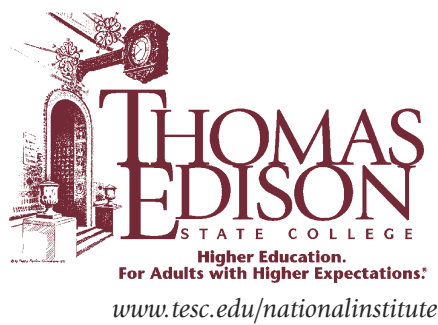




# THE NATIONAL INSTITUTE ON THE ASSESSMENT OF ADULT LEARNING 2009 *THE NEXT GENERATION*

JUNE 10 – 12, 2009  
THE NASSAU INN, PRINCETON, NJ



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## PROGRAM

### WEDNESDAY – JUNE 10

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**Continental Breakfast** 7:15 a.m. – 8:30 a.m.

Location: Prince William Ballroom

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**Registration** 7:30 a.m. – 8:30 a.m.

Location: Outside of the Prince William Ballroom

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**Opening Plenary Session** 8:45 a.m. – 10:00 a.m.

Location: Prince William Ballroom

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### Introduction and Welcoming Remarks

**Dan Negrón**

*Director, National Institute on the Assessment of Adult Learning 2009*

*The Next Generation*

Thomas Edison State College

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### Introduction of Keynote Speaker

**William Seaton**

*Vice President of Academic Affairs and Provost*

Thomas Edison State College

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### Keynote Speaker

**Stephen D. Brookfield**

*Distinguished University Professor*

School of Education

University of Saint Thomas

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### Presentation

#### **Understanding Ourselves and Our Students as Adult Learners**

Adult learning is both diverse and multi-faceted; hence, its assessment is similarly complex. In this presentation Stephen Brookfield will explore the link between our own learning as professional educators and the learning in which our students engage. He will argue that our own autobiographical experiences offer a neglected window into the ways our own students conduct their learning.

**Morning Refreshment Break**

**10:00 a.m.**

**Location: Registration Area**

**CONCURRENT SESSIONS I**

**10:15 a.m. – 11:30 a.m.**

**At the Heart of Our Work**

**Location: Prince William Ballroom**

**Alan Mandell**

*College Professor of Adult Learning and Mentoring*  
SUNY Empire State College

The goal of this session is to think together about the principles and the ideals that are at “the heart of our work” as PLA practitioners and theorists. What are our “core values?” How do they touch upon our work? So, for example, what are the connections we make between our work with students in PLA and our assumptions about the role of a faculty member or mentor? Or, are there any links between our PLA practices and our attitudes about inclusion, exclusion and diversity? Or how about the “ethics” of PLA? Are there such ethics? If so, how do we recognize a PLA problem as an ethical problem? This session will give us an opportunity to explore such questions together and to try to identify what we most care about.

**PLA Faculty/Specialist Evaluator Training Part I:  
Research Results from a Multi-Institutional Study of Applied Methods**

**Location: Senior Room**

**Theresa Hoffmann**

*PLA Consulting*  
University of Maryland University College (Retired)

**Nan Travers**

*Interim Assistant Vice President of Academic Affairs for Academic Services  
and Director of the Office of College-wide Academic Review*  
SUNY Empire State College

**Marnie Evans**

*Director of Academic Review*  
SUNY Empire State College

**Amanda Treadwell**

*Senior Academic Review Specialist*  
SUNY Empire State College

The heart of Prior Learning Assessment is the quality and validity of the academic evaluation process itself. Institutions promoting PLA are faced with issues of accountability from their students, benefactors and accrediting agencies. Those who are just starting out in PLA or have been doing it for a while want to understand what the standards of best practice are in the field. To address the issues surrounding PLA assessment and evaluator training, this team of researchers surveyed colleges and universities both national and international to determine best practices. After careful analysis of the results of this pioneering effort, our team is prepared to share the preliminary findings with workshop participants. As a result of this workshop, you will learn the background surrounding the research on evaluator training; find out what a variety of institutions think is critical

**Concurrent Sessions I**

**10:15 a.m. – 11:30 a.m. (continued)**

to include in their evaluator training programs; obtain the best practices extrapolated from the research; gain information about online/in person modes of training delivery; discuss strategies for implementing best practices at your institution; receive copies of the summary of best practices for your institutions, and formulate questions for the Part II advanced discussion seminar.

**Assessing Prior Learning – Creating Access for Diverse Populations**

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**Location: Nassau Room A and B**

**Stephanie Fenwick**

*Director of Prior Learning Assessment  
Azusa Pacific University*

**Cathy S. Heffernan**

*Associate Vice President of Academic Affairs  
Manchester Community College*

Prior Learning Assessment (PLA) has been an effective tool for helping adults finish their college education for over thirty years. In the Center for Adult and Professional Studies at Azusa Pacific University, a portfolio process that tends to “privilege” strong writers has been the common practice for assessing prior learning over the 15 last years, with a large degree of success. Recently, however, in an effort to help all students have access to earning credit through their prior learning experiences, we have been experimenting with the use of narrative activities to elicit college-level learning from students in our programs. Using a round-table format that integrates adult learning discussion techniques, participants will engage in various forms of story-telling designed to elicit college-level learning from narrative experience. Facilitators will structure each discussion activity so that all can participate, with intervals of whole group discussion to debrief connections to PLA practice. Those who might benefit from or enjoy this session would include faculty who work with adult learners, those who administer PLA programs, and any who have experiences to share around making higher education accessible to typically marginalized groups. Practical takeaways will include handouts explaining discussion techniques used and resources for further learning and practice.

**Lunch**

**11:45 a.m. – 12:45 p.m.**

**Location: Palmer/Witherspoon Rooms and Outdoor Terrace**

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**Lunchtime welcoming remarks:**

**The Honorable Mildred T. Trotman**  
*Mayor of Princeton Borough*

*(continued on the next page)*

**Keynote Speaker**

**1:00 p.m. – 1:45 p.m.**

**Location: Prince William Ballroom**

**Introduction of Keynote Speaker**

**Mary Ellen Caro**  
*Executive Vice Provost*  
Thomas Edison State College

**Keynote Speaker**

**Kurt M. Landgraf**  
*President and CEO*  
Educational Testing Service

**Presentation**

**America’s Perfect Storm**

Mr. Landgraf will discuss adult learning in the context of the landmark ETS report “America’s Perfect Storm.” The report states that three converging forces imperil our nation: economic restructuring that places a premium on education and skills; inadequate skill levels that narrow individuals’ opportunities and threaten long-term economic growth; and undereducated, underskilled immigrants who are driving population growth. Landgraf will describe innovations in assessments that can help expand educational opportunities, including the ETS® Personal Potential Index, which measures noncognitive traits such as leadership, perseverance and communication skills.

**CONCURRENT SESSIONS II**

**2:00 p.m. – 3:15 p.m.**

**Creating Effective Outcomes and Assessments in  
Enhanced Media Enriched Online Courses**

**Location: Prince William Ballroom**

**William J. Mulkeen**  
*Paralegal Program Director*  
Thomas Edison State College

**Thomas F. Goldman**  
*Author, Paralegal Technology Mentor*  
Thomas Edison State College

**Mark Bechara**  
*Senior Education Manager*  
New York Times Knowledge Network

**Audrey Heinesen**  
*Instructional Designer*  
New York Times Knowledge Network

The Thomas Edison State College (TESC) School of Professional and Continuing Studies and the New York Times Knowledge Network (NYTKN) have formed a successful educational partnership to deliver online legal and paralegal courses and programs. They are offered online on the New York Time’s Epsilen platform (<http://www.epsilen.com>).

Epsilen is a comprehensive centrally hosted e-learning environment offering a wide range of course delivery, assessment, social networking and collaborative products and services. The TESC/NYTKN partnership consists of seven courses comprising the Paralegal Studies Program, six courses comprising the Nurse Paralegal Studies Program and additional individual courses in Bankruptcy Law, Debtor-Creditor Law and Procedure and Contemporary Law Office Technology as well as courses in

**Concurrent Sessions II**

**2:00 p.m. – 3:15 p.m. (continued)**

development. Each course is enriched with content from the archives of the New York Times as well as various media and software relevant to the instruction. Students in the courses participate in chat rooms, discussion forums and written assignments. They also participate in the social networking aspects of the Epsilon platform. This session will describe the creation, development and enhancement of the courses as well as the methods of assessment employed by the developers in this media rich environment.

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**Confessions of a Schizophrenic PLA Practitioner**

**Location: Senior Room**

**Kesiah E. Scully**

*Associate Professor, School of Continuing and Professional Studies  
New York University and SUNY Empire State College*

In this working session, Kesiah Scully reveals her schizophrenic relationships with two very different Prior Learning Assessment programs over a twenty year period. Models of the two programs will be presented, one from a very traditional university and one from an institution that prides itself on its non-traditional approach. This is a frank discussion of what works well and what doesn't in each program. These models are presented not necessarily for you to follow, but as a way to help evaluate and frame your own ideas. In the current economy, the demand for these PLA programs can only grow as even more adults find themselves returning to school to qualify for different job opportunities. In his Foreword to CAEL's Portfolio Development and Adult Learning: Purposes and Strategies (Mandell and Michelson, 1990), Morris Keeton wrote of the need for "institutions to understand adults' claims to prior learning and current competence as integral parts of their reentry into collegiate studies." This is equally true today as we are all tasked with recruitment and retention issues. Prior Learning Assessment awards coin of the realm as college credit to adult students searching for ways to be part of the academic community. It honors an individual's ways of learning and encourages an awareness of potential while affirming lifelong learning. It is arguably one of our strongest tools for including adult students and assisting them to realize their goals. And it is a tool that we must continue to refine as the world around us changes. Whether you're designing a new program or attempting to infuse new energy into an existing one, this discussion should provide a springboard to action.

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**The Next Generation: Getting Started in Prior Learning Assessment –  
Developing a Portfolio**

**Location: Nassau Room A and B**

**Harriet Cabell**

*Senior Associate Dean of Adult Education and Professor Emeritus  
The University of Alabama at Tuscaloosa*

This session details the steps of assessment that are involved in the PLA process. The session will cover identifying experiences that reflect college level learning, writing a narrative that details how the learning can relate to the degree objective, selecting evidential documentation, determining the nature of the learning acquired; evaluating the learning as college level and recording the learning as recognition of college level.

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**Afternoon Snack Break**

**3:15 p.m.**

**Location: Registration Area**

## CONCURRENT SESSIONS III

3:30 p.m. – 4:45 p.m.

### Assessing Technical and Theoretical Skills

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#### Location: Prince William Ballroom

**Marcus Tillery**  
*Dean, School of Applied Science and Technology*  
Thomas Edison State College

**Thomas Devine**  
*Associate Dean, School of Applied Science and Technology*  
Thomas Edison State College

**David Kalokitis**  
*Chief Technology Officer*  
Power Survey Company

**Scott Kruse**  
*Systems Engineer*  
Power Survey Company

The importance of this session will be to demonstrate the process of evaluating technical and theoretical skills. The session will include two-parts. The first part will address the theoretical concepts inherent in the subject area of Induced Voltages of Electricity. The second part will apply the theoretical information to the process of detecting induced voltages that occur in residential and commercial neighborhoods using specialized equipment to demonstrate how an assessment skill is evaluated for college-level credit.

### Historical and Current Perspectives on Prior Learning Assessment

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#### Location: Senior Room

**Diana Bamford-Rees**  
*Associate Vice President*  
CAEL

This session will provide a brief history of PLA over the past 35 years and an introduction to terms used and resources available for PLA practitioners. We will discuss the various methods institutions use to assess learning gained outside of academia for the award of college credit. There will be a focus on Quality Assurance and the ten CAEL standards for assessing learning. Links to Web sites and PLA/Adult Learner research will be provided.

### Prior Learning Programs in Action: Hands-on Strategies for Program Development

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#### Location: Nassau Room A and B

**Theresa Hoffmann**  
*PLA Consulting*  
University of Maryland University College (Retired)

**Harriet Cabell**  
*Senior Associate Dean of Adult Education and Professor Emeritus*  
The University of Alabama at Tuscaloosa

The administration and implementation of a Prior Learning Assessment (PLA) program can be exciting, challenging and an ongoing exploration in search of the best practices. While CAEL's 10 Principles guide our efforts and offering an innovative approach to learning motivates us, the actual application of the concepts can be difficult. Whether one is new to PLA or a veteran, there are many questions that arise. Part of the enjoyment of working with PLA is exploring new ways to conceptualize the process while maintaining quality assurance and efficiencies. This workshop provides an unusual opportunity for

## WEDNESDAY – JUNE 10

### Concurrent Sessions III

3:30 p.m. – 4:45 p.m. (continued)

colleagues to get together and share what they do at their institutions to provide quality PLA programs to their students. As a result of this workshop you will: learn about a variety of program models; share issues confronted in your programs for faculty, students and the institution; discuss administrative and organizational issues; explore solutions to program concerns from peers and experienced veterans; learn about other institutional approaches to topics like marketing and outreach, portfolio development, PLA assessment, administration, and discuss what you have learned that is relevant to your institution.

### President's Reception and Award Presentation 6:00 p.m. – 8:00 p.m.

**Location: Palmer/Witherspoon Rooms and Outdoor Terrace**

All attendees are invited to the President's Welcome Reception, where you can network with your colleagues and enjoy hors d'oeuvres and beverages.

At the beginning of the event, we will proudly present a Lifetime Achievement Award to "The Father of PLA" and founder of CAEL, Morris Keeton. The award will be accepted on his behalf by his son, Gary Keeton. The award will be presented by Dr. George A. Pruitt, President, Thomas Edison State College.

**Continental Breakfast**

**7:15 a.m. – 8:30 a.m.**

**Location: Prince William Ballroom**

**Keynote Speaker**

**8:45 a.m. – 9:30 a.m.**

**Location: Prince William Ballroom**

**Introduction of Keynote Speaker**

William Seaton  
*Vice President of Academic Affairs and Provost*  
Thomas Edison State College

**Keynote Speaker**

Jerry Ice  
*President and CEO*  
Graduate School, U.S. Department of Agriculture

**Presentation**

**Transformation of the Federal Workforce**

This keynote address will highlight the changes underway in the federal workplace including a snapshot of the federal worker, the challenges in the workplace with as least three different generations of workers, and the trends underway for change. Dr. Ice will also focus on the many opportunities to respond to this transformation through training/education and the attributes the provider will need including a prior learning assessment approach.

**Morning Refreshment Break**

**9:30 a.m.**

**Location: Registration Area**

## CONCURRENT SESSIONS IV

9:45 a.m. – 11:00 a.m.

### Honor My Experience: A Reflective Prior Learning Assessment Portfolio Online Course

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**Location: Prince William Ballroom**

**Laurie Dodge**

*Associate Vice Chancellor of Institutional Assessment and Planning*  
Interim Dean, Arts and Sciences  
Chapman University College

**Maria Cesario**

*Co-Vice Chancellor of Academic Affairs*  
Chapman University College

Chapman University has created an interactive and reflective online PLA portfolio development course using the Kolb model. Course assignments include discovery of preferred learning modality using the Learning Style Inventory, creating a Chart of Learning, and documenting work and life experiences. Students write individual learning narratives matching specific student learning course objectives. Participants will receive a course syllabus with assignments and a reliable and valid method for assessing portfolio credit.

### PLA Faculty Evaluator/Specialist Training Part II: Advanced Issues and Discussion

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**Location: Senior Room**

**Theresa Hoffmann**

*PLA Consulting*  
University of Maryland University College (Retired)

**Nan Travers**

*Interim Assistant Vice President of  
Academic Affairs for Academic Services and  
Director of College-wide Academic Review*  
SUNY Empire State College

**Marnie Evans**

*Director of Academic Review*  
SUNY Empire State College

**Amanda Treadwell**

*Senior Academic Review Specialist*  
SUNY Empire State College

Even seasoned evaluators have described PLA portfolio evaluation as a challenge. Evaluators often understand their academic role but find the process of uncovering the knowledge embedded in the experience or presented in a different format to be tenuous. Assessors often look to their veteran colleagues, institutions or administrators for guidance and peer norming. In light of the findings of this team's research on best practices in evaluator training, this discussion will: review the key research findings on evaluator training; explore the burning questions you may have concerning PLA evaluator training; uncover ways that your institution can provide support and resources for training; explore the various delivery modes that include online/in person training, and discuss the future of evaluator training and where to go from here.

*(continued on the next page)*

**Concurrent Sessions IV**

**9:45 a.m. – 11:00 a.m. (continued)**

**Translating Traditional Content to Online Classroom**

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**Location: Nassau Room A and B**

**Michael Ciocco**  
*Instructional Technology Design Specialist,*  
*College of Professional and Continuing Education*  
Rowan University

**Diane Holtzman**  
*Professor, School of Business*  
The Richard Stockton College of New Jersey

**Debra A. Dagavarian**  
*Assistant Provost*  
The Richard Stockton College of New Jersey

This presentation will target instructors looking for ideas regarding how to best prepare their face-to-face classroom materials for online delivery. Online and Web-facilitated course developers often find it difficult to envision how they might simulate a traditional classroom in an online environment. Development with Learning Management Systems, like Blackboard, is not genuinely intuitive. It can be difficult to translate lectures, group activities, varied modes of assessment, and assignments to work within the confines of technology available for distance education. However, maintaining good teaching practices while integrating your course with the latest, popular technology is the key to survival. This session will help faculty course developers to understand how students learn in an online environment, which is essential to successful implementation of translated course content. Faculty can achieve more with less by focusing on key concepts in adapting materials, plans and activities to the online environment. In this session, examples and applications from engaging online instructors will be presented. Handouts with tips and resources will be provided. Michael Ciocco, Instructional Designer at Rowan University, works closely with faculty to assist them in transforming their face-to-face course into online courses. Diane Holtzman and Debra Dagavarian have each developed courses that they teach online.

**Learning Exchange Discussions**

**11:15 a.m. – Noon**

**Courses in a Flash**

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**Location: Senior Room**

**Matt Cooper**  
*Instructional Technology Specialist*  
Thomas Edison State College

In spring 2009, Thomas Edison State College introduced FlashTrack courses, an instructional delivery system that hosts courses on a single flash drive. The device is smaller than a pack of gum and contains the same structure and similar functionality of a typical Thomas Edison State College course, but will not require a constant online connection. On the pre-loaded 2GB device, students will have everything needed to complete a course, including the software necessary to accomplish course assignments. This course delivery option has the portability and data integrity attractive to military students, mass transit riders and busy adults who are mobile more often than they are at permanent locations; and FlashTrack devices are compatible with both PCs and MACs.

**Learning Exchange Discussions**

**11:15 a.m. – Noon (continued)**

**The Effective Use of Groups for Adult Learners in Difficult Subject Areas**

**Location: Prince William Ballroom**

**Marla G. Scafe**

*Professor, Quantitative Methods*

Walsh College

The use of group work in Management classes gained popularity in the 1980's and 1990's when work teams became prevalent in the workplace. (Michaelson, 1980). Quality circles and cross-functional teams were the buzz words that were often heard especially in MBA classes populated predominately by working adult learners. What is unique about this study is the application of teams to a Quantitative and Research Methods class for adult learners in an MBA program. This paper will demonstrate the effectiveness of group work in a challenging, anxiety-provoking and sometimes ambiguous subject such as Quantitative Methods by outlining and describing the process of using groups to assist students in mastering the challenging subject matter of Quantitative Methods for MBA students. Through the use of group testing immediately following conventional individual testing, students have been shown to improve their scores significantly and consistently when compared with their individual scores on identical tests, attributable to the synergistic effect of groups. Overall, student achievement, mastery of difficult concepts, and overall student satisfaction is increased from the group experience. T-tests at a .05 level of significance supported the notion that group scores significantly exceeded individual scores on identical tests. Student evaluations of the course also revealed high levels of satisfaction with the experience.

**Evaluating your Corporate Partners Courses for College Credit:  
Maximizing Resources and Minimizing Costs**

**Location: Prince William Ballroom**

**Peggy Allan**

*Program Assistant, Center for Academic Program Reviews*

Thomas Edison State College

This roundtable discussion will address the elements necessary to have courses offered by corporations, non-profits, career schools, professional associations, government agencies, and unions and reviewed by Thomas Edison State College through Academic Program Reviews (APR). These elements include those that are fall under the organization's role and those that are related to the Academic Program Reviews. The impact to both the College and the organization is both positive and challenging, awarding both entities opportunities to use these credits for their mutual benefit, including program development for the College and improved marketing and industry positioning for the organization, as just a few examples. The establishment of a Regional Assessment Center broadens the mission of the APR program to act as a resource to colleges and universities that are interested in utilizing our expertise in assessing learning. This service would be offered at no cost to colleges.

*(continued on the next page)*

## Learning Exchange Discussions

11:15 a.m. – Noon (continued)

### How to Design an Efficient and Effective Prior Learning Program

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#### Location: Prince William Ballroom

**Theresa Hoffmann**

*PLA Consulting*

University of Maryland University College (Retired)

Your institution has asked you to create a program that offers students the opportunity to earn college-level credit for life learning or perhaps you already have a program in place and are looking for a way to enhance what is already in place. You would really like to see a time tested model that can provide you with ideas upon which to build a workable structure for your program. You are not alone because even the veterans of Prior Learning Programs (PLA) find themselves drawn into ongoing conversations with their colleagues about the challenges and strategies to uncover the best practices in PLA. This workshop will offer you the opportunity to: learn how to design a PLA program to ensure efficiency, quality and effectiveness in classroom and online delivery systems; review the necessary components that aid student retention throughout the portfolio development process; gain information about the management techniques used in both classroom and online environments; understand more about the roles program staff, students, advisors, faculty and evaluators play throughout the PLA process; and join your colleagues in discussing any ideas or new strategies you might add to those presented and/or bring back to your program or institution.

### Maximizing Student Potential in Prior Learning Assessment

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#### Location: Nassau Room A and B

**Carleen M. Baily**

*Prior Learning Assessment Specialist*

Thomas Edison State College

**Alicia Malone**

*Program Advisor*

Thomas Edison State College

This roundtable demonstrates through interactive audience participation how students at Thomas Edison State College can maximize their online Prior Learning Assessment (PLA) portfolio potential in the selection of course descriptions for which they intend to demonstrate college-level knowledge. This demonstration features the College's Prior Learning Assessment Description Database, a search tool used in the selection process that supplements the list of College Standard PLAs. Misconceptions about PLA, criteria for course description selection, students' ability to self-evaluate and the roles of advisors and administrators will be discussed.

### Pros and Cons of Establishing a Graduate-level PLA

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#### Location: Prince William Ballroom

**Nan Travers**

*Interim Assistant Vice President of Academic Affairs for*

*Academic Services and Director of College-wide Academic Review*

Empire State College

In this discussion we will explore the value of establishing a graduate level prior learning assessment program at your institution; what the parameters include and what obstacles may be encountered. It will be an interactive conversation about the pros and cons of utilizing PLA credit toward a graduate degree.

## Lunch

12:15 p.m. – 1:15 p.m.

#### Location: Palmer/Witherspoon Rooms and Outdoor Terrace

## CONCURRENT SESSIONS V

1:30 p.m. – 2:45 p.m.

### Prior Learning Portfolios: A Representative Collection

**Location: Prince William Ballroom**

**Denise Hart**

*Director, Adult Education*

Fairleigh Dickinson University

As part of the National Institute, all participants have received the latest text in the CAEL lineup: *Prior Learning Portfolios: A Representative Collection* (2009) authored by Drs. Hart and Hickerson. During a brief session, they will share insights about the institutions featured in the text, how best to make use of the new book and the accompanying CD-Rom. The diversity of institutions as well as the likenesses will be highlighted.

### E-Portfolio, Assessment and Credit for Prior Learning

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**Location: Senior Room**

**Janice M. Karlen**

*Director of Business Programs*

Fiorello H. LaGuardia Community College (CUNY)

**Susan M. Sanchirico**

*Associate Professor, Coordinator for Credit for Prior Learning*

Fiorello H. LaGuardia Community College (CUNY)

This presentation will discuss the E-Portfolio initiative at CUNY – LaGuardia Community College. The purposes of E-Portfolio and goals for its use at the College will be explained. The process by which students are introduced to E-portfolio and its relationship to their work in credit bearing courses will be illustrated. There will be samples of student E-portfolios. The discussion will continue with an explanation of how E-portfolios are used for assessment of institutional core competencies and programmatic objectives. Finally, the development of the E-Portfolio course will be detailed as well as its use in the assessment of experiential learning for Credit for Prior Learning.

### Computerized Online Assessment

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**Location: Nassau Room A and B**

**Pam Cabalka**

*Executive Vice President*

Kryterion™

Technology is now available that allows students to take proctored exams on their home computer. The administration uses webcam technology and real-time proctoring by a live proctor observing the test administration from a distance. This presentation will demonstrate how this technology works and how the convenience of in-home testing can be achieved while maintaining a high level of security and integrity. You'll see the process from the student's perspective and you will also see exactly how the proctor monitors the assessment.

### Afternoon Snack Break

2:45 p.m.

**Location: Registration Area**

## CONCURRENT SESSIONS VI

3:00 p.m. – 4:15 p.m.

### Assessing Learning and Leveraging Strategic Academic Partnerships

**Location: Prince William Ballroom**

**Mary Ellen Caro**

*Executive Vice Provost*

Thomas Edison State College

**Sylvia Hamilton**

*Vice Provost, Strategic Partnerships*

Thomas Edison State College

Through this session you will learn how to turn credits earned through assessment into valuable strategic tools. Examples of successful partnerships with colleges and universities will be explored. The speakers will present a model for consideration that addresses how to choose an educational partner and will discuss the process involved in encouraging employees to take advantage of such programs. The integration of job competencies and customized academic programs will be reviewed using a real-life case.

### Challenges and Opportunities with a Non-Course Matching Assessment Model

**Location: Senior Room**

**Viktorija Popova-Gonci**

*Assessment Specialist*

SUNY Empire State College

According to The Council for Adult and Experiential Learning (CAEL) practices survey (Klein-Collins, 2006), the majority of Prior Learning Assessment (PLA) practicing institutions report a course-matching model as most common means of evaluation. A number of PLA programs, however, support and promote non-course-matching assessment practices. Thus, Empire State College offers over 30 years of experience in training students and evaluators to present and assess non-course-matching outcomes. As observed and communicated by faculty, PLA staff professionals, evaluators, and students, this approach offers both numerous learning opportunities, as well as challenges. In this session, we will discuss this dichotomy, raise further questions, and address possible solutions.

### Writing a Memoir for Life Experience Credits: Adult Writers' Perceptions of Learning in a PLA Program

**Location: Nassau Room A and B**

**Barbara Gleason**

*Associate Professor, English*

City College of New York (CUNY)

This presenter reports on a narrative inquiry of highly proficient student writers who have completed a PLA program at the City College of New York. Twenty adult students have commented retrospectively on their learning and writing. Analyses of student writing coupled with students' retrospective reports of their own learning suggest that students both report on former learning and engage in new learning while narrating life stories for PLA credits.

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**Home Group Discussions**

**4:30 p.m. – 5:15 p.m.**

**Location: Prince William Ballroom**

Home Group Discussions are an opportunity to focus on particular issues of interest to participants in a small group setting and be able to share and trade ideas and opinions in a more in-depth way.

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**Historic Tour of Princeton**

**5:30 p.m. – 7:30 p.m.**

Don't miss your opportunity to take part in one of the most interesting historic tours around! On Thursday after the conclusion of National Institute sessions, we will embark on a journey of the most treasured ivy league town in America. The tour will be guided by the Princeton Tour Company. It will begin at the Nassau Inn, take you through Princeton University's Nassau Hall and Chapel, and take you by the homes of Albert Einstein, Woodrow Wilson and Grover Cleveland as well as many other historical areas. You'll see the homes of signers of the Declaration of Independence, four U.S. Presidents, four Nobel Prize Winners (not to mention Albert Einstein) and countless millionaires. Was Albert Einstein's brain stolen? Is Princeton 238,000 miles ahead of Yale and Harvard? Did a Princeton Townie give Ralph Lauren the money to start Polo? To find out, we will meet at 5:30 p.m. in the lobby of the Nassau Inn; the tour is expected to last 1 ½ - 2 hours; just in time to join some of your colleagues for dinner in any of Princeton's best eateries when it concludes. Registrations are still being accepted. Please see Karen Hume or Joyce Archer at the registration desk. Cost is only \$20 per person (cash only please) and your freinds and family members are more than welcome to join you. The sites on the tour are all wheelchair and stroller accessible.

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## Continental Breakfast

7:15 a.m. – 8:30 a.m.

Location: Prince William Ballroom

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## CONCURRENT SESSIONS VII

8:45 a.m. – 10:00 a.m.

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### The Problems/Questions/Issues We Face

Location: Prince William Ballroom

**Alan Mandell**

*College Professor of Adult Learning and Mentoring*  
SUNY Empire State College

The goal of this session is for participants to share and grapple with issues and questions they confront as PLA practitioners. It will be a time for people to talk together about common concerns, to bring up knotty problems, and to get honest feedback from colleagues about their everyday work and sometimes perplexing questions they face (with students, faculty, administrators and other colleagues). This session is open-ended; it will be organized around the particular concerns that people bring to it.

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### Assessing Student Experiential Learning Using a Critically Reflective Narrative Portfolio

Location: Senior Room

**Karen Stevens**

*Lecturer/Academic Coordinator, University Without Walls*  
University of Massachusetts-Amherst

**Cynthia Suopis**

*Lecturer, University Without Walls*  
University of Massachusetts-Amherst

The University Without Walls program at the University of Massachusetts-Amherst has a 37 year history of assessing adult student learning through experience. This presentation will illustrate how a portfolio of student narrative writing is used as the vehicle for the assessment of this learning and how this assessment is subsequently translated into academic credit. Strategies for using writing as a reflective, critical, and analytical technique for adult students will be discussed. Presenters will discuss teaching strategies in live, blended and online classrooms that are designed to assist students in thinking about their experience in ways that result in academic credit and often transformational learning. This presentation will include the administrative, academic, and pedagogical systems required to support this approach to learning assessment. The presentation will include strategies for maximizing student success, faculty involvement, and academic approval of this process. A particular focus on student evaluation and response to this process will be discussed in the context of student peer reviews. A prior learning portfolio rubric for assessing student learning will also be provided to participants. Finally, a demonstration of an online course will illustrate how the students progress in this learning experience.

**Concurrent Sessions VII**

**8:45 a.m. – 10:00 a.m. (continued)**

**Learning-Style Preferences and Attitudes of Adult Learners in Online Courses**

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**Location: Nassau Room A and B**

**Gina Cicco**

*Assistant Professor/Director, Education Department  
Hostos Community College (CUNY)*

This presentation will review a recent study conducted at a community college in a metropolitan area of New York. The study first examined the learning-style preferences of adult learners using the Building Excellence Survey, a valid and reliable measure of adult learning style, based on the Dunn and Dunn Learning-Style Model (Rundle, 2006; Rundle and Dunn, 1996;). The next step was to identify the attitudes of these learners toward online or computer-based instruction, using The Computer Attitude Test, a measure of adult attitude toward online courses (Smalley, Graff, and Saunders, 2001). Information on these learners' linguistic backgrounds and their demographics were also collected. Data analyses revealed that there were relationships among learners' learning-style preferences and their attitudes toward online courses. For example, learners with preferences for working alone, or in small groups or teams, had more positive attitudes toward online courses. Learners with preferences for visual text also had more positive attitudes toward online courses, along with those preferring to learn in the early morning. This information confirmed the findings of previous studies indicating that such relationships existed (Cicco, 2007). The implications of the various findings of this study may be of assistance to instructors in customizing online courses to meet the needs of various learners. Academic advisors in higher-education settings may be better equipped to advise individual students on the desirability of online courses for them based on a review of their learning-style profiles. Finally, students may realize the strategies and/or preparation they need to succeed in online courses, based on an understanding of their unique learning strengths and preferences (Cicco, 2007; Graff, 2003; Drennan, Kennedy, and Pisarski, 2005; McArthur, 2005).

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**Morning Refreshment Break**

**10:00 a.m.**

**Location: Registration Area**

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**Home Group Discussions**

**10:15 a.m. – 11:00 a.m.**

**Location: Prince William Ballroom**

Home Group Discussions are an opportunity to focus on particular issues of interest to participants in a small group setting and be able to share and trade ideas and opinions in a more in-depth way.

*(continued on the next page)*

## Learning Exchange Discussions *Encore*

11:15 a.m. – Noon

### Courses in a Flash

#### Location: Senior Room

**Matt Cooper**

*Instructional Technology Specialist*

Thomas Edison State College

In spring 2009, Thomas Edison State College introduced FlashTrack courses, an instructional delivery system that hosts courses on a single flash drive. The device is smaller than a pack of gum and contains the same structure and similar functionality of a typical Thomas Edison State College course, but will not require a constant online connection. On the pre-loaded 2GB device, students will have everything needed to complete a course, including the software necessary to accomplish course assignments. This course delivery option has the portability and data integrity attractive to military students, mass transit riders and busy adults who are mobile more often than they are at permanent locations; and FlashTrack devices are compatible with both PCs and MACs.

### The Effective Use of Groups for Adult Learners in Difficult Subject Areas

#### Location: Prince William Ballroom

**Marla G. Scafe**

*Professor, Quantitative Methods*

Walsh College

The use of group work in Management classes gained popularity in the 1980's and 1990's when work teams became prevalent in the workplace. (Michaelson, 1980). Quality circles and cross-functional teams were the buzz words that were often heard especially in MBA classes populated predominately by working adult learners. What is unique about this study is the application of teams to a Quantitative and Research Methods class for adult learners in an MBA program. This paper will demonstrate the effectiveness of group work in a challenging, anxiety-provoking and sometimes ambiguous subject such as Quantitative Methods by outlining and describing the process of using groups to assist students in mastering the challenging subject matter of Quantitative Methods for MBA students. Through the use of group testing immediately following conventional individual testing, students have been shown to improve their scores significantly and consistently when compared with their individual scores on identical tests, attributable to the synergistic effect of groups. Overall, student achievement, mastery of difficult concepts, and overall student satisfaction is increased from the group experience. T-tests at a .05 level of significance supported the notion that group scores significantly exceeded individual scores on identical tests. Student evaluations of the course also revealed high levels of satisfaction with the experience.

### Evaluating your Corporate Partners Courses for College Credit: Maximizing Resources and Minimizing Costs

#### Location: Prince William Ballroom

**Peggy Allan**

*Program Assistant, Center for Academic Program Reviews*

Thomas Edison State College

This roundtable discussion will address the elements necessary to have courses offered by corporations, non-profits, career schools, professional associations, government agencies, and unions and reviewed by Thomas Edison State College through Academic Program Reviews (APR). These elements include those that are fall under the organization's role and those that are

## Learning Exchange Discussions *Encore* 11:15 a.m. – Noon (continued)

related to the Academic Program Reviews. The impact to both the College and the organization is both positive and challenging, awarding both entities opportunities to use these credits for their mutual benefit, including program development for the College and improved marketing and industry positioning for the organization, as just a few examples. The establishment of a Regional Assessment Center broadens the mission of the APR program to act as a resource to colleges and universities that are interested in utilizing our expertise in assessing learning. This service would be offered at no cost to colleges.

### How to Design an Efficient and Effective Prior Learning Program

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#### Location: Prince William Ballroom

**Theresa Hoffmann**

*PLA Consulting*

University of Maryland University College (Retired)

Your institution has asked you to create a program that offers students the opportunity to earn college-level credit for life learning or perhaps you already have a program in place and are looking for a way to enhance what is already in place. You would really like to see a time tested model that can provide you with ideas upon which to build a workable structure for your program. You are not alone because even the veterans of Prior Learning Programs (PLA) find themselves drawn into ongoing conversations with their colleagues about the challenges and strategies to uncover the best practices in PLA. This workshop will offer you the opportunity to: learn how to design a PLA program to ensure efficiency, quality and effectiveness in classroom and online delivery systems; review the necessary components that aid student retention throughout the portfolio development process; gain information about the management techniques used in both classroom and online environments; understand more about the roles program staff, students, advisors, faculty and evaluators play throughout the PLA process; and join your colleagues in discussing any ideas or new strategies you might add to those presented and/or bring back to your program or institution.

### Maximizing Student Potential in Prior Learning Assessment

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#### Location: Nassau Room A and B

**Carleen M. Baily**

*Prior Learning Assessment Specialist*

Thomas Edison State College

**Alicia Malone**

*Program Advisor*

Thomas Edison State College

This roundtable demonstrates through interactive audience participation how students at Thomas Edison State College can maximize their online Prior Learning Assessment (PLA) portfolio potential in the selection of course descriptions for which they intend to demonstrate college-level knowledge. This demonstration features the College's Prior Learning Assessment Description Database, a search tool used in the selection process that supplements the list of College Standard PLAs. Misconceptions about PLA, criteria for course description selection, students' ability to self-evaluate and the roles of advisors and administrators will be discussed.

*(continued on the next page)*

## FRIDAY – JUNE 12

### Learning Exchange Discussions *Encore* 11:15 a.m. – Noon (continued)

#### Pros and Cons of Establishing a Graduate-level PLA

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**Location: Prince William Ballroom**

**Nan Travers**

*Interim Assistant Vice President of Academic Affairs for  
Academic Services and Director of College-wide Academic Review  
Empire State College*

In this discussion we will explore the value of establishing a graduate level prior learning assessment program at your institution; what the parameters include and what obstacles may be encountered. It will be an interactive conversation about the pros and cons of utilizing PLA credit toward a graduate degree.

### Lunch 12:15 a.m. – 1:15 p.m.

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**Location: Palmer/Witherspoon Rooms and Outdoor Terrace**

### Keynote Speaker 1:30 p.m. – 2:15 p.m.

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**Location: Prince William Ballroom**

#### Introduction of Keynote Speaker

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**Dan Negrón**

*Director, National Institute for the Assessment of  
Adult Learning 2009: The Next Generation*

#### Keynote Speaker

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**Alan Mandell**

*College Professor of Adult Learning and Mentoring  
SUNY Empire State College*

#### Presentation

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#### The Next Generation: Where do we go from here?

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The goal of this session is to reflect together on the major themes, problems, and topics that have emerged at this year's Institute. What questions have stood out? What new insights have people gained? And, importantly, especially as we think about "the next generation"—the theories and practices that will inform our PLA work in the coming years—what do we need to tackle? What do we need to learn? Where do we go from here?

### Afternoon Snack Break 2:15 p.m.

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**Location: Registration Area**

# THE NATIONAL INSTITUTE ON THE ASSESSMENT OF ADULT LEARNING 2009 *THE NEXT GENERATION*

## Thomas Edison State College Mission:

Thomas Edison State College provides flexible, high-quality, collegiate learning opportunities for self-directed adults.

**Dr. George A. Pruitt, President**

## The National Institute:

The National Institute on the Assessment of Adult Learning plays a key role in advancing the knowledge and best practices of the assessment of adult learning by bringing together academics and professionals in the field of adult higher education at its annual gathering. The main goals of the National Institute are to address issues of interest to these professionals, such as the development and growth of a PLA program, the assessment of adult learning, student advising, faculty development, research, quality assurance, and current issues and trends.

We would like to acknowledge the efforts of the National Institute Planning Committee for their invaluable work in running this year's National Institute for the Assessment of Adult Learning 2009: The Next Generation.

## The National Institute Planning Committee Members:

**Joyce Archer**

*Secretarial Assistant III*

**Tom Devine**

*Associate Dean, School of  
Applied Science and Technology*

**Joe Guzzardo**

*Director of Communications*

**Karen Hume**

*Director of Creative Services*

**Dan Negrón**

*Director, National Institute on the  
Assessment of Adult Learning 2009:  
The Next Generation*

**Henry van Zyl**

*Vice Provost for Directed  
Independent Adult Learning (DIAL)*

## National Institute on the Assessment of Adult Learning 2009: *The Next Generation*

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