

2011 - 2012
Academic Staff Assemblyⁱⁱⁱ
28 September 2011 Agenda

12:00 – 1:45 p.m.
University Center 262

1. **Approval of 14 September 2011 Minutes**
2. **Academic Staff Committee Reports**
 - a. Awards [Weber]
 - b. Economic Issues [Ehlen]
 - c. Elections/Balloting [Clokey]
 - d. Government [Kriska/Flanagan]
 - e. Organization [Fragola]
 - f. Professional Development [Ehlen]
 - g. Instructional Promotions [Farmer]
 - h. Review [Ogunsola]
 - i. Title Appeals [Ehlen]
 - j. Titling [Naff]
 - k. Rewards and Recognition [Simes]
3. **Updates/Announcements**
 - a. Director of FUN [Naff]
 - b. 2011 Academic Staff Leadership Conference [Naff]
4. **Other Business**
 - a. Collective Bargaining [Clokey]
 - b. Unit Clarification [Clokey]
 - c. *Prior Learning Assessment (PLA) Academic Planning and Policy Task Force Report [Fragola]*
 - d. *Essential Learning & Assessment Review Committee (ELARC) Assessments [Fragola]*
 - e. *LGBTQ Taskforce Meeting [Simes]*
 - f. Campus Kudos [Assembly Staff]
 - g. Miscellaneous/Round Robin [Assembly Staff]

ⁱ *Italicized items include attachments for review/discussion.*

ⁱⁱ *Fragola will be chairing the Assembly meeting in Ehlen's absence.*

**2011 - 2012
Academic Staff Assembly
14 September 2011 Minutes**

**12:00 – 1:45 p.m.
University Center 262**

PRESENT: Freda Briscoe, George Clokey, Denise Ehlen [Chair], Nancy Farmer, Patty Fragola [Vice Chair], Nadine Kriska, Giuliana Miolo, Kyle Naff, Elizabeth Ogunsola, David Reinhart, Kim Simes, and Curt Weber

ABSENT: Mike Flanagan

- 1. Approval of 11 May 2011 Minutes** (Final 2010-2011 Meeting and First 2011-2012 Organizational Meeting): Simes/Ogunsola moved to approve the minutes. The Assembly discussed/reviewed the minutes. Approved by unanimous vote.
- 2. Academic Staff Committee Reports**
 - a. Awards [Weber]: No report
 - b. Economic Issues [Ehlen]: No report
 - c. Elections/Balloting [Clokey]: No report
 - d. Government [Kriska/Flanagan]: No report
 - e. Organization [Fragola]: Fragola reported that she is working on filling vacancies on various committees due to retirements. Fragola is also working with Naff on a taskforce/committee for FUN.
 - f. Professional Development [Ehlen]: Ehlen reported that the Provost approved the Request for Proposals and the first deadline for application submission are 1 October 2011.
 - g. Instructional Promotions [Farmer]: Farmer reported that changes have been made to the Assembly website, and will be made to the handbook, to align our institution's requirements for promotion from level three to four with System's requirements. In the past, it was unclear to some that a terminal degree and nine years of service are required rather than a terminal degree or nine years of service.
 - h. Review [Ehlen for Ogunsola]: Ehlen discussed with the Assembly what kind of role the Chair, Vice Chair, and Assembly should play in personnel issues. Further discussion will occur at an upcoming meeting
 - i. Title Appeals [Ehlen]: No updates
 - j. Titling [Naff]: No updates
 - k. Rewards and Recognition [Simes]: Simes reported that the fall deadline for application submissions is 1 November 2011 and the spring deadline is 1 March 2012. Ehlen/Pellien will publicize the program in early October.

3. Updates/Announcements

- a. Calendar/Events [Ehlen/Naff]: Ehlen shared the Deadlines and Events flyer with the Assembly and encouraged everyone to attend the FUN events and pay close attention to upcoming deadlines.
- b. Director of FUN [Naff]: Naff/Fragola discussed implementing a taskforce/committee for FUN.
- c. Assembly Priorities [Ehlen]: Pellien will resend the survey to the Assembly making the ranking of the priorities more clear.
- d. Discussion with Chancellor Telfer and Provost Kopper [Ehlen]: Ehlen shared with the Assembly that Chancellor Telfer and Provost Kopper will be coming to speak with the Assembly on 12 October 2011 and 30 November 2011, respectively. Ehlen asked the Assembly members to think of things that they would like to discuss with the Chancellor and Provost. Further discussion will occur at the next meeting.

4. Other Business

- a. Collective Bargaining [Clokey/Ehlen]: No updates
- b. Unit Clarification [Clokey/Ehlen]: No updates
- c. Retirement Resolutions for Batra, Davidson-Zielske, DeMeza, Jankowski and Weaver [Ehlen]: The Assembly discussed/reviewed the resolutions. Briscoe/Kriska moved to approve the resolutions contingent upon updating Gay Davidson-Zielske's resolution to indicate numerous instead of numberless. Approved by unanimous vote.
- d. Essential Learning & Assessment Review Committee (ELARC) Assessments [Ehlen]: Deferred until the next meeting.
- e. Personnel Policy Book Updates [Ehlen]: Deferred until the next meeting.
- f. LGBTQ Taskforce Meeting [Simes/Ehlen]: Deferred until the next meeting.
- g. Campus Kudos [Assembly Staff]: The Assembly discussed important events/initiatives taking place on campus.

Consensus to adjourn at 1:45 p.m.

Respectfully submitted,
Casey Pellien, Governance Associate



Senior Vice President for Academic Affairs

1730 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-3826
(608) 262-3985 Fax

email: vpacad@uwsa.edu
website: <http://www.uwsa.edu>

Response due October 14, 2011

July 15, 2011

To: Provost/Vice Chancellors of Academic Affairs

From: Rebecca R. Martin 
Senior Vice President for Academic Affairs

Re: Prior Learning Assessment (PLA) Academic Planning and Policy Task Force Report

At the June Provost retreat we presented to you the findings of the PLA Academic Planning and Policy Task Force and received your initial comments. Attached you will find an updated version of the report. As stated at the June meeting, the PLA Task Force served to initiate examination and discussion of PLA practices. Over the next months, we will offer institutions several opportunities to participate in continued discussion, as well as to engage in activities to expand and coordinate PLA processes within UW System institutions.

In my initial charge, I asked the Task Force to review PLA practices, policies, and guidelines within UW System institutions and at peer institutions/systems, with a particular focus on learning assessment, transcription, and transfer processes. I asked their report to include discussion and recommendations as to guidelines and principles that may guide UW System institutions in the establishment of PLA policies and practices.

The Task Force report addresses a number of academic and non-academic issues related to PLA. Key Task Force findings and observations include recommendations for shared principles, guidelines and policies. Recommendations address issues of prior learning assessment standards, assessment personnel, transcription and transfer of PLA, grading, student advising, academic planning, systemwide acceptance of standardized tests, establishment of fee structures, PLA implications on student financial aid planning and award, and marketing and outreach of PLA. The Task Force emphasized to me that their recommendations aim to coordinate practices, yet provide UW System institutions and departments with the autonomy to develop PLA programming and practices to serve their unique student, academic, and business needs.

We anticipate the report will offer helpful guidance to those institutions who are actively working to expand the use of PLA, or have expressed interest in doing so. The Task Force findings also provide a basis for in-depth systemwide discussion. During Academic Year 2011-2012, the UW System Office of Academic Affairs will invite institutions and faculty/staff constituencies to review the PLA Task Force findings and engage in a dialogue regarding current PLA practices, the degree to which common practices may be coordinated, and the implications that PLA expansion may have on UW System policy. There are several ways your institution may engage in these discussions.

PLA Task Force Report Review and Comment

We encourage you to broadly share this report with appropriate individuals and groups across your institution and request them to share their comments. Written comments may be submitted in electronic format to Diane Treis Rusk at dtreirusk@uwsa.edu by **October 14, 2011**. These comments will be compiled and considered by both the Office of Academic Affairs and the PLA Advisory and Implementation Committee.

PLA Advisory and Implementation Committee

The Advisory and Implementation Committee will closely examine specific topics relating to PLA implementation and administration, such as transcription methods, student advising, program evaluation, assessment of learning methodologies, etc. The outcomes of these discussions may guide institutions as they advance their PLA efforts and will also advise the UW System Administration as to policy considerations related to PLA. The committee membership will be comprised of representatives from the pilot institutions currently active in the grant funded PLA initiative. Those institutions include UW Colleges, UW-Green Bay, UW-Oshkosh, UW-Stout, UW-Stevens Point, UW-Superior, and UW-Whitewater. In addition, we invite provosts from institutions not currently engaged in the pilot initiative to appoint a representative to join this committee. Current representatives include both faculty and staff from a cross-section of function areas. We anticipate meetings of the full PLA Advisory and Implementation Committee will commence early in the fall semester of AY 11-12 and will continue through AY 13-14. If you would like to appoint a representative to this committee, please forward the name and contact information of your representative to Diane Treis Rusk.

PLA Pilot Initiative

We are in the first of three two-year pilot phases. In the fall of 2011 and 2012 we will issue request for proposals to participate in the second and third phase of pilots. Each institution that is accepted as a pilot may receive up to \$55,000 in funding over two-years to support PLA expansion activities.

We look forward to your continued participation in this process. If you have additional questions, please contact Diane Treis Rusk at 608.261.1115 or dtreirusk@uwsa.edu.

Attachments: PLA Academic Planning and Policy Task Force Executive Summary
PLA Academic Planning and Policy Task Force Report

cc: Mark Nook, (Incoming) Interim Sr. Vice President for Academic Affairs
Stephen Kolison, Associate Vice President for Academic, Faculty, and Global Programs
Heather Kim, Associate Vice President for Policy and Research Analysis
Petra Roter, Interim Associate Vice President for Student Affairs & Academic Support Services
Jan Sheppard, Interim Assistant Vice President for Student Affairs & Academic Support Services
Diane Treis Rusk, Educational Attainment Project Coordinator
Prior Learning Assessment Planning and Policy Task Force Members
Faculty Representatives
Academic Staff Representatives

University of Wisconsin System
Prior Learning Assessment Academic Planning and Policy Task Force

Findings and Report – May 2011

Table of Contents

Part I: Introduction and Background.....	3
Definitions and PLA Formats	3
A National Perspective of PLA.....	4
Part II: Prior Learning in the UW System	5
Credit for Prior Learning Review – Office of Operations Review and Audit.....	5
Prior Learning Assessment Methods	6
University of Wisconsin System Prior Learning Initiative.....	7
Systemwide Planning.....	8
UW System Institution Pilots.....	9
Prior Learning Assessment Planning and Policy Task Force	9
Part III: Principles and Guidelines for Credit for Prior Learning	10
Academic Principles	10
Academic Guidelines	10
Nationally Recognized Exams	10
Course-specific Examinations Designed by College or University Faculty.....	11
Credit by Portfolio Review	11
Additional Guidelines	12
Academic Planning.....	12
Non-Academic Planning.....	13
Part IV: Policy Observations and Recommendations.....	13
Transcription.....	13
Transfer.....	14
Systemwide Acceptance of Standardized Tests.....	15
Section V: Additional Recommendations.....	16
Academic Issues.....	16
Academic Program Planning	16
Ongoing Institutional Assessment	17
Test and Portfolio Banks.....	17
Non-Academic Issues	17
Student and Institutional Records	18
Fees	18

UW System – PLA Task Force Findings and Report

Advising and Student Support Services.....	19
Marketing and Market Demand.....	19
Financial Aid Planning	20
Conclusion	20
Appendix A: Characteristics and Use of Nationally Standardized Tests at UW System Institutions.....	22
Appendix B: Examples of PLA Offered at Various UW System Institutions.....	23
Appendix C: UW System PLA Task Force Membership.....	24
Appendix D: Council for Adult and Experiential Learning (CAEL) Ten Standards	25

University of Wisconsin System

Prior Learning Assessment Academic Planning and Policy Task Force

Findings and Report – May 2011

Part I: Introduction and Background

The University of Wisconsin System Prior Learning Assessment Academic Planning and Policy Task Force was appointed in November 2010 by the UW System Office of Academic Affairs. The Task Force was charged with examining current methodologies of prior learning assessment and providing observations and recommendations as to systemwide principles, guidelines, and policies. The work of the Task Force was conducted in conjunction with the UW System Prior Learning Initiative, a project funded by Lumina Foundation for Education.

The findings of the Task Force will serve to guide coordination and expansion of prior learning assessment across the UW System. The utility of the Task Force report is two-fold. The findings may provide helpful guidance to those institutions interested in beginning or expanding student opportunities to earn credit through prior learning experience and may be used by institutions to facilitate their independent consideration and development of PLA methods, policies, and practices. In addition, the findings provide a basis for in-depth systemwide discussion about current PLA practices, the degree to which practices may be coordinated, and the implications that PLA expansion may have on UW System policy, such as transfer and transcription.

During Academic Year 2011-2012, the UW System Office of Academic Affairs will invite institutions and faculty/staff constituencies to review the PLA Task Force findings and engage in a systemwide dialogue regarding these issues. In addition, the findings will be utilized by a second multi-institutional committee, the UW System Implementation Advisory Committee, to guide the committee in its role to examine sustainable and coordinated methods and procedures to operate PLA at UW System institutions. This report provides an overview of the initiative as well as the findings and recommendations of the Task Force.

Definitions and PLA Formats

The Council on Adult and Experiential Learning (CAEL) defines PLA as “the evaluation for college credit of the knowledge and skills one gains from life experiences (or from non-college instructional programs) including employment, travel, hobbies, civic activities and volunteer service.”¹ Assessment methods evaluate learning outcomes, competencies and equivalencies a student gained through both classroom and non-classroom experiences.

¹ Wertheim, Judith. *Advancing towards a College Degree through Prior Learning Assessment*. Council on Adult and Experiential Learning, 2007. <<http://www.cael.org/powerpoints/CAEL%20PLA%20Webinar%20112707.ppt>>

Three common formats of PLA include:

Nationally Standardized Exams

- Advanced Placement Exams
- International Baccalaureate
- College Level Examination Program (CLEP)
- Excelsior Exam
- DSST Credit by Exam (a.k.a. DANTEs).

Departmental Course Challenge Exams

- Departmental course-specific challenge exams developed at the institution level.

Non-exam Assessment of Prior Learning

- Portfolio-based assessment
- ACE credit equivalency recommendations of programs offered by civilian and military non-collegiate agencies.

Appendix A summarizes common standardized test formats accepted in the UW System. The table is adapted from the UW System Administration Office of Operations Review and Audit program review of Credit for Prior Learning.

A National Perspective of PLA

PLA has been shown to be an important strategy to recruit and graduate non-traditional adult learners. Approximately 50 percent of all colleges and universities now offer some form of PLA. Through the American Association of Colleges and University’s (AACU) Liberal Education and America’s Promise (LEAP) initiative, employers identified the “connection of learning to experience” and “competency based assessment” as key indicators of student readiness for the workforce.² Twenty-first Century Workforce assessment projects also indicate business leaders favor methods in which employees may blend work experience with learning and accelerate the time to degree, and their employees desire the same. In a survey of adult learners at six colleges with high adult student populations, the Center for Adult and Experiential Learning (CAEL) found “Institutional Assessment of Learning” among the top eight priorities perceived important by the adult student population (Flint, Zucker, and Johnson, 1999)³. Specifically, adult students value measures of learning outcomes that assess knowledge and skills developed through curricula as well as through life experiences. Thus, to attract and retain returning adult student populations, institutions must be responsive to their needs.

In addition, adult students who receive credit through PLA may be more likely to complete and persist than students who do not earn PLA. In a study of 62,475 adult students at 48 private and public post-secondary two and four-year comprehensive institutions, 56 percent of students who earned credit for prior learning completed their degree within seven years, as compared to 21 percent of students who did not earn credit for prior learning. In public four-year institutions, 49 percent of PLA students completed their degree in this same time-frame versus 14 percent of the

² National Leadership Council (2007). *College Learning for the New Global Century*. AAC&U, Washington, DC.

³ Flint, T.A, Zucker, B.J., Johnson, C.C. (1999). *Prior Learning Assessment: A Guidebook to American Institutional Practices*. Kendall/Hunt, Dubuque.

adult population not awarded credit. In addition, in the case of students who did not complete their degree during the time of the study, 56 percent of PLA students had earned 80 percent of their required credits toward their degree, whereas only 22 percent of non PLA students had done so (Klein-Collins, 2010)⁴. Understandably, these findings cannot draw causal conclusions that PLA award is the sole variable impacting adult student completion persistence. A number of programmatic, curricular, or adult student development variables may also impact completion. Nevertheless, PLA could serve as a facilitating or interactive force so that its availability encourages students to enroll and its award accelerates their progress toward degree.

Part II: Prior Learning in the UW System

Credit for Prior Learning Review – Office of Operations Review and Audit

As part of UW System’s Growth Agenda and strategic framework, a cross-campus team known as “Advantage Wisconsin Think Tank #2”, identified prior learning assessment as a critical strategy to increase the number of citizens who hold a college degree. In March 2008, the working group recommended that UW System institutions “adopt uniform policies that encourage the awarding of credit for prior experience for older returning students.”⁵ In 2009, a statewide, cross educational sector initiative, *Making Opportunity Affordable*, also identified credit for prior learning as a strategy for non-traditional students to reduce the amount of time for degree completion as well as increase the number of students who receive degrees.⁶ The University of Wisconsin (UW) System Office of Operations Review and Audit reviewed UW System institution practices related to evaluating and providing credit for students’ prior learning. The review focused on PLA formats utilized most commonly by returning adult learners. The reviewers worked with the UW System Office of Academic Affairs to identify systemwide issues related to PLA; reviewed UW System and institution PLA policies; and interviewed faculty, department chairs, staff in admissions offices, students who were awarded credit through PLA, and representatives of other institutions of higher learning. Reviewers also spoke with representatives from the Council for Adult and Experiential Learning (CAEL) and other national non-profit organizations involved in the research or implementation of PLA programs.

The review found that PLA may be used to meet a variety of objectives such as reducing the time and cost for students to earn a degree and providing an incentive for non-traditional students to begin or finish a degree, thereby helping institutions meet their enrollment goals. Although the use of PLA at UW System institutions varies and is not consistently documented, UW System institutions utilize three general methods of PLA: credit by examination, portfolio-based

⁴ Klein-Collins, R. (2010). *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*. CAEL, Chicago.

⁵ University of Wisconsin System Administration. "Think Tank #2: More Graduates Report." [The UW System's Strategic Framework to Advantage Wisconsin](#). Madison: University of Wisconsin System, 2008.

⁶ University of Wisconsin System Administration. *Making Opportunity Affordable-Wisconsin: Planning Year Update*. Madison: University of Wisconsin System, 2009. <http://moawisconsin.org/docs/MOA-WI_Spring_09_Summary.pdf>

assessment, and other non-examination options. More than half of UW System institutions allow some form of portfolio-based assessment.

Reviews also found a number of administrative and programmatic challenges may impact successful implementation of PLA within the UW System. These issues include transfer of PLA credits among institutions; documenting PLA credits on transcripts; funding implementation costs; training faculty on PLA methods and philosophy; and promoting PLA opportunities to non-traditional students. The review drew the following conclusions:

- *UW institutions document the awarding of credit by PLA method, and that a uniform process and format be developed by the UW System Office of Academic Affairs for collecting, recording, and reporting this data;*
- *UW institutions offering portfolio-based assessment consider offering a course for credit through which students can develop a portfolio, and that institutions collaborate to allow those courses that have already been created to be utilized by other UW institutions;*
- *UW institutions or departments ensure transparency regarding the academic and administrative criteria under which students may be awarded credit for prior learning when examinations or portfolios are not used;*
- *a standard method or practice of transcript notation for credit earned through PLA be developed and adopted on a systemwide basis to create consistency across the UW System and to help facilitate transfer of PLA-earned credits between institutions;*
- *the UW System Office of Academic Affairs develop a strategy to introduce PLA and encourage ongoing dialogue among faculty and the adult learning community; and*
- *UW institutions that intend to increase PLA usage identify a student population that provides a good match with their institutional objectives and target their limited resources accordingly.*

Prior Learning Assessment Methods

The UW System Office of Operations Review and Audit, when conducting the program review of Credit for Prior Learning, requested data from each UW System institution on the format and volume of PLA program offerings. Nine institutions responded to the request. In many cases, it is difficult to compare institutions because PLA recording is inconsistent across institutions. All UW System institutions offer the College Level Examination Program (CLEP) and evaluations of military transcripts and service. In addition, credit can be earned at the discretion of the academic department using various exam and non-exam methods. The table found in Appendix B describes PLA methods reported as part of the review and audit that are not

common to all UW System institutions. It is important to note, it may be that not all PLA practices implemented within a particular institution were reported at the time of the study and, therefore, are not reflected in the table.

University of Wisconsin System Prior Learning Initiative

The purpose of the UW System Prior Learning Initiative is to develop and expand Prior Learning Assessment (PLA) activities within UW System institutions and to facilitate transferability of PLA credits across the UW System. The project period is October 2010 through September 2014 and is funded, in part, by a grant from Lumina Foundation for Education. The initiative is designed to provide more students new pathways to earn credit and hence to shorten time to a degree. Furthermore, the project will provide faculty and staff tools to move qualified students more quickly along course sequences leading to a degree.

The project will develop a systemwide model that is inclusive of PLA in all its formats. It incorporates two strategies: a systemwide approach that is geared toward establishing coordinated PLA method and practices; and an institution-based approach that serves to pilot the application of systemwide methods and practices in a way that recognizes and attends to existing unique institutional program, academic, and student factors.

The UW System PLA Initiative goals are as follows:

- Establish PLA policies that support systemwide PLA implementation at UW System institutions;
- Realize a 10% increase of returning adult students participating in PLA by 2015;
- Accelerate adult student progress toward degree completion;
- Hold down cost of degree completion.

Project activities facilitate planning and implementation of PLA programming at UW System institutions at both the system and institution level. Activities include:

- Examine existing institutional PLA policies and develop recommendations for UW System principles and guidelines to promote PLA practices and procedures;
- Establish sustainable methods to operate PLA assessment, administration, and student advising;
- Engage departmental leaders and faculty to develop practices and policies that align with UW System guidelines;
- Establish campus and systemwide external communication initiatives to increase student and public awareness and use of PLA.

Attainment of project goals will be assessed by measuring progress toward short, medium and long-term outcomes.

Short-term Outcomes:

- Increase institution and faculty engagement in PLA policy development and expansion;
- Establish processes that support development of PLA methods and programming;
- Increase faculty and staff awareness and ability to implement PLA practices and programming through training and communication.

Medium-term Outcomes:

- Assess and increase the availability of PLA programming and utilization of PLA programming;
- Increase partnerships between the campuses and local businesses to support PLA programming and participation;
- Increase the number of UW System institutions and departments offering PLA opportunities.

Long-term Outcomes:

- Increase the application of PLA credit toward degree completion;
- Increase percentage of PLA students re-enrolling and earning credits beyond the first year when compared to non-PLA students;
- Increase adult student persistence measured by annual credit accumulation by PLA students when compared to non-PLA students;
- Increase adult student degree completion rates and reduce time-to-degree for PLA student populations compared to non-PLA students;
- Assess award of PLA credit and the impact that award may have on persistence and completion.

Systemwide Planning

At the system-level, two planning groups, the Academic Planning and Policy Task Force and the Implementation Advisory Committee, provide leadership to develop academic principles and guidelines as well as operational oversight of PLA programs. This report encompasses the work and findings of the Academic Planning and Policy Task Force. The Task Force was comprised primarily of faculty and served to recommend PLA academic principles and guidelines for the UW System. The work and conclusions of the committee will be utilized by the Office of Academic Affairs to consider and develop systemwide policies that will support a coordinated approach to PLA expansion within UW System institutions. As well, the findings of the Task Force will be provided to the UW System Implementation Advisory Committee to guide the committee in its role to establish sustainable methods and procedures to operate PLA assessment and administration as well as metrics to assess growth in utilization of prior learning assessment methods and award of credit resulting from PLA. The Advisory Committee will be comprised of UW System institutional faculty and staff from across functional units.

UW System Institution Pilots

At the institution level, the UW System PLA Implementation Initiative offers resources to UW System institutions to support piloting of specific PLA expansion strategies. PLA pilots will be rolled out in three phases. Each phase will include a two-year cycle for selected pilot institutions, with each pilot campus dedicating one year to the development of an implementation plan and the second year to the roll-out of PLA programming. Resources will support extensive staff and faculty orientation and training in the area of PLA; development and application of coordinated PLA policies and guidelines; potential establishment of a repository of challenge exams that may be utilized across the system; creation of policies for transferring PLA credit between and among UW System institutions; and the provision of individualized technical assistance. Phase I pilot institutions include UW Colleges, UW-Oshkosh, UW-Superior, and UW-Whitewater. Three additional institutions, UW-Green Bay, UW-Stevens Point, and UW-Stout will participate in PLA planning processes.

Prior Learning Assessment Planning and Policy Task Force

The PLA Academic Planning and Policy Task Force was formed in the Fall of 2010 and is comprised primarily of faculty. Members were nominated by UW Provosts and Vice Chancellors for Academic Affairs and appointed by UW System Senior Vice President for Academic Affairs. The 17 members of the Task Force included representatives from each UW System institution as well as two Provosts. A list of Task Force members may be found in Appendix C. The Task Force was charged with the following responsibilities:

1. Review current PLA practices, policies and guidelines within UW System institutions and at peer institutions/systems.
2. Examine prior learning assessment processes and tools.
3. Examine PLA transcription and transfer processes.
4. Develop and recommend systemwide guidelines and principles to guide UW System institutional establishment of policies and practices.
5. Report its findings and recommendations to the UW System Office of Academic Affairs.

The findings of the Task Force will serve to guide coordination and expansion of prior learning assessment across the UW System. The follow sections include the findings and recommendations of the Task Force. Section III, *Principles and Guidelines*, provides direction to steer academic assessment of prior learning. Section IV, *Policy Observations and Recommendations*, serves to review current UW System policy in the areas of transcription, transfer, and systemwide acceptance of standardized test. Finally, Section V, *Additional Recommendations*, offers observations, questions, and recommendations regarding administrative issues related to PLA that impact both academic and non-academic planning.

Part III: Principles and Guidelines for Credit for Prior Learning

The work of the Task Force is directed toward creating a systemwide set of principles and guidelines to support UW System institutions in developing PLA programs and opportunities. When referring to principles and guidelines within these recommendations, a principle is defined as a basic systemwide generalization or assumption about PLA that is accepted as true and is used as a basis for further PLA development. A guideline is defined as a set of standards, criteria, or specifications recommended to be followed by the institution in development of certain PLA tasks or to determine PLA policies and procedures.

Discussion

Developing a systemwide model for PLA requires that all UW System institutions recognize and embrace common principles. The Task Force's development and adoption of recommended Academic Principles were informed and guided by PLA principles and procedures in place at UW System institutions, peer systems and institutions, and, in part, on standards established and disseminated by the Council for Adult and Experiential Learning (CAEL). The CAEL standards are used by many institutions, systems, and accrediting agencies as national benchmarks. A complete listing of CAEL standards may be found in Appendix D. These principles provided the framework for the establishment of the Academic Guidelines that follow.

Academic Principles

1. All UW System institutions establish and articulate clear basic principles regarding credit for prior learning.
2. All shared governance bodies within the UW System institution recognize the processes for awarding prior learning credit as credible.
3. Credit is awarded only for assessed learning, not for experience.
4. Prior Learning Assessment is based upon standards and criteria that measure an appropriate level of learning using established practices and methodologies.
5. Determination of credit awards and competence levels is made by appropriate academic subject matter or credentialing experts.

Academic Guidelines

Discussion

Pursuant to the goal for developing a systemwide model, the PLA Task Force recommends that, guided by the established academic principles, each UW System institution establish and implement academic guidelines and develop policies and procedures regarding awarding credit for prior learning. The following reflects the Task Force recommended guidelines for each of the categories of PLA.

Nationally Recognized Exams

Each UW System institution does and should continue to provide opportunities for an admitted student to demonstrate college-level learning through nationally recognized examinations.

1. The UW System institution policy should specify the type of standardized credit by examination opportunities that are available to an admitted student.
2. Recognized exams should include, but not be limited to, some or all of the following options:

Advanced Placement (AP) examinations;
International Baccalaureate (IB) examinations;
College Level Examination Program (CLEP) examinations;
Excelsior examinations, formerly, Regents College Exams);
DANTES Subject Standardized Tests (DSST).

3. The institution should specify which national exams qualify for credit.
4. Minimum scores required to earn credit should be published by UW System institutions and should be easily accessible and available to students.
5. Information specifying how specific exams and scores will be applied to the student's academic program should be easily accessible and available to students.

Course-specific Examinations Designed by College or University Faculty

Each UW System institution may provide opportunities for an admitted student to demonstrate college-level learning through course-specific examinations designed by college or university faculty, i.e. 'challenge exams'.

1. The college or university should specify which courses are available for credit by faculty-designed examination.
2. UW System institutions should develop a process for students to initiate a request that a course be considered for PLA by challenge exam.
3. Evaluation of the examinations will be carried out by the appropriate content area expert.
4. Minimum standards required to earn credit should be set by UW System institutions and should be easily accessible and available to students.
5. Information specifying how specific exams and scores will be applied to the student's academic program should be easily accessible and available to students.

Credit by Portfolio Review

UW System institutions may elect to offer a student the opportunity to earn college credit through portfolio review. If a UW System institution or program provides this option, the guidelines below are recommended:

1. A UW System institution should specify which courses or programs qualify for credit by portfolio review and in what degree program areas the credit may be applied.
2. A UW System institution should offer a course or other form of instruction designed to teach a student how to prepare an effective portfolio.

3. Credit may be awarded for completion of a portfolio development course independent of the outcome of the assessment of the portfolio.
4. Credit awarded that is based upon portfolio review should meet the following criteria:
 - a. Credit is granted for college-level learning obtained during work or other experience, not for the experience itself.
 - b. Learning must be documented and represent college-level achievement.
 - c. Under most circumstances, credit should be awarded without grades.
 - d. If the assignment of a grade is deemed necessary or appropriate, the grade should reflect the quality of the prior learning and not the quality of the portfolio design.
5. Credit may be awarded following an evaluation of the portfolio by an individual faculty member or by a team of faculty members and/or other selected personnel with expertise in the subject matter to be evaluated.
6. Information specifying how credit earned through Portfolio Assessment will be applied to a student's academic program should be easily assessable and available to the student.

Additional Guidelines

Discussion

In addition to the academic guidelines, the Task Force recommends that the following guidelines be followed by all UW System institutions. These guidelines apply to both academic planning and non-academic planning areas. Several of these recommendations will be further addressed within Section V: Policy Observations and Recommendations and Section VI: Additional Recommendations, of this report.

Academic Planning

1. All personnel involved in prior learning assessment should pursue and receive adequate training and continuing professional development for the functions they perform.
2. The UW System institution PLA transfer policy and practices should be consistent with the UW System Undergraduate Transfer Policy.⁷
3. Transcription of PLA should conform to standards to be established by UW System policy.
4. UW System institutions should consider if and how prior learning assessment will be incorporated within new academic program proposals.
5. UW System should establish and maintain a systemwide repository of UW System institution department challenge exams.

⁷ The PLA Task Force recognizes that the UW System Undergraduate Transfer Policy as currently written may be modified subsequent and considering the PLA Task Force report.

Non-Academic Planning

1. UW System institutions should develop and set fee guidelines to support institutional development of fee policies that are consistent and equitable across the system. This may result in the development of systemwide guidelines or policies.
2. UW System institution practices should recognize, support, and encourage the contribution of faculty/staff involved in PLA.
3. Opportunities and policies related to PLA should be widely disseminated to students.
4. Advising practices should include processes to ensure policies, procedures, and criteria applied to PLA, including provision for appeal, are fully disclosed and prominently available to all parties involved in PLA.
5. UW System institutions should collect information to recognize, assess, and create market demand for PLA programs.
6. UW System and institutions should identify and assess the impact that PLA award and fee structures will have on student financial aid planning and aid eligibility.

Part IV: Policy Observations and Recommendations

Current UW System Policy may impact prior learning assessment and the award of credit for prior learning in a number of ways, especially in terms of transfer and recognition of prior learning across UW System institutions. As well, the expansion and creation of new prior learning assessment methods and implementation of assessment practices warrants a review of current policy and may necessitate modifying elements of specific UW System policies. This section will examine policy areas relevant to prior learning assessment and expansion and will provide a set of policy observations and recommendations.

Transcription

Discussion

When considering student transfer, the Task Force observed that transcribing credits earned for prior learning as a course equivalency, whenever possible, will best ensure a seamless transfer of credits from one UW System institution to another. Section V of the revised UW System Undergraduate Transfer Policy (ACIS 6.0 Rev.) addresses transcription of credit awarded for prior learning; however, findings of the Credit for Prior Learning Review and Audit conducted in 2010 by the UW System Operations Review and Audit indicate that transcript notation for prior learning credits is inconsistent and varies throughout the UW System. Methods to coordinate transcription of credit for prior learning will be an essential element to developing PLA transfer policy. Furthermore, methods to identify credit earned through PLA will be essential in order to track and assess prior learning credit and awards.

The following represents current language in the policy and modifications recommended by the Task Force. The recommendations below address academic and administrative aspects of the transcription of prior learning.

Current Language Sec. V.B.:

Credit earned by examination should be clearly indicated on the student transcript. Students who are given credit on the basis of institutional examinations or assessments should be informed that in the event of transfer, they can expect the receiving institution to reevaluate if, and how, such credit will be applied to the degree.

Recommendations

1. Credit awarded by PLA should be recorded as a course equivalent whenever possible.
2. In special instances, for example when a PLA challenge and award cannot be linked to a specific course equivalency or is awarded to fulfill requirements that are specific and unique to a particular degree program, UW System institutions may use discretion to determine how the credits earned will be articulated on the transcript.
3. Students who earn credit for prior learning should be informed how such credit will be applied to their degree.

Transfer

Discussion

Since there is a high degree of student mobility between UW System institutions, the issue of credit transfer is very relevant to the discussion of PLA. The PLA Task Force believes that students who earn credit through PLA at one UW System institution should be able to transfer those credits to any other UW System institution. How the credits apply to the degree should be determined by the individual institution. The UW System Undergraduate Transfer Policy (Academic Information Series (ACIS) 6.0 Rev.) serves to provide equitable consideration of credit earned by students at other UW System institutions and the Wisconsin Technical College System. Section V of the revised version addresses the transfer of credit for prior learning. The following represents current language in the policy and new language recommended by the Task Force.

Current Language Sec. V.C.:

Upon transfer, credits granted for prior learning experiences at one institution should be evaluated for possible transfer at the receiving UW institution.

Recommendations

1. Credit for prior learning granted by one UW System institution should be accepted and transferred by all UW System institutions.
2. The receiving UW System institution should determine how the credit will apply to the major and/or degree.

3. Students who earn credit for prior learning should be informed that they can expect the receiving UW System institution to evaluate how such credit will be applied to their degree.

Systemwide Acceptance of Standardized Tests

Discussion

Credit for prior learning based on student achievement on national standardized tests is awarded in several formats at UW System institutions. Examples of testing formats include Advanced Placement, International Baccalaureate, CLEP, DSST, and Excelsior. Section 4-11 of the UW System Board of Regent Policy addresses the acceptance and award of credit for student achievement on Advanced Placement (AP) Exams. No policy exists to address the acceptance and award of credit for other national standardized test formats.

The College Board College Learning Equivalency Program (CLEP) offers 33 national standardized exams. Most UW System institutions accept CLEP exams, although the specific exams offered and the minimum score requirement varies across UW System institutions. Some campuses appear to accept as few as few as 3 CLEP exams, while others accept all exams.

Current language regarding the acceptance of credit for prior learning through Advanced Placement provides an example as to range of scores for which credit may be awarded and how the credit may be applied to the degree articulated in current policy.

Current Language (UW System BOR 4-11)

The Board of Regents believes that it is important to encourage students at all educational levels to aspire to higher intellectual achievements. High school students can master college subject matter and document their intellectual achievements through the College Board Advanced Placement (AP) program. Scores of 3, 4, and 5 on the College Board Advanced Placement examinations will be accepted for degree credit by all University of Wisconsin System Institutions. Each Institution will determine whether course equivalent credit or credit in the major should be granted and the AP score required to grant credit for those purposes. University of Wisconsin System and University of Wisconsin System Institutions will publish this information in appropriate publications. This University of Wisconsin System policy will be in place no later than September 1992.

Recommendations:

1. UW System should develop a systemwide policy related to acceptance and award of credit for student achievement on standardized national exams, specifically for CLEP, that is similar to UW System Advanced Placement policy.
2. UW System should consider establishing similar policy for other national standardized tests and programs, such as the International Baccalaureate, DSST, and Excelsior Exams.

Section V: Additional Recommendations

The UW System Prior Learning Assessment Task Force considered issues critical to academic assessment and award of PLA. Within the discussion, several factors significant to the operation of PLA emerged. Issues identified related to student services, advising, administration, and program finance. In this section, the Task Force offers observations, questions, and recommendations for consideration by the UW System PLA Implementation and Advisory Committee.

Academic Issues

Academic Program Planning

Discussion

As the use of PLA expands, so does the impact of credit for prior learning on academic programs. Therefore, UW System institutions and departments may find it useful to consider if and what PLA methods should be incorporated into new academic programming.

The UW System Academic Planning and Program Review Policy (Academic Information Series (ACIS) 1.0) contains principles and procedures to guide UW System application and approval for new academic programs. Section one outlines principles to encourage planning that efficiently and effectively utilizes available resources to maintain high quality programs. The “Proposal for Authorization to Implement New Programs”, directs UW System institutions as to the areas that must be included within any new program proposal. Institutions are asked to discuss the program within the context of the institutional mission, describe the program, demonstrate the need for the program, and discuss advising services, support services, facilities, and personnel, and program finance. Within the program description section, UW System institutions are required to discuss the program objectives, curricula, accreditation requirements, how they will incorporate diversity and deliver inclusivity, collaboration, outreach, and delivery method.

Recommendation

1. UW System institutions are encouraged to include a discussion of how prior learning might be incorporated within new academic program proposal.
2. If PLA will be a strategic element of a new academic program proposal, then departments should describe how PLA will be incorporated into the program requirements and how the program addresses principles, guidelines, or policies related to PLA.

Ongoing Institutional Assessment

Discussion

Part of the UW System commitment to the Lumina Foundation PLA Initiative is to evaluate the impact of our practices and policies on adult student success outcomes. Such an assessment is consistent with the UW System practice of ongoing program review and evaluation, as well as academic practices identified by the Higher Learning Commission (HLC) that include guidelines for evaluating prior learning for credit⁸. In order to evaluate the impact of PLA, it will be necessary to assess the effectiveness and impact of institutional PLA programs and practices on outcomes such as student learning, recruitment, retention, time to degree, and graduation.

Recommendation

UW System institutions should conduct on-going evaluation of prior learning assessment practices and outcomes, and are encouraged to include this evaluation in their institutional assessment plans.

Test and Portfolio Banks

Discussion

As the use of departmental challenge exams grows, a repository of available exams and portfolio assessment tools may facilitate both expansion of PLA and alignment of learning outcomes and standards within a specific discipline.

Recommendation

UW System should establish and maintain a repository of departmental challenge exams or portfolio assessment tools. UW departments may voluntarily contribute to and make use of the repository.

Non-Academic Issues

Throughout the discussion of PLA, the Task Force recognized a number of non-academic issues that may impact the effectiveness of a prior learning assessment program. In addition to specific recommendations related to academic planning and assessment of PLA, the Task Force recommends UW System consider a number of recommendations and observations of the Task Force.

⁸ *Guidelines for Assessing Prior Learning for Credit*. Higher Learning Commission.
<http://www.ncahlc.org/information-for-institutions/publications.html>.

Student and Institutional Records

Discussion

Evaluating how PLA is used, the extent to which it is used, and its impact on student progress toward degree may inform UW System and institutions as to the role PLA may play to increase graduation rates and reduce time to degree. However, practices to collect PLA data vary across the UW System. Establishing coordinated methods to identify credit earned through PLA within student and/or institution records will facilitate evaluation of PLA programming and its impact on students.

Recommendation

UW System should establish methods to record prior learning course equivalencies in a way that allows the institution and the system to report and track credit awarded by prior learning (e.g. section number identifier).

Fees

Discussion

Currently, how and what fees are charged for PLA assessment, and the accounts to which fees are received, is determined at the institution level. Given the diversity of PLA methodology and implementation, UW System institutions should be provided autonomy to establish PLA fee structures so as to improve an institution's ability to control sustainability of the program. At the same time, the PLA Task Force noted the importance of developing systemwide guidelines that will support consistent and equitable fee policy across institutions.

Recommendations and Observations

1. Systemwide guidelines regarding PLA fee structures may serve to coordinate and guide institutional establishment of fee policies and structures; however, the setting of fee structures should take place at that institution level.
2. Fees and financial structures for prior learning should consider:
 - a. The cost to sustain services required to conduct assessments;
 - b. The cost to sustain student services required to support assessment completion;
 - c. How to recognize and support the contribution of personnel involved in the assessment;
 - d. The cost to administer the PLA program;
 - e. GPR and other program revenue available to provide the program with a base of support.
3. Fee structures should ensure student populations have equitable access to PLA.
4. Fees charged for assessment of prior learning should be based on the services performed in the process and not determined by the amount of credit awarded.
5. UW System institutions should clearly communicate tuition and fee structures related to PLA to applicants and students.

Advising and Student Support Services

Discussion

PLA may benefit both students and UW System institutions by reducing time to degree completion. However, use of PLA opportunities to accelerate students toward completion may be dependent on the degree to which they have access to information about PLA assessment. Furthermore, a student-centered PLA program will both provide current and prospective students with information about PLA options and also ensure that award of credit for prior learning will meet the requirements specific to students' degree programs.

Recommendations and Observations

1. Information regarding the process and award of PLA should be as transparent as possible and incorporated into general advising practices.
2. PLA advising should include information about:
 - a. PLA formats;
 - b. benefits of PLA;
 - c. assessment criteria;
 - d. applicability of PLA award to the student's program of study;
 - e. information regarding transfer of PLA awarded to another UW System institution;
 - f. fees associated with PLA assessment;
 - g. if and how financial aid may be used to cover the cost of assessment.
3. Students, in particular first generation and underrepresented college student populations, may be less aware of PLA as option and less likely, in general, to seek information about academic/administrative resources. Therefore, advising practices and processes should consider how UW System institutions and academic programs will ensure equity and access of information regarding PLA.
4. UW System institutions should consider additional services that students may require to complete a successful PLA course challenge and how these services may be integrated into current student and academic support services.
5. UW System institution personnel should be provided with training and professional development to ensure students receive adequate and accurate advising regarding PLA, the PLA process, and the application of credit for prior learning toward degree requirements.

Marketing and Market Demand

Discussion

Market demand and awareness is critical to the sustainability of academic initiatives. Assessing the market demand or regional need for PLA as it applies to a degree program, may advise UW System institutions as to where to focus resources and develop new prior learning assessment methods and opportunities. Similarly, determining and articulating the benefits of PLA to the public is essential to both recognizing and creating market demand.

Recommendations and Observations

When developing a PLA program or processes, UW System institutions and/or academic departments should collect and assess market data to:

1. Estimate the needs and market demand for new or existing PLA methods or course challenges;
2. Determine how the institution provides business/community outreach to build market demand and public awareness of PLA opportunities;
3. Identify and expand existing institution/business relationships that may contribute to or promote PLA opportunities.

Financial Aid Planning

Discussion

How an UW System institution assesses fees for PLA may impact students' eligibility for financial aid. For example, in many situations, students who challenge courses via PLA may be awarded credit for their challenge, but those credits will not count toward their current enrollment status. As student financial aid is based on a student's enrollment status and tuition costs, PLA assessment fees may not be incorporated into a student's financial aid planning.

Recommendations and Observations

When developing systemwide PLA procedures and processes, UW System and UW System institutions should consider:

1. What impact PLA and fee assessment may have on student financial aid availability and options;
2. How tuition and fees related to PLA can be incorporated into student financial aid plans;
3. How PLA credits awarded will count toward or impact progress toward degree as it applies to financial aid and health insurance eligibility.

Conclusion

A number of UW System initiatives identified prior learning assessment as a critical strategy to increase the number of citizens who hold a college degree and reduce the amount of time from matriculation to degree completion. The UW System Prior Learning Initiative is designed to develop and expand PLA activities within UW System institutions. Strategies serve to coordinate policy and methods that support the quality of prior learning assessment methods and facilitate transferability of PLA credits across the UW System.

The University of Wisconsin System Prior Learning Assessment Academic Planning and Policy Task Force was charged with the responsibility to examine current methodologies of prior learning assessment and provide observations and recommendations regarding the establishment of academic principles and guidelines that focus development of PLA methods and policies at the UW System institution level. The Task Force concluded that principles and guidelines should be established to address a number of academic and non-academic issues. Key Task Force findings and observations include recommendations for systemwide principles, guidelines and policies that

offer UW System institutions a framework within which to develop PLA policies, procedures, and assessment methods. Such recommendations intend to coordinate practices, yet still provide UW System institutions and departments with the autonomy to develop PLA programming and practices to serve their unique student, academic, and business needs. Specifically, Task Force recommendations address issues of prior learning assessment standards, assessment personnel, transcription and transfer of PLA, grading, student advising, academic planning, systemwide acceptance of standardized tests, establishment of fee structures, PLA implications on student financial aid planning and award, and marketing and outreach of PLA.

Task Force findings will be submitted to the UW System Office of Academic Affairs to advise systemwide policies. As well, findings will be provided to the UW System Implementation Advisory Committee to guide the committee in its role to establish sustainable and coordinated methods and procedures to operate PLA at UW System institutions.

Appendix A: Characteristics and Use of Nationally Standardized Tests at UW System Institutions

Table adapted from the UW System Office of Operations Audit and Review CPL Report

PROGRAM	College Level Examination Program (CLEP)	DANTES* Subject Standardized Tests (DSST)	Excelsior Exams	Advanced Placement (AP)	International Baccalaureate (IB)
Content	Developed and administered by the College Board, the program consists of 33 examinations in 5 subject areas, including composition and literature, foreign languages, history and the social sciences, natural sciences and math, and business	Developed and administered by Prometric, the program consists of 37 examinations in social science, business, mathematics, applied technology, humanities, and physical science	Developed by Excelsior College, NY, the program consists of 51 examinations in arts and sciences, business, nursing, and education	Developed and administered by the College Board, the program consists of 34 examinations in 19 subject areas.	Developed by the International Baccalaureate (IB), formerly the International Baccalaureate Organization (IBO), an internationally based educational foundation. College course equivalency credit may be earned for higher level examinations in 24 academic areas.
Prevalence	CLEP is offered at more than 2,900 colleges and universities nationwide. Test scores are evaluated at all UW System institutions. The award of credit is based on score requirements set at the institution.	DANTES is offered at more than 1,900 colleges and universities nationwide. Test scores are evaluated at several UW System institutions.	There is limited use of Excelsior at UW System institutions.	AP exam scores are evaluated at all UW System Institutions. Credit is awarded for exam scores of 3 or higher.	IB is evaluated at all UW System Institutions. The award of credit is based on score requirements set at the institution.
Cost per Exam	\$77	\$80	\$235 to \$335	Expense incurred by student prior to matriculation.	Expense incurred by student prior to matriculation.

Appendix B: Examples of PLA Offered at Various UW System Institutions

This table is adapted from the UW System Operations, Audit and Review CPL Report. The table may not reflect all PLA practices currently offered at each institution.

Institution	Characteristics/Current Use Summary
Colleges	Degree-seeking students may earn advanced standing credit for specific UW Colleges courses. UW Colleges is currently developing of a standardized portfolio process. *AP / IB / CLEP
Eau Claire	DANTES Subject Standardized Tests (DSST) may be accepted. A maximum of one-fourth of the credits required for graduation in a degree program, and no more than one-half of the requirements for a major or minor, may be earned by any type of credit by exam. *AP / IB / CLEP
Green Bay	DANTES Subject Standardized Tests (DSST) may be accepted. Prior learning assessment must be related to courses or programs. Faculty members use the portfolio process and individual assessment. *AP / IB / CLEP
La Crosse	DANTES Subject Standardized Tests (DSST) may be accepted. *AP / IB / CLEP
Madison	Students may earn up to six credits for prior learning using military transcripts. Specific degree programs may award credit for learning acquired through previous non-classroom experiences. *AP / IB / CLEP
Milwaukee	Specific degree programs may award credit for learning acquired through previous experiences. *AP / IB / CLEP
Oshkosh	Students may earn up to six credits for prior learning using military transcripts for Kinesiology and health credit. Other military options are available. UW Oshkosh also awards credit through portfolio assessment. Prior Learning Assessment must be related to college courses. UW Oshkosh students may earn up to 24 credits through the portfolio policy. *AP / IB / CLEP
Parkside	DANTES Subject Standardized Tests (DSST) may be accepted. The Credit for Experiential Learning (CEL) process requires that the learning be related to specific courses or areas of study at UW-Parkside, and that it be based on learning acquired through employment, volunteer activities, workshop/seminar participation, and/or publications. Faculty members use the portfolio process. *AP / IB / CLEP
Platteville	DANTES Subject Standardized Tests (DSST) may be accepted. Students earning a Bachelor of Science in Business Administration may also earn credit for learning attained through prior experience through a portfolio-based process. *AP / IB / CLEP
River Falls	Portfolio development and individual course review are offered at the discretion of the department. *AP / IB / CLEP
Stevens Point	Faculty members use interviews, demonstrations, portfolio assessment, or other methods to assess prior learning. Students may earn a maximum of 32 credits through PLA. *AP / IB / CLEP
Stout	Distance Education majors in technical fields can earn up to 48 credits through portfolio assessment. *AP / IB / CLEP
Superior	DANTES Subject Standardized Tests (DSST) may be accepted. Students may earn credit for learning attained through prior experience through a portfolio-based process. *AP / IB / CLEP
Whitewater	DANTES Subject Standardized Tests (DSST) may be accepted. Portfolio based assessment is conducted within certain degree programs. *AP / IB / CLEP

All institutions accept Advanced Placement (AP), International Baccalaureate (IB) and College-Level Examination Program (CLEP) exams scores. The credit awarded is dependent on the exam score. Exam score requirements vary between institutions.

Appendix C: UW System PLA Task Force Membership

The Task Force was co-chaired by Susan Hansen, Professor of Business and Accounting at UW-Platteville and Mark Nook, Provost and Vice Chancellor for Academic Affairs at UW-Stevens Point. The committee was staffed by UW System Administration personnel Larry Rubin, Fran Garb and Diane Treis Rusk. Task Force membership included:

Lisa Beckstrand, Academic Planner, Office of Academic, Faculty, and Global Programs, UW System Administration

Peggy Denton, Professor and Chair, Department of Health Professions, UW-La Crosse

Michael Galloy, Professor and Chair, Department of Operations and Management, UW-Stout

Marc Goulet, Professor, Department of Math and Coordinator of the Bachelor of Liberal, UW-Eau Claire

Anne Gurnack, Professor and Chair, Department of Political Science and Law, UW-Parkside

Susan Hansen (Co-Chair), Professor, Department of Business and Accounting, UW-Platteville

Dawn Hukai, Professor and Associate Dean, Department of Accounting and Finance, UW-River Falls

Dubear Kroening, Associate Professor, Department of Biological Sciences, UW Colleges

Greg Lampe, Provost and Vice Chancellor for Academic Affairs, UW Colleges

Mark Nook (Co-Chair), Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point

Peter Nordgren, Associate Professor, Library Services and Interim Associate Vice Chancellor, UW-Superior

Jeffrey Russell, Professor and Chair, Department of Civil and Environmental Engineering, UW-Madison

Aaron Schutz, Professor, Department of Education Policy and Community Studies, UW-Milwaukee

Lauren Smith, Associate Professor and Chair, Department of Women's Studies, UW-Whitewater

Jasia Steinmetz, Associate Professor, School of Health Promotion and Human Development, UW-Stevens Point

Steven VandenAvond, Associate Provost, Division of Outreach and Adult Access, UW-Green Bay

Jane Wypiszynski, Sr. Lecturer Department of Communications and Student Academic Affairs Officer, UW-Oshkosh

Appendix D: Council for Adult and Experiential Learning (CAEL) Ten Standards

According to CAEL, successful design and implementation of PLA should incorporate 10 standards. These standards are listed below. To ensure accurate communication of the standards, and the verbiage is copied word-for-word, directly from CAEL materials.

Council on Experiential and Adult Learning Ten Standards for Successful PLA (CAEL.org)

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

University of Wisconsin System

Prior Learning Assessment Academic Planning and Policy Task Force Executive Summary– May 2011

Introduction

The University of Wisconsin (UW) System Prior Learning Assessment Initiative, a project funded in part by Lumina Foundation for Education, commenced in October 2010. The initiative supports development, expansion, and coordination of Prior Learning Assessment (PLA) activities within UW System institutions. It succeeds and responds to findings of several UW System initiatives. The *UW System's Growth Agenda - Advantage Wisconsin Think Tank #2* that identified prior learning assessment as a critical strategy to increase the number of citizens who hold a college degree (2008). Similarly, a statewide, cross educational sector initiative - *Making Opportunity Affordable* - identified credit for prior learning as a strategy for non-traditional students that may reduce the amount of time to degree completion as well as increase the number of students who receive degrees (2009)¹. Finally, the initiative follows the findings of the UW System Office of Operations Review and Audit review of credit for prior learning in the UW System (2010).

An initial element of the UW System PLA Initiative, a UW System PLA Academic Planning and Policy Task Force (Task Force) was appointed in November 2010 by the Office of Academic Affairs. The 17 members of the Task Force included faculty representatives from each UW System institution as well as two Provosts. The group met five times between November 2010 and May 2011. The Task Force examined current PLA methodologies, policies, and practices within the UW System and at peer public institutions and systems.

The findings of the Task Force will serve to guide coordination and expansion of prior learning assessment across the UW System. The utility of the Task Force report is two-fold. The findings may provide helpful guidance to those institutions interested in beginning or expanding student opportunities to earn credit through prior learning experience and may be used by institutions to facilitate their independent consideration and development of PLA methods, policies, and practices. In addition, the findings provide a basis for in-depth systemwide discussion about current PLA practices, the degree to which practices may be coordinated, and the implications that PLA expansion may have on UW System policy, such as transfer and transcription. During Academic Year 2011-2012, the UW System Office of Academic Affairs will invite institutions and faculty/staff constituencies to review the PLA Task Force findings and engage in a systemwide dialogue regarding these issues.

¹ University of Wisconsin System Administration. *Making Opportunity Affordable-Wisconsin: Planning Year Update*. Madison: University of Wisconsin System, 2009. <http://moawisconsin.org/docs/MOA-WI_Spring_09_Summary.pdf>

The work of the PLA Task Force was informed by the Office of Operations Review and Audit November 2010 ‘Credit for Prior Learning’ report and by representatives from the Council for Adult and Experiential Learning (CAEL). Presentations to the Task Force were made by representatives of peer institutions and peer systems, and by representatives of three UW institutions with PLA programs in place. Discussion was focused on three categories through which students earn PLA credit: nationally recognized examinations, course-specific faculty designed examinations, and portfolio review.

Recommended Academic Principles and Guidelines

Developing a systemwide model for PLA requires that all UW System institutions recognize and embrace common principles. The Task Force’s development and adoption of recommended academic principles and guidelines was informed and guided by PLA principles and procedures in place at UW System institutions, peer systems and institutions, and, in part, on standards established and disseminated by the Council for Adult and Experiential Learning (CAEL).

The recommended academic principles are:

- all institutions establish and articulate clear basic principles regarding credit for prior learning;
- all shared governance bodies within the institution recognize the processes for awarding prior learning credit as credible;
- credit is awarded only for assessed learning, not for experience;
- assessment is based on standards and criteria that measure an appropriate level of learning using established practices and methodologies; and,
- determination of credit awards and competence levels is made by appropriate academic subject matter or credentialing experts.

Based on the principles, the Task Force developed academic guidelines for each of the three PLA categories: nationally recognized examinations; course-specific examinations designed by college or university faculty; and portfolio review. The guidelines vary by category, but for all three of these categories, the Task Force recommends that institutions develop policies and procedures that address the type of credit that can be earned, indicate how the evaluation will be carried out and by whom, and specify how this credit will be applied to a student’s academic program. The need for providing information that is easily accessible by students is also addressed. Additional guidelines related to credit by portfolio review include the recommendation that institutions offer a course or other form of instruction designed to teach a student how to prepare an effective portfolio.

Policy Observations and Recommendations

Current UW System Policy may impact PLA credit in a number of ways. The Task Force examined policy areas relevant to PLA. The Task Force recommends the revised UW System Undergraduate Transfer Policy (ACIS 6.0 Rev.) be modified to consider the following recommendations:

- credit awarded by PLA should be recorded as a course equivalent whenever possible;
- credit for prior learning granted by one UW System institution should be accepted and transferred by all UW System institutions; and,
- the receiving UW System institution should determine how the credit will apply to the major and/or degree.

Further, the Task Force recommends a policy be developed related to acceptance and award of credit for student achievement on CLEP exams, similar to the UW System Advanced Placement policy, and that policy for other categories of national standardized tests also be considered.

Additional Guidelines and Recommendations

In the course of the Task Force discussions, several factors significant to the operation of PLA emerged. The report includes these factors as additional recommendations for consideration by the UW System PLA Implementation and Advisory Committee. The additional observations and recommendations address the following issues:

- consideration of PLA in new academic program proposals;
- incorporation of PLA program assessment into institutional assessment processes;
- establishment of a voluntary test and portfolio bank;
- collection of data of PLA data;
- establishment of consistent and equitable PLA fee policies;
- incorporation of PLA program information into student advising practices, with particular attention to returning adult, first generation and underrepresented students;
- collection and assessment of market demand and awareness data; and,
- the impact PLA and fee assessment may have on student financial aid availability and options.

The Task Force recommendations for systemwide principles, guidelines, and policies offer UW System institutions a framework within which to develop PLA policies, procedures, and assessment methods. Such recommendations are intended to coordinate practices, yet still provide institutions and departments with the autonomy to develop PLA programming and practices to serve their unique student, academic, and business needs.

ANNUAL CYCLE OF CAMPUS ASSESSMENT

The purpose of this system is to ensure the regular and timely consideration of data from assessments of student learning and use of these data in setting goals and making recommendations that affect student learning and the University's curriculum.

Assessment data (related to student learning and LEAP) flow up from courses, departments, colleges, and other units. The ***Essential Learning & Assessment Review Committee (ELARC)*** reviews assessment data, integrates findings from across campus, and uses LEAP as the central organizing framework. The ELARC distills findings into an annual report of 6-8 highlights and recommended actions. This report is discussed by the VC for Academic Affairs (Provost), VC for Student Affairs, Deans, SPBC, Faculty Senate, Academic Staff Assembly, and WSG, and their feedback and recommendations are sent back to the ELARC. The ELARC then provides an annual campus report back to colleges, departments, units, those responsible for core courses, and other constituents to complete the annual cycle.

Colleges:

Each college has an assessment committee or other body that reviews and acts on assessment data.

Annual Report. Each college submits an annual report summarizing assessment of student learning, due November 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to your college during the past year. Examples could include results of systematic assessments of student writing, critical thinking, multicultural knowledge, or other essential learning outcomes.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning within your college.
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year's campus report from the ELARC.
4. Describe recommendations you have for further data collection, analysis, or other assessment work within your college or elsewhere on campus that would lead to important improvements in student learning.

Institutional Research (IR):

IR administers the NSSE, FSSE, CAAP, MAAP, Senior Exit Survey and other assessments and also manages the collection and analysis of data related to student enrollment, applications,

retention, graduation rates, and other measures. Survey results and other data are hosted on a centralized website for convenient access by all campus stakeholders. Summary reports (brief highlights) are sent to the ELARC as soon as practical upon completion of each survey (e.g., NSSE) or major data query (e.g., statistics on graduation, retention).

Annual Report. In addition to sending reports of individual surveys and analyses to ELARC, the Director of IR submits an annual report summarizing assessment of student learning, due October 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected by IR for campus during the past year.
2. Describe the most important actions that you recommend for IR or other units to take that use these assessment results for the improvement of student learning.
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year (if applicable to IR) and the progress made in implementing other recommendations from last year's campus report from the ELARC (if applicable to IR).
4. Describe recommendations you have for further data collection, analysis, or other assessment work that would lead to important improvements in student learning.

Student Affairs:

Assessment data are collected in Student Affairs units, including Residence Life, UHCS, CSD, UC, Career & Leadership Development, Recreation Sports, and Financial Aid.

Annual Report. Assistant Vice Chancellor for Student Affairs should review data that are related to student learning with relevant staff and produce an annual assessment report, due November 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to your units during the past year.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning (as applicable to your units).
3. From year two and beyond, describe the progress you made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year's campus report from the ELARC (as applicable to your units).
4. Describe recommendations you have for further data collection, analysis, or other assessment work within your units or elsewhere on campus that would lead to important improvements in student learning.

Other Academic Units:

Assessment data are collected for Learning Communities, First-Year Experiences, Academic Support Services, Trio Programs, Pre-College Programs, and other campus programs/units.

Annual Reports. Each director should review data related to student learning with relevant staff and submit an annual assessment report, due November 1, to the ELARC. Where appropriate, reports from individual units can be combined and submitted from, e.g., Graduate Studies and Continuing Education, Student Affairs, or Academic Departments. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to your unit during the past year.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning (as applicable to your unit).
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year's campus report from the ELARC (as applicable to your unit).
4. Describe recommendations you have for further data collection, analysis, or other assessment work within your unit or elsewhere on campus that would lead to important improvements in student learning.

Core Course Committee:

Core Course Coordinators work with instructors for GENED Core Courses (110, 120, 130, 140, 390) to gather assessment data from student portfolios, samples of student work, core-course surveys and/or other assessment activities.

Annual Progress Reports to GERC. Core course coordinators guide the development of a self-study for each course to be submitted to the GERC on a regular schedule (e.g., every 5 years). Progress reports for each course are submitted to the GERC annually and in time for GERC to meet its October 1 deadline for submitting an annual report to the ELARC.

General Education Review Committee (GERC):

The GERC approves new general education courses, monitors gened courses for LEAP alignment, and reviews assessment data/reports from core courses and from gened courses in departments undergoing Audit & Review.

Annual Report. The GERC submits an annual report summarizing assessment of student learning, due October 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to general education courses (including core and proficiency courses, gened electives, and diversity courses) during the past year.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning in general education.
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year's campus report from the ELARC (as applicable to general education and the work of the GERC).
4. Describe recommendations you have for further data collection, analysis, or other assessment work within or related to general education that would lead to important improvements in student learning.

Academic Departments:

Departments collect assessment data related to student learning in majors, minors, and general education courses (including proficiency, general education electives, diversity courses, and other such courses that count for general education credits).

All majors, minors, and programs undergo Audit & Review on a 5-year cycle. Assessment of student learning is a focus of A&R. One component of the A&R will emphasize general education courses offered from the department or program. Every 5 years, each major, minor, or program submits a self-study report to their Dean for review. The Dean should make suggestions for revision, request additional information, etc., and then the Department forwards the revised self-study to the Associate Vice Chancellor for Academic Affairs for the Audit & Review process. The Assoc. VC forwards the general education portion of the self-study to the GERC.

Audit & Review:

Assessment data are reviewed for each program that undergoes Audit & Review. Review includes assessment of student learning in majors, minors, and general education courses. The GERC simultaneously reviews assessment data for the general education courses and provides feedback and recommended actions to the A&R committee to be considered for their report sent back to the Department.

Annual Report. Each year, the Associate Vice Chancellor for Academic Affairs (or designee) should work with the Audit & Review Committee to consider all of the programs and assessment information reviewed that year and submit an annual assessment report, due

October 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important themes in assessment results that were noticed in the assessment data reported by each department during the past year.
2. Describe the most important actions that you recommend that use these assessment themes for the improvement of student learning and/or improvement of programs across the campus.
3. Describe recommendations you have for further data collection, analysis, or other assessment work on campus that would lead to important improvements in student learning and/or program improvement.
4. Describe recommendations you have for the improvement of the audit and review process.
5. From year two and beyond, describe progress made in implementing last year's recommendations for improving the audit and review process.

Essential Learning & Assessment Review Committee:

Meets on a regular schedule to consider annual reports from each constituency (Colleges, IR, Student Affairs, GERC, A&R, etc.). Provides feedback and short-term recommendations to each constituency in a timely manner.

Annual Campus Report. Once each year, the ELARC produces an annual campus report that synthesizes assessment information and recommendations across all other constituencies and recommends actions that can be taken to improve student learning that are practical and sustainable. A draft of the annual campus report is due February 1 and is submitted to the Vice Chancellors for Academic and Student Affairs, Deans, SPBC, Faculty Senate, ASA, and WSG for their feedback and recommendations. The report should address the following items and relate to LEAP as much as possible:

1. Summarize the most important themes in assessment results that were noticed in the annual reports from constituencies received during the past year.
2. Describe the most important actions that would use these assessment themes for the improvement of student learning across the campus.
3. Describe recommendations for further data collection, analysis, or other assessment work on campus that would lead to important improvements in student learning.
4. Describe recommendations for the improvement of the annual cycle of assessment review on campus, including the function of the ELARC.
5. From year two and beyond, describe progress made in implementing last year's recommendations for improving the annual cycle of assessment review on campus, including the function of the ELARC.

6. From year two and beyond, describe the progress reported by other constituencies in meeting the recommendations made in last year's campus report.

Vice Chancellors, Deans, SPBC, Faculty Senate, Academic Staff Assembly, & WSG:

The Vice Chancellors for Academic and Student Affairs jointly review the annual campus report from the ELARC with the Deans, SPBC, Faculty Senate, ASA, and WSG or their designated representatives. Vice Chancellors then (jointly) provide feedback and recommendations related to items in the report back to the ELARC by March 1. Feedback can include other assessment results that should be considered by the ELARC. Deans, SPBC, Faculty Senate, ASA, and WSG are also encouraged to provide individual feedback to the ELARC (due March 1) reflecting their unique recommendations, concerns, or guidance.

Essential Learning & Assessment Review Committee:

The ELARC discusses feedback and recommendations from the Vice Chancellors, Deans, SPBC, Faculty Senate, ASA, and WSG, revises the annual campus report as needed, and submits the annual campus report, due April 1, to all constituencies.

This completes an annual cycle of data collection, review, campus recommendations for action, and progress checking for previous recommended actions.

Relationship to Curriculum:

The ELARC copies its annual campus report to the UCC, GERC, and College curriculum committees. Curricular actions should be informed by assessment data and campus recommendations and action plans that are based on assessment. Curricular committees should send reports of their issues, concerns, and questions about the improvement of student learning and the curriculum to the ELARC for consideration during the annual cycle of assessment review.

Essential Learning & Assessment Review Committee Annual Schedule of Meetings

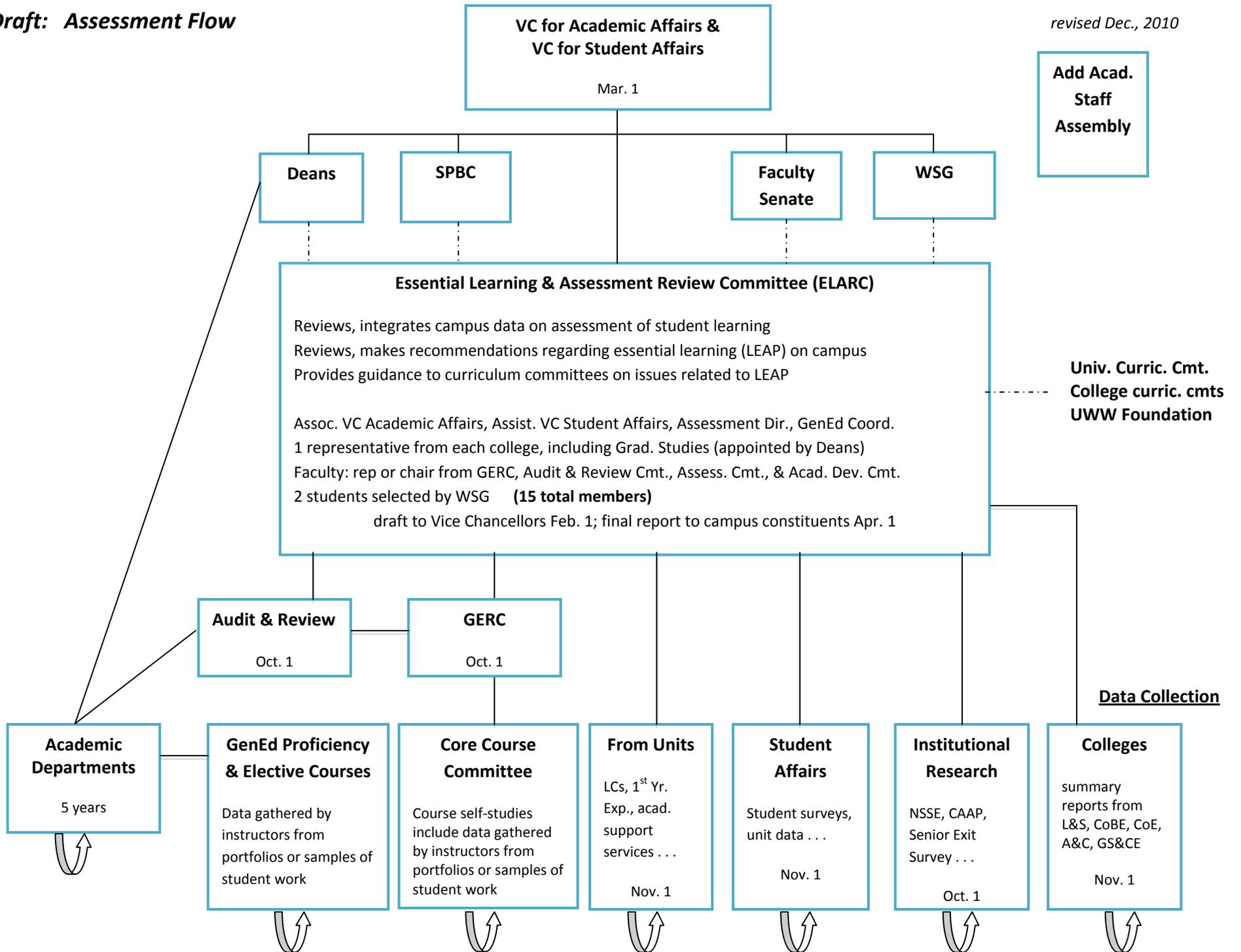
Mtg	Date	Main Agenda Item	To/From
1	Sep	Organizational meeting	
	Oct. 1	Annual assessment reports due from:	Audit & Review, GERC, IR
2	Oct	Discuss annual reports from:	Audit & Review, GERC, IR
	Nov. 1	Annual assessment reports due from:	Colleges, Student Affairs, other units
3	Nov	Discuss annual reports from:	Colleges, Student Affairs, other units
4	Dec	Discuss campus assessment data	
5	Jan	Sketch/distill salient items for action & draft annual campus assessment report	
6	Jan	Discuss & revise campus report	
	Feb. 1	Campus assessment report sent to:	Vice Chancellor level
	Mar. 1	Feedback/recommendations due from:	Vice Chancellor level
7	Mar	Discuss feedback/recommendations from VC level. Revise annual campus assessment report as needed.	
8	Apr. 1	Annual campus assessment report sent to:	All campus constituents
9	May	Review, plan, & wrap up	

Other agenda items appear as available:

- To/From UCC: course actions, questions, suggestions (LEAP, etc.)
- From IR: results from individual campus surveys (e.g., NSSE, Senior Exit)
- Reports, recommendations, requests from Deans, SPBC, Faculty Senate, ASA, etc.

Draft: Assessment Flow

revised Dec., 2010



Minutes from LGBT Taskforce August 10th, 2011 Meeting

Present: Ken Kohberger, Kyle Naff, Jeff Angileri, Mary Beth Mackin, Dan Colleran, Chris Hollar, Kim Simes,

Guests: Katka Showers-Curtis, Nik DeLeon, KJ Freudigman

Unable to Attend: Amy Edmonds, Krista Kim, Cindy Estrup, Gwen Hering, Leah Thyne, Elena Levy-Navarro, Robin Fox, Dan Schultz (WSG),

Positions Open: Academic Staff, Administrative Affairs, Admissions Office, Affirmative Action/Equal Opportunities, Center for Students with Disabilities, Classified Representative, College of Business and Economics, Human Resources & Diversity, IMPACT student representative, Police Services, Residence Life

1. A request for an addition to the June 8th minutes: “4.i “Flags in the Concourse are specific to country. Kim Simes *and Chris Hollar* met with Kim Adams and Kat Shanahan...”
2. Kim Simes reported on her conversation with Chancellor Telfer
 - a. The Full Time LGBT Coordinator position description has been floated out to the Chancellors Cabinet once they reconvene they will identify a game plan and move forward with the identified direction. If this position is approved the Chancellor would like to move quickly with it.
 - b. The Chancellor agreed with our recommendations of in updating our Committee List by
 - i. Removing Career & Leadership Development replacing it with the Advisor/Coordinator of the PB Poorman PRIDE Resource Center
 - ii. Additions of: Classified Representative, Admissions, Campus Police, Residence Life, and the Center for Students with Disabilities (please see attachment)
 - iii. Request was made to add two “Student Members at Large” along with the Fair Wisconsin Advisor/Student Representative and a representative from the Residence Hall Association
 - c. The Chancellor agreed to move forward with changing bathroom signage for all identified bathrooms in all Administrative/Academic Buildings
 - i. The signs will have both male/female figure along with a w/c if it is accessible bathroom and will say “Restroom” on the sign
 - ii. This may not be completed by the start of school but by the end of September we should see marked improvement
 - iii. *There was no conversation regarding gender neutral information inside the bathroom*
 - d. Judi Trampf may be the new co-chair with Kim Simes (*this has not been confirmed*)
 - e. The title of our group “LGBT Taskforce” may have served its purpose; the Chancellor has requested the committee to review a possible name change at our September meeting.
 - f. We shared the considerable increase in undergraduate research in the realm of LGBT* studies
 - g. Explained we will be completing the CampusPRIDE website questionnaire in September regarding our campus’ friendliness towards the LGBT* community
 - h. Discussed updating the Safe Zone materials and creating a Safe Zone II
 - i. Discussed there has been no update on NCAA regulations regarding transgender individuals in sports
3. Safe Zone Updates
 - a. We will be moving forward in publishing a list of Safe Zoned Faculty/Staff

- i. Chris has emailed 101 individual's that we have identified on our "on campus/trained list" and we will see what that may generate for other names as well. *At this time we have had over 50 people respond to have their names published!*
 - ii. We will not "grandfather" anyone into the Safe Zone list and want anyone interested to participate in training. This will allow us to remain consistent with the information that is being shared.
 - b. We would like to keep the "Safe Zone" name to this program because it is similar to other campuses and we still have a substantial amount of promotional material with that brand. Katka will connect with Manda Krier about changing the name of the Residence Life program.
 - c. We reached consensus in updating the training materials. Chris volunteered the PPRC Leadership Assistants to make the initial updates for the committee to review.
 - d. There was general consent in moving forward with creating a Safe Zone Training II to include transgender, bisexual, pansexual, asexual, fluid along with gender preferred pronouns. Chris volunteered the PPRC Leadership Assistants to lay the foundation for this training with the committee making the final revisions those documents.
 - e. SAFE ZONE DATES FOR THE FALL SEMESTER
 - i. Tuesday, September 20th at 9am Location UC 268
 - ii. Wednesday, October 26th at 12 noon Location UC 268
 - iii. Thursday, December 1 at 4pm Location UC 268
4. Languages and Literatures Chair, Dr. Lueck has requested a workshop for their faculty who teach the 101/102 courses. The workshop would take place this fall. Kyle Naff, Katka Showers-Curtis and Chris will set up a meeting to connect with Dr. Lueck to lay the ground work for this workshop. This could be a great starting point to get connected with other academic departments on campus. If anyone would like to join in the conversation please let Chris know and when we have a date/time/location for the meeting you will be welcome to join us.
5. Discussion continued in updating the blog for the LGBT Taskforce. In review of the document submitted by Lauren Smith and Chris, Kyle has placed all the additional headings and information onto our current Blog Page <http://blogs.uww.edu/lgbtforce>. This would replace our current website. This site would be more content based rather than static and information could be quickly added. Kyle will begin to load the suggested information into the site.
- a. Jeff will be creating a banner for the blog
 - b. The blog address may change depending on the name change of the committee
 - c. PLEASE send information to post to Kyle (articles, updates, hot topics, etc.)
6. TEAM Trans* last meeting was in June (see minutes attachment). Katka and Lessa attended the Trans OHIO Conference. We will continue to meet in the fall on Wednesdays at 1pm on alternating weeks of the LGBT Taskforce meetings. We will review the information identified in the spring and layout a workable game plan to move forward with various pieces. Scheduled dates:
- a. September 28th at 1pm in UC 268
 - b. October 26th at 1pm in UC 264
 - c. November 16th at 1pm in UC – Career & Leadership Development Conference Room
7. "Don't Slam the Door on Your Way Out" – LGBTQA.AODA Program is moving forward. The program will be held on October 19th Wednesday at 2:15pm in Summer's Auditorium. We will need faculty/staff

volunteers for the “game show” portion. We also NEED student stories and their connection to AODA. Please assist in promoting this event through word of mouth and encouraging faculty to bring their classes to this program.

8. We will continue our Lunch & Crunch and social group this fall. please join us if you can make this time frame and/or share this information with other people on campus, we would LOVE to see new faces when we connect:
 - a. September 7th from 12 to 1pm in UC 260
 - b. October 5th from 12 to 1pm in UC 268
 - c. November 2nd from 12 to 1pm in UC 268
 - d. December 7th from 12 to 1pm in UC 268

9. If anyone has updates from the LGBT Workshop’s Action Plan that was created in May please forward those updates to Lauren Smith who will likely need to submit a progress report. As you review the action plan please note items that have not received attention to discuss at our next meeting (see attachment).

10. The Library purchased over a \$1000 of books and movies for people to check out. If you walk into the Library at this time there informational kiosk has an LGBT* flavor to it this month (see attached).

11. There was no update on the inclusive banner to be hung on the clothesline while not in use. During this conversation learned that the Campus Diversity Forum dates have changed from October 13th and 14th to the following week of October 20th and 21st.

12. We did not have a lot of time to discuss a game plan for National Coming Out Day – October 11th besides doing some type of program and a poster campaign (e.g. “I am this” on the poster). Have an event on the mall where individuals walk through a door and proclaim they are “out as an ally” “out as a homosexual” “out as a transgender female” etc. Katka mentioned ze had a conversation with Ron Buchholz and discussed the possibility of the PPRC having the ability to identify 3 programs each semester to facilitate. This has not been confirmed.

We were not able to discuss the remaining agenda items due to time constraints. These topics will be carried forward to our **September 14th meeting in UC 266 at 1pm**. I (Chris) will not be available for the September 14th meeting to take minutes because I will be coordinating the Involvement Fair that day.

Fall LGBT Taskforce Meeting Dates

October 12th (Wednesday from 1 to 2pm in UC 266)
November 9th (Wednesday from 1 to 2pm in UC 266)
December 14th (Wednesday from 1 to 2pm in UC 266)