

Prior Learning Assessment

Moving from Ideology to Practical Applications

W. Michael (Mike) Sherman
Senior Vice President and Provost
Chief Operating Officer

June 27, 2013

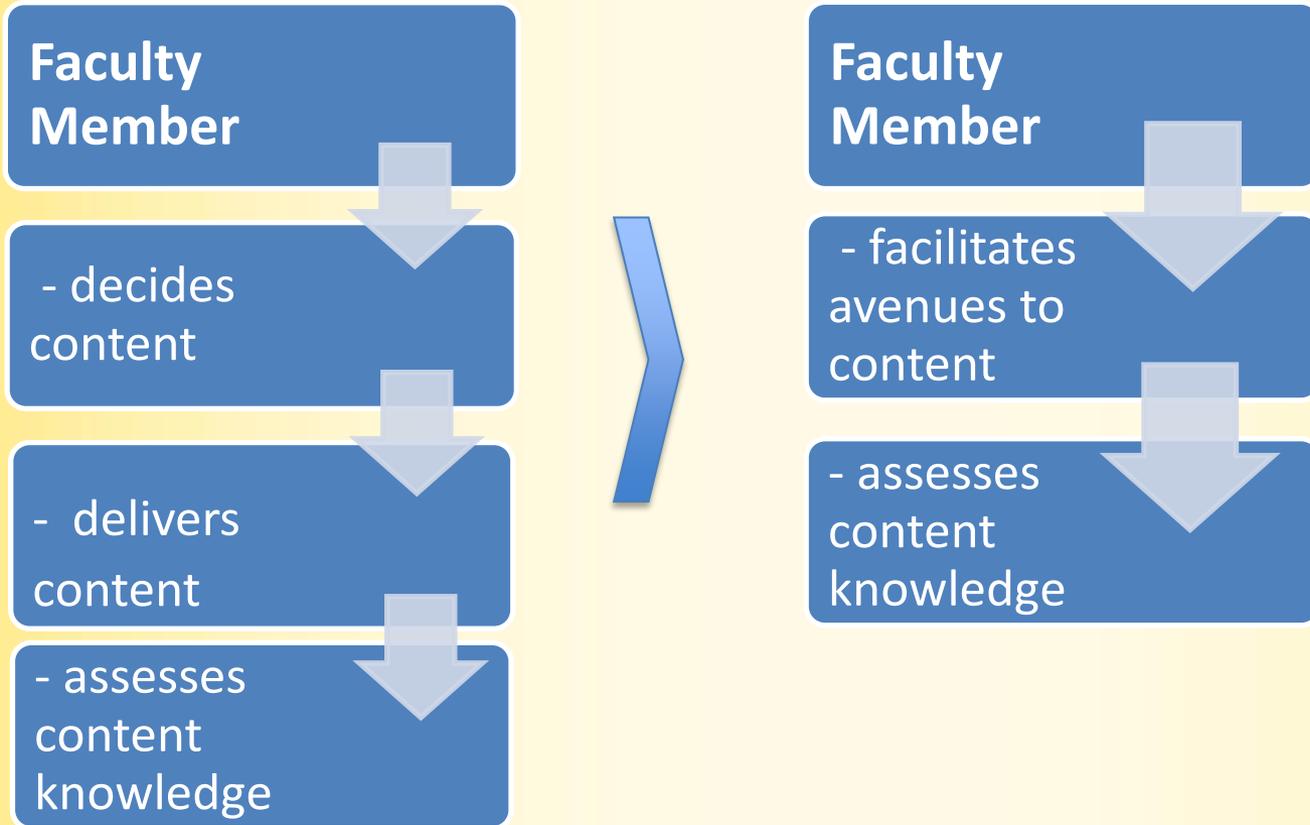
New Realities in Higher Education

Trends impacting the delivery of degrees:

- Completion agenda
- Increased student debt
- Decreased state funding
- Increased demand for online and distance learning delivery
- External competition: MOOCS
- Accelerated/3 year degrees
- Influx of adult learners

A Changing Paradigm:

Credentialing Knowledge, Not Coursework



Credentialing Knowledge

Flexible learning pathways to faster degree completion and career success



120 Credit Bachelor's Degree:

88 credits from: Seat time, transfer and
PLA credits

Last **32** Credits
in Residence

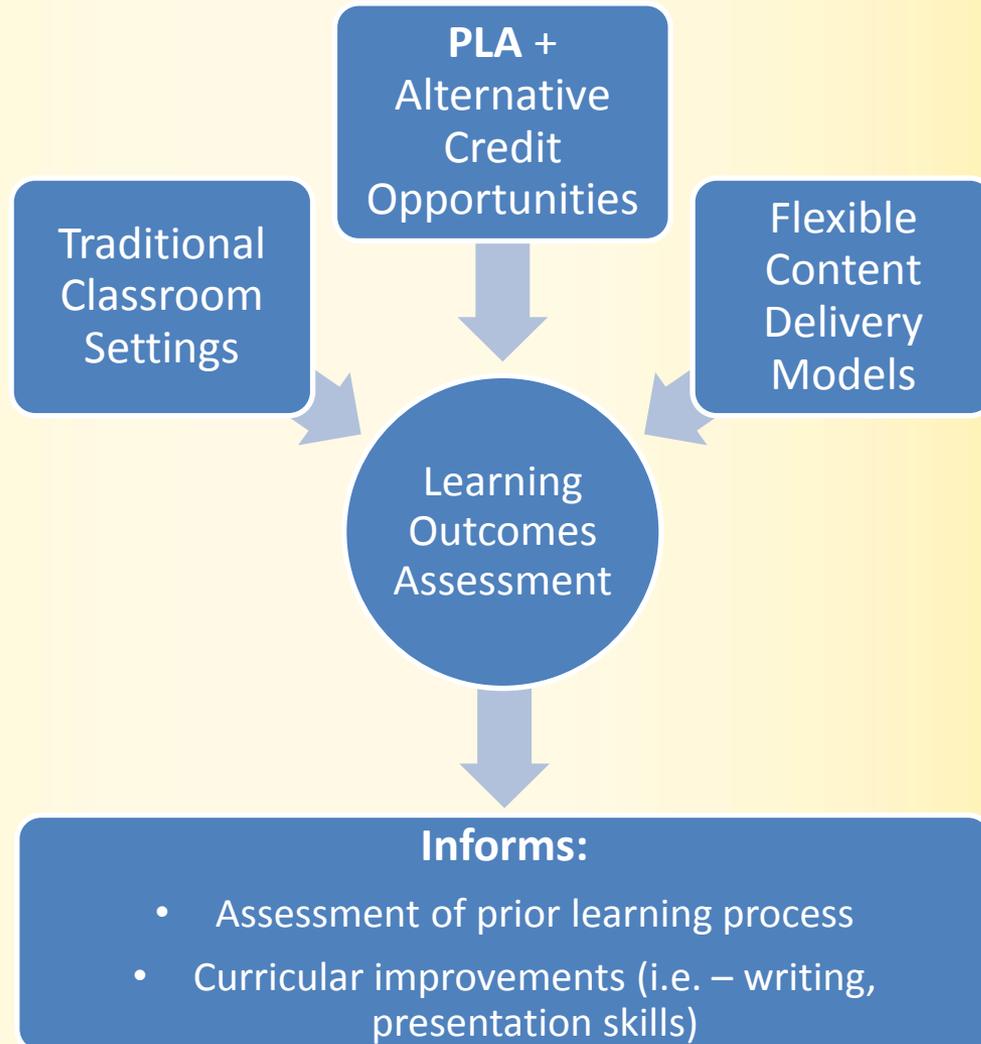
Higher Learning Commission Requirement: for a bachelor's degree requiring 120 credits, the institution accepts no more than 90 credits in total through transfer **or other assessment of prior learning**, and the remaining 30 must fall within the last 60 credits awarded the student.

Learning Outcomes Assessment:

The Constant in Degree Granting

Considerations:

- Accountability of faculty and the university in degree granting
- Quality of learning
- Faculty workload
- Assignment of partial credit



Constructs that Support Student Success

- Centralized assessment teams by knowledge areas
- One-stop-shop for student credentialing services
- Focus on general education and gateway to major courses
- Align non-accredited coursework for credit:

i.e. – Flight Commander Training evaluated for management and strategic planning coursework requirements

Priorities

- Methodical approach to change – faculty buy-in
- Importance of positive campus communications
- Champion faculty early-adopters
- Commit to student needs in a changing marketplace:
 - Decrease time to degree
 - Student financial benefits
 - Positive subsidy implications
 - Meeting workforce needs faster

Questions