

Prior Learning Assessment With a Purpose

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My Background

- Composition and Rhetoric Faculty
- Computers and Composition
- Faculty Training
- Online courseware
- Director of Technology
- ED of Higher Education Consortium
- President of Charter Oak State College:
 - A public, online, adult focused, assessment-based College
- Proponent of Competency-based Learning

Technology keeps disrupting everything

What Does Disruption Mean?

- **Clayton Christensen—*The Innovator's Dilemma***
 - New or underserved markets*
 - Needs met by new providers and/or new processes*
- It's been a process:
 - Distance Education: Learning is an activity not a location
 - Competency-based learning: Disaggregate Instruction from Assessment
 - *Coming soon*: Adaptable learning platforms providing individualized learning
- Higher Education's ROI is being reassessed:
 - from a parent's perspective
 - from an employer's perspective
 - from an employee's perspective
 - from accreditor/state/DC perspectives

Change Occurs

- We Are In A Time Of Disruptive Change
- We (Higher Education) are capable of Change and have made it in the past
- You are capable of change and it will be required



Charter Oak and PLA

- Founded in 1973 on the idea that learning could be assessed for college credit.
- Created a set of outcomes for degrees and concentrations
- Offered no courses * Had no residency requirement
- Accept credits from any Regionally Accredited Institution
- Accept ACE recommendations for Credit
- Created a portfolio-for-credit process
- Did reviews of non-collegiate instruction for credit (CCAP)
- Cross index assessed credit against courses for a portable transcript

Pressures...Solution

- Improve Outcomes
 - Measure student learning progress (real time interventions)
 - Measure students learning outcomes (outcomes of instruction)
 - Measure student learning effects (outcomes of a degree)
- Lower costs: Requires new business models (E.g OER)
- Create a new Supply Chain
 - We supply a product, but the production process takes time
 - Our product is purchased by employers, but they don't define their needs (they refuse to buy through a sales contract)
- Create Mass Customization
 - Students choose learning modalities that meet their needs and wallet
 - Financial aid supports those choices

SOLUTION: **Create networks of partners to support those choices**

Options for Action

- Find an existing model and use it
- If there is no model: Trial and error (e.g. scientific method)
 - Fail fast
- Waiting doesn't help because decision makers can never know everything they need to know
 - ...So act, learn, adjust, and repeat
- Reinforce (measure if possible) successful change
- Celebrate successful change...out loud

Resist Inertia

- We've Never Done It That Way...
- We're Different....
- We Can't Do That...
- Our Faculty Wouldn't....
- It Isn't Secure....
- Princeton doesn't...



Lead From Where You Are

- Influence leadership
 - Do the work
 - Provide ideas
 - Build partnerships
- Positional leadership
 - Top of the food chain
 - Power to decide
 - Depend on your influence leaders

Leadership Principles

- Effective leadership involves the creative destruction of your current processes
- Collaborate rather than compete
- Focus on bottlenecks, barriers, and limits
- Lower costs, raise service levels, and expand scale

How?

- Disaggregate the task into its parts
 - Do the parts at which you are excellent
 - Identify those who perform the other parts well
 - Assemble the best parts into a new, collaborative whole

Conclusion

Thank you Ohio

I welcome your feedback--

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