



PLA with a Purpose Symposium: *Launching Practical Steps to Engage Adult Learners*

April 29, 2014

**The Fawcett Center at The Ohio State University
Columbus, OH**

Ohio

Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor



PLA with a Purpose Symposium:
*Launching Practical Steps to Engage
Adult Learners*

ohiohighered.org/PLA

Agenda

Registration Opens

8:00 am

Welcome

9:00 am

John Carey, Chancellor, Ohio Board of Regents

Opening Plenary:

9:15 am

Identifying what's important and prioritizing next steps

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This plenary will include an overview of the objectives for the day and an update on the PLA with a Purpose initiative. Specifically, OBR staff and a few members of the PLA Network and Working Groups will highlight the key findings and recommendations from the statewide report, PLA with a Purpose: Prior Learning Assessment and Ohio's College Completion Agenda. In addition, panelists will discuss implementation of the recommendations during the upcoming year and identify topics that will require further exploration in the future.

Stephanie Davidson, Vice Chancellor, Ohio Board of Regents

Brett Visger, Associate Vice Chancellor, Ohio Board of Regents

John Buttlerwerth, PLA Network Co-chair

Mike Sherman, PLA Network Co-Chair

Paul Brown, Credit for Military Training and Experience Working Group Co-Chair

Julie Clemens, Credit by Examination Working Group Liaison

Dennis Lettman, Portfolio-based Assessment Working Group Co-Chair

Break

10:30 am

Breakout Sessions:

10:45 am

Practical advice on key roles and functions

Speakers from schools and programs around the country will discuss how they have successfully addressed these key roles and functions and provide guidance on how to practically advance the recommendations pertaining to them in the PLA with a Purpose report.

Session I: Advising adult learners

Speakers: **Bob Carey**, Professor of History, Mentor & Unit Coordinator, SUNY Empire State College

Dorothy Wax, Associate Vice President for Career Services, The Council for Adult & Experiential Learning

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Session II: Assessing current institutional practices

Speakers: **Ross Garmil**, Academic Review Specialist/TAACCCT Grant Coordinator, Office of Collegewide Academic Review, SUNY Empire State College

Judy Wertheim, Vice President of Higher Education Services, The Council for Adult & Experiential Learning

Session III: Building regional capacity through institutional collaborations

Speakers: **Gabrielle Dietzel**, Director of the Office of External Programs, Vermont State Colleges

Marc Singer, Vice Provost, Center for the Assessment of Learning, Thomas Edison State College

Session IV: Faculty perspectives on PLA

Speakers: **Jonathan Dryden**, Dean, Social Science Division, Associate Professor of English, Lorain County Community College

Anthony Edgington, Associate Professor, Director of the Composition Program, University of Toledo

Jill Lindsey, Professor and Chair, Department of Leadership Studies, College of Education & Human Services, Director, WSU Office of Evaluation & Research, OERC, Wright State University

Tim Mott, Director of Off-Campus Programs, Cincinnati State Technical and Community College

Moderator: **John Buttelwerth**, Faculty Program Chair, Cincinnati State Technical and Community College

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Session V: Marketing and communication

Speakers: **Wilson Finch**, Program Analyst, Completion Innovation Challenge Grant Coordinator, Tennessee Higher Education Commission

Dick Irwin, Associate Dean, University College, University of Memphis

Break 11:45 am

Lunch 12:00 pm

Panel Discussion: 12:30 pm

Partnering to meet the challenges of implementation

Panelists will share perspectives on strategies that resonate with adults, discuss alternative approaches already being used by Ohioans, and offer suggestions on how partnerships can enhance implementation of the recommendations in the PLA with a Purpose report.

Patricia Brewer, Midwest Regional Liaison, Center for Education Attainment and Innovation, American Council on Education

Burck Smith, CEO & Founder, StraighterLine

Judy Wertheim, Vice President of Higher Education Services, The Council for Adult & Experiential Learning

Moderator: Brett Visger

Break 1:30 pm

Roundtable Discussions: 1:45 pm

Our role and what we plan to do

Several roundtables organized around participants' expertise (e.g., faculty, registrars, admissions officers) will discuss information significant to their specific roles within PLA. Participants will share their experiences with PLA, identify items they plan to implement on their campuses, and articulate potential challenges that may emerge during this process.

Room I: Admissions, marketing, orientation, and other front-line staff

Moderators: Gabrielle Dietzel, Marc Singer

Room II: Advising staff

Moderators: Bob Carey, Dorothy Wax

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Room III: Faculty

Moderators: **Wilson Finch, Ross Garmil**

Room IV: Financial aid officers

Moderators: **Patricia Lemmons**, Coordinator of Prior Learning Assessment Programs, Sinclair Community College

Amber Brady, Program Manager, Financial Aid, Ohio Board of Regents

Tamika Braswell, Program Manager, Financial Aid, Ohio Board of Regents

Room V: Registrars and academic administrators

Moderators: **Regina Randall**, Registrar, Columbus State Community College

Mike Sherman, Senior Vice President, Provost and Chief Operating Officer, The University of Akron

Break

2:30 pm

Keynote Address:

2:45 pm

Creating conditions for adult learners to thrive

To increase the number of adult learners earning postsecondary credentials and degrees, institutions should work to establish an atmosphere among leadership, faculty, and staff that supports the widespread use of PLA. This keynote will explore how to create conditions to engage leadership, faculty, and staff in successfully serving the needs of adult learners.

Alison Kadlec, Senior Vice President and Director of Public Engagement Programs, Public Agenda

Wrap Up

3:15 pm

Stephanie Davidson, Vice Chancellor, Ohio Board of Regents
Brett Visger, Associate Vice Chancellor, Ohio Board of Regents

Adjourn

Biographies

John Carey served nine years in the Ohio House of Representatives and eight years in the Ohio Senate. He is one of the few legislators in history to serve as chairman of both the House Finance and Appropriations Committee and the Senate Finance and Financial Institutions Committee. Prior to his work as a legislator, Carey was mayor of the City of Wellston and was an aide to former Congressman Clarence Miller of Lancaster. Most recently, Carey served as Assistant to the President for Government Relations and Strategic Initiatives for Shawnee State University in Portsmouth. Chancellor Carey is a graduate of Ohio University with a degree in political science, and is a first-generation college graduate. He was born in Chillicothe and currently resides in Wellston with his wife, Lynley, a school teacher, and their two sons, Justin and Jordan.

Stephanie Davidson serves as the Vice Chancellor of Academic Affairs for the Ohio Board of Regents. In that role she oversees the units within the agency that: facilitate the creation of seamless, affordable academic pathways; ensure the quality and integrity of post-secondary academic programs; enhance college access, readiness, and educator preparation; and advance degree and certificate completion. Prior to joining the Board of Regents, Dr. Davidson was a faculty member in the Department of Speech and Hearing Science at Ohio State, where she worked for over 20 years. She is actively involved in her professional association, the American Speech-Language-Hearing Association (ASHA), and is currently serving as a member of ASHA's Board of Ethics. Dr. Davidson received her B.A. in audiology and speech sciences from Michigan State University and her M.A. and Ph.D. in audiology and hearing science from Ohio State.

Brett Visger is Associate Vice Chancellor for Institutional Collaboration and Completion. In this role, he is focused on helping all institutions in the University System of Ohio increase the number and percentage of students completing meaningful postsecondary degrees and certificates. This includes developing strategies to help institutions improve completion rates, operate more systemically, and implement approaches that lead to more adult students earning credentials. Prior to this role, Brett worked as a consultant on a wide variety of education and workforce alignment initiatives; clients included Jobs for the Future, Achieve, Association for Career and Technical Education, Workforce Strategy Center, CLASP, and Lumina, Irvine and Ford Foundations. Visger earned a bachelor's degree in history from the University of Connecticut and a master's degree in public administration with a concentration in nonprofit management from George Mason University.

John Buttelwerth is program chair of the building technology program at Cincinnati State Technical and Community College – a program that features a strong component of portfolio-based prior learning assessment. Additionally, John teaches and directs the construction management major of the civil engineering technology program at Cincinnati State. John founded and is Chair of the Ohio Faculty Senate, the official voice of the two-year faculty at Ohio's two-year colleges. He has chaired that group since its founding in 1996 and has served on numerous committees of the Ohio Board of Regents, including the PLA with a Purpose Network. He holds a master's degree in math education from Xavier University and a Bachelor of Science in construction management from the University of Cincinnati.

Biographies

William M. (Mike) Sherman is the University of Akron's senior vice president, provost and chief operating officer. As UA's top academic officer, Sherman works with deans to accomplish the academic mission and connects academics with the entire university to stimulate and enable university-wide success, as endorsed by the Board of Trustees in Vision 2020: A New Gold Standard in University Performance. Sherman joined UA in 2010, having arrived from The Ohio State University, where he served as vice provost for academic planning and professor of sport and exercise science. He served OSU for 25 years, first joining the university as an assistant professor in 1985. He advanced to associate professor in 1989 and to professor in 1993. In addition, he serves the University System of Ohio as a member of both The OhioLINK Board and the Chancellor's Complete College Ohio Task Force. He holds an undergraduate degree from Ohio University, a master's degree from Ball State University and Ph.D. from The University of Texas.

Paul Brown became Zane State College's fifth president in January of 2004. He has over 30 years' experience in the administration of higher education programs. Under his leadership, Zane State College has achieved several major milestones and received numerous recognitions. Dr. Brown earned a Bachelor of Arts in psychology from the University of Maryland, Master of Arts in public administration from the University of Northern Colorado, a Specialist in Education in human development counseling from the George Peabody College, and a Doctor of Education in human development counseling from Vanderbilt University. Dr. Brown served our country as a major in the U.S. Air Force. Major Brown was vice president in charge of Academic Programming, Institutional Research and Accreditation at the Community College of the Air Force, the largest community college in the world, located in Montgomery, Alabama. He also worked as an assistant professor and the assistant director of the Counseling Center at the United States Air Force Academy.

Julie Clemens is a consultant for PLA with a Purpose at the Ohio Board of Regents (OBR) and the Mediation Program Coordinator for Community Mediation Services of Central Ohio (CMS). After beginning her career in the financial services industry, Julie left the field for higher education, where she focuses on peace and conflict resolution education and higher education policy. Julie taught peace studies and education courses at The Ohio State University and was the peace studies coordinator at the Mershon Center for International Security Studies. She has been trained in facilitative and transformative mediation and is a certified mediator with CMS. She has worked as the Director of Career-Technical Initiatives at OBR and also as a consultant on topics including distance education and credit transfer. Julie received a Ph.D. in social and cultural foundations of education from The Ohio State University, a M.Ed. in educational foundations from the University of Cincinnati, and a B.S. in international business and marketing from Franklin University.

Biographies

Dennis Lettman has been with the University of Toledo for 25 years, beginning in 1989 as the Associate Dean for Student Services and Associate Professor of Humanities and Social Sciences at the former University of Toledo Community and Technical College. In 1999, he joined University College as Associate Dean for Student Access and Associate Professor of Interdisciplinary and Special Programs. He then served as Dean of the former University College from 2007 until 2010, when he founded the College of Adult and Lifelong Learning. Among his many other contributions to the University of Toledo are the reorganization of academic and student support services, creation of community-based testing services, helping with the creation of the Learning Enhancement Center, which provides tutoring and academic support to all UT students, and co-creator of Toledo Early College High School. Dr. Lettman received his Bachelor of Arts in psychology from the State University of New York at Brockport, his Master of Education in counseling and guidance and his Doctor of Education, both from the University of Cincinnati. Dr. Lettman resides in Toledo, Ohio with wife Brenda, daughter Michelle and son Jason. During his free time, he enjoys cooking, golfing fitness and sports of all sorts.

Robert B. Carey has been on the faculty of the State University of New York's Empire State College since 1973. He did his undergraduate studies at Wesleyan University, read for two degrees in theology at Union Theological Seminary and did his doctoral work in American history at Columbia University. Dr. Carey began his career at Empire State as a unit mentor and was involved, from the beginning, in the work of helping adult students plan their degrees, degree plans that served to capture relevant experiential learning. He has served as an Associate and Graduate Dean in the course of his career at Empire State College. His primary areas of interest are the history of slavery in America, the American Civil War, religious studies and critical reading. Dr. Carey serves on the Empire State College Foundation Board and, currently, is working with a team on a Lumina Grant developing a comprehensive approach to the assessment of prior learning.

Dorothy Wax is the Associate Vice President of Career Services and Human Resources for the Council for Adult and Experiential Learning (CAEL). She has been with CAEL since January, 2002, working with clients in telecommunications, finance, healthcare, and other industries to develop and provide career and education advising programs to assist their active and transitioning workforce in successful career navigation. In addition, she works with post-secondary institutions to assist them in the delivery of high-quality career navigation services to adult learners and provides training on a variety of topics, including prior learning assessment. Her background includes over 20 years in non-profit management with positions related to fundraising, education, human resources, and public policy. Dorothy has also worked in human resources consulting, and as a broadcast and print journalist. Dorothy holds a bachelors degree in journalism from Moravian College, and a master's degree in human resource administration from Temple University.

Biographies

Ross Garmil is an Academic Review Specialist/Trade Adjustment Assistance Community College and Career Training (TAACCT) Grant Coordinator at SUNY Empire State College. Ross coordinates the TAACCT activities at the college, including system level PLA policy revisions, PLA professional development, and professional learning evaluations for certifications in advanced manufacturing. He also leads the academic review of professional experiences, certifications, and trainings for college-level credit across the college. Previously, Ross administered and taught in the Credit for Prior Learning program at the University of Illinois Springfield. He has corporate and non-profit HR experience, and has supported educational programs at levels and needs ranging from at-risk middle school youth through doctoral candidates.

Judith Wertheim is Senior Fellow at the Council for Adult and Experiential Learning (CAEL). From 2006 to 2013 she was Vice President for Higher Education Services at CAEL, overseeing work with colleges, universities, consortia, and state systems to help adults return to school. She has presented workshops on prior learning assessment and the adult learning-focused institution and has consulted about policies, practices, and strategies to help adults continue their education. From 1980 to 2006, Judith was at Indiana University's School of Continuing Studies. Most recently she was interim dean for the university-wide school and held the rank of professor. Her responsibilities included the General Studies degree programs; the Adult Education master's program; Indiana University high school; distance courses at high-school through graduate levels; and professional development programs.

Gabrielle Dietzel is the Director of the Office of External Programs, which offers a variety of prior learning assessment options to students of the five Vermont State Colleges. She has been with the colleges for the past 31 years, working with adult students. She manages the Prior Learning Assessment programs and oversees, trains, and supports faculty teaching PLA-type courses. Gabrielle also selects and guides faculty members who evaluate student portfolios, are involved in student course challenges, or participate in reviews of organizational training programs for credit equivalency. Gabrielle attended Philipps Universitaet, Marburg, and Freie Universitaet, Berlin, Germany. Her undergraduate degrees are in education and social sciences, and her graduate degree is in adult education.

Marc Singer is Vice Provost for the Center for the Assessment of Learning at Thomas Edison State College in New Jersey, where he oversees the College's prior learning assessment programs, including portfolio, credit-by-exam, and review of external training programs and certificates, as well as open educational resources and competency-based initiatives. He has also managed assessment programs at the College Board and Educational Testing Service. Marc taught history and American studies for 12 years at colleges in New Jersey and North Carolina, and has also consulted on history programs with museums and television networks.

Jonathan Dryden is a professor of English at Lorain County Community College, where he has taught English Composition and literature for 13 years. Currently, he also serves as Dean of the Social Sciences and Human Services Division. Jonathan completed his Ph.D in English literature at the University of Arizona, where he also taught part time after finishing his degree. His research interests include British Romantic poetry as well as the novels of Charles Dickens. More recently, he has devoted his energies to Lorain County Community College's student success initiatives, which were developed through its involvement with Achieving the Dream and the Gates Foundation Completion by Design grant. His interest in Prior Learning Assessment grows from that work.

Biographies

Anthony Edgington is an associate professor in rhetoric and composition. His teaching experience is in freshman composition, business writing, advanced composition, and writing theory and practice. Common course topics include literacy, popular culture, and methods teaching college composition. His research interests are in the areas of programmatic and classroom writing assessment, literacy, methods of peer response, popular culture, and a rising interest in working class studies. He has been published in *Teaching English in the Two Year College*, the *Journal of Writing Assessment*, the *Journal of Teaching Writing* along with book chapters on teacher response, mainstreaming, and the use of portfolios in student placement. He received his Ph.D. from the University of Louisville in 2004.

Jill Lindsey is a tenured professor and the Chair of the Department of Leadership Studies in Education & Organizations in the College of Education & Human Services at Wright State University. As department chair she has responsibility for 16 programs related to leadership, and she spearheaded the development of several new graduate programs, including a doctoral program in organizational studies. She has published more than 50 articles and technical reports, and has grant and funded research awards exceeding \$3 million. Dr. Lindsey has been a consultant for more than 20 years, providing services related to organizational improvement and program evaluation with particular expertise in focus group research. Dr. Lindsey is a Wright State University representative to the Ohio Education Research Center and serves as the center's Research Lead. Dr. Lindsey recently completed the 2013 Executive Education Program in the Art & Practice of Leadership Development at Harvard's Kennedy School.

Tim Mott currently serves as Director, Off-Campus Programs at Cincinnati State Technical and Community College in Cincinnati, OH. Additionally, he serves as an independent educational consultant within higher education focusing on accreditation and compliance, workforce development training, distance/online learning, and adult education. He is a current public member of the Distance Education and Training Council's (DETC) Accrediting Commission, and has served as Commission Chairperson from 2011 to 2013. As accreditation consultant, Dr. Mott has conducted numerous institutional and program evaluations at distance learning colleges and universities throughout the U.S. and internationally. Previously, at Union Institute & University, Dr. Mott provided senior leadership in the design, development, implementation, and evaluation of national, multi-campus bachelor's, master's and doctoral degree programs and held the positions of Associate Provost, Distance Learning; Director of the American Council on Education's State Affiliate Office in Ohio. Dr. Mott earned a Doctor of Philosophy in curriculum and supervision from the University of Pittsburgh, a Master of Education in elementary science education, and a Bachelor of Science in elementary education from Indiana University of Pennsylvania.

Biographies

Wilson Finch is the Assistant Director for Postsecondary Completion Initiatives for the Tennessee Higher Education Commission (THEC). His main responsibilities have been to direct and coordinate grant-funded policy and program initiatives related to completion efforts, particularly in the areas of adult education and prior learning assessment (PLA). The Completion Innovation Challenge Grant is a \$1 million grant from Complete College America (CCA), with funding from the Bill and Melinda Gates Foundation, which seeks to increase college attainment and reduce time-to-degree for students in public colleges and universities in Tennessee. To pursue these goals, Wilson has coordinated, supported, and helped to oversee the four initiatives of this grant: Degree Compass (a technological advising tool for courses and majors), the Tennessee College Completion Academies, the Tennessee Co-Requisite Remediation Academies and Default Transfer Pathways Convenings, and the Tennessee Prior Learning Assessment Initiative. Wilson holds a B.A. from The University of the South in Sewanee, TN and an M.Phil. in early modern history from the University of Cambridge.

Richard Irwin currently serves as Associate Dean for University College. In this capacity, Irwin, a career-long advocate of experiential learning, has been responsible for reinvigorating a number of PLA functions, most notably the College's experiential learning credit program. In 2011, he was awarded a three-year Access & Diversity Grant from the Tennessee Board of Regents to support program redesign targeting returning adult students. Irwin was appointed to represent the University on the Tennessee Higher Education Commission's Prior Learning Assessment Task Force, a statewide initiative to enhance PLA usage across Tennessee's higher education systems. Starting in the new academic year, Irwin will transition to the role of Associate Vice Provost, overseeing a Center for Innovative Teaching & Learning, which will include non-traditional forms of awarding credit for prior learning assessment along with open, online, and off-campus learning. He received his B.A. in 1979 from the University of Northern Colorado, his M.A. in 1985 and his Ed.D. in 1990.

Patricia R. Brewer is an active scholar-practitioner in adult higher education, with over 30 years of service to adult students and the institutions that serve them. She currently serves as Midwest Regional Liaison for American Council on Education in the Center for Education Attainment and Innovation, College and University Partnerships. Recent projects focus on building institutional capacity and faculty engagement for credit for prior learning. A long-time advocate for best practices in adult higher education, Dr. Brewer has been a peer reviewer for the Higher Learning Commission since 1999 and is past-president of the Adult Higher Education Alliance.

Burck Smith is the CEO and founder of StraighterLine. Ten years before launching StraighterLine in 2009, he co-founded SMARTHINKING, the largest online tutoring provider for schools and colleges. Burck wrote chapters for three books on education policy for the American Enterprise Institute (AEI) and has published articles for Educause Review, Change Magazine, Inside Higher Ed and other higher education focused publications. Prior to starting SMARTHINKING, Burck worked as an independent consultant and journalist whose clients included the Gates Foundation, Microsoft, Computer Curriculum Corporation, the CEO Forum on Education and Technology, the Milken Exchange on Education and Technology, Teaching Matters Inc., Converge Magazine, Wired Magazine, Wired News, Converge Magazine, University Business and the National School Boards Association. Burck holds a master's degree in public policy from Harvard University's John F. Kennedy School of Government and a B.A. from Williams College.

Biographies

Patricia Lemmons has been working at Sinclair Community College for the last six years and currently serves as coordinator for Prior Learning Assessment Programs. She played a critical role in the revitalization and restructuring of the Prior Learning Assessment Program. Pat manages all participatory PLA programs, including credit by exam (internal and external), articulated credit programs, WFD non-credit to credit opportunities, and portfolio development. She coordinates the individualized studies degree program, including the Associate of Individualized Studies and Associate of Technical Studies. Pat has her Ed.D. in higher education from Indiana University, where she taught graduate classes regarding goal setting and college success. She also has a master's in student personnel administration and a bachelor's in physical education from Ball State University.

Amber Brady was born and raised in Cincinnati, OH and moved to Columbus in 2008 after attending Ohio University in Athens, OH. Amber has been with the Board of Regents for five years, always holding positions in the financial aid department; more specifically, the Nurse Education Assistance Loan Program, the Ohio War Orphans Scholarship, The College Access Hotline, The Ohio Academic Scholarship, and the John R. Justice Student Loan Repayment Program.

Tamika Braswell is a graduate of Columbus public schools and Wright State University and currently attends Ohio Dominican University. She currently serves as the Ohio College Opportunity Grant (OCOG) Program Manager in the Office of Financial Aid at the Ohio Board of Regents. OCOG provides need-based tuition assistance to Ohio students seeking higher education. A member of First Church of God in Columbus, Ohio, she serves as part of the Emerging Leaders Team, a group charged with community outreach program development and mentoring.

Regina L. Randall is a native of Youngstown, Ohio. Dr. Randall has been dedicated for the past two decades to assisting students with achieving their academic goals. She is the registrar at Columbus State Community College, a comprehensive educational institution with an enrollment of over 25,000 students. She is founder and CEO of the leadership consulting company Regal Leadership Realm, specializing in REGAL Leadership. Dr. Randall earned a BSHEC, MHSA, and Ph.D. from Ohio University.

Alison Kadlec leads the design and implementation of Public Agenda's higher education and workforce development research and engagement work. She and her team have worked with dozens of colleges and universities in more than half the states in the U.S. to support the capacity of institutional leaders and faculty at every level to effectively engage members of their communities as constructive partners in the hard work of change on behalf of student success. She holds bachelor's degrees in political theory & constitutional democracy and English literature from Michigan State University, and a Ph.D. in political science from the University of Minnesota. Alison is the author of a book on the democratic theory of John Dewey, "Dewey's Critical Pragmatism", and was also among the co-authors of "Toward Wiser Public Judgment". She is also the author or co-author of a number of papers on the subjects related to stakeholder engagement and public deliberation, both within and outside of higher education, including: "Deliberative Democracy and the Problem of Power"; "Changing the Conversation About Productivity"; and "Play and Public Life." In her mythical free time, and thanks to the influence of her young children, Alison is also trying to write a book about the public significance of play science.

Special thanks to The Lumina Foundation for sponsoring today's event. Also, thank you to the The Ohio State University for hosting, and all of Ohio Board of Regents staff involved in coordinating today's event.



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