

Thirty Plus Years

PRIOR LEARNING ASSESSMENT

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A Brief History of PLA...

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- ◎ 1974: 3 year collaboration among –
 - Educational Testing Service (ETS) and a group of about 10 colleges
- Entitled the Cooperative Assessment of Experience T444.647.1 d T444.647.1 d T1 :

Still a Brief History of PLA...

◎ **Outcomes of the C A E L project:**

- **An initial set of principles** to guide best practices... since revised twice
- **C A E L became...**
CAEL – Council for Adult and Experiential Learning
- **4 Strategies for measuring learning from experience emerged:**
 - Standardized exams (e.g., DANTES, CLEP)
 - Challenge exams (locally developed, usually)
 - Guidelines for Assessment (ACE PONSI)
 - Individualized assessment
 - Portfolios, focused evidence(s), recognition of certificates of achievement

PLA NOW

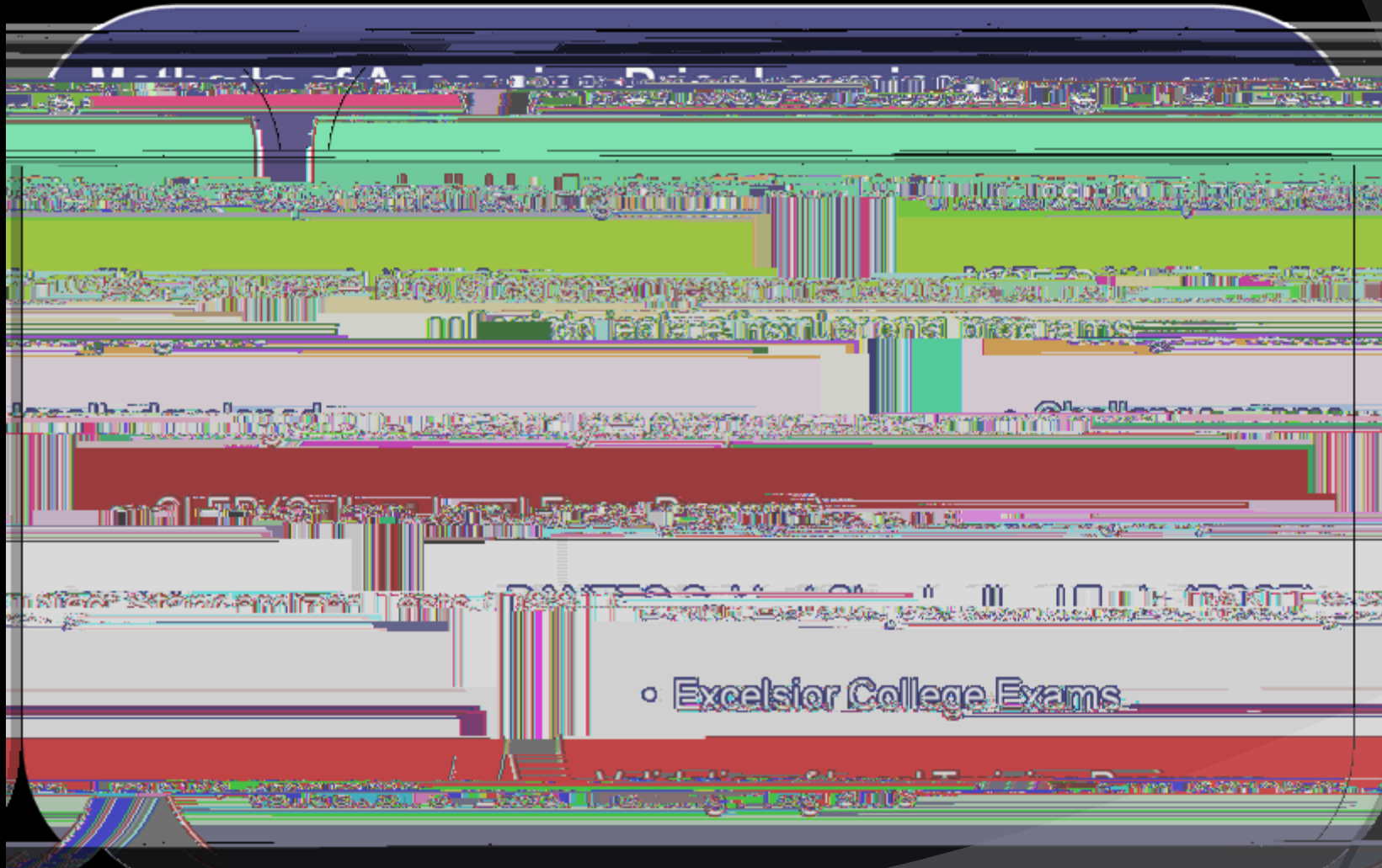
- ⦿ **def:** the assessment of learning attained through experiences irrespective of the time and place in which they occurred
- ⦿ **In the context of higher education...**

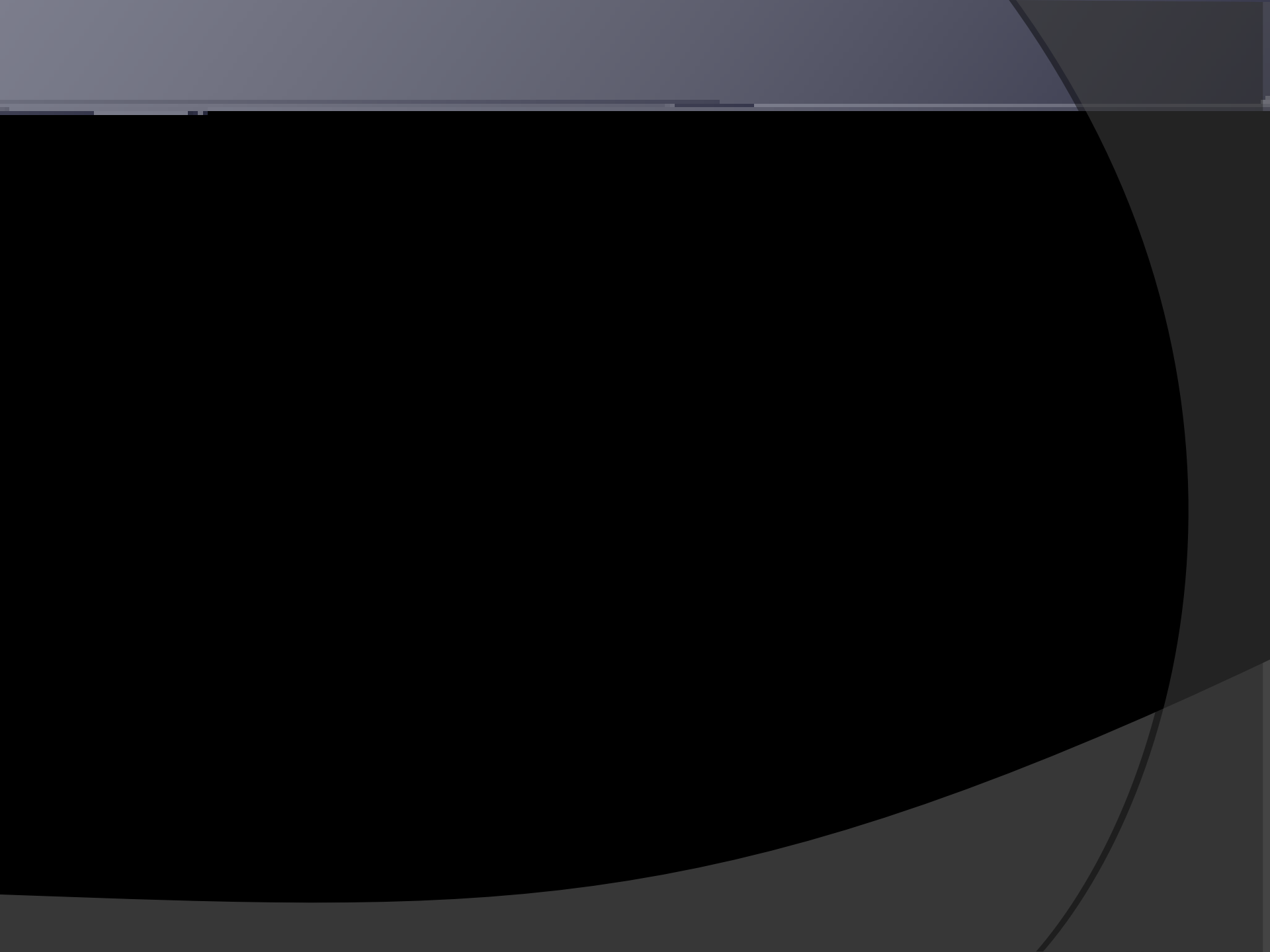
PLA is the process of determining if learning outside of an institute of higher education is equivalent to learning

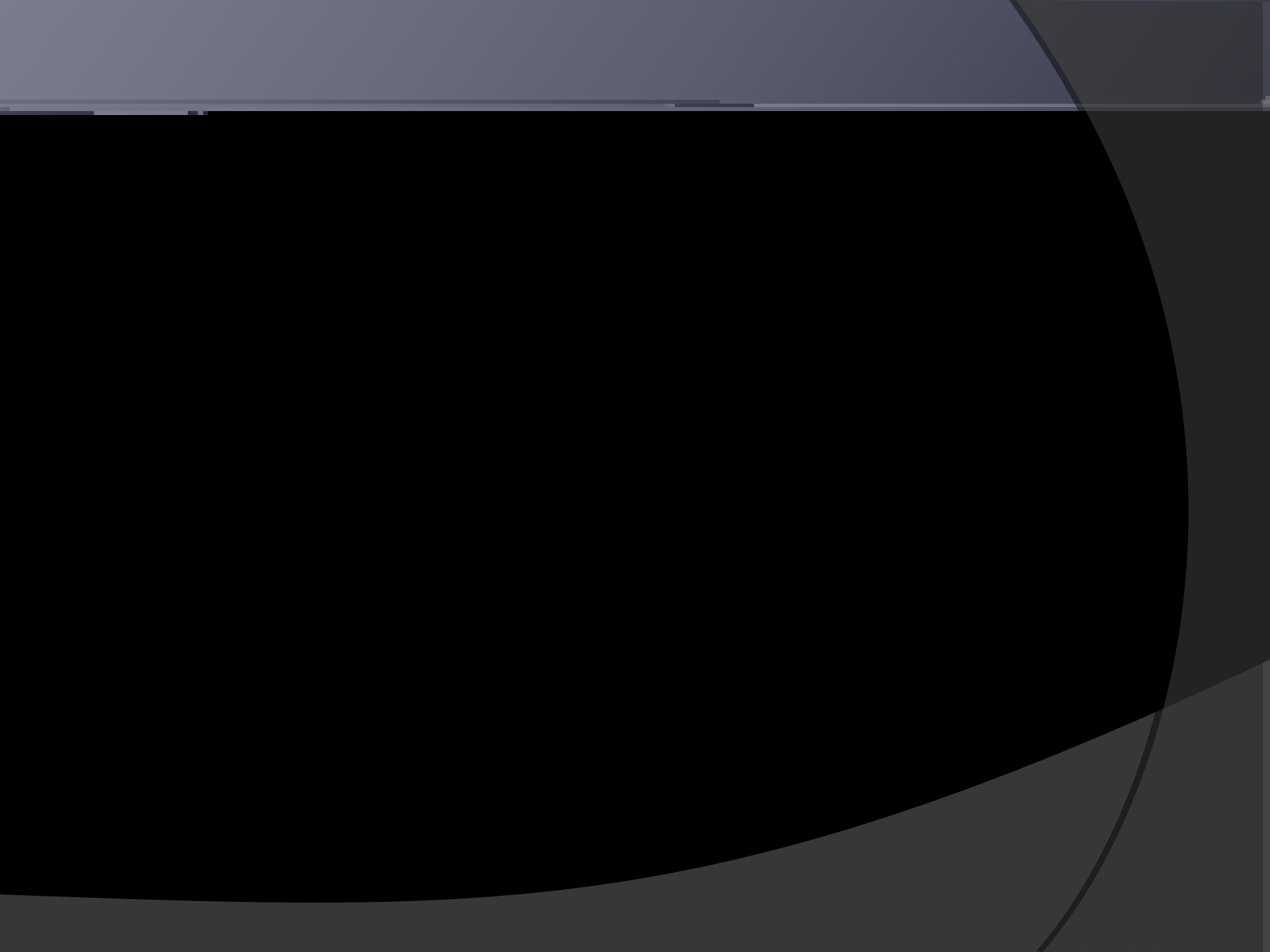
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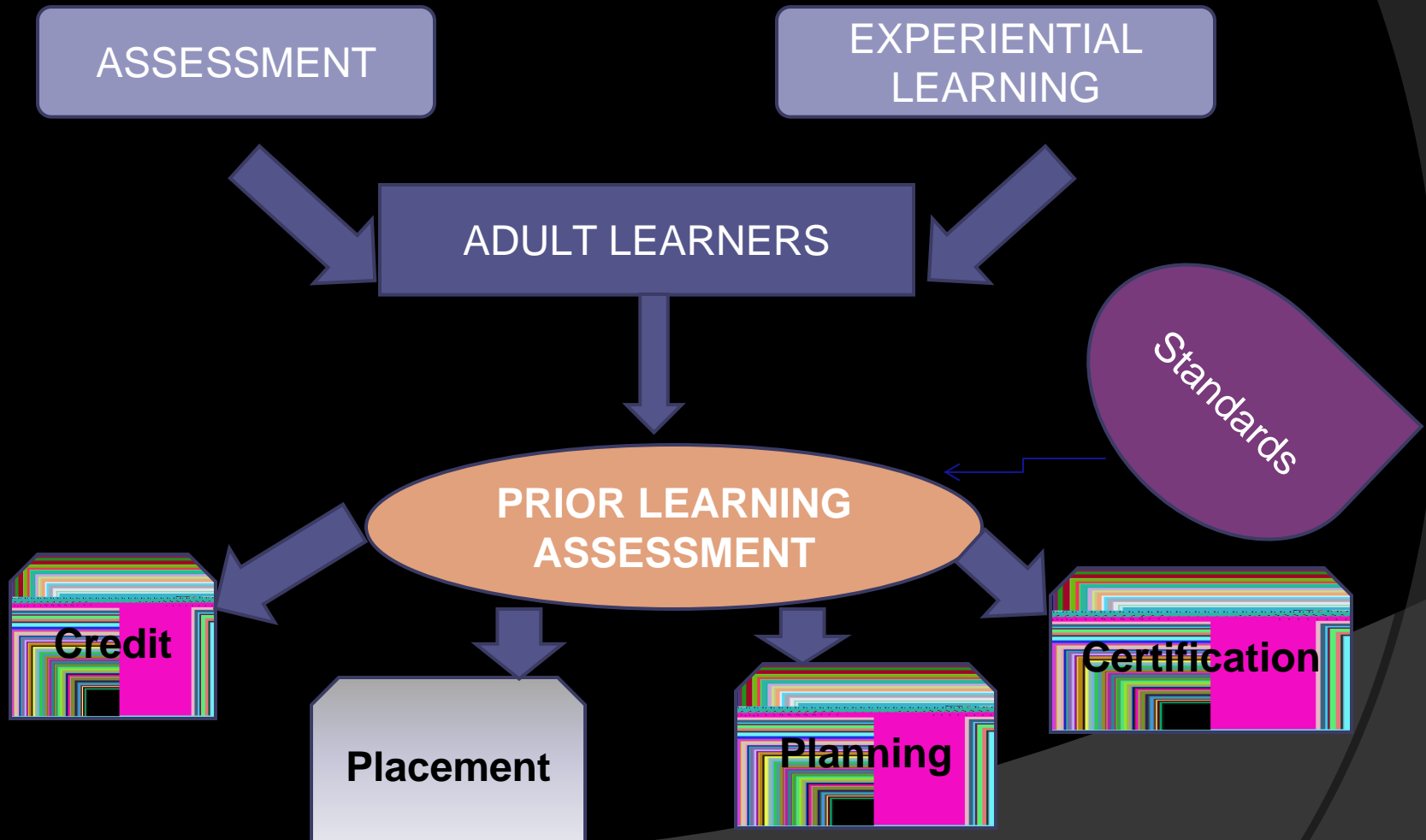
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EVOLUTION OF PLA



TEN STANDARDS for ASSESSING LEARNING

- **STANDARD VI: If awards are for credit, transcript entries should clearly describe what learning is being recognized and be monitored to avoid giving credit twice for the same learning.**

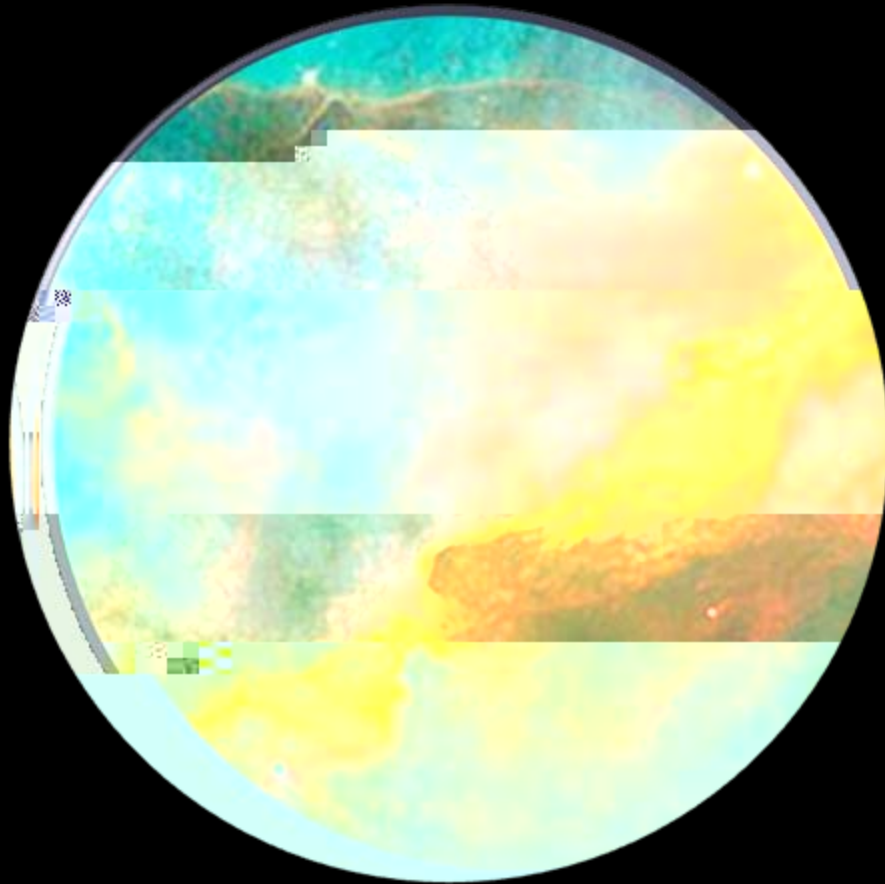
- **STANDARD VII: : Policies and procedures applied to assessment, including provision for appeal, should be fully disclosed and prominently available for all parties involved in the assessment process**

- **STANDARD VIII: Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded**

- **STANDARD IX: All personnel involved in the assessment of learning should pursue and receive adequate training and professional development for the functions they**

Joining the move to establishing PLA...

- ◎
 - * to adopt the standards?
 - * to revisit our relationships with students, particularly adult learners?
 - * to build on the practices and lessons learned from our colleagues across higher education?



With appreciation... to
Catherine Marienau, Patricia
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