



### **Prior Learning Assessment (PLA) Process**

#### **Assessed by:**

Coordinator and Director Management Studies

**Cycle of Assessment:** fall 2016 – summer 2017

#### **Mission Statement:**

The Department of Management Studies is part of the School of Business & Leadership, exists to deliver dynamic, contemporary, faith based programs to the life-long learner. Our mission is to equip students with professional competencies based on management principles, Christian values, and ethical practices.

#### **Program Goals:**

- To develop students who demonstrate college level learning associated with specific bodies of knowledge.
- To develop students who effectively reflect the interrelatedness between faith integration and prior learning.
- To develop students who demonstrate critical thinking through effective communication regarding prior learning.
- To develop students who earn college credit for prior learning.

<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>A. Students who participate in the PLA process will demonstrate college-level learning associated with bodies of knowledge and cultural influences that have shaped the world.</p>	<p><b>Essay Awarded Credit</b> – PLA essays awarded credit demonstrate college-level learning associated with bodies of knowledge and cultural influences that have shaped the world. When credit is awarded it demonstrates that this PILO has been met.</p> <p><b>Training Awarded</b> – PLA training awarded credit demonstrate college-level learning associated with bodies of knowledge and cultural influences that have shaped the world. When credit is awarded it demonstrates that this PILO has been met.</p>	<ul style="list-style-type: none"> <li>• Total PLA enrollment for 16/17 was 40. Average 52 over past six academic years.</li> <li>• Fall online enrollment continues to be most favorable.</li> <li>• The amount of credit awarded via the PLA process was tracked: 253 total credits were awarded. Credit through essays=69 and credit through training=184.</li> <li>• Percentage of students who successfully passed the PLA course who petitioned for credit via training and essay submissions is tracked; 68% petitioned for PLA credit. This was a 10% decrease from previous assessment cycle.</li> <li>• Noted that there are students who take the PLA course who are not accessing the petitioning process.</li> </ul> <p>More specific results can be found in <i>MGMT Student</i></p>	<ul style="list-style-type: none"> <li>• Track the student plan as result of taking the course (i.e., petitioning or elective credit).</li> <li>• Determine reasonable benchmarks.</li> <li>• Discuss possibility to raise credit limit (&gt;28 credits).</li> <li>• Discuss option of “open enrollment.”</li> <li>• Continue annual “development sessions” with GPS, reviewers and Program instructors.</li> </ul>

<p>B. Students who participate in the PLA process will reflect on the interrelatedness between faith integration and prior learning.</p> <p>C. Students who participate in the PLA will demonstrate critical thinking and creativity by communicating effectively about prior learning experiences.</p>	<p><b>Reflection Journal</b> – all students who participate in PLA will write a reflection journal about the interrelatedness of faith integration and prior learning. Currently, this is embedded within the PLA course as a threaded discussion. This will be converted to a reflection journal targeted and reported for the next assessment cycle.</p> <p><b>Essay Awarded Credit</b> – PLA essays awarded credit demonstrate critical thinking and creativity by communicating effectively about prior learning experiences.</p> <p><b>Training Awarded</b> – PLA training awarded credit demonstrates critical thinking and creativity by communicating effectively about prior learning experiences.</p>	<p><i>Learning Assessment Guide Part III</i>, pp. 62-70.</p> <p>25% of journals from all courses will be reviewed and assessed for alignment via a rubric</p> <ul style="list-style-type: none"> <li>• Total PLA enrollment for 16/17 was 40. Average 52 over past six academic years.</li> <li>• Fall online enrollment continues to be most favorable.</li> <li>• The amount of credit awarded via the PLA process was tracked: 253 total credits were awarded. Credit through essays=69 and credit through training=184.</li> <li>• Percentage of students who successfully passed the PLA</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection threaded discussion will be collected as fall17 assessment tool.</li> <li>• Reflection threaded discussion converted into journal as spring18 assessment tool.</li> <li>• Create assessment rubric.</li> <li>• Track the student plan as result of taking the course (i.e., petitioning or elective credit).</li> <li>• Determine reasonable benchmarks.</li> <li>• Discuss possibility to raise credit limit (&gt;28 credits).</li> <li>• Discuss option of “open enrollment.”</li> <li>• Continue annual “development sessions” with</li> </ul>
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<p>D. Students who participate in PLA will earn college credit for prior learning experience.</p>	<p><b>Essays Awarded Credit</b> – PLA essays awarded credit demonstrate college level learning that leads to earning college credit through PLA.</p> <p><b>Training Awarded</b> – PLA training petitions awarded credit demonstrate college level learning that leads to earning college credit through PLA.</p>	<p>course who petitioned for credit via training and essay submissions is tracked; 68% petitioned for PLA credit. This was a 10% decrease from previous assessment cycle.</p> <ul style="list-style-type: none"> <li>• Noted that there are students who take the PLA course who are not accessing the petitioning process.</li> <li>• Total PLA enrollment for 16/17 was 40. Average 52 over past six academic years.</li> <li>• Fall online enrollment continues to be most favorable.</li> <li>• The amount of credit awarded via the PLA process was tracked: 253 total credits were awarded. Credit through essays=69 and credit through training=184.</li> <li>• Percentage of students who successfully passed the PLA course who petitioned for credit via training and essay submissions is tracked; 68% petitioned for PLA credit. This was a 10% decrease from previous assessment cycle.</li> </ul>	<p>GPS, reviewers and Program instructors.</p> <ul style="list-style-type: none"> <li>• Track the student plan as result of taking the course (i.e., petitioning or elective credit).</li> <li>• Determine reasonable benchmarks.</li> <li>• Discuss possibility to raise credit limit (&gt;28 credits).</li> <li>• Discuss option of “open enrollment.”</li> <li>• Continue annual “development sessions” with GPS, reviewers and Program instructors.</li> </ul>
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<p>E. Students who participate in the PLA process will demonstrate college-level learning that applies to the general skills of their academic discipline.</p>	<p><b>Essay Awarded Credit</b> – PLA essays awarded credit demonstrate college-level learning that applies to the general skills of their academic discipline.</p> <p><b>Training Awarded</b> – PLA training awarded credit demonstrates college-level learning that applies to the general skills of their academic discipline.</p>	<ul style="list-style-type: none"> <li>• Noted that there are students who take the PLA course who are not accessing the petitioning process.</li> <li>• Total PLA enrollment for 16/17 was 40. Average 52 over past six academic years.</li> <li>• Fall online enrollment continues to be most favorable.</li> <li>• The amount of credit awarded via the PLA process was tracked: 253 total credits were awarded. Credit through essays=69 and credit through training=184.</li> <li>• Percentage of students who successfully passed the PLA course who petitioned for credit via training and essay submissions is tracked; 68% petitioned for PLA credit. This was a 10% decrease from previous assessment cycle.</li> <li>• Noted that there are students who take the PLA course who are not accessing the petitioning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Track the student plan as result of taking the course (i.e., petitioning or elective credit).</li> <li>• Determine reasonable benchmarks.</li> <li>• Discuss possibility to raise credit limit (&gt;28 credits).</li> <li>• Discuss option of “open enrollment.”</li> <li>• Continue annual “development sessions” with GPS, reviewers and Program instructors.</li> </ul>
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<p>F. Students who participate in the PLA process will demonstrate research and problem-solving capabilities applicable to area of academic study.</p>	<p><b>Essay Awarded Credit</b> – PLA essays awarded credit demonstrate research and problem-solving capabilities applicable to area of academic study.</p> <p><b>Training Awarded</b> – PLA training awarded credit demonstrates college-level learning that applies to the general skills of their academic discipline.</p>	<ul style="list-style-type: none"> <li>• Total PLA enrollment for 16/17 was 40. Average 52 over past six academic years.</li> <li>• Fall online enrollment continues to be most favorable.</li> <li>• The amount of credit awarded via the PLA process was tracked: 253 total credits were awarded. Credit through essays=69 and credit through training=184.</li> <li>• Percentage of students who successfully passed the PLA course who petitioned for credit via training and essay submissions is tracked; 68% petitioned for PLA credit. This was a 10% decrease from previous assessment cycle.</li> <li>• Noted that there are students who take the PLA course who are not accessing the petitioning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Track the student plan as result of taking the course (i.e., petitioning or elective credit).</li> <li>• Determine reasonable benchmarks.</li> <li>• Discuss possibility to raise credit limit (&gt;28 credits).</li> <li>• Discuss option of “open enrollment.”</li> <li>• Continue annual “development sessions” with GPS, reviewers and Program instructors.</li> </ul>
<p>G. Students who participate in the PLA process will reflect on the interrelatedness between faith integration and prior learning.</p>	<p><b>Reflection Journal</b> – all students who participate in PLA must write a reflection journal about the interrelatedness of faith integration and prior learning. Currently, this is embedded within the PLA course as a threaded discussion. This will be converted to a reflection journal</p>	<p>25% of journals from all courses will be reviewed and assessed for alignment via a rubric</p>	<ul style="list-style-type: none"> <li>• Reflection threaded discussion will be collected as fall17 assessment tool.</li> <li>• Reflection threaded discussion</li> </ul>

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