

RESULTS ON THE  
TRAINING NEEDS ASSESSMENT INSTRUMENT FOR  
PRIOR LEARNING ASSESSMENT FACULTY EVALUATORS  
AT MIDAMERICA NAZARENE UNIVERSITY

Developed by  
A. Terrance Gunter, Ed.D.  
Division of Innovative Adult Education

April 2007

The purpose of this instrument is to determine the training needs of faculty that serve as prior learning assessment faculty evaluators in the Division of Innovative Adult Education. Results will be utilized to develop an appropriate training program for current, as well as future, evaluators. Thank you for your responses.

*For items 1-14, please use the following scale: 1=no knowledge, 2=minimal knowledge, 3=some knowledge, and 4=full knowledge.*

	<u>No</u> <u>Knowledge</u>	<u>Minimal</u> <u>Knowledge</u>	<u>Some</u> <u>Knowledge</u>	<u>Full</u> <u>Knowledge</u>
1. I have knowledge of the general education requirements for the degree completion programs.	1(0)	2(7)	3(11)	4(1)
2. I have knowledge of the upper division requirements for the degree completion programs.	1(2)	2(10)	3(5)	4(2)
3. I have knowledge of the ten Council for Adult and Experiential Learning (CAEL) standards for the evaluation of prior learning.	1(12)	2(5)	3(2)	4(0)
4. I have knowledge of the evaluation process used for prior learning assessment in the Division of Innovative Adult Education (IAE).	1(0)	2(6)	3(13)	4(0)
5. I have knowledge of the role of the IAE Faculty Advisor in the evaluation process.	1(1)	2(8)	3(7)	4(3)

	<u>No Knowledge</u>	<u>Minimal Knowledge</u>	<u>Some Knowledge</u>	<u>Full Knowledge</u>
6. I have knowledge of the role of the faculty evaluator in the evaluation process.	1(0)	2(5)	3(11)	4(3)
7. I have knowledge of the Kolb Model.	1(3)	2(4)	3(9)	4(3)
8. I know the difference between a life-learning paper (LLP) and a professional schools and training worksheet (PST).	1(1)	2(4)	3(8)	4(6)
9. I know the appropriate format for an LLP.	1(5)	2(1)	3(6)	4(7)
10. I know the appropriate length for an LLP	1(5)	2(3)	3(9)	4(2)
11. I know the appropriate format for a PST.	1(5)	2(1)	3(8)	4(5)
12. I know the appropriate length for a PST.	1(7)	2(1)	3(10)	4(1)
13. I know the difference between requirements for upper division and lower division credit in the assessment of prior learning process.	1(2)	2(9)	3(7)	4(1)
14. I have knowledge of the characteristics of adult learners.	1(0)	2(3)	3(14)	4(2)

*For items 15-24, please use the following scale: 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.*

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
15. I can define experiential learning.	1(0)	2(3)	3(13)	4(3)

		<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
16.	I can articulate the CAEL standards for the evaluation of experiential learning.	1(10)	2(9)	3(0)	4(0)
17.	I can list the four sections of the Kolb Model.	1(4)	2(8)	3(5)	4(2)
18.	I can explain the four sections of the Kolb Model.	1(4)	2(9)	3(4)	4(2)
19.	I can articulate the expectations for format of LLPs.	1(5)	2(5)	3(8)	4(1)
20.	I can articulate the expectations for length of LLPs.	1(5)	2(7)	3(7)	4(0)
21.	I can articulate the expectations for format of PSTs.	1(6)	2(3)	3(7)	4(3)
22.	I can articulate the expectations for length of PSTs.	1(7)	2(4)	3(6)	4(2)
23.	I can articulate the distinction between upper and lower division credit.	1(3)	2(7)	3(8)	4(1)
24.	I can articulate the number of clock hours of professional training that equate to one semester hour of academic credit.	1(2)	2(6)	3(5)	4(6)

- |   | Not comfortable<br>At all   |      |      | Very<br>Comfortable |
|---|---|------|------|---------------------|
| 25. On a scale of 1 to 4, rate your current comfort level with the knowledge identified in items 1 to 14.   | 1(4)  | 2(6) | 3(9) | 4(0)                |
| 26. On a scale of 1 to 4, rate your current comfort level with the skills identified in items 15 to 24.   | 1(5)  | 2(7) | 3(7) | 4(0)                |
| 27. On a scale of 1 to 4, rate your current comfort level with the abilities identified in items 15 to 24.  | 1(6)  | 2(5) | 3(8) | 4(0)                |
| 28. Rank the following times for formal training sessions, with 1 being your <i>most preferred</i> choice to 4 being your <i>least preferred</i> choice. Utilize the blank line after the item to indicate your preferred start time.                               |   |      |      |                     |
|   | <u>3.368</u> Evening ( <u>5(2); 6(6); 6:30; 7(3); 8</u> )               |      |      |                     |
|   | <u>2.000</u> Afternoon ( <u>1(3); 2(5); 3(5)</u> )                      |      |      |                     |
|   | <u>2.055</u> Lunch Hour ( <u>11(2); 11:30; 12(10)</u> )                 |      |      |                     |
|   | <u>2.444</u> Morning ( <u>7(3); 8(2); 8:30; 9(2); 10(5)</u> )           |      |      |                     |
| 29. Indicate which of the following you would prefer for training by marking with an "X." If your preference is a weekday, please utilize the line following that choice to indicate your preferred day of the week.  |   |      |      |                     |
|   | <u>0</u> Saturday <u>19</u> Weekday ( <u>M-4, T-5, W-3, Th-6, F-1</u> ) |      |      |                     |
| 30. Rank the following methods of training, with 1 being your <i>most preferred</i> choice to 5 being your <i>least preferred</i> choice. Utilize the blank lines after "combination of methods" to indicate the methods you would like to see used in combination. |   |      |      |                     |

2.157 Workshop

2.722 Mentoring by an IAE Faculty Advisor

2.388 Handbook (including samples of good LLPs and PSTs)

3.666 Online Bulletin Board (including frequently asked questions [FAQs], updates, etc.)

4.000 Combination of methods: Handbook and mentor;  
Online bulletin board and mentoring; Mentoring,  
handbook, and online; Workshop and mentoring;  
Handbook and workshop–NOT online for me; Handbook  
and workshop; Each of the above; Online and  
mentoring.

31. Indicate your preferred frequency of training with an "X."

  6   Once is enough

 11  Annual updates

  2   Other: Bi-annual also; Occasional updates; One  
preliminary training session with updates as  
needed if program requirements change.

32. What do you feel is your greatest training need as a prior learning assessment faculty evaluator? Length of  
LLP; Online bulletin board with examples and FAQs;  
Understanding the process; Updates and yearly  
reminders of appropriate subjects and project  
assessment; Matching my expectations about quality and  
correctness of writing with what student has been  
taught and/or expectations of the IAE faculty–there is  
sometimes a disconnect there; An overall understanding  
of the program and the requirements; New developments  
from and in the IAE program; Understanding relation of  
knowledge from experience to knowledge outcomes of  
specific course–in other words, should LLP/PST  
accomplishments meet outcomes identified for specific  
course related to LLP/PST; The ten CAEL standards for  
the evaluation of prior learning; I don't have a clue  
what I'm doing; WHAT students' requirements are–  
exactly how do they get credit and what are they told–  
there is a great inconsistency from paper to paper–how  
are IAE faculty trained; What are CAEL standards;  
General Education; Time; Context: who and where is the  
student in their educational endeavor and how does  
their paper/experience fit within that process; What

topics might not be acceptable and how does the evaluator interact with the student about that sooner (earlier in the process); Know what to look for in LLP and PST (key components); What makes a paper good versus not good and assigning points.

33. Based on any informal training you have received, what do you feel has been most beneficial to you as a prior learning assessment faculty evaluator? Mentoring with IAE faculty advisor; Mentoring with faculty advisors; The handbook that was given to me; Telephone calls and notes that are received with the papers [to be evaluated]; Talking with faculty advisor; The handbook; The training was fine at the time, but if not put to use, we forget; Workshops that covered operation of IAE programs; Q & A with the IAE Office; Conversations with the students' faculty advisors; Working with a faculty member in my division who has done evaluations previously; I received no training; My own life/teaching experience; IAE Handbook; IAE faculty input and the Kolb Model; Wide array of papers being received and knowledge of the field being evaluated; Personal discussions with full-time program staff; Checking with current evaluators.