Mapping PLA’s Campus
Contribution Thru Data Analytics

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Success is more a function of consistent common sense than it is of genius.

- An Wang
Why Does PLA Matter?

• What value does PLA offer students?
  – Empowers them by offering credit for knowledge they already have
  – Validates their ability to achieve academic goals
  – Saves them time and money
  – Motivates them to persist in finishing degrees

• What value does PLA offer the institution?
  – Assessment Programs as a Differentiator

....Really?
Why Does PLA Matter?

• A Council for Adult and Experiential Learning (CAEL) study of more than 62,000 students at 48 institutions nationwide showed students with PLA credit had higher graduation rates, better persistence and lower time to degree, compared to students without PLA credit.

Source: http://www.cael.org/pdfs/123_pla_communitycolleges
Why Isn’t College Leadership Backing Us? aka - Redheaded Stepchild Syndrome

(I Can Say That)

• Publically, your superiors proclaim the value and necessity of a strong PLA program
Why Isn’t College Leadership Backing Us?

- Privately, everything feels like an uphill battle:
  - Project funding is always avoided or questioned
  - Staff development or procurement is met with difficulty
  - Dissonance between deans of schools and PLA program leadership
  - Program never seems to gain full cultural acceptance
Put Their Money Where Your Mouth Is!

Gaining Institutional Acceptance and Backing

• Realistically, what you do doesn’t translate to a line item expense or directly contribute to a revenue stream that is easily tracked.

• You offer a solution for the students, that indirectly effects the value other offices and schools within the institution.
Put Their Money Where Your Mouth Is!

*Gaining Institutional Acceptance and Backing*

- So how do you prove your value?
  - Student Retention
  - Degree Completion
  - Time to Completion
  - Percentage of Students using PLA
  - College Diversity
  - Student GPA
  - Alumni Giving
How Do We Isolate Students Taking Advantage of Prior Learning Assessment Opportunities?
How We Are Defining PLA

- Standardized exams – CLEP, DSST, AP, UExcel, etc.
- Externally-evaluated training program – ACE, NCCRS credit recommendation
- Internally-evaluated training program – Academic Program Reviews (evaluating a corporate training initiative for credit)
- Institutional Challenge Exam – TECEP
- Portfolio Assessment
Non-Technical Breakdown of the Approach

1. Scans student academic credits record and looks for any instances of prior learning assessment
Non-Technical Breakdown of the Approach

If a student has a record for any of these types – flagged as ‘PLA Student’

- Additional functions exist for specific PLA types as well, which assists with targeted analysis (i.e. ‘TECEP Student’, ‘Portfolio Student’)

- A student can have multiple ‘yes’ results if they’ve taken more than one PLA type
Non-Technical Breakdown of the Approach

If no prior learning assessment entries exist, the value returns as blank
Non-Technical Breakdown of the Approach

The flag is run via reporting tools (Entrinsik Informer, SSRS, etc.) and returned on the fly – not stored in the ERP (student database)
Technical Breakdown of the Approach

flags all students with a student academic credit record in portfolio assessment record as ‘Portfolio Student’

-- Add the parameters for the function here
@studentid varchar (10)

returns varchar (3)
as
begin
-- Declare the return variable here
declare @Result varchar(3);

-- Add the T-SQL statements to compute the return value here
With CTE as ( Select stc_person_id,
stc_term,
stc_course_name,
stc_section_no
From student_acad_cred
Where stc_person_id = isnull (@studentid, '0')
and ( stc_section_no like ‘PA%’
or stc_section_no like ‘PF555’
or stc_section_no like ‘PLA-100%’
or stc_section_no like ‘PLA-200%’ )
Select @Result = 'Portfolio Student'
From CTE where stc_section_no is not null

-- Return the result of the function
Return @Result
End
Scheduled to run quarterly – automatically emails results and updates dashboards

<table>
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<tr>
<th>ID</th>
<th>ACE/NCCRS</th>
<th>APR</th>
<th>EXAMS</th>
<th>PORTFOLIO</th>
<th>TECEP</th>
<th>PLA</th>
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FY2013 Enrollments - PLA by Delivery Method

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<th>Method</th>
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<td>PLA_STUDENT</td>
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</table>

Utilized: 1887, 4871, 4987, 2062, 2506, 10548
Not Utilized: 13990, 16006, 15890, 18815, 18371, 10329
PLA Usage by Delivery Method
FY 2013 Enrolled Students

**FY2013 Total Enrollments** – 20,877

<table>
<thead>
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<th>Methodology</th>
<th>% of Enrollments</th>
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<td>ACE/NCCRS</td>
<td>9.04%</td>
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<tr>
<td>Academic Program Reviews</td>
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<td>External Examinations (CLEP/DSST)</td>
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<tr>
<td>Portfolio Assessment</td>
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<tr>
<td>TECEP</td>
<td>12.00%</td>
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PLA vs. Non-PLA Students - Average GPA

- PLA Student: 3.222
- Non-PLA Student: 3.189
Days to Degree Completion

- PLA Student: 858.370
- Non-PLA Student: 906.131
Universal Application

• Due to the way the functions operate, they can be integrated into any report containing a student’s ID.
  
  
dbo.X_PLA_STUDENT (STUDENT_ID)

• This allows for data aggregation to be far more granular and targeted for marketing
  – Number of PLA students in specific program
  – Age, race and ethnicity breakdowns
Current Analysis Capabilities

• Current fiscal year only (previous years archived in separate dashboards)

• Daily dashboards
  – Refreshed nightly
  – Total College enrollments
    • By PLA methodology
    • Combined PLA enrollment
  – Diversity impact from PLA students
  – GPA analysis
  – Degree completion (persistence) analysis
  – Time to degree completion of PLA students
Future Capabilities

• Year-to-year trend analysis
• Month-over-month trend analysis

• Daily dashboards
  – Integration of alumni data
  – Academic program integration
  – Degree completion rates by cohort
  – Dashboards for each PLA methodology
  – Account for deviations between PLA methodology
  – Track credit usage by PLA methodology
Bringing It Back Home

• It must be expressed that your students migrate into the counts of each school within your institution. This enforces the necessity of a counting mechanism for your students.

• Explain that the true value of a PLA program is hidden in the details of a student’s lifecycle at the institution. Those that do not operate in your world might not see this as an obvious notion.
Bringing It Back Home

• Find out which parameters for growth and development are a priority for the leaders, then use the methodology in the functions to isolate the PLA students. Barraging someone with data does not generate results – offering solutions to a problem does!

• Compare and contrast the differences between the two populations, paying special attention to any anomalies or figures that might be shocking to see for the first time.
You might be a tough bean to count... but you’re still a bean.

- Matthew Brown
Presenter Information

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