evidence, as the basis for their evaluation" (Colvin, 2006, p. 7).
  - Reduces classroom enrollment – In a recent study by CAEL, 48 postsecondary institutions report that PLA students earn more institutional course credit and persist longer, on average, than non-PLA students ([http://www.cael.org/pdf/PLA\\_Executive-Summary.pdf](http://www.cael.org/pdf/PLA_Executive-Summary.pdf)). Additionally, achievement of PLA credit is limited for a baccalaureate seeking student (currently 30 credit hour limit). Students cannot obtain college-level learning outside of the classroom– Applying Kolb's Model of Experiential learning and/or Bloom's Taxonomy establishes the link between practical and theoretical experience. Further evaluation of expert faculty will also determine the level of learning.
  - Loosely defined standards and measures for awarding credit – The PLA program will adhere to the ten CAEL Standards for Assessment (*Assessing Learning: Standards, Principles and Procedures*, Whitaker, 2006). UT faculty will provide assessment and feedback based on demonstrated learning through course outcomes and course syllabi. Faculty Advisory Committee will continue to regularly monitor, review, evaluate and revise assessment program.

#### **Who uses PLA?**

- Primarily adult learners who:
  - Wish to complete a degree begun earlier in life
  - Are changing careers
  - Are starting college after years in the workforce and wish to validate prior learning
  - Obtained learning that can be verified
  - Bookkeepers, veterans, manufacturing workers, nurses, displaced homemakers and CEO's of major corporations

#### **The Benefit of PLA to the Student**

- An incentive for new students, especially adult learners, to "jump-start" their collegiate careers.
- It gives validation to students for work and life experience increasing confidence in their ability to complete their degree.
- Shortens the time to degree completion. PLA can save an average of 2.5 to 10.1 months of time in earning their degrees ([http://www.cael.org/pdf/PLA\\_Executive-Summary.pdf](http://www.cael.org/pdf/PLA_Executive-Summary.pdf)).
- The recent CAEL study shows PLA students had better academic outcomes. PLA improves critical-thinking and reflection skills.
- PLA students save money with reduced tuition rates.
- A *College Board* study shows credit for prior learning is more important to adult students than small class size or availability of financial aid.

#### **The Benefits of PLA for the University of Toledo**

- A tremendous recruiting tool for adult students
- Demonstrates institutional commitment to understanding and meeting societal needs
- Helps faculty recognize that other forms and forums for learning exist (helps us be more agile and flexible)
- Increases retention and graduation rates
- Increases diversity and creates a richer academic environment

#### **Faculty Advisory Committee Charge**

The Faculty Advisory Committee will serve as an advisory board for the Prior Learning Assessment (PLA) Program and be available to consult and advise the Director of Educational and Lifelong Learning Services and the Dean of the College of Adult and Lifelong Learning. As an advisory board, the Faculty Advisory Committee will engage in the following practices to ensure quality, validity, integrity and reliability to the Prior Learning Assessment Program, including:

- Review, recommend and revise academic policies and procedures for the PLA program;
- Serve as a resource for curriculum related concerns;

- Advocate for PLA best practices to the campus community;
- Establish and maintain Faculty Assessment Guide of resources for faculty assessors and the assessment process;
- Serve as college/department/school liaison on PLA matters.

#### **PLA Program and Policy Highlights**

- Revised PLA program will adhere and maintain best practices in assessing prior learning as recommended by the Higher Learning Commission (HLC) and Council for Adult Experiential Learning (CAEL).
- Faculty Advisory Committee who meets on a regular basis and will review, make recommendations and be available for consultation for the program.
- Students are able to meet with PLA Advisor to guide them through process and work with faculty members.
- Policies and procedures clarify credit limitation, credit evaluation process, grading and transcription, appeals process, fees and processing and portfolio development course.
- Course-match model – students must demonstrate their learning toward learning outcomes of UT courses and UT faculty will provide the assessment.

#### **References/Resources**

- The Council for Adult and Experiential Learning (CAEL) website - <http://www.cael.org/pla.htm>
- [Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes - http://www.cael.org/pdf/PLA\\_Executive-Summary.pdf](http://www.cael.org/pdf/PLA_Executive-Summary.pdf)
- *Assessing Learning: Standards, Principles, & Procedures* (Second Edition) by Fiddler, Marienau and Whitaker
- *Earn College Credit for What You Know* (Fourth Edition) by Janet Colvin

**Beth Gerasimiak:** Some of the myths of PLA have given it a bad reputation. For example, individuals may believe we are giving away credits, certainly we are not; students will have to demonstrate that they have met the learning outcomes of a UT course. Another myth is PLA reduces class enrollment, however, that would be just the opposite. Actually as many studies have shown it increases student retention in the classroom, students persist longer, and they tend to stay at the institution through graduation. Additionally, the notion that students cannot retain college-level learning outside of classroom, we found that was not true as well. Many of the students have passed a credit by exam and received credit for their portfolio indicating their ability to demonstrate their experiences to course learning outcomes.

As far as loosely defined standards, as Dennis mentioned the draft document of revised policies and procedures were sent to all of you, so I hope you will take a look at them and either make recommendations or accept the revisions as is. We have also worked with the faculty advisory committee on these policies and they have reviewed and made recommendations..

Who uses PLA? Primarily it is the adults students, who are using it, but I also want to inform you that PLA is just not for students who are enrolled in College of Adult and Lifelong Learning, any student at the university can use the service. Our services are for all UT students, an example may be international students who may or may not have credit transfer. PLA benefits the students and the university. Degree completion increases as well as retention and graduation rates. Our Faculty Advisory Committee is a group that meets on regular basis; we actually met with them this week. They are charged with on-going review of the policies and procedures; we are working on assessment guide so that if a faculty member is an assessor they will have a guide so they know how to assess a portfolio, what they should be looking at, so that credit is given appropriately. I wanted to briefly discuss the highlights of the program when you're reviewing the policies and procedures document. This is a program that was already at the university, the updates are more of a revision. There wasn't really a documented PLA policy that I have been able to find, this document clearly defines the parameters of the program.

Dennis mentioned that I have been trained as a PLA administrator, Mark is also in the process right now and he is going through the same training as a PLA advisor, so we are trained to work with these students. We do not have the expertise for all of the areas of this University, but I believe that it will be a strong relationship between our office and all of you. Students are able to meet with Mark Longley, so students are not coming to you without knowledge of the program; and there will be an office you can work with. Again, it's a course-match model, students are getting credits for UT courses that are taught by UT faculty and the assessment is done by UT faculty. Lastly, are PLA references of resources, if anyone has any questions, I will be happy to answer them.

**Senator Thompson-Casado:** I'm in foreign languages, primarily we see AP credits coming through which require little work by the faculty. We also do credit by exam, which is labor intensive and is done by the faculty. There is a \$30 (thirty dollars) per credit fee assessment for the student. Is there any idea of taxing that and having some of that come back to the department general fund of the faculty that does the assessment? It is time out of our department and sometimes the students does not stay in that department.

**Beth Gerasimiak:** It's actually a really good question. First, the AP credits will remain something that students earn prior to enrolling. We are looking at options for the fee structure; one being a fee back to the faculty member for the assessment and their time.

**Senator Thompson-Casado:** Well, is it to the department?

**Beth Gerasimiak:** It should be to both. We are currently working with the provost's office for a structure.

**Dr. Lettman:** There's two fees'; there's the assessment fee which is a fee that we would charge the students for either assessing the portfolio and that money goes directly to the faculty member for doing that work.

**Beth Gerasimiak:** The fee is charged regardless if the student gets credit or not.

**Dr. Lettman:** Then there is the recording fee, if the student should become successful and receives a course credit; in order to get a transcript they will need to pay a recording fee of a certain amount of money. We are really working two streams here, we are working the academic policies and procedures, but then the fees go in a different route. Hopefully, they will end up together in a wonderful relationship within the next month or so and we will be on our way.

**Senator Jorgensen:** How different is this than the present policy?

**Beth Gerasimiak:** It's not very different at all, one difference would be that we are going to compensate faculty, that's not mentioned a whole lot in the policy document. The credit limit is the same. Some of the changes that we looked at are whether there should be a limit on credit as far as CLEP credit. What was decided in the faculty committee was that there is 30 credit hour limit for portfolio and credit by exam and there is no limit for other forms because they limit themselves. As far as grading, it's up to the faculty assessor whether they choose to grade a course on a grading scale or on a PASS no CREDIT, so depending on the course work and in consideration that some majors will require to have a grade and be counted in the G.P.A., so that was a little change.

**Senator Chiarelott:** This is not applicable to graduate credit, but only applicable to undergraduate credit, is that accurate?

**Beth Gerasimiak:** That is right, at this time that is only for undergraduate.

**Senator Chiarelott:** So for career changers you might have a degree in Engineering and you want to be a teacher, he/ she has enough math credits, but hasn't taken the math courses, he/she wouldn't be qualified to take this, is that right?

**Beth Gerasimiak:** If they are undergraduate courses, they can still do it. They just have to be undergraduate courses.

**Senator Chiarelott:** Okay. So, the fact that he/she has a degree already does not exclude them for doing this. Is that correct?

**Beth Gerasimiak:** Well if they are undergraduate courses they can still do it. They just have to be undergraduate courses.

**Senator Anderson:** In my own program people often are coming in quite late being fifty years old etc., it doesn't make sense to ask them about their undergraduate GPA that was thirty years ago. Have you been thinking on terms of working out some kind of later assessment that will be replacing the undergraduate GPA?

**Beth Gerasimiak:** That hasn't really come up as a question before.

**Senator Dowd:** Senator Anderson, this may not be relevant for graduate courses. Graduate level courses can be taught only by individuals holding membership in the Graduate Faculty.

**Senator Anderson:** I am not saying graduate credit, what I'm saying is will it be in place of undergraduate credit.

**Senator Dowd:** Senator Anderson, perhaps the more appropriate body to address your concerns might be Graduate Council.

**Beth Gerasimiak:** Are you talking about if a student will enroll in special student status in a graduate school?

**Senator Anderson:** Senator Dowd is right; I will take this to graduate council.

**Dr. Lettman:** I think that that is a good question, but it is a little bit different because whether a person is going in graduate or undergraduate being fifty years old and has been out of school for thirty years, looking at how you perform thirty year ago, probably is not the best measure. One of the things that we are looking at for the adult is that we can better assess their ability to succeed in a program. Please recognize the policy that we are moving forward with is really an umbrella policy of the university. We have recognized that there may be other colleges, department accreditation and other reasons, they cannot meet all the policies, maybe they need to be a little more restrictive, cannot be any more liberal. Our goal is to try and expand the program and involve as many faculty courses as we can, recognizing we are not going to be able to get them all, it's not going to be 100%, but I would say that it will be about 10%-12% and if we get up 50% or higher I think that we will be doing well; so we will be able to provide more opportunities for adult students.

**President Powers:** The next order of business is a motion to approve candidates for degrees for the fall and spring commencements, all those in favor please say "aye", opposed? None. *Motion passed.* This concludes the executive committee report. Is there any other business from the floor?

**Senator Anderson:** As a reminder please volunteer to review program restructuring.

**President Powers:** Those who would like to volunteer for the Faculty Senate ad hoc committee please let me know after the meeting.

**Senator Sawicki:** There is also a call out for faculty volunteers to serve as judges on Saturday, March 26, for the student research symposium forum that's going to be here in Memorial Field House. Last year

they had seven regional institutions who sent faculty and students to participate, so they are expecting it's going to be even larger this year. We would love for faculty who are not judges also to come and see the posters and talk to students.

**Senator Dowd:** If I may add one other point to this discussion it would be that the graduate students started this symposium on their own just to present and brag about their research. They run it but they need the help of faculty members. We need to support their efforts so if you can please volunteer to be a judge. This symposium is a "good thing" we all should want to brag about our students' research.

**Senator Sawicki:** It's very broad based in topics, and so all students would be welcomed.

**Senator Heberle:** To whom, to what, and to where do we volunteer at?

**Senator Dowd:** You could speak to either V.P. Patsy Komuniecki, Dean of the Graduate College, or Mark Templin, Chair of Graduate Council.

**Senator Benjamin:** It's also on the website.

**President Powers:** Are there any other general questions or concerns? I wanted to remind all Senators about seeing me after the meeting to volunteer for the ad hoc committee, if you are interested in serving, please let me know today. With that I would like a motion for adjournment. *Motion passed.*

**IV. Adjournment:** Meeting adjourned at 5:35 p.m.

Respectfully submitted,

Karen Hoblet  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office  
Administrative Secretary