



Third Party Review Report

The Los Angeles Healthcare Competencies to Careers Consortium (LAH3C), supported by funding from the U.S. Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) program, is a collaboration among nine community colleges that make up the Los Angeles Community College District (LACCD), to meet the growing demand by employers in the region for a highly skilled and qualified healthcare workforce. Led by Los Angeles Trade Technical College (LATTC), the colleges in LAH3C are Los Angeles Mission College, Pierce College, Los Angeles Valley College, Los Angeles City College, East Los Angeles College, Los Angeles Trade Technical College, West Los Angeles College, Los Angeles Southwest College, and Los Angeles Harbor College.

The purpose of this report is to summarize the process that LAH3C followed to comply with the DOL requirement of a review of deliverables created under the grant by an independent third party and to make it available through Skills Commons, a repository of TAACCCT open educational resources.

LAH3C OER Deliverables

The Collaboratory, LLC, a small education and workforce development firm, managed the third party review, identified Subject Matter Experts(SMEs), and worked together with the LAH3C Director and co-grantees to identify all substantive deliverables developed during the grant period. These substantive deliverables were defined by DOL (Compilation of TAACCCT FAQs, August 25, 2016), as to be those “which contain educational content or that document educational structures and processes” created with grant funds. The LAH3C materials/deliverables that were reviewed included: 1) four Health Science Foundation Core (HOCs) courses and 2) one prerequisite Health Science course (HOC 49) for LATTC’s Senior Care Technician program of study, all developed with grant funds. A list of educational materials subject to the third party review is in the Appendix of this report. The non-instructional materials were uploaded to Skills Commons and not subject to a third party review.

Subject Matter Experts

Once the materials to be reviewed were confirmed, two SMEs were identified to work with the colleges and review the content of the educational materials produced under the grant. The SMEs chosen had the requisite knowledge and extensive academic and professional experience in Healthcare, curriculum development, and competency-based education. The SMEs were:

- Dr. Nan Travers, Empire State College
- Dr. Stacey Ocander, Metropolitan Community College

The SMEs' resumes are in the appendix of this report.

Process and Tools

To create the four Health Science Foundation Core and one prerequisite course at the beginning of the LAH3C grant, several healthcare faculty members from several colleges, who are experts in content, curriculum development, and teaching, came together to develop the courses, using the Quality Matters framework as one reference point. Once the curriculum was in draft form, faculty from LAH3C colleges that were going to utilize the HOCs were able to review and comment on the curriculum for each of the 5 courses. Lastly, employers were also engaged in the curriculum development process, ensuring it was responsive to industry' needs.

Once the curricula were created, two different methods were deployed for the third party review. Below is a description of the process and outcomes:

1. HOC 49 – Fundamentals of Elder Care Review

For HOC 49, SME, Dr. Stacey Ocander, was hired to evaluate the course. In support of the independent third-party review by Dr. Ocander, a standardized online scoring rubric adapted from the Quality Matters Rubric Standards (Fifth Edition, 2014) was provided to record her observations consistently of the instructional materials. A short training was provided to Dr. Ocander on the rubric, and she reviewed the materials within a two-week timeframe period.

The rubric asked the reviewer to rate the content as “Evident,” “Not Evident,” or “Not Applicable” in six key areas:

- A. Learner Objectives and Interaction
- B. Learner Support
- C. Instructional Design
- D. Instructional Materials
- E. Assessment and Measurement
- F. Industry Based Application

The rubric also provided space for the reviewers to provide overall general comments about course materials. Rubrics were completed for all the HOC 49 course materials. Each rubric was reviewed for substance and completion. A copy of the rubric is in the Appendix of this report.

The completed rubrics from Dr. Ocander's review were sent to LATTC faculty and an opportunity was provided to have conference calls between the faculty member and reviewer. The faculty member responded to the SME's review and adjusted some materials accordingly.

2. Four Health Science Foundation Core Courses – HOC 62, 63, 64, and 65 Review

Dr. Nan Travers, a national expert, was hired as the SME for the the four Healthcare Foundation Core courses, and she reviewed the courses, conducted several conference calls and facilitated a 6-hour in-person meeting with faculty from LAH3C colleges and employers. The in-person meeting ensured that the four Health Science Core courses, competency-based badges, and corresponding badge assessments aligned with each other and also allowed for some changes to be made during the meeting. The alignment was evaluated in three phases: 1) Mapping the four core healthcare courses' learning objectives against the Beta Credentials Framework, 2) Mapping the competency-based badges against the Beta Credentials Framework and comparing to the course learning objectives, and 3) Evaluating the alignment of the badge assessments to the badges. The evaluation took place over a four-month time period.

Dr. Travers mapped the learning objectives from the four courses and the competencies from the badges against the Beta Credentials Framework. She compared the maps and identified some potential areas where alignment between the learning objectives and competencies needed verification. She shared these results with the LAH3C leadership team during a conference call.

Because some of the mapping decisions required content expertise, the team decided that the maps would be verified by participants at an in-person meeting/workshop in May 2017. At that meeting, participants reviewed the maps and adjusted, based on their expertise. They then compared the maps and determined the badges aligned well with the course objectives. The group concluded that verification of the competencies by partner employers was needed. The competencies were originally identified through a collaboration with partner employers, but some competencies had been modified during the development of the courses and badges, and the group felt they needed to be re-verified. As part of this effort, the group also decided to have the employers verify that the current badges were indeed valuable for employment in the Healthcare field.

A survey was developed by the LAH3C leadership team and administered to employers. The results were reviewed by the team with the Dr. Travers. For some badges and competencies, there was variability in the way that employers responded making it difficult to be conclusive in the results. The LAH3C leadership team decided that they would reach back out and interview some of the employers to learn more about their responses. The results of these personal conversations provided the information needed to conclude that the badges did meet employer needs.

Evaluating the alignment of the assessments for the badges stemmed from the course and badge maps. At the May meeting, Dr. Travers presented key concepts for assessments of competencies. She stressed the need to verify knowledge and skills through multiple venues and to ensure that the assessment strategies matched the type of knowledge and skills required by the competency. The group then discussed different possible assessment strategies and decided to go back and examine the course assessments to determine if the competencies were being evaluated beyond the badge assessments.

The LAH3C leadership team met with Dr. Travers on a teleconference at the end of May 2017, to review the final results of the employers' interviews and badge assessments. Based on the employer feedback, the leadership team concluded that competencies and badges were viable for students to document their knowledge and skills for employment in the Healthcare fields. They determined that the badges and competencies did not need to be revised and would stay the same. They also reviewed the input from participants gathered from the May 2 meeting and concluded that the competencies were being addressed and assessed in the courses as well as in the badge assessment. The course assessments provided multiple strategies to affirm students' competencies. The one exception was the HOC 62 course, which lacked assessments for students to demonstrate mastery of their knowledge. One institution (East Los Angeles College) had added a demonstration assessment checklist and the leadership team determined that this assessment checklist should be added to all offerings within the consortium. Dr. Travers reviewed the checklist before implementation.

APPENDIX

I. List of Materials in Third Party Review

Materials	SMEs
HOC 49 – Fundamentals of Elder Care	Stacey Ocander
HOC 62 - Skill Set for the Health Care Professional	Nan Travers, Faculty, Employers
HOC 63 - Basic Medical Terminology, Pathophysiology and Pharmacology for the Health Care Professional	Nan Travers, Faculty Employers
HOC 64 - Cultural and Legal Topics for the Health Care Professional	Nan Travers, Faculty, Employers
HOC 65 Fundamentals for the Health Care Professional	Nan Travers, Faculty, Employers

II. Third Party Review Rubric and Reviewer Resumes

Third Party Review Rubric

A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	!	!	!
Learning objectives are stated clearly and written from the student's perspective.	!	!	!
The learning objectives are appropriately designed for the level of the course.	!	!	!
Instructions make clear who the instructor is and how to contact the instructor.	!	!	!
The course timeline and schedule of assignments is clear.	!	!	!

Comments:

B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
<p>Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.</p>	!	!	!
<p>Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.</p>	!	!	!

Comments:

C. Instructional Design

	Evident	Not Evident	Not Applicable
<p>The course organization and design is clear, coherent, and structured in an appropriate way</p> <p>Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.</p>	!	!	!
	!	!	!

Comments:

D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	!	!	!
The instructional materials are current.	!	!	!
The learning activities promote the achievement of the stated learning objectives.	!	!	!
Learning activities provide opportunities for interaction that support active online learning.	!	!	!
The course is designed into stages of introduction, development, and assessment.	!	!	!
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	!	!	!
The activities are engaging and support active engagement with the content and course objectives.	!	!	!

Comments:

E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	!	!	!
The assessment instruments selected are varied and appropriate to the student work being assessed	!	!	!

Comments:

F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation	!	!	!

Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- Yes
- No
- Unclear

Comments:

G. Do the openly licensed works appear to have the proper attributions?

- Evident
- Not Evident
- Not Applicable

Comments:

H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

- Evident
- Not Evident
- Not Applicable

Comments:

After reviewing the course in total, are there content topics that are missing or need to be improved?

- Yes
- No

Comments:

. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

- Yes
- No

Comments:

K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

- Yes
- No

Comments:

Overall Review Comments

Professional Profile:

Highly personable professional with significant experience in bringing diverse educational and community partners together to design effective traditional and non-traditional programs to meet the needs of all learners, and the workforce. Strong interpersonal, presentation and organizational skills tailored to meet designated outcomes for a variety of groups and organizations. Results orientated, using the best of tradition and innovation to reach goals while being fiscally responsible to stakeholders. I am dedicated to the principles of working hard and working smart, while maintaining the highest degree of honesty, loyalty and integrity in order to build strong relationships and a sense of family.

Current Professional Service:

- Immediate Past-President, National Network of Health Career Programs in Two-Year Colleges (President 2012-2016; first to serve two terms)
 - Increased membership and workforce partners
 - Successfully hosted three national meetings and Pre-conference Institutes
 - Partnered with corporate stakeholders to conduct national research study centered on healthcare education and workforce trends
 - Collaborated with College Administration and Clinical Practitioners to support entry-level education for healthcare disciplines
- Health Professions Pathway (H2P) – TAACCCT Round One: Technical Assistance in Galvanizing a National Movement around Core Curriculum
- LAH3C: LA Trade Tech TAACCCT Round Three: Technical Assistance
- Commissioner to American Association of Community Colleges
- Commission on Affiliated Councils to AACC
- National Advisory Council - *Health Pathways – H2P Consortium: Department of Labor – TAACCCT – Round One Grant Award Winners
- Health Professions Network
- Committee on Veterans Affairs for Prior Learning

Current Community Service:

- Board Member – DREAM (non-profit focused on after-school programming)
- Volunteer – Howard Kennedy Elementary School in North Omaha
- Board President – Impact One (gang intervention organization)
- American Heart CPR Instructor (teach CPR at local churches for free)

- Marching Band Mom – Millard South Marching Patriot Pride Band
- Post-Prom Committee – Millard South High School

Work Experience:

**Metropolitan Community College
Dean, Health and Public Services**

Omaha, NE

10/06 – present

- Lead 52 full-time faculty and more than 117 adjunct faculty on multiple campuses and online
- Manage programs in a multi-campus system
- Recruited and mentored highly talented faculty leading to increased enrollment in the nursing programs from 36 students annually with a 53 percent pass rate to 214 students annually with an 87 percent pass rate; improved PN NCLEX pass rates to 100 percent consistently over four testing periods
- Designed two new associate degree programs reaching maximum capacity within one year
- Pioneered the development of a Professional Health Studies Associate Degree, Fire Protection Technology Associate Degree and Certificates of Achievement in Paramedicine, Healthcare Management, Medical Assisting and Ophthalmic Technician
- Built highly successful Career Academy and Dual Enrollment programs across multiple high schools and districts with waiting lists
- Integrated a data collection system across multiple divisions order to promote a culture of data-driven decision-making
- Instrumental in designing advising systems that work for students and enhance enrollment through successful career mapping.
- Analyze and coordinate state and national accreditations in seven programs
- Administer budget and capital expenditures annually and actively engaging in the fundraising and grant process
- Promote a robust faculty mentoring and development process along with a comprehensive curriculum assessment process
- Served on General Education Charter Group and Program Assessment Focus Group
- Secured funding for \$3.3 million Health and Sciences building renovation
- Secured City of Omaha EMS/Fire \$3 million training contract
- Cultivate and nurture relationships with clinical partners and four-year institutions
- Designed and implemented a successful *Contractor's Academy* to increase the number of successful bids for local jobs for Small Business Owners and Ethnic Business Owners demonstrating my ability to work in a variety of disciplines
- Collaborated with over forty agencies to host an annual Binational Health Fair serving over 700 Latino/Hispanic community members in one day with multi-dimensional health needs
- Collaborated to move Criminal Justice Program to online delivery

- Designed an alternative delivery system for Criminal Justice Program at Douglas County Corrections
- Served as a committee member on the College Strategic Planning and Budgeting Process and a member of the College Higher Learning Commission Self Study and Site Visit Plan for Accreditation
- Maintains a balanced budget of more than \$3 million annually while growing programs and resources
- Maintain a strong working knowledge of accreditation requirements for ACEN, CoARC, CAAHEP, ADA, HLC, CoAEMPS and state boards of nursing
- Represented the College at numerous community events
- Developed credit and noncredit programs

Nebraska Wesleyan University
Associate Dean, University College
Director, Wesleyan Advantage

Lincoln/Omaha, NE 5/03-10/06

- Oversaw operations and served as Administrator of University College on two campuses
- Developed graduate and undergraduate programs in Nursing and Forensic Science with three tracks
- Created strategic plan for and successfully launched a second campus in Omaha
- Authored a Higher Learning Commission document for second campus approval and a distant education nursing cohort in Pine Bluff, AR
- Developed curriculum across multiple disciplines
- Provided program assessment, conducted faculty evaluations and served as an adjunct faculty mentor
- Facilitated new faculty orientation
- Hired and trained staff and faculty
- Developed and grew student enrollment
- Maintained corporate relationships
- Provided market analysis
- Created academic programs in Allied Health
- Developed and maintained all functions of a multi-campus budget
- Held responsibility for capital expenditures and annual financial plan
- Received reaccreditation status for four Nationally Accredited Programs

Nebraska Wesleyan University
Assistant Professor/Program Director – ATEP
Health and Human Performance Department

Lincoln, NE

6/99-5/03

- Developed CAAHEP accreditation process in athletic training
- Completed selective admission process and self-study documents
- Evaluated and assessed program
- Instructed nine hours in Athletic Training and HHP Pedagogy per semester

Education:

Doctorate of Education in Education Administration, University of South Dakota, 5/1998 Master of

Arts in Exercise Physiology, University of South Dakota, 5/1996

Bachelor of Arts in Education, K-12 Health, Physical Education and Athletic Training, Wayne State College, 5/1989

Consultant:

Health Professions Pathway (H2P) – TAACCCT Round One: Technical Assistance in Galvanizing a National Movement around Core Curriculum

LAH3C – TAACCCT Round Three: Technical Assistance in Career Pathways

Children's Hospital – Omaha, NE
Nurse educator training for whole system Conflict Resolution between doctors and staff

Jefferson Regional Medical Center – Pine Bluff, AR Management and leadership techniques for senior administrations

San Juan College – Farmington, NM
Associate degree nursing paradigm shift Leadership and development of staff and faculty

Ohio Northern University – Ada, OH
Curriculum development
Implementation of non-traditional programs

Omaha Public Schools and Westside Schools – Omaha, NE CEPA Grant – Awarded
Dual enrollment curriculum

Ralston Public Schools – Ralston, NE
CEPA Grant – Awarded Medical sciences academy Dual enrollment curriculum

Millard Public Schools – Omaha, NE
Designed curriculum for new academy high school Dual credit courses leading to an associate degree

Northern Virginia Community College – Alexandria, VA
Designed pathways for prior learning for Veterans and
active Military

Grants/Fundraising:

Metro Omaha Medical Society Grant for Binational Health Fair – two years in a row

Received federal appropriation funds of \$300,000 for Health Science renovation and \$1.3 million Hagel grant for same renovation

Gift of \$190,000 to the EMS Training Programs at MCC - received

Mid-America Athletic Trainers' Educational Research Foundation Recipient

Co-authored Wired Grant for community colleges in Nebraska - awarded

Consultant to Omaha Public Schools and Westside Schools on CEPA Grant - Awarded

Consultant to Ralston Public Schools on CEPA Grant - Awarded

Co-authored McNair Grant for technology with the University of Nebraska Medical Center – received

Past Professional Service:

- *Past-President, Omaha Sports Medicine Alliance
- *Board Member of National Network of Health Career Programs in Two Year Colleges
- *Past Executive Board Member, Omaha Area Health Education Center
- *Member of Women's Fund of Greater Omaha
- *Member of American Association of Community Colleges

Past Community/Civic Service:

- *Greater Omaha Chamber of Commerce Healthcare Advisory Committee
- *Partners Group, United Way of the Midlands, Omaha, NE
- *Member of Millard Public Schools New School Advisory Group
- *President, Norris Elementary School PTO
- *Girl Scouts Alumni Mentoring Group

Professional References:

Dr. Marianne Krismer
National Project Director, Health
Professions Pathways (H2P)
Retired Dean of Health and Public Safety at
Cincinnati State Technical and Community
College
5359 Timberchase Ct. (home address)
Cincinnati, OH 45247
513-550-1730
email: mkrismer61@gmail.com
(professional colleague)

Dr. Anne Loochtan
Provost
Medical Education Campus
Northern Virginia Community College
6699 Springfield Center Drive
Springfield, VA 22150-1913
703-822-6515
Email: aloochtan@nvcc.edu
(professional colleague)

Ms. Patricia Hall
Vice Provost for Academic Systems
University Registrar
Nebraska Wesleyan University
5000 Saint Paul Avenue
Lincoln, NE 68504
402-465-2237
Email: phall@nebrwesleyan.edu (former
colleague)

Mr. Jim Grotrian
Executive Vice President
Metropolitan Community College
PO Box 3777
Omaha, NE
402-679-9159
email: jgrotrain@mccneb.edu
(supervisor and senior administrator)

Mr. Kevin Turner
CEO
Melting Walls Consultant Group
1809 East Broadway, Suite 3555
Oviedo, FL 32765
402-222-6295
Email: turnerk@mwcg.net
(workforce partner)

Ms. LaChar Perkins
1510 N. 18th St.
Omaha, NE 68110
402-510-5124
email: Marie07p@gmail.com
(former student and mentee)

VITAE

Nan L. Travers, Ph.D.

PERSONAL INFORMATION

nan.travers@esc.edu

EDUCATION

University of Connecticut, Storrs, CT 1999

Doctorate - Educational Leadership, Adult Learning
*Dissertation Title - "Self-Regulated Learning: Impact of Teaching
Methodology Based on Principles of Adult Learning"*
Additional specialty in Educational Research and Statistics

Johnson State College of Vermont, Johnson, VT 1987

Master of Arts, Education - Curriculum Development
Additional concentration in Special Education

Ramapo College of New Jersey, Mahwah, NJ 1978

Bachelor of Science, Biology with a minor in Chemistry and Theater

Additional Training:

Law and Higher Education, Stetson University for Law, Tampa, FL 2003

Extended pre and post conference training

The League for Innovation in Community Colleges

Executive Leadership Institute, Phoenix, AZ 2002

Week-long intensive training for Executive Leadership in Community Colleges

Summer Institute on Longitudinal Methods

Pennsylvania State University, State College, PA 1998

Training in techniques for analyzing categorical data in longitudinal studies.

Guild for Psychological Studies

San Francisco, CA 1993,

1995

Intensive training in Personal Growth Techniques from a Jungian perspective

HONORS AND AWARDS

- ◆ Marlowe Froke Award for recognition of excellence in professional writing, Association for Continuing Higher Education **2004**
- ◆ Dean's Scholar Award, University of Connecticut, School of Education **1998**
- ◆ Educational Leadership Faculty Scholar Award, University of Connecticut, School of Education **1997**
- ◆ Fellow, National Center on Adult Learning (NCAL) **1997**
- ◆ Phi Beta Kappa, Ramapo College of New Jersey **1978**
- ◆ Sigma Xi, Ramapo College of New Jersey **1978**

PROFESSIONAL EXPERIENCES

Administration:

Director of Collegewide Academic Review

April 2007 – Current

Empire State College, Saratoga Springs, NY 12866

- ◆ Principle Investigator for the Lumina Grant and TAACCCT Grant.
- ◆ Oversee the implementation of policies and procedures that govern the individualized degree planning and prior learning assessment.
- ◆ Oversee the publications that guide the individualized degree planning and prior learning assessment processes.
- ◆ Oversee the design and implementation of collegewide academic and technology projects, which support the individualized degree planning and prior learning assessment, such as eportfolios, electronic student degree planning guide, and PLA Planner.
- ◆ Coordinate meetings, research and focused projects with collegewide, center-based professional staff who implement the policies and procedures that govern the individualized degree planning and prior learning assessment processes.
- ◆ Develop articulation agreements and memos of understanding with other institutions and organizations.
- ◆ Supervise and evaluate the staff of the Office of Collegewide Academic Review.

Interim Associate Vice President of Academic Affairs for Academic Services

Empire State College, Saratoga Springs, NY 12866

2009-2010

- ◆ Supervise and evaluate Academic Services (Center for Mentoring and Learning, College Professor of Adult Learning and Mentoring, Office of Collegewide Academic Review, Office of Collegewide Academic Support, Office of Collegewide Disabilities Services, and Office of the Registrar) activities and personnel.
- ◆ Supervise the allocations of faculty and UUP member's professional development funds.
- ◆ Supervise the coordination of college-sponsored professional development activities, including the annual All College Meeting, Academic Conference, Area of Studies Meeting, and Writer's Retreat.
- ◆ Supervise faculty awards processes.

- ◆ Work directly with the Provost/Vice President of Academic Affairs and Assistant Provost to plan and implement the Academic Affairs' strategic plan, budget, activities, technology plans, and overall affairs.

Vice President of Student Services

Sept. 2006 – April 2007

New Hampshire Community Technical College, Manchester, NH 03102

- ◆ Supervise and evaluate the Division of Student Services (Registrar, Admissions, Financial Aid, Student Life, Bookstore, and Cafeteria) activities and personnel
- ◆ Supervise and evaluate the Division of Information Technology (IT)
- ◆ Work directly with the President and the President's Cabinet to plan and implement the College's strategic plan, college activities, college budget, and other college affairs
- ◆ Serve on the President's Cabinet, College Advisory Board, College Coordinating Council and Marketing Team, and Enrollment Management Team

Vice President of Student and Community Services

2003 – Sept. 2006

New Hampshire Community Technical College, Manchester, NH 03102

- ◆ Supervise and evaluate the Division of Student Services (Registrar, Admissions, Financial Aid, Student Life, Bookstore, Cafeteria, and Security) activities and personnel
- ◆ Supervise and evaluate the Division of Community and Corporate Education and Training (non-credit courses, customized corporate training, professional development programs) activities and personnel
- ◆ Supervise and evaluate the Division of Information Technology (IT)
- ◆ Work closely with the President and the President's Cabinet to plan and implement the College's strategic plan, college activities, college budget, and other college affairs
- ◆ Work closely with the President, Division of Community and Corporate Education and Training, and other College areas to develop partnerships with other education institutions, community groups, and area organizations and companies
- ◆ Lead the Diversity Team and Enrollment Management Team
- ◆ Serve on the President's Cabinet, College Advisory Board, College Coordinating Council and Marketing Team

Associate Vice President of Academic Affairs,

Institutional Planning, Research, and Grants

1999 – 2003

New Hampshire Technical Institute, Concord, NH 03301

- ◆ Supported the development and delivery of all academic programs, including department and faculty evaluations
- ◆ Responsible for campus-wide strategic planning and institutional effectiveness efforts
- ◆ Worked with all academic departments in developing program and learning outcomes and student assessments
- ◆ Worked with all non-academic departments in developing departmental outcomes and effectiveness measures

- ◆ Supported Institute's accreditation process and individual departments' specialized accreditation process
- ◆ Wrote and co-managed multiple grants
- ◆ Member of the Institute Leadership Team, Institutional Strategic Planning Team, Governance and Organization Assessment Team, Teaching and Learning Team, Academic Success Council, Comparing Alternative Methods for Equivalent Learning Team, Adjunct Faculty Team, Student Community Service Team, NHCTC System-wide Carl Perkins Assessment Team

Coordinator of Academic Services**1991 - 1994***Community College of Vermont (CCV), Morrisville, VT 05661*

- ◆ Academic Officer for CCV Morrisville Site Office - Responsible for the administration of and supervised all academic and developmental educational programs
- ◆ Hired faculty and supported through continual professional development opportunities
- ◆ Trained and supported faculty in the teaching and advised students in the development of Assessment of Prior Learning (APL)
- ◆ Advised students regarding their academic program and career opportunities
- ◆ Served on academic committees and participated in numerous community outreach committees focused on adult learning, developmental programs, student support services, and school-to-work transitions

Teaching: Professor*SUNY Empire State College***2009-current**

Cognition, Statistics, Research and Design, Teaching in the Arts, Elements of Design in Fabric Arts, Pattern Making, College Algebra through Fabric Arts

*New Hampshire Technical Institute***1999-2003**

Traditional and on-line courses in Statistics, Mathematics, and Psychology

*Charter Oak State College of Connecticut (Adjunct)***1999-2001**

On-line courses in Adult Learning

*University of Connecticut, School of Education (Adjunct)***1997-1998**

Research Development for Integrated Bachelor's / Master's (IB/M) Teacher Preparation Program students; Teacher Assistant in Statistics and SPSS lab

*Community College of Vermont (Adjunct)***1990 – 1998**

Traditional and on-line courses in Statistics, Mathematics, and Psychology

*Johnson State College of Vermont, External Degree Program (Adjunct)***1992 – 1994**

Methods of Teaching Mathematics

High School Teacher*Craftsbury High School, Craftsbury Common, VT 05827***1985 – 1989**

Taught mathematics, biology, and computer courses

*Washingtonville Central Schools, Washingtonville, NY 10992***1982 – 1985**

Taught mathematics courses

*Lamoille Area Vocational Center, Hyde Park, VT 05655***1979 – 1981**

Taught mathematics courses

Research and Program Development:**President/Consultant**

Current

IntraScope, LLC, Middle Grove, NY

- ◆ Develop and deliver educational consulting, strategic planning, and research in the development and assessment of educational and professional programs and opportunities and grants supporting lifelong learning in colleges, businesses, non-profit organizations, and state agencies

Research Associate**1994 - 1999***Adult Learning Program, University of Connecticut, Storrs, CT 06269*

- ◆ Designed, developed, and evaluated the effectiveness and efficiency of education programs for adult learners within corporate and non-profit organizations and educational settings
- ◆ Assisted graduate students in the development and assessment of research studies
- ◆ Conducted and evaluated various research projects
- ◆ Served on Dean's appointed School of Education Technology Strategic Planning Committee

Employment Program Developer*Hazen Union High School, Hardwick, VT 05843***1990 – 1991***Lamoille Area Vocational Center, Hyde Park, VT 05655***1979 - 1981**

- ◆ Developed, delivered, and assessed an employment training program and vocationally-oriented mathematics/language arts program for high-risk and special-needs high school students

PROFESSIONAL ACTIVITIES**Founding Co-Editor**

PLA Inside Out: An International Journal on Theory, Research, and Practice in Prior Learning Assessment. The first peer-reviewed, on-line journal dedicated to the field of prior learning assessment.

Board of Directors

Prior Learning International Research Consortium (PLIRC)	Current
LearningCounts.org, CAEL	
Pastoral Counseling Services – Vice Chair	2004-2007
<i>Manchester, NH 03102</i>	
Interim Ministry Network Board Appointed Research Committee – Chair	2001-2006
<i>Baltimore, MD</i>	
YMCA – Member	2000
<i>Concord, NH 03301</i>	
Learning Assistance Association of New England (LAANE)	1994-1995

Association Memberships

American Association of Colleges and Universities (AAC&U)
 Association of Continuing Higher Education (ACHE)
 Adult Higher Education Alliance (AHEA)
 Council for Adult and Experiential Learning (CAEL) Canadian
 Association of Prior Learning Assessment (CAPLA)
 American Association of Higher Education (AAHE) – past member
 American Association of Community Colleges (AACC) – past member
 Association of Institutional Researchers (AIR) – past member

Reader/Reviewer

Dissertation Committee	2005
Adult Learning, Department of Educational Leadership, Neag School of Education, University of Connecticut.	
Project Evaluation:	2000
Adjunct Teaching Forum: Facilitating Adult Learning, FIPSE Grant, College of Life Long Learning, University System of New Hampshire.	
Pre-publication review:	2000
Keeton, M.T., Sheckley, B. G., Griggs, J.K., (2002). <u>Effectiveness and efficiency in higher education for adults: A guide to fostering learning</u> . Dubuque, Iowa: Kendall/Hunt Pub.	
Reader:	2000
Qualifying Exams, Adult Learning, Department of Educational Leadership, Neag School of Education, University of Connecticut.	
Reader:	1999,2000
NCAL Fellow research study proposals, National Center on Adult Learners (NCAL)	

GRANTS**Written, PI and/or Co-Managed:**

- | | |
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| ◆ Corporation for a Skilled Workforce: Connecting Credentials (current) | \$50,000 |
| ◆ SUNY Integrated Instruction and Technology Grant (2014-2015) | \$60,000 |
| ▽ Lumina Foundation (2012-2014) | \$497,300 |
| ▽ TAACCCT Grant (2012-2015) | \$390,960 |
| ◆ Jac Pac Workers Assistance Training Grant (2004) | \$251,110 |
| ◆ New Hampshire Higher Education Assistance Foundation (NHHEAF): Project College is
an Option (CIAO) (2004, 2005) | \$14,000 |
| ◆ Federal Title III Planning Grant:
New Hampshire Technical Institute (2003) | \$113,222 |
| ◆ New Hampshire Higher Education Assistance Foundation (NHHEAF): College NOW
(2003) | \$30,000 |
| ◆ Paraeducator Assessment Project: New Hampshire Community Technical College System
(NHCTCS) and College for Lifelong Learning (CLL) (2003) | \$125,000 |
| ◆ NHTI Water and Trail Enhanced Recreation (WATER) Park (2002) | \$98,650 |

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- ◆ Carl Perkins Funds: Students in Programs Non Traditional for their Gender Grant (2001) \$30,000
 - ◆ New Hampshire's Quality Child Care Initiative Solicitation (1999) \$257,570
 - ◆ Institute for Research on Adults in Higher Education; Efficiency in Learning Programs Grant (1997) \$1,000
 - ◆ Institute for Research on Adults in Higher Education; Effectiveness and Efficiency in Higher Education Grant (1996) \$1,000

Grant Renewals:

- ◆ Carl Perkins Vocational Education Grant (2003) \$281,515
- ◆ Carl Perkins Vocational Education Grant (2002) \$272,721
- ◆ Carl Perkins Vocational Education Grant (2001) \$250,037
- ◆ Carl Perkins Vocational Education Grant (2000) \$216,258

PUBLICATIONS

Travers, N. L. (in press). Inherent Tensions within the Practices of Prior Learning Assessment at Empire State College. In Mandell, A. and Jelly, K. (eds.). Principles, Practices, and Contradictions: One Progressive Institution's Struggle to Name and Sustain its Vision. Saratoga Springs, NY: Empire State College Press.

Travers, N. L. (2016). National Resource Center for Prior Learning Website. www.nrcpl.org.

Travers, N. L. (2015). Prior Learning Assessment (PLA) Handbook. Northeast Resiliency Consortium, Achieving the Dream (<http://achievingthedream.org/resource/14894/prior-learning-assessment-pla-handbook>).

Cameron, R., Travers, N. L., & Wihak, C. (2014). Technology and RPL/PLAR. In J. A. Harris, C. Wihak, & J. Van Kleef (Eds.), The Handbook on the Recognition of Prior Learning: Research into Practice. Bristol, UK: National Institute of Adult and Continuing Education (NIACE).

Travers, N. L. & Harris, J. A. (2014). Trends and issues in the professional development of RPL practitioners. In J. A. Harris, C. Wihak, & J. Van Kleef (Eds.), The Handbook on the Recognition of Prior Learning: Research into Practice. Bristol, UK: National Institute of Adult and Continuing Education (NIACE).

Travers, N. L. (2013): PLA Philosophy, Policy, and Practice Implications: Revisiting the 2009 Hoffman, Travers, Evans, and Treadwell Study, The Journal of Continuing Higher Education, 61:1, 54-58.

Travers, N. L. (2013). Adult education. In J. Ainsworth & J. G. Golson, (Eds.). Sociology of Education: An A-Z Guide. Thousand Oaks, CA: Sage Publications.

Travers, N. L. (2013). Prior learning assessment. In J. Ainsworth & J. G. Golson, (Eds.). Sociology of Education: An A-Z Guide. Thousand Oaks, CA: Sage Publications.

Travers, N. L. (2012). What is next after 40 years? Part II: Prior learning assessment 2012 and after. The Journal for Continuing Education, 60:2, 117-121.

Travers, N. L. (2012). What is next after 40 years? Part I: Prior learning assessment 1970-2011. The Journal for Continuing Education, 60:1, 43-47.

Travers, N. L. (2012). Academic perspectives on college-level learning: Implications for workplace learning. Journal of Workplace Learning, 24:2, 105-118.

Travers, N. L., Benke, M., & Davis, A. (2012). SUNY Empire State College: 40 years ago radical game changer, now New York's open university. (D. Oblinger, Editor). The Game Changers. www.Educause.edu.

Travers, N. L. (2011). United States of America: PLA research in colleges and universities. (J. Harris, C. Wihak and M. Breier, Editors) Researching Prior Learning. Leicester, United Kingdom: National Institute for Adult Continuing Education (NIACE).

Travers, N.L., Smith, B., Ellis, L., Treadwell, A., Onta, B., Hakim, K., Feldman, L., Brady, T., & Panayotou, M. (2010). Language of evaluation: How PLA evaluators write about student learning. International Review of Research in Open and Distance Learning (www.irrodl.org).

Travers, N. L. & Evans, M. T. (2010). Evaluating prior learning assessment programs: A suggested framework. International Review of Research in Open and Distance Learning (www.irrodl.org).

Hoffmann, T., Travers, N. L., Evans, M. and Treadwell, A. (2009) 'Researching critical factors impacting PLA programs: A multi-institutional study on best practices', CAEL Forum and News, September.

Travers, N.L., et. al. (2009). Faculty voices: A cinderella story at the PLA ball. All About Mentoring, 35.

Travers, N. L. (2008). Playing with PLA: A discussion with Barry Sheckley. All About Mentoring, 35.

Mandell, A., & Travers, N.L. (editors), 2008. Essential elements of PLA Programs: Institutional Perspectives. All About Mentoring, 35.

Travers, N.L., (2008). Some thoughts on adult learning, self-regulated learning, and the Empire State College degree planning process. All About Mentoring, 33.

Travers, N., Sheckley, B. G., & Bell, S. (2003). Enhancing self-regulated learning: A comparison of instructional techniques. The Journal of Continuing Higher Education, 51:3, 2-17.

Travers, N. (2002). How is my teaching impacting student learning? Pedagogy. New Hampshire Community Technical College System, Concord, NH.

Cubeta, J. F., Travers, N. L., & Sheckley, B. G. (2001). Predicting the academic success of adults from diverse populations. Journal of College Student Retention, 2:4, 295-311.

Kehrhahn, M., Sheckley, B. G., & Travers, N. L. (2000). Efficiency and effectiveness in graduate education: A case analysis. Air Professional File, 76 Summer 2000.

Cubeta, J., Travers, N., & Sheckley, B. G. (1998). Predicting the academic success of adults from diverse populations. Technical report for research supported by Pew Charitable Trusts, Diverse Students Project, University of Maryland University College, Institute for Research on Adults in Higher Education (IRAHE).

Travers, N. (1997). SPSS student handbook. Manual prepared for the Bureau for Educational Research and Service, School of Education, University of Connecticut, Storrs, CT.

KEYNOTE PRESENTATIONS

Travers, N. L. (2014). *Learning-oriented and evidence based: Assessing learning from anyway, anytime or anywhere*. Association of American Colleges and Universities (AAC&U) Fifth Annual E-Portfolio Forum, Defining Practice and a Research Agenda. Washington DC. January 25, 2014.

Travers, N. L. (2012). *Adult Learning in the Relational Age (Keynote and Closing Speaker)*. Navigating the Terrain of the Adult Learner: Signposts to Development, Achievement and Success, 19th Annual Tennessee Adult Learner Conference, February 16-17, 2012.

RECENT INTERNATIONAL PRESENTATIONS

Travers, N. L. (2015). *Connecting Credentials Framework*. TA3 (Trans-Atlantic Technology and Training Alliance) Annual Symposium, Belfast, Northern Ireland (June 2015).

Travers, N. L. (2014). *Micro to Macro: Translating Learning into Credentials*. Deakin University, Melbourne, Australia. November 13, 2014.

Travers, N. L. (2014). *Assessing university level earning – anytime, anyplace and anywhere*. Webinar. Glasgow, Scotland, March 6, 2014.

Travers, N. L. & McQuigge, A. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 2013.

Travers, N. L. (2013). *PLA Practitioner Training*. (BC) PLAN SUMMIT 2013, Surging to the Future: Research Informed Policy, Practice and Innovation in the Recognition of Prior Learning. Vancouver, BC. March 26, 2013.

Travers, N.L. (2011). *Prior Learning & the Relational Age*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 14, 2011.

Travers, N. L. & Evans, M. (2011). *Web-based Training for Evaluators of Prior Learning Assessment*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 14, 2011.

Travers, N. L. & Evans, M. (2011). *ePortfolios & PLA Concept Mapping: Academic Tools of Knowledge Creation & Sharing*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 15, 2011.

Travers, N. L. (2011). *An International Research Agenda for the Recognition of Prior Learning: United States of America Perspective*. Centre for Research in Lifelong Learning International Symposium, Glasgow Caledonian University, Glasgow, Scotland.

June 2011.

Travers, N. L. (2010). *An International Research Agenda for PLAR: United States Perspective*. Canadian Association of Prior Learning Assessment (CAPLA) Pre-Conference, PLAR: Emergence of a Canadian Community of Scholars
Ottawa, November 7, 2010.

Travers, N. L. (2009). *Research in PLA*. Thompsons River University, Open University.
Kamloops, BC, July 4, 2009.

RECENT PRESENTATIONS (Selected) 2016

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. Passaic County Community College. April 4, 2016.

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. SUNY Continuing Education Collaborative webinar. March 16, 2016.

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. Capital Community College, Hartford, CT. March 9, 2016.

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. DREAM 2016 Pre-Institute Workshop, February 23, 2016. Atlanta, Georgia.

Travers, N. L., Wilder, L., & Taylor, S. (2016). *Innovations in Credit for Prior Learning*. Connecting Credentials Webinar Series. January 22, 2016.

Travers, N. L. (2016). *Prior Learning Assessment and SUNY Oswego*. SUNY Oswego, Oswego, NY, January 20, 2016

Travers, N. L. (2016). *Crafting Prior Learning Assessment Policy at SUNY Oswego*. SUNY Oswego, Oswego, NY, January 20, 2016

2015

Travers, N. L. (2015). *Competency-based and prior learning assessment opportunities: Where are we going? Pathways to Adult Learner Success (PALS) Colloquium*, Minneapolis, MN
December 4, 2015.

Travers, N. L. (2015). *Continuing the conversation (on prior learning assessment) Pathways to Adult Learner Success (PALS) Colloquium*, Minneapolis, MN December 4, 2015.

Travers, N. L. (2015). *Prior Learning Assessment: What is it and why now?* Continuing Education Association of New York Conference, Saratoga Springs, NY. November 2015.

Travers, N. L. (2015). *Prior Learning Assessment: Considerations for all institutions*. SUNY Herkimer County Community College, Herkimer, NY, September 22, 2015.

Travers, N. L. (2015). *Everything you wanted to know about prior learning assessment – and then some...* SUNY Herkimer County Community College, Herkimer, NY, September 22, 2015.

Travers, N. L. & Irwin, R. (2015). Prior Learning Assessment: Considerations for all institutions. American Association of State Colleges and Universities (AASCU) webinar. September 16, 2015.

Travers, N. L., Forte, M., Garmil, R., Kerr, T., Levine, L. (2015). Extending the Global Learning Qualifications Framework: Examples of Implementation Projects. National Institute on the Assessment of Adult Learning. Philadelphia, PA June 3, 2015.

Gauffreau, E., Grant, T., Nagrod, J., Travers, N., Wilder, L., (2015). Emerging directions in PLA. National Institute on the Assessment of Adult Learning. Philadelphia, PA June 3, 2015.

Mandell, A. & Travers, N. (2015). Critical policy and practice considerations: Facing our problems, finding solutions. National Institute on the Assessment of Adult Learning. Philadelphia, PA June 3, 2015.

Travers, N. L., Forte, M. & Garmil, R. (2015). Prior Learning Assessment: A competency-based, e-portfolio framework. Conference on Instruction and Technology. SUNY Geneseo, NY. May 26, 2015.

2014

Travers, N. L. (2014). What is it all about? Prior learning assessment (PLA). Trade Adjustment Act Community College and Career Training (TAACCCT) conference, Greenville, SC, December 10, 2014.

Travers, N. L. (2014). Assessing experiential learning: Presentation on the GLQF. SUNY Empire State College, Saratoga Springs, NY October, 28, 2014.

Travers, N. L. (2014). Language of competence. College for America, Southern New Hampshire University, Manchester, NH, September 22, 2014.

Travers, N. L. (2014). Prior learning assessment: Policy and practice considerations. SUNY Empire State College webinar, July 21, 2014.

Travers, N. L. (2014). Learning oriented and evidence based: Assessing experiential learning. National Institute on the Assessment of Adult Learning. Princeton, NJ June 18, 2014.

Travers, N., & Mandell, A. (2014). Prior Learning Assessment: History and New Directions in Scholarship. Atlantic City, NJ, June 19, 2014.

Travers, N. L. (2014). Learning oriented and evidence based: Assessing experiential learning. FACT² Experiential Ed Task Force Webinar. February 24, 2014.

Travers, N. L. (2015). Assessing learning. Northeast Resiliency Consortium Meeting, Baltimore, MD, February 20, 2015.

Travers, N. L. (2015). Prior learning assessment: Important considerations. Northeast Resiliency Consortium Meeting, Baltimore, MD, February 19, 2015.

Travers, N. L. (2014). Adult learning in the relational age. Navigating the Terrain of the Adult Learner: Signposts to Development, Achievement, and Success. 19th Annual Tennessee Adult Learner Conference, February 16, 2014.

Travers, N. L. (2014). Assessing learning in the relational age. Navigating the Terrain of the Adult Learner: Signposts to Development, Achievement, and Success. 19th Annual Tennessee Adult Learner Conference, February 17, 2014.

2013

McQuigge, A. L. & Travers, N. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. SLOAN

Travers, N. L. & McQuigge, A. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. CAEL International Conference. San Diego, CA. November 2013.

Travers, N. L. & Mandell, A. (2013). *Prior learning assessment: History and New Directions in Scholarship*. The National Institute for the Assessment of Adult Learning, Atlantic City, NJ, June 18, 2013.

Travers, N. L. & Evans, M. (2013). *The New World of PLA: Re-examining Your Prior Learning Assessment Program*. The National Institute for the Assessment of Adult Learning, Atlantic City, NJ, June 19, 2013.

Travers, N. L. & McQuigge, A. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. The National Institute for the Assessment of Adult Learning, Atlantic City, NJ, June 18, 2013.

Travers, N. L. (2013). *Creative techniques for supporting the adult learner: Learning in the relational age*. Community College System of New Hampshire Symposium, January 14, 2013.

Travers, N. L. (2013). *Introduction to PLA*. Community College System of New Hampshire Symposium, January 14, 2013.

2012

Travers, N. L. (2012). Learning from prior learning assessment practices: ePortfolios and microcredentials. 2012 NERCOMP Meeting, Norwood, MA, November 1, 2012

Travers, N. L. & Popova-Gonci, V. (2012). *Exploring new assessment strategies for PLA*. CAEL International Conference. Washington DC, November 7, 2012.

Travers, N., Popova-Gonci, V., & Panayotou, M. (2012). *Designing Authentic Assessments for Prior Learning*. American Association for Colleges and Universities (AAC&U). General Education and Assessment Conference: New Contexts, New Cultures, New Orleans, LA, February 23–25, 2012.

2011

Hurley-Dasgupta, B., Kaufmann, M., Murphy, E., & Travers, N. (2011). *ePortfolios in the Cloud: Documenting, Connecting, Learning*. SLOAN Webinar. November 29, 2011.

Travers, N. L., Evans, M. & Frank, A. (2011). *Embracing Resources: Providing Frequent, Consistent and Available Training for Evaluators*. The Council for Adult and Experiential Learning (CAEL) International Conference, Chicago, IL, November 9, 2011.

Dixon, S., Travers, N., & Sax, L. (2011). Bridging Workforce Development and Higher Education. Workforce New York Fall Conference, Albany, NY, October, 19, 2011.

Travers, N. L., Evans, M., Kaufmann, M., & Simon, S. (2011). *Baby Steps, Missteps, Back Steps and Leaps of Faith: Parallel and Divergent Paths with ePortfolios within One Institution*. Association of Authentic, Experiential and Evidence Based Learning (AAEEBL) International Conference, Boston, MA, July 25-28, 2011.

Travers, N. & Mandell, A. (2011). *Prior Learning Assessment: History and New Directions in Scholarship*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 15, 2011.

Popova-Gonci, V. & Travers, N. (2011). *Concept Mapping as a Tool of Knowledge Creation and Sharing*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 15, 2011.

Travers, N. *So What is College Level Learning?* Roundtable. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 16, 2011.

Travers, N. L. (2011). *An International Research Agenda for PLA: United States Perspective*. Northeast Prior Learning Assessment Interest Group, Online presentation, May 26, 2011.

2010

Harris, J. & Travers, N. (2010). *Researching PLA: Creating an International Research Agenda*. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 11, 2010.

Travers, N. L., Treadwell, A., & Panaytou, M. (2010). *Language of Evaluation*. Roundtable. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 11, 2010.

Travers, N., Treadwell, A., Evans, M., Panaytou, M., & Chhooi, P. (2010). *Web-based PLA Evaluator Training*. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 11, 2010.

Hart, D. M., Conrad, D., Conzett, K., Fonte, L., Gunn, S., Merwin, J., Dallman, M. E., & Travers, N. L. (2010). *Issues in Portfolio Assessment of Experiential Learning*. Pre-Conference Workshop. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 9, 2010.

Travers, N., Smith, B., Ellis, L., Panaytou, M., Treadwell, A., Brady, T., Feldman, L., Hakim, K., & Onto, B. (2010) *Prior Learning Assessment: Some Observations on How We Talk and What is Said When We Talk About Knowledge*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 11, 2010.

Travers, N. L. (2010). *What is college-level learning?* Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 7, 2010.

Travers, N., Evans, M., & Treadwell, A., (2010). *Five Critical Factors: Learning from PLA Practices Across 34 Institutions*. Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 7, 2010

Travers, N., Smith, B., Ellis, L., Brady, T., & Feldman, L. (2010). *Language of Evaluation*. Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 6, 2010.

Learning Process or an Assessment Tool? Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 6, 2010.

Travers, N., Ellis, L., Chhooi, P., Popova-Gonci, V., & Seamans, L. (2010). *PLA: A* Travers, N. (2010) *So, What Is College-Level Learning?* Roundtable. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 10, 2010.

Panaytou, M., Treadwell, A., & Travers, N., (2010). *PLA Planner: Empire State College's Online Tool for Prior Learning Assessment*. Roundtable. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 10, 2010.

Travers, N. L., Evans, M., Treadwell, A., Panaytou, M., Brady, T., Popova-Gonci, V., Chhooi, P., & McElroy, T. (2010). *Designing a Website for Evaluators of Prior Learning Assessment*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 9, 2010

