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Houston, TX

Talent Strong Texas Pathways Institute #2

Mapping Pathways to Student Post-Completion Goals



Align, Adapt, Achieve: Lessons in the Transformation of Non-Credit to Credit Pathways and Credit for Prior Learning

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An Equal Opportunity Institution



Presentation Objectives

Align

- Understand the process of aligning noncredit to credit pathways
- Learn about mapping credit for prior learning (CPL)

Adapt

- Recognizing the importance of adapting to new paradigms in education
- Identify how these new paradigms cater to diverse learner needs and meet evolving workforce demands

Achieve

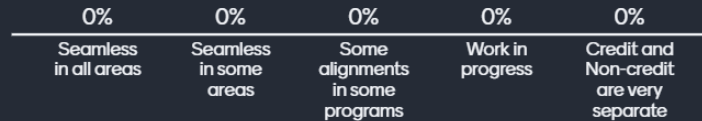
- Explore the challenges related to continuing and professional development , transcribing credit for prior learning, micro-credentials, and competency-based education (CBE)
- Discover promising practices in the field of education
- Learn from real world examples and case studies

Please use QR code below
to go to survey.



How would you describe your college's non-credit to credit alignment?

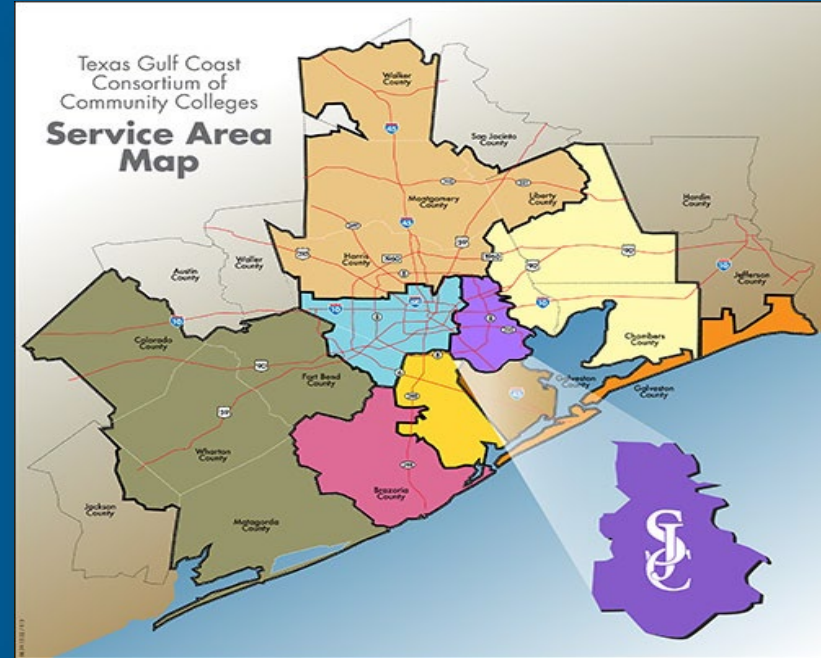
 Mentimeter



About San Jacinto College

Fun Facts

# Students, College-wide	30,593
# Instructional Campuses	5
Average Age of Students	21.8
% Students \leq 17	21.7%
% Part-time Students	69.6%
# Degrees/Certificates	8,114
# non-credit	6,000+



About San Jacinto College

Workforce Development

Health Careers	1961
Chemical Processing	1966
Process Technology	1976
Maritime	2010
Aerospace/CPET (CoE)	2019
BSN/Level Change	2020
Cyber Security, Logistics, Supply Chain Management, Engineering Technology	2022/2023
Biotechnology; 2 new bachelor degrees; competency-based education; micro-credentials	2024



Where We Were...

The Background

- Prior Learning Assessment Task Force (PLA): Original charter/development of process guides, fall 2013
- Credit for Prior Learning (CPL): Revision of process guide, fall 2022
- Non-Credit and Credit – *who/what/why?*
- Exploring Competency-Based Education

Where We Were...

The Variations

Revisions focused on a review of:

- Credit by external challenge exams
 - College level examination program (CLEP)
 - Advanced Placement Program (AP)
 - International Baccalaureate Examination Credit (IB)
- Credit by American Council on Education (ACE) – Joint Services Transcript
- Credit by internal challenge exam
- Credit by CPD transitional college credit
- Credit by certification and/or licensure
- Competency-based education

Micro-credentials





Student Goals

- Over 175,000 continuing and professional development enrollments since 1980
- Total students fall 2022: 30,593
- When asked, students wanted to:
 - Earn an associate degree (20,826), or
 - Earn credits towards for transferring to four-year institution (5,752), or
 - Earn a certificate (2,053)

**Get a
Job**

Workforce Demands

Walmart boosts skills-based hiring

By [Saundra Latham, Editor at LinkedIn News](#)

Updated 3 weeks ago

The nation's largest retailer is moving away from college degree requirements, even for top jobs. [Walmart says](#) that it will revise corporate job descriptions to reflect that "there are many roles where a degree is simply unnecessary, including at corporate headquarters." The focus on skills-based hiring is gaining momentum for several reasons, [Forbes notes](#): Skyrocketing tuition costs are driving would-be students away, and employers are coming up short in efforts to foster a diverse workforce and fill positions in skills-intensive fields like cybersecurity.

• Walmart will also offer more skills-based certificates for employees, while workers who still want a degree can speed the process by accumulating credits through on-the-job training.

- Skills-based learning
- Flexible pathways to completion
- Mapping industry certifications to non-credit and credit courses/programs
- Mapping non-credit and credit courses

Let's
Chat

How has the emphasis in CPL, CBE, and micro-credentials changed over time at your institution?



Where We Are Now...

Barriers Removed

- Removed the student from operational processes, when possible
- Transitioning to a digital process instead of paper
- Removed fees associated with CPL
- Transcript CPL credit after completion of at least 1 (instead of 3) credit hour at SJC
- Removed 3 linked-course CPD maximum in CPD transitional course credit
- Mapped non-credit to credit

Where We Are Now...

New Processes

- Document the logic behind credit for licensure/certification
- Provide template and training for licensure/certification credit process
- Update CPL manual
- Creation of taskforce and workgroups to address CPL, CBE, and micro-credentials with ALL College stakeholders

**SAN JACINTO COLLEGE
CREDIT FOR PRIOR LEARNING (CPL)
ASSESSMENT MANUAL**

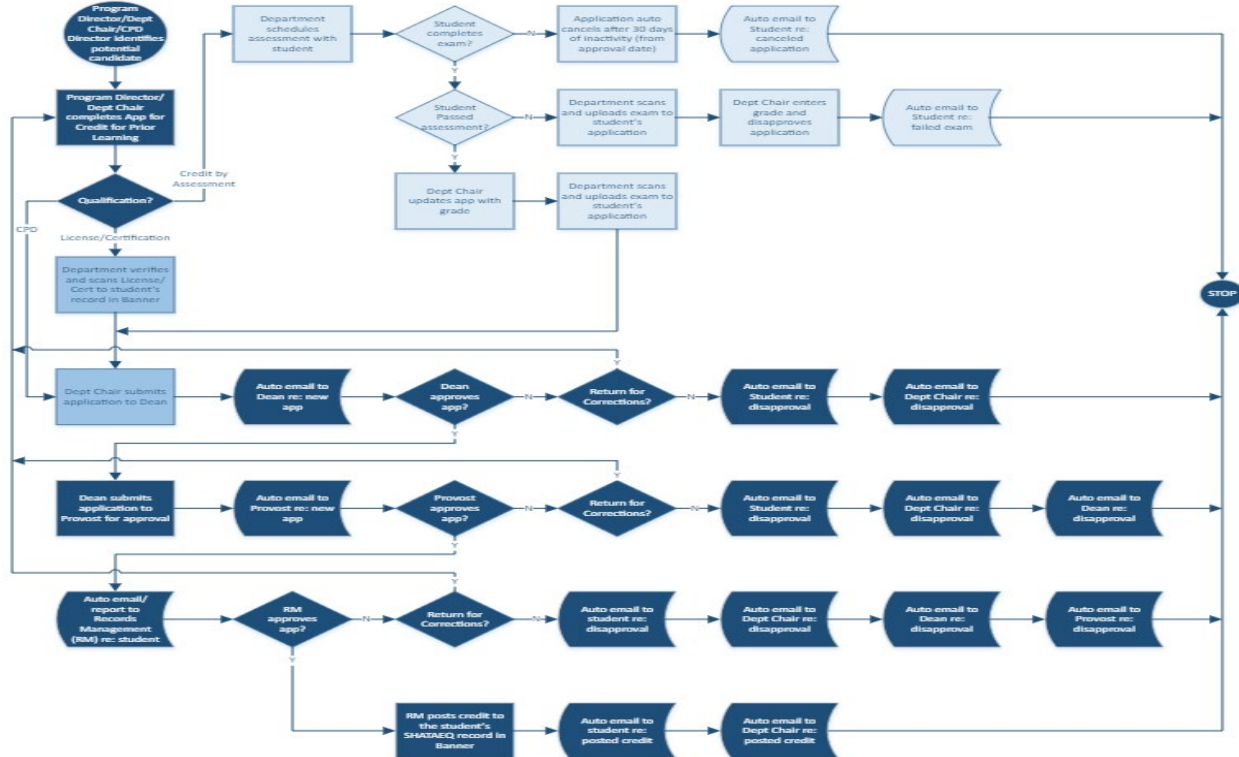
2022



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Application for Credit for Prior Learning – Proposed Future Process



Licensure/Certification Example

CREDIT FOR PRIOR LEARNING BY LICENSURE/CERTIFICATION
COURSE CREDIT AWARDED FOR
Texas Board of Nursing, Registered Nurse (RN)

Accreditation/Compliance Note: This document approves awarding of credit for the individual courses based on the previously awarded license/certificate; it does not ensure that credit conferred in this manner will be applied to credit required for an award. No more than 75% of the credit hours for any award (certificate or degree) may be earned from any type of credit for prior learning.

Nursing programs choose courses from the Texas Workforce Education Course Manual (WECM) to meet program-level outcomes and successful licensure pass rates. The curriculum may vary from institution to institution; however, the registered nurse license is evidence that individual students/graduates have successfully demonstrated the knowledge, skills, and competencies associated with entry to nursing practice. In concert with the American Nurses Association, the Texas Board of Nursing (BON) defines competency as “an expected level of performance that integrates knowledge, skills, abilities, and judgment” (qtd. in *Differentiated Essential Competencies of Graduates of Texas Nursing Programs* 91).

BON developed the Differentiated Essential Competencies (DECs) to guide all nursing programs in curricula development and in the preparation of future nurses. BON categorizes the DECs into four nursing roles:

- I. Member of the Profession:
- II. Provider of Patient-Centered Care:
- III. Patient Safety Advocate:
- IV. Member of the Health Care Team

subdivided into 25 expected clinical judgments and behaviors related to each core competency with a focus on patient safety.

Nursing courses provide opportunity for students to demonstrate competence in the application of nursing knowledge and clinical judgement. All levels of prelicensure programs allow opportunity for students to demonstrate the DECs, and BON provides explicit direction to educational institutions to incorporate the DECs into nursing programs. BON issues a nursing license to graduates who are successful on the licensure exam, thus demonstrating an understanding of meeting the DECs associated with the scope of practice for the registered nurse, prepared at the associate degree level. As such, the following San Jacinto College courses should be eligible as Credit for Prior Learning (CPL) courses for students holding a current RN license to assist the nursing program leadership in placing students into the appropriate courses in the program. Departmental advisors work with each nursing student individually to assess transfer credits and proposed CPL as demonstrated by professional licenses. Students will be counselled on the College residency requirement for earning at least 25% of semester credit hours required for the award through instruction at the College. The College Nursing department develops its nursing curriculum based on the BON DECs as indicated in the matrix below and recommends these courses become eligible for CPL credit.

Program Owner	BS Nursing
Last Approved Date	<ADDED AFTER APPROVED BY CURRICULUM COMMITTEE>

Licensure/Certification Example

Course	RNSG 1413, Foundations for Nursing Practice	
Description	<p>This is an introduction to the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision making and critical thinking. The mechanisms of disease and the needs and problems that can arise are discussed and how the nursing process helps manage the patient through these issues. Emphasis on knowledge, judgment, skills, and professional values within a legal/ethical framework.</p> <p>(2 Lec, 6 Lab) Prerequisite(s): Department chair approval. Course Type: Technical</p>	
Awards	<p>All awards in which the course is included: BS-NURS, Nursing, Bachelor of Science 3NURS, Nursing, Associate Degree Nursing</p>	
Notes		
Course Learning Outcomes	Licensure/Certification Outcomes	
<p>A. Describe the roles of the nurse in the delivery of health care. B. Perform basic nursing skills.</p>	<p>I.A. Member of the Profession: Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</p>	
<p>C. Apply basic systematic problem-solving using critical thinking.</p>	<p>II.D. Provider of Patient-Centered Care: Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.</p>	
<p>D. Provide safe, competent, and compassionate care utilizing the essential competencies as outlined in the TBON, Differentiated Essential Competencies of Graduates of Texas Nursing Program.</p>	<p>II.A. Provider of Patient-Centered Care: Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice. I.A. Member of the Profession: Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</p>	



Licensure/Certification Example

CREDIT FOR PRIOR LEARNING BY LICENSURE/CERTIFICATION
COURSE CREDIT AWARDED FOR
<Issuing Agency/Organization>, <Name of License/Certificate>

Accreditation/Compliance Note: This document approves awarding of credit for the individual courses based on the previously awarded license/certificate; it does not ensure that credit conferred in this manner will be applied to credit required for an award. No more than 75% of the credit hours for any award (certificate or degree) may be earned from any type of credit for prior learning.

<Narrative summary of the purpose of the license/certificate and how that is comparable to the purpose of the program and courses for which credit will be awarded. No more than 1 page>

<Attach a copy of ALL of the license/certificate's outcomes – a published document from the issuing agency/organization is easier/preferred>

Program Owner	<PROGRAM/DEPARTMENT/DISCIPLINE>
Last Approved Date	<ADDED AFTER APPROVED BY CURRICULUM COMMITTEE>

Course	<SUBJECT> <NUMBER>, <TITLE>	
Description	<Course description from catalog, including all details such as Lecture/Lab hours, prerequisites, type of course>	
Awards	All awards in which the course is included: <AWARD CODE>, <AWARD NAME FROM CATALOG>	
Additional Rationale	<Insert any additional, relevant information that support the alignment of the license/certificate with the course.>	
Course Learning Outcomes		Licensure/Certification Outcomes
<Direct correlation of course learning outcomes to license/certification outcome. Relationship may be 1:1 or 1:many or many:1 but not many:many. Add rows to this table as needed. Copy this table for as many courses as needed.>		

REVISION HISTORY

Version	Date	Author	Status	Change

APPROVALS

Document approval history.

Version	Date of Review	Committee	Status

Exploring expansion of CPL with CPD course/certificate offerings

Fiscal Year	FICE	CIP	Local ID	WECM	Program Name	Category	Licensure/Certification Only	Both Credential AND Licensure/Certification	Credential Only	Total (Sum of Columns F, G, and H)	Comment (Optional)
<i>*Please review the Instruction and Definition tabs for the definition and the requirements for each field.</i>											
2021	654321	123400			Commercial Driver's License	OSA	10	5	20	35	
2022	123456	654301			Occupational Safety and Health Administration	ICLC	7	50	62	119	
2020	3609	490309	MART 55004	MART 2073	Able Bodied Seaman	ICLC	0	Unknown	28		
2021	3609						0	Unknown	35		
2022	3609						0	Unknown	56		
2020	3609	490309	MARS 55000	MARS 1073	Advanced Cargo Handling & Stowage (Management Level)	ICLC	0	Unknown	0		
2021	3609						0	Unknown	0		
2022	3609						0	Unknown	0		
2020	3609	430203	VFFT 55000	VFFT 1051	Advanced Fire Fighting	ICLC	0	Unknown	37		
2021	3609						0	Unknown	39		
2022	3609						0	Unknown	39		
2020	3609	430203	VFFT 55001	VFFT 1051	Advanced Fire Fighting Refresher	ICLC	0	Unknown	24		
2021	3609						0	Unknown	30		
2022	3609						0	Unknown	22		
2020	3609	430203	VFFT 55003	VFFT 1051	Advanced Fire Fighting Revalidation	ICLC	0	Unknown	112		
2021	3609						0	Unknown	145		
2022	3609						0	Unknown	141		
2020	3609	400101	SCIT 55000	SCIT 1093	Advanced Meteorology	ICLC	0	Unknown	11		
2021	3609						0	Unknown	21		
2022	3609						0	Unknown	7		
2020	3609	490309	MARS 55001	MARS 1074	Advanced Navigation	ICLC	0	Unknown	0		
2021	3609						0	Unknown	0		
2022	3609						0	Unknown	0		
2020	3609	490309	MARS 55019	MARS 2075	Advanced Shiphandling	ICLC	0	Unknown	7		

Example of Mapping

Program	Award 1	Award 2	Award 3	Award 4
Emergency Medical Services	Level 2 COT	AAS		
Eye Care Technology	Optician Preparatory OC	COT	AAS	
Medical Laboratory Technology	Phlebotomy (non-credit)	Medical Laboratory Assistant OC	Medical Laboratory Technology AAS	
Nursing	Certified Nurse Assistant (non-credit)	LVN	ADN or LVN to ADN	BSN

Supporting Students and Industry Partners

- Administrators
- Multiple Stakeholders, College-wide
- Faculty, Non-Credit and Credit
- Bridge Coordinator: Health Sciences
- Workforce Education Coordinator for Business and Technology

Next Steps

- Continue to respond to new state funding model
- Implement CBE pilot
- Continue work on credit and noncredit common language
- Continue work on enrollment processes
- Scale a digital platform to capture student prior learning
- Develop a new student learning records
- Support faculty professional development to align with recognized industry credentials

QUESTIONS?



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