



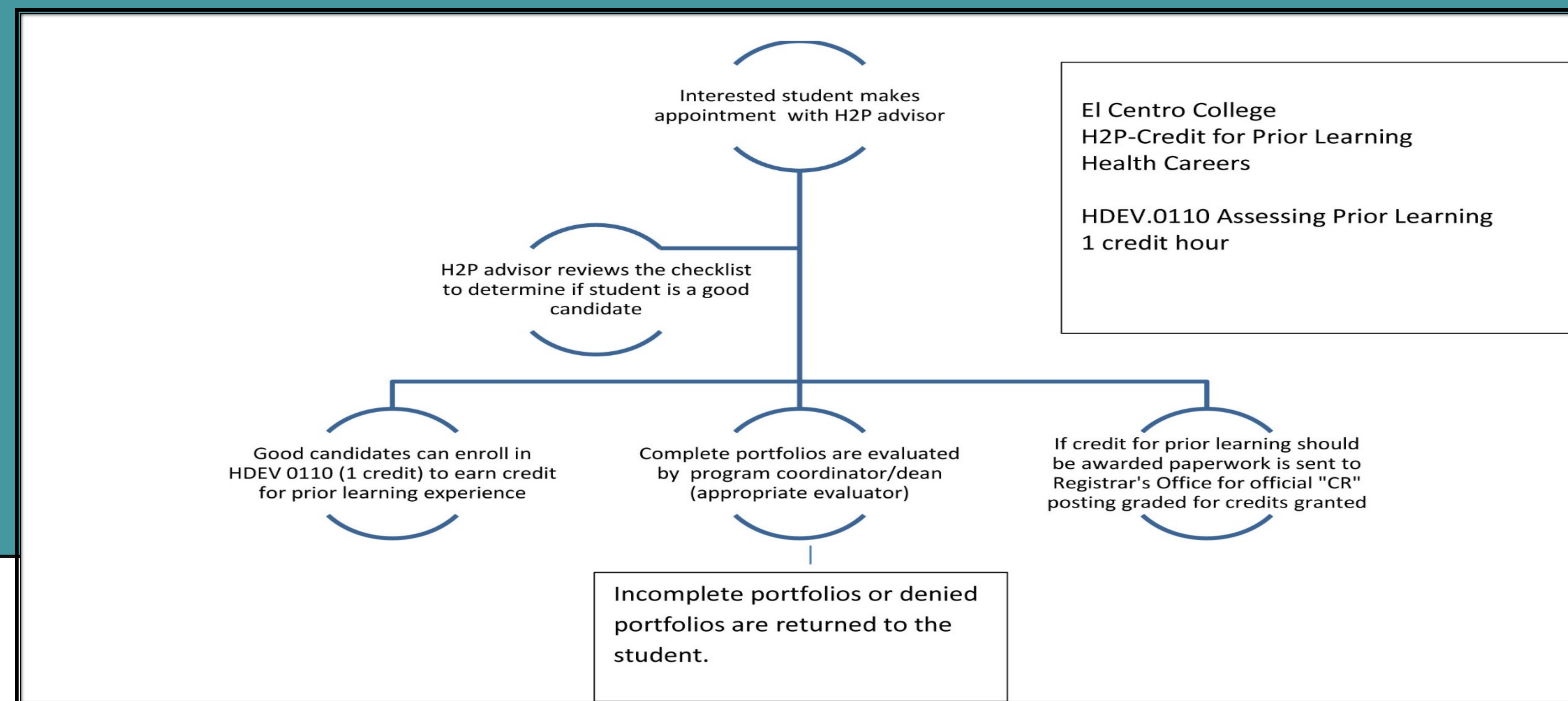
Problem

In Fall Semester 2012, a prior learning assessment course was devised. The purpose of the course was to utilize a model of competency-based education to award course credits for skills that healthcare practitioners had already learned in the workforce. The purpose of the PTR project is to establish a baseline of expected outcomes and to assess whether or not there were any inherent inequities in the course setup.



Partners

1. Allied Health and Nursing Program
2. Faculty Teaching and Learning Center
3. Institutional Research
4. Continuing Education
5. Resource and Development



Process Assessment & Improvement

Enrollment

Implemented flexible enrollment for the unique needs of PLA students. Addressed course access to students and aligned with programs of study application deadlines.

Recruitment

Launched a campus-wide advertising campaign to promote awareness of PLA. This improvement ensured that all students received equitable information and access to the PLA.

Gap Course

Developed a Patient Physical assessment hybrid course that allowed students to be assessed in physical assessment in a lab environment by faculty. Addressed the need for physical assessment required by the course. This relates to increasing student outcomes of the course and confirming competencies.

Scaling

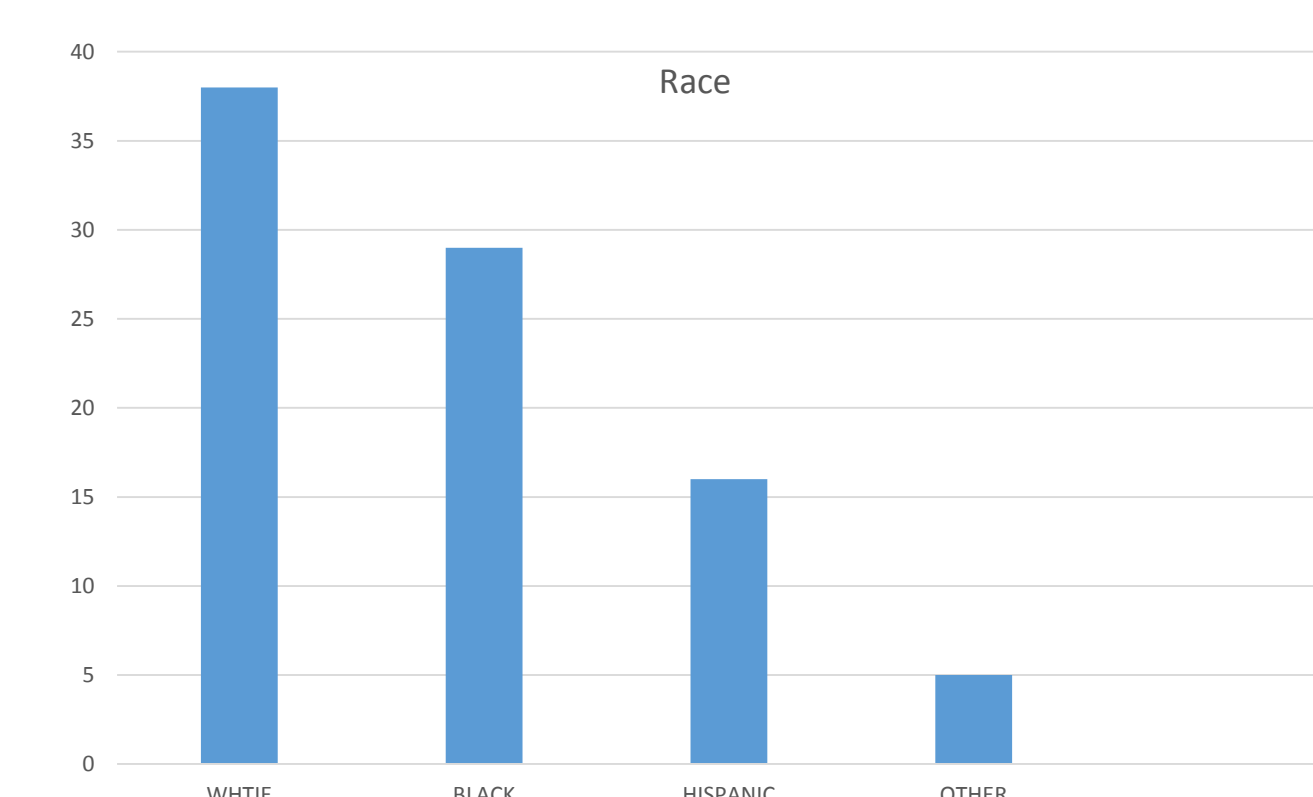
Current initiative with the Department of Education as an exploratory site on PLA and competency-based education. Working to provide other district colleges with information on PLA as an alternate process for credit through external grant funding.



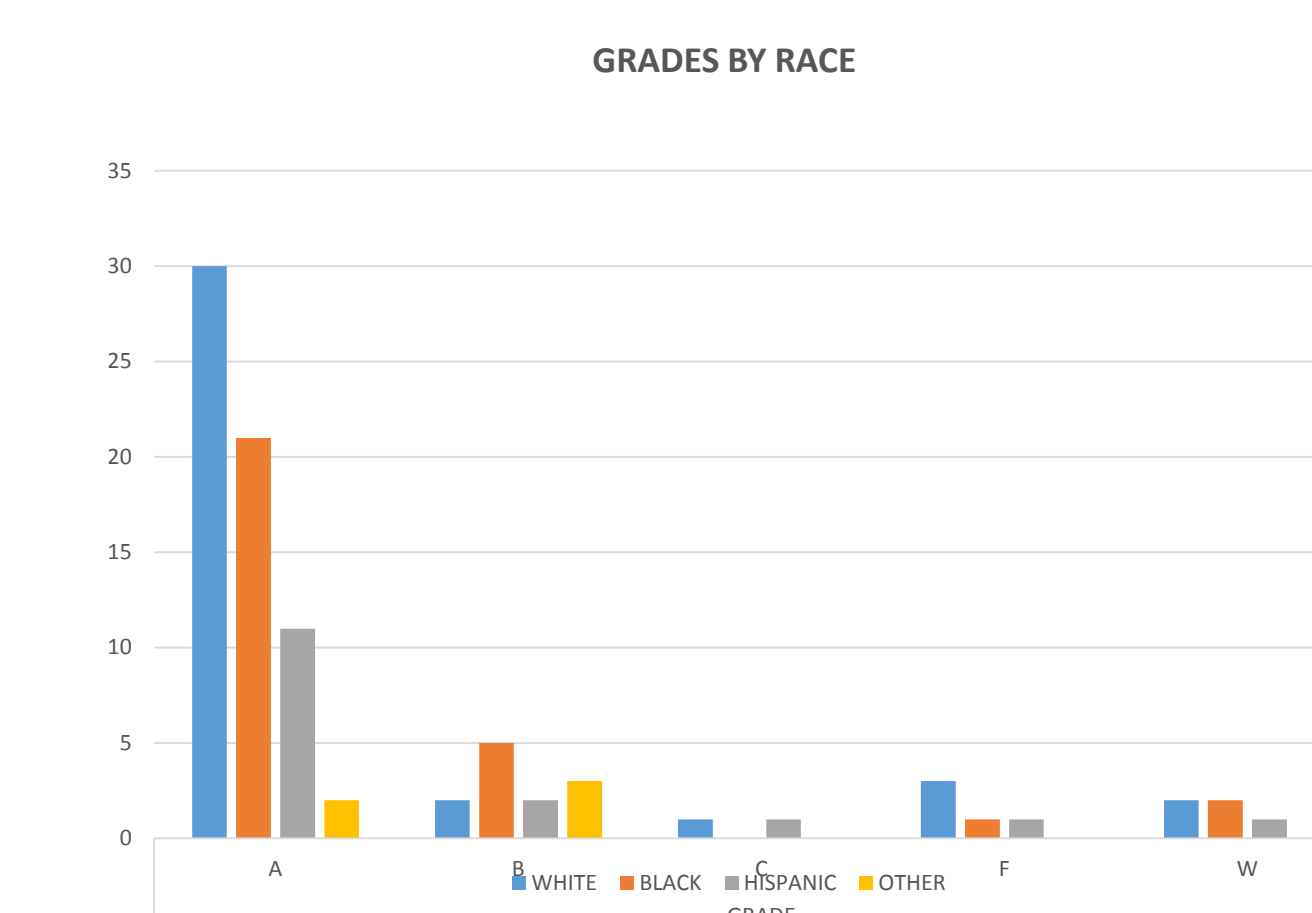
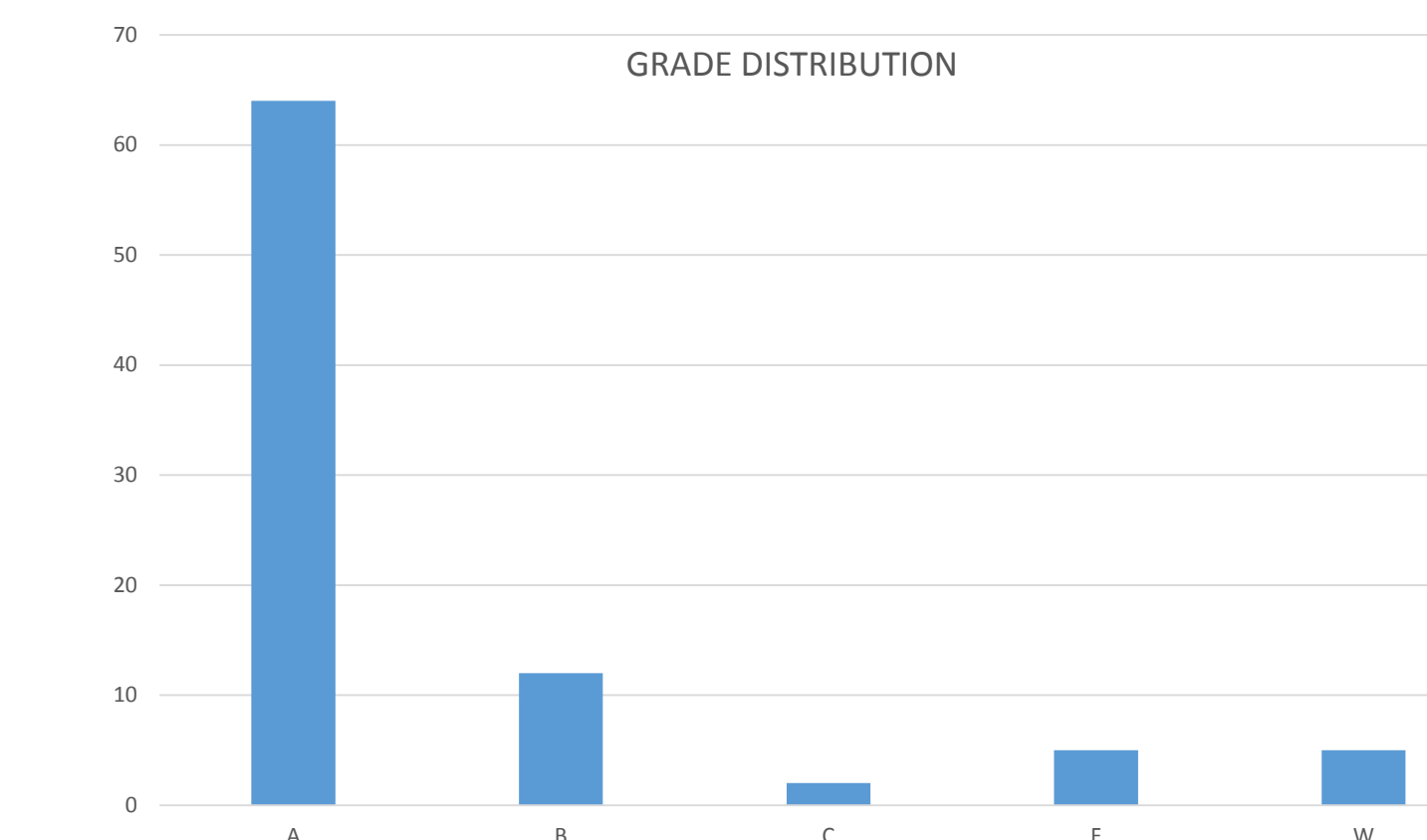
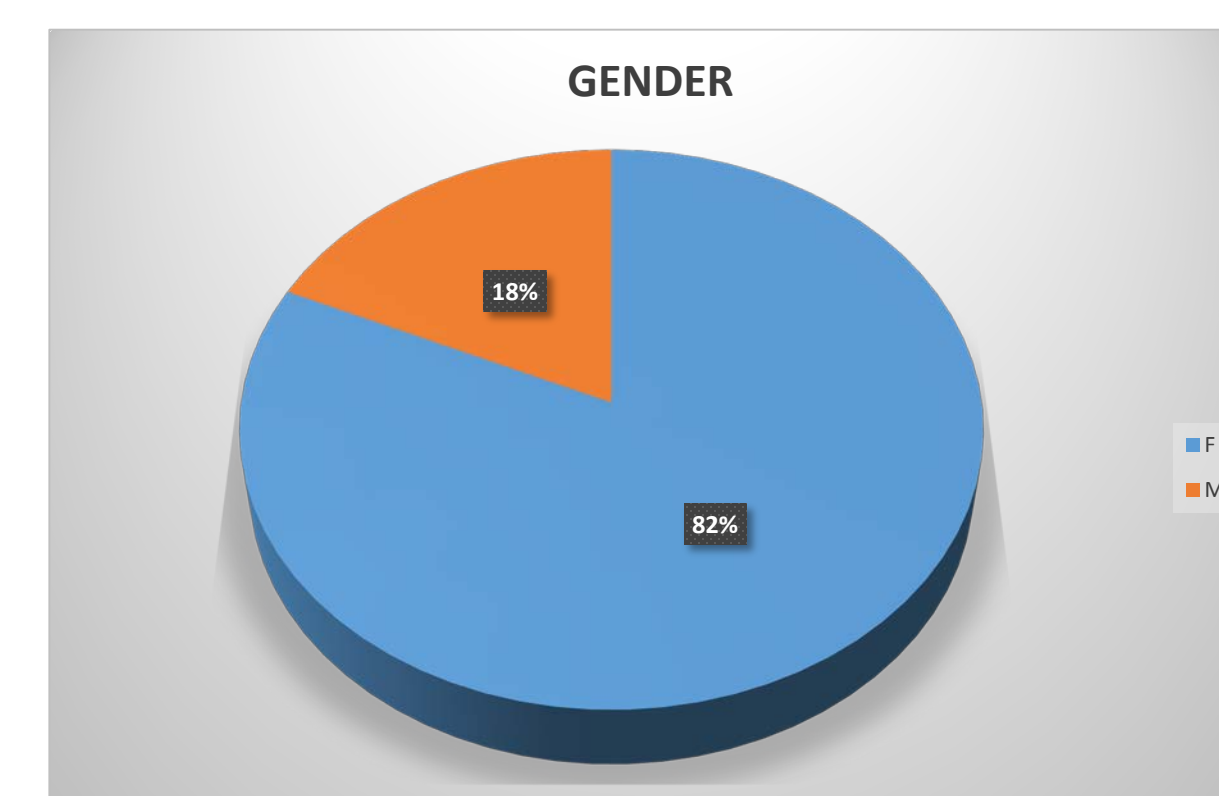
Next Steps

The next steps for our PTR project are:

1. Scale project through the Department of Education exploratory site initiative on PLA and competency-based education
2. Scale PLA to DCCCD through ACE grant
3. Continue to monitor PLA outcomes for H2P participants



1. There were 88 students who had enrolled in a PLA course as of February 2015
2. Of that number there were 38 Whites (43.2%), 29 Blacks (33%), 16 Hispanics (18.2%) and 5 Other (5.7%)
3. There were 72 females (81.8%) and 16 males (18.2%) enrolled
4. A total of 64 (72.7%) A's, 12 (13.6%) B's, 2 (2.3%) C's, 5 (5.7%) F's, and 5 (5.75%) W's were earned by students
5. Whites were most likely to obtain A's and most likely to obtain F's; Blacks were most likely to receive B's and to withdraw from class
6. Due to the relatively low number of students enrolled overall, no conclusions should be drawn, information is to be used as baseline data



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