



THE NATIONAL INSTITUTE ON THE ASSESSMENT OF ADULT LEARNING 2010

FUTURE VISIONS

JUNE 9-11, 2010
CAESARS ATLANTIC CITY
ATLANTIC CITY, NJ



**Higher Education.
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THE NATIONAL INSTITUTE ON THE ASSESSMENT OF ADULT LEARNING 2010: *FUTURE VISIONS*

JUNE 9–11, 2010 • CAESARS ATLANTIC CITY

PROGRAM

WEDNESDAY – JUNE 9

Registration and Breakfast **8:00 a.m. – 9:00 a.m.**

Location: Palladium A and Assembly Area

Opening Plenary Session **9:00 a.m. – 10:30 a.m.**

Location: Palladium B

Introduction and Welcoming Remarks

Dan Negrón

Director, National Institute on the Assessment of Adult Learning 2010

Future Visions

Thomas Edison State College

Introduction of Keynote Speaker

William Seaton

Vice President of Academic Affairs and Provost

Thomas Edison State College

Keynote Speaker

Dr. James Hall

Founding President, Empire State College

Former Chancellor, Antioch University

Presentation

Reflections of a Pioneer on the Past and Present of Student Assessment with a Glimpse Toward Possible Futures

One of higher education's innovative pioneers in new approaches to learning and assessment shares his thoughts about the current state of American higher education and the changing role of assessment.

Presentation of the Lifetime Achievement Award

This award was created to honor individuals who have dedicated their professional lives to working with and for adult learners and to heighten the awareness of the educational needs and benefits of adult education, to students, educators and society in general. After Dr. Hall's presentation, we will present a Lifetime Achievement Award in the Assessment of Adult Learners to Dr. K. Patricia Cross. The award will be presented by Dr. George A. Pruitt, president, Thomas Edison State College.

Morning Refreshment Break

10:30 a.m.

Location: Outside Palladium A

CONCURRENT SESSIONS I

10:45 a.m. – 12:00 p.m.

Sharing Problems, Tackling Hard Issues

Location: Palladium B

Alan Mandell

College Professor of Adult Learning and Mentoring
SUNY Empire State College

Harriet Cabell

Board of Trustees
Mountain State University

This session invites PLA practitioners to bring their cases, problems, concerns, dilemmas with which we can grapple together; this session is addressed to those who are interested in sharing and finding solutions, however tentative, to what can be done.

Evaluating Prior Learning: Hands-on Training Essentials for Faculty

Location: Tiberius Room

Theresa Hoffmann

Independent PLA Consultant
and

Adjunct Professor

University of Maryland University College

Kevin A. Michel

Executive Director

Career Education Solutions, Inc.

Ensuring academic standards in prior learning programs is a priority for institutions. While faculty are experts in their academic areas, assessors look for guidance and best practices in the field. "Evaluating Prior Learning: A Hands-on Manual That Guides the Evaluator through the Prior Learning Assessment Process" (Hoffmann, 2010) was written in response to the concerns and issues posed by evaluators.

In this workshop, you will:

- Explore portfolio evaluator concerns;
- Discover the essential ingredients for evaluator training;
- Review the Hoffmann and Michel (2009, 2010) pioneering *Survey of Best Practices In Portfolio Evaluation*; and
- Discuss planning issues with colleagues.

WEDNESDAY – JUNE 9

Concurrent Sessions I

10:45 a.m. – 12:00 p.m. (continued)

Ensuring Accountability and Continuous Improvements in a Non-Traditional Institution: An Evolving and Systematic Approach to Assess Student Learning

Location: Romulus Room

Li-Fang Shih

*Director of Program Development and Assessment, School of Business & Technology
Excelsior College*

Mohua Bose

*Outcome Assessment & Institutional Research
Excelsior College*

Jane LeClair

*School of Business & Technology
Excelsior College*

This paper describes the evolving assessment infrastructure implemented in the School of Business and Technology at Excelsior College to assess student performance at three layers of attainable outcomes, program educational objectives, program outcomes and TAC ABET Criteria. Multiple assessment tools consist of a capstone course, used as the direct measure of student learning outcomes, post-graduation surveys and a supervisor survey used as the indirect measure of student learning outcomes. Assessment results and lessons learned will also be presented in this paper.

Lunch

12:15 p.m. – 1:15 p.m.

Location: Palladium A

Lunchtime welcoming remarks

The Honorable Lorenzo T. Langford
Mayor of Atlantic City, NJ

CONCURRENT SESSIONS II

1:30 p.m. – 2:45 p.m.

Designing a Website for Evaluators of Prior Learning Assessment

Location: Palladium B

Marnie Evans

Director of Academic Review
SUNY Empire State College

Nan Travers

Director of Collegewide Academic Review
SUNY Empire State College

Amanda Treadwell

Senior Academic Review Specialist
SUNY Empire State College

Tom Brady

Assessment Specialist
SUNY Empire State College

Pauline Chhooi

Assessment Specialist
SUNY Empire State College

Maria Panayotou

Senior Academic Review Specialist
SUNY Empire State College

Viktorija Popova-Gonci

Assessment Specialist
SUNY Empire State College

SUNY/Empire State College (ESC) has more than 1,000 evaluators working across the college to assess prior learning. Faced with how to provide consistent training and information for both new and experienced evaluators, most of who are working at a distance, SUNY/Empire State College developed an online resource for its evaluators. This site guides evaluators through the process, materials and resources needed to evaluate college-level learning effectively and facilitates new evaluator training.

In this interactive workshop, we will demonstrate the college's website and participants will engage in a discussion on effective resources and methods of enhancing evaluator skills and supporting their work. Participants will be encouraged to share their own experiences working with evaluators.

Sins of Our Fathers (and Mothers): Can We Learn from Our History, Our Successes and Our Mistakes?

Location: Tiberius Room

Harriet Cabell

Board of Trustees
Mountain State University

Comparisons between today and 35 years ago when prior learning assessment (PLA) was in its infancy are quite amazing, both technologically and educationally. Where are we now in the evolution of PLA and promoting issues of the adult learner? What is the profile of the adult learner now? What possible issues are keeping adults away from earning a college degree? There is now aggressive competition for the adult learner market among many higher education institutions. Should we (institutions) be doing something different to attract more adults? How can an institution stand out to the adult learner? Is your institution advocating for adults, championing prior learning and accommodating the 21st century adult learner in new ways?

WEDNESDAY – JUNE 9

Concurrent Sessions II

1:30 p.m. – 2:45 p.m. (continued)

PLA Foundations: A Nuts and Bolts Session on PLA

Location: Romulus Room

Todd Siben

Senior Program Advisor, Liberal Arts & Sciences

Thomas Edison State College

More than 20 years ago, Dr. Urban Whitaker encouraged involvement in the assessment of experiential learning by telling us “the movement needs you!” The theoretical foundations of prior learning assessment have not changed although the technology has changed dramatically since then. Also through the last 20 years, although “prior learning assessment” has become more well-known throughout higher education circles, each institution has defined it differently. For some, this terminology refers to a theoretical concept while for other institutions it may refer to a process of evaluation of previously earned credits, or for determining the award of credit for a portfolio of experiential learning.

In this session we will discuss terminologies and concepts, and share insights through group participation. Attendees will come away with a clear understanding of the information presented, as well as its applicability to your institution and its prior learning assessment needs and challenges. Also there will be a discussion of some of the history and relevant literature.

Afternoon Snack Break

2:45 p.m.

Location: Outside Palladium A

CONCURRENT SESSIONS III

3:00 p.m. – 4:15 p.m.

Prior Learning Assessment at University of Phoenix And Marketing PLA

Location: Palladium B

Catrina Roitman

Operations Manager of Prior Learning Assessment & Articulation

University of Phoenix

This presentation will discuss how the University of Phoenix (UOPX) evaluates prior learning assessment (PLA) credits as well as its training and mentoring process for all of its PLA evaluators and faculty members. We cover our quality assurance process, online submission method, and what we have done as a management team and as educators to improve the PLA and articulation procedure. For example, we have created more structure to the PLA process, and we have implemented some creative marketing processes internally and externally to engage the student population. We use corporate agreements, student seminars, captivates, videos and e-mail blasts.

Concurrent Sessions III

3:00 p.m. – 4:15 p.m. (continued)

Technology: A Pillar for Strengthening And Sustaining Assessment Culture

Location: Tiberius Room

Pam Shay

Associate Provost, Academic Quality & Accreditation
Franklin University

Yuerong Sweetland

Coordinator of Assessment
Franklin University

This presentation will share Franklin University's experiences in using technology to enhance assessment during a period of rapid expansion. Included is a review of how technology is used to facilitate assessment artifact collection, assessment evaluator training, assessment progress tracking, assessment information sharing, and online testing services. Additionally, we will discuss the lessons we have learned.

**Prior Learning Assessment/Portfolio Development -
Earning a College Degree for What You Know**

Location: Romulus Room

Marcus Tillery

Dean, School of Applied Science & Technology
Thomas Edison State College

Richard P. Coe

Assistant Dean, School of Applied Science & Technology
Thomas Edison State College

Prior learning assessment (PLA) is the process used to evaluate prior learning and competencies for the purpose of awarding college credit. In recognition of the needs of the adult learner, many colleges use a variety of methods to award college credit including course work, CLEP, DANTES, American Council on Education (ACE) evaluations, training and military training transcript evaluation. Portfolio assessment is designed to complement other assessment methods and can be used by students to satisfy undergraduate degree requirements that cannot be met by existing standardized examinations or other methods of evaluation. PLA programs in the nuclear, fashion and other industries will be discussed.

President's Reception

5:00 p.m. – 7:00 p.m.

Location: The Forum Lounge

All attendees are invited to the exclusive President's Welcome Reception at The Forum Lounge in Caesars. This exciting event gives you the opportunity to network with your colleagues and enjoy sumptuous complimentary hors d'oeuvres and beverages in a beautiful oceanfront setting. This event is hosted by Dr. George A. Pruitt, president of Thomas Edison State College.

Please gather at our registration area at 4:45 p.m. to assemble and proceed to the reception. We look forward to seeing you there!

THURSDAY – JUNE 10

Continental Breakfast

8:00 a.m. – 9:00 a.m.

Location: Palladium A

Keynote Speaker

9:00 a.m. – 9:30 a.m.

Location: Palladium B

Introduction of Keynote Speaker

Mary Ellen Caro

Vice President for Enrollment Management & Learner Services
Thomas Edison State College

Keynote Speaker

John Ranere

Vice President of Casino Marketing
Bally's Casino
Current BSBA student at Thomas Edison State College

Presentation

A Student Perspective

Mr. Ranere will provide an overview of his career experiences and the variety of jobs he has held leading up to his present position as vice president of Casino Marketing at Bally's and the experience he had in earning credit for his college-level learning.

Morning Refreshment Break

9:30 a.m.

Location: Outside Palladium A

CONCURRENT SESSIONS IV

9:45 a.m. – 11:00 a.m.

The Politics of PLA

Location: Palladium B

Alan Mandell

College Professor of Adult Learning and Mentoring
SUNY Empire State College

In what ways are our practices tied to very political issues of who has access to us and in what ways, and whether our work is fair and responsive to our students; we need to think about the question of the "ethics of our practices."

Concurrent Sessions IV

9:45 a.m. – 11:00 a.m. (continued)

Adult Learning and ePortfolios

Location: Tiberius Room

Janice M. Karlen

*Director of Business Programs/Professor, Business & Technology Department
CUNY - LaGuardia Community College*

Susan M. Sanchirico

*Associate Professor, Cooperative Education Department
CUNY - LaGuardia Community College*

The use of ePortfolios has been expanding through all levels of educational systems in the United States. One of the newest groups of potential participants in ePortfolio development activities are adults who are only tangentially related to traditional educational institutions and their credit based programs. This presentation will describe how adult learners may use an ePortfolio as a tool for literacy development, for documentation of their work-based experiences and knowledge, and for training and skill development accomplished through their life activities. ePortfolio goals for adult learners will be included from a variety of sources both in the United States and internationally.

ALFI: Focus on Adult Learner Assessment

Location: Romulus Room

Judith Wertheim

*Vice President for Higher Education Services
CAEL*

Would you like to learn more about how well your institution is serving adult learners? The Adult Learning Focused Institution (ALFI) Toolkit can help you identify the priorities of your adult students and your campus personnel. This session will introduce the Toolkit and the nine Principles of Effectiveness for Serving Adult Learners. In addition, we will share national data on the perceptions of adult learners as well as examples of how campus leaders are using their local data.

Learning Exchange Discussions

11:15 a.m. – 12:00 p.m.

Location: Palladium B

A Regional Approach to Helping People Get Back To Work: the Benefits of Industry-Education-Government Collaboration

Elana Zolfo

Vice President of Corporate Programs and Continuing Education

Dowling College

Nicole Jean Christian

Ph.D. Candidate

Walden University

and

Adjunct Professor of Leadership and Management

Dowling College

and

Instructor

Dowling Institute

The unemployment rate for Long Island was more than 7 percent for 2009 – almost double what it was in 2008. The Dowling Institute is working with the NYS Department of Labor and the Long Island Forum for Technology on an on-going basis to develop a system that will increase the possibilities for adult learners looking to be re-hired, get a promotion or increase their job security on Long Island.

In this session, the unique collaboration of manufacturers, governmental agencies and the Dowling Institute will be discussed. The long-term effects of these unique training programs in high-need growth industries (green jobs, manufacturing and healthcare) will be assessed utilizing participating manufacturing companies.

Assessment of Learning Practices at Ana G. Méndez University System

Fidel R. Távora

Assessment Coordinator

Ana G. Méndez University System

This presentation will cover the variety of adult student learning assessment instruments used in a dual language program. Participants will have the opportunity to discuss and analyze the elaboration and purpose of instruments (e.g. midpoint, capstone, portfolio, etc.) as well as the dissemination of results to all parties involved. Analysis of decisions based on the assessment results will also be emphasized. Furthermore, participants will work on real assessment activities such as analysis of a program, alignment of program objectives and Dual Language Professional competencies, and outlining a midpoint or capstone assessment instrument. Finally, participants will explore innovative ways to make data-based decisions to strengthen program outcomes.

(continued on Page 12)

Schedule at a Glance...

PALLADIUM B

Wednesday, June 9
KEYNOTE SPEAKER
9:00 a.m. – 10:30 a.m.

Reflections of a Pioneer on the Past and Present
of Student Assessment with a Glimpse Toward
Possible Futures
Dr. James Hall

Wednesday, June 9
CONCURRENT SESSION I
10:45 a.m. – 12:00 p.m.

Sharing Problems, Tackling Hard Issues
Alan Mandel and Harriet Cabell

Wednesday, June 9
CONCURRENT SESSION II
1:30 p.m. – 2:45 p.m.

Designing a Website for Evaluators of Prior
Learning Assessment
*Marnie Evans, Nan Travers, Amanda Treadwell,
Tom Brady, Pauline Chhooi, Maria Panayotou
and Viktoria Popova-Gonci*

Wednesday, June 9
CONCURRENT SESSION III
3:00 p.m. – 4:15 p.m.

Prior Learning Assessment at the University
of Phoenix And Marketing PLA
Catrina Roitman

Thursday, June 10
CONCURRENT SESSION IV
9:45 a.m. – 11:00 a.m.

The Politics of PLA
Alan Mandell

Thursday, June 10
Learning Exchange Discussions
11:15 a.m. – 12:00 p.m.

Please see Pages 9 and 12–14 for a comprehensive
list of Learning Exchange Discussions that will take
place in Palladium B at this time.

Thursday, June 10
CONCURRENT SESSION V
1:30 p.m. – 2:45 p.m.

Unleashing PLA 2.0 and Unlocking Talent
Victoria M. Ferrara, Bill Pryor and Nate Daigle

Thursday, June 10
CONCURRENT SESSION VI
3:00 p.m. – 4:15 p.m.

Developing Student Orientation Modules for
Online Education Programs at The Richard
Stockton College of NJ and Rowan University
*Michael Ciocco, Dennis Fotia, Diane Holtzman
and Debra Dagavarian*

Friday, June 11
TOWN HALL PANEL DISCUSSION
9:00 a.m. – 10:30 a.m.

The Future of Adult Learning
*William Seaton, Lansing Davis, Janice Karlen and
Bili Mattes*

Friday, June 11
CONCURRENT SESSION VII
10:45 a.m. – 12:00 p.m.

Prior Learning Assessment:
Some Observations On How We Talk and
What We Say When We Talk About Knowledge
*Bernard Smith, Leslie Ellis, Amanda Treadwell,
Liza Feldman, Bhuwan Onta, Nan Travers,
Kameylah Hakim, Tom Brady and Maria Panayotou*

TIBERIUS ROOM

ROMULUS ROOM

**Evaluating Prior Learning:
Hands-on Training Essentials for Faculty**
Theresa Hoffman and Kevin A. Michel

**Ensuring Accountability and Continuous
Improvements in a Non-Traditional Institution:
An Evolving and Systematic Approach to Assess
Student Learning**
Li-Fang Shih, Mohua Bose and Jane LeClair

**Sins of Our Fathers (and Mothers):
Can We Learn from Our History, Our Successes
and Our Mistakes?**
Harriet Cabell

**PLA Foundations: A Nuts and Bolts Session on
PLA**
Todd Siben

**Technology: A Pillar for Strengthening
and Sustaining Assessment Culture**
Pam Shay and Yuerong Sweetland

**Prior Learning Assessment/Portfolio Development:
Earning a College Degree for What You Know**
Marcus Tillery and Richard P. Coe

Adult Learning and ePortfolios
Janice M. Karlen and Susan M. Sanchirico

ALFI: Focus on Adult Learner Assessment
Judith Wertheim

**Exploring Prior Learning Assessment and Individual
Learner Outcomes – Findings from a New CAEL Study**
Judith Wertheim

Courses in a Flash
Matthew Cooper

**Launching Lives and Transforming Students
Through Prior Learning Assessment**
Cathy Delametter

Documenting Experiential Learning
Gabrielle Dietzel

**From Piecemeal to PLA: One School's Journey
Towards Developing a Comprehensive Prior
Learning Assessment Program**
*Melissa Stevenson and
Graziella Pagliarulo McCarron*

**Assessing the Adult Learner's Achievement in
a Real World Context: Jones International
University Model**
Joyce A. Scott and D. Terry Rawls

Learning Exchange Discussions 11:15 a.m. – 12:00 p.m. (continued)

**Competency Based Distance Nursing Education:
Clinical Testing Versus Clinical Teaching**

Mary Lee Pollard

*Associate Dean, School of Nursing
Excelsior College*

Kim Hedley

*Senior Program Director, School of Nursing
Excelsior College*

This presentation will explore the concepts and perspectives related to clinical assessment in a distance education nursing program. The implementation of a Clinical Performance in Nursing Examination (CPNE) will be described including discussion of how the examination is standardized and objectivity in scoring is achieved.

**PLA Planner: Empire State College's Online Tool for Prior Learning
Assessment**

Nan Travers

*Director of Collegewide Academic Review
SUNY Empire State College*

Amanda Treadwell

*Senior Academic Review Specialist
SUNY Empire State College*

Maria Panayotou

*Senior Academic Review Specialist
SUNY Empire State College*

SUNY/Empire State College (ESC) has nine PLA Centers; of 20,000 students, around 3,000 request individualized prior learning assessment each year. In order to provide better tracking and communication systems, ESC created an online tool (PLA Planner) and evaluator database.

In this round table, PLA Planner will be demonstrated from the student, mentor, evaluator and college perspectives. We will discuss some of challenges of implementing a program of this nature in a college with varied practices, diverse populations, and nine campus centers. In addition, some of the data collected during the first year of program implementation will be shared and used to promote discussion around the types of information PLA Centers need to collect. Participants will be asked to provide feedback on our tool and process.

**Practicing Non-traditional Assessment Approaches within Traditional
Academic Framework**

Viktoria Popova-Gonci

*Assessment Specialist
SUNY Empire State College*

Jeffrey Lambe

*Mentor/Assistant Professor, Social Sciences
SUNY Empire State College*

Empire State College (SUNY) offers students the opportunity to pursue credits through demonstrating college-level learning based on students' experiences outside the traditional classroom. Noncourse matching is a prior learning assessment model practiced at Empire State College that does not have to match any courses from traditional academic curricula.

Thinking about, communicating and evaluating what one has learned outside of a college course is often a challenge. How can we get students, mentors and evaluators to think of and communicate experience in academic terms? What constitutes academic learning, whether it falls within traditional academic fields or any newly emerging knowledge? Is noncourse matching assessment model a valid academic practice or does it threaten academic integrity? This presentation will demonstrate how academic freedom and flexibility of noncourse-matching assessment can be framed, viewed and practiced within traditional academic terms.

Learning Exchange Discussions 11:15 a.m. – 12:00 p.m. (continued)

Principles of Accreditation and Effective Distance Learning

Strategies in Creating and Sustaining a Distance Learning Culture in a University Environment

Frank Signorile

*Academic Director, Camp Lejeune Extended Campus
Campbell University*

Institutions that choose distance learning courses as a method of content delivery for their learning population cannot do so in a vacuum. Those that propose distance learning initiatives must develop policy that satisfies faculty and institution requirements for academic rigor, program quality, service orientation and adaptability. This can be done via the strategic application of regional accreditation principles and effective strategies for distance learning.

Redefining the Classroom for the Adult Returning Student

Rebecca J. Timmons

*Executive Director, Center for Lifelong Learning & Program Director, Organizational Leadership Program
University of Arkansas – Fort Smith*

Amy Jordan

*Assistant Professor, Organizational Leadership Program
University of Arkansas – Fort Smith*

Returning adult students are not returning to the classrooms they left. They ask, “Where’s the chalk?” This presentation examines faculty and adult returning student assumptions about today’s classroom — the virtual chalkboard. Returning students are too often unprepared for the technology and speed of new knowledge which define the academic rigors of education 2010; expectation and success are redefined.

Online and hybrid courses, as today’s learning format, offer proven effectiveness but come with assumptions. Faculty and students, alike, enter this new arena with preconceptions. This presentation describes insight in understanding what faculty assume students know, what students assume faculty expect and what students perceive to be expectations. Learn what ideas and strategies help students find success in today’s and future classroom...without the chalk.

So What is College Level Learning?

Nan Travers

*Director of Collegewide Academic Review
SUNY Empire State College*

The assessment of prior learning for college credit is founded in the premise that the learning can be assessed at a college level. But what is college-level? There is no formal definition. Faculty, who design and maintain curricula, make decisions based on their perceptions, institution by institution. Many accreditation agencies have published PLA guidelines but none of these actually defines college-level learning. The goal of this research study is to gain a better understanding of faculty perspectives on what is college-level learning and how that understanding shapes the decisions they make in curriculum development and assessment of student learning. In addition, this research seeks to learn more about how faculty view their definition in relation to prior learning assessment.

Learning Exchange Discussions 11:15 a.m. – 12:00 p.m. (continued)

The Authentic Self in Educational Leadership

John A. DuBois
Adjunct Faculty
Antioch University

“The Authentic Self in Educational Leadership” investigates the principle research question: “What does it mean to be an authentic educational leader?” Queries into this topic led to the study of the Life Stages of An Adult Learner, Transformative Learning, Education, Professional Education Programs, and Leadership Development. Parallel to this research, an undergraduate/graduate leadership institute was designed to guide future educators in the development of becoming authentic educational leaders.

Who are our PLA Students – What Are Their Stories?

Theresa Hoffmann
Independent PLA Consultant
and
Adjunct Professor
University of Maryland University College

Often overlooked at scholarly and educational gatherings dealing with prior learning assessment, are the students themselves. This roundtable topic is a call for all prior learning assessment (PLA) practitioners and others who work closely with PLA students to share with us a portrait of the kinds of students that earn credit using PLA; especially some of the unique, colorful and incredible subjects that these adult students submit for college credit and their personal stories. Join this discussion as a long-time PLA practitioner or as a novice and be amazed, inspired and grateful for the opportunity to serve these adult learners and the knowledge they share with us.

Lunch 12:15 p.m. – 1:15 p.m.

Location: Palladium A

CONCURRENT SESSIONS V 1:30 p.m. – 2:45 p.m.

Unleashing PLA 2.0 and Unlocking Talent

Location: Palladium B

Victoria M. Ferrara
Assessment Director
Kaplan Higher Education

Bill Pryor
Senior Business Analyst
AcademyOne

Nate Daigle
Manager, Prior Learning
Assessment Center
Kaplan University

Kaplan Higher Education and technology partner AcademyOne used a multiphase approach to take Kaplan’s prior learning assessment (PLA) program online. Presenters will demonstrate how they planned, designed and brought PLA online in under a year on budget. Workshop participants get to see the system in action and will have the opportunity to discuss the benefits, challenges and potential roadblocks to taking a PLA process online. Learn how PLA online complements Kaplan’s multimedia “Talent Campaign” focused on adult learners.

THURSDAY – JUNE 10

Concurrent Sessions V

1:30 p.m. – 2:45 p.m. (continued)

Exploring Prior Learning Assessment and Individual Learner Outcomes – Findings from a New CAEL Study

Location: Tiberius Room

Judith Wertheim

Vice President for Higher Education Services

CAEL

In 2009, the Council for Adult and Experiential Learning (CAEL) conducted a multi-institutional study on prior learning assessment (PLA) and adult student outcomes. The study examined student record data from 48 colleges and universities. Subjects were from the cohort of adult students (defined as all students aged 25 or above) who matriculated at these institutions in 2001-2002. The study followed their academic progress over the course of seven years, in terms of earned degrees, persistence and time to degree. Such a large-scale look at PLA credit earning and academic outcomes had never before been done. This study was supported by a grant from Lumina Foundation for Education.

Courses in a Flash

Location: Romulus Room

Matthew Cooper

Director of Instructional Technology and Instructional Design & Development

Thomas Edison State College

The FlashTrack™ project has evolved from 15 to 40 new courses being developed in this format, embracing a philosophy that draws from both the online and offline experience. It will work in synchronous coordination with the online learning experience, allowing the student to work harmoniously between an online format and an offline one, with work and information shared and synchronized between both delivery methods.

Afternoon Snack Break

2:45 p.m.

Location: Outside Palladium A

CONCURRENT SESSIONS VI

3:00 p.m. – 4:15 p.m.

Developing Student Orientation Modules for Online Education Programs at The Richard Stockton College of NJ and Rowan University

Location: Palladium B

Michael Ciocco

Director, Online Services College of Professional & Continuing Education
Rowan University

Dennis Fotia

Assistant Director of Distance Education
The Richard Stockton College of NJ

Diane Holtzman

Instructor of Business Studies/Public Relations
The Richard Stockton College of NJ

Debra Dagavarian

Assistant Provost
The Richard Stockton College of NJ

Concurrent Sessions VI

3:00 p.m. – 4:15 p.m. (continued)

This session will discuss the development and refinement of student orientation programs to online learning that are used at The Richard Stockton College and Rowan University. Best practices that will be discussed include:

- presentation of an overview of the online orientation modules;
- discussion of the process used at both colleges to develop the orientation modules;
- examples of the student tutorials developed and refined at both institutions;
- examples from each institution's online orientation modules including the Quick Course Training at Rowan University; and
- the interactive student assessment modules to track students' understanding of online education at Stockton.

Launching Lives and Transforming Students Through Prior Learning Assessment

Location: Tiberius Room

Cathy Delametter

Coordinator, Evaluator and Instructor, Prior Learning Assessment Program
Middle Tennessee State University

The presentation will explore prior learning assessment (PLA) and the role PLA plays in the Adult Degree Completion Program at Middle Tennessee State University. Emphasis will be placed on program design, marketing, and administration as well as impact on student performance. The session will be of interest to participants seeking a basic understanding of PLA as a part of continuing education as well as PLA professionals looking for program benchmarks.

Documenting Experiential Learning

Location: Romulus Room

Gabrielle Dietzel

Coordinator of Assessment Services, Office of External Programs
Vermont State Colleges

The documentation of learning is a critical part in the assessment process. It is just as important as the articulation of such learning. When reviewing portfolios, evaluators need to rely on various types of documentation to confirm that the described learning is valid, appropriate and at the college level. What constitutes qualified and useful documentation? How is primary documentation different from secondary documentation? Why is documentation so significant?

Continental Breakfast

8:00 a.m. – 9:00 a.m.

Location: Palladium A

Town Hall Panel Discussion

9:00 a.m. – 10:30 a.m.

The Future of Adult Learning

Location: Palladium B

Moderator:

William Seaton

Vice President of Academic Affairs & Provost
Thomas Edison State College

Panelists:

Lansing Davis

Senior Policy Analyst
NJ State Employment Training Commission
NJ Department of Labor & Workforce Development

Janice Karlen

Director of Business Programs/Professor Business & Technology Department
CUNY LaGuardia Community College

Bili Mattes

Associate Provost for Strategic Markets
Harrisburg University of Science & Technology

This interactive town hall panel will be a dialog with the audience on the future of adult learners – encompassing issues of technology and other changing dynamics that impact the adult learner; panelists include leading experts representing senior and private institutions, community colleges as well as New Jersey Labor & Workforce Development. Come prepared to ask questions and offer your insights.

Morning Refreshment Break

10:30 a.m.

Location: Outside Palladium A

CONCURRENT SESSIONS VII

10:45 a.m. – 12:00 p.m.

Prior Learning Assessment: Some Observations On How We Talk and What We Say When We Talk About Knowledge

Location: Palladium B

Bernard Smith

Director of Academic Review
SUNY Empire State College

Amanda Treadwell

Senior Academic Review Specialist
SUNY Empire State College

Bhuwan Onta

Assessment Specialist
SUNY Empire State College

Leslie Ellis

Director of Academic Review
SUNY Empire State College

Liza Feldman

Assessment Specialist
SUNY Empire State College

Nan Travers

Director of Collegewide Academic Review
SUNY Empire State College

Kameylah Hakim

Assessment Specialist
SUNY Empire State College

Maria Panayotou

Senior Academic Review Specialist
SUNY Empire State College

Tom Brady

Assessment Specialist
SUNY Empire State College

Those involved in the world of prior learning assessment (PLA) claim that assessing prior learning is no more difficult or indeed different from assessing learning in the classroom. At SUNY/Empire State College we have no quarrel with that assertion. However, we are discovering, through recent internal research, that the act of evaluating and presenting students' knowledge is both artful and skillful.

This workshop will use sample evaluations to promote a discussion on how to examine students' learning and present it to a wider audience. These discussions will NOT judge the quality of samples, but rather focus on the "language of evaluation" and its effectiveness. Participants will also discuss ways to work with evaluators and the language used in their evaluations.

From Piecemeal to PLA: One School's Journey toward Developing a Comprehensive Prior Learning Assessment Program

Location: Tiberius Room

Melissa Stevenson

Manager, Student Programs and Development (MSPS)
Metropolitan School of Professional Studies
The Catholic University of America

Graziella Pagliarulo McCarron

Assistant Dean
Metropolitan School of Professional Studies
The Catholic University of America

FRIDAY – JUNE 11

Concurrent Sessions VII

10:45 a.m. – 12:00 p.m. (continued)

The Catholic University of America's Metropolitan School of Professional Studies' (MSPS) prior learning assessment (PLA) program has slowly blossomed into a comprehensive program offering students on-site CLEP and DSST as well as portfolio development. This presentation will share best practices (and challenges) identified by the MSPS team in the development of a substantial PLA program at a midsized, private institution ranging from program/curricular design and administration to marketing, faculty/advisor development and outcomes assessment. Key takeaways will include a foundation for implementation at other institutions as well as copies of the materials MSPS has created for the administration of a portfolio development course.

Assessing the Adult Learner's Achievement in a Real World Context: Jones International University Model

Location: Romulus Room

Joyce A. Scott

Department of Educational Leadership

College of Education & Human Services

Texas A & M University – Commerce

D. Terry Rawls

Vice Chancellor, Academic Programs

Jones International University

Jones International University (JIU) offers online programs from the associates to the doctorate. Its student body's average age is 36. Recognizing that learning in adulthood is social and embedded in the learner's life context (Knowles, Holton, & Swanson, 1998), JIU designed courses and programs to give learners steady, meaningful feedback via an assessment matrix with academic and workplace competencies. At the end of a program, students pursue a professional synthesizing or applied research project (PSP) with sponsorship by a professional in the field. This experience, combined with regular course assessments, yields multiple points of formative and summative assessment to guide the adult learner's progress.

Lunch

12:15 p.m. – 1:15 p.m.

Location: Palladium A

THANK YOU TO
SUNY EMPIRE STATE COLLEGE,
A LONG-TIME SUPPORTER OF
THE NATIONAL INSTITUTE,
FOR SPONSORING THE BREAKFAST
ON WEDNESDAY, JUNE 9.

STATE UNIVERSITY OF NEW YORK
 EMPIRE STATE COLLEGE

THE NATIONAL INSTITUTE ON THE ASSESSMENT OF ADULT LEARNING 2010 *FUTURE VISIONS*

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 prior learning assessment (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 2010: Future Visions*.

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 2010: Future Visions*

Henry van Zyl

Vice Provost for

Directed Independent Adult Learning (DIAL)

National Institute on the Assessment of Adult Learning 2010: *Future Visions*

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