Highlights of Lumina Foundation/SACSCOC Grant Outcomes:

Recognizing Alternate Credentials

SACSCOC Annual Meeting
December 10, 2018
New Orleans

CS-140
John S. Hardt, Facilitator
Vice President
Focus of the Grant

To facilitate the work of member institutions to legitimize (i.e., recognize as building blocks to be applied to more advanced credentials) various entry-level training programs that are typically not viewed as building blocks to other credentials nor within the domain of traditional, degree-granting higher education institutions.
Featured Institutions
(from 25 institutional grant recipients)

- Central Georgia Technical College
- Copiah-Lincoln Community College
- Eastfield College
- South Texas College
Central Georgia Technical College

Jackie Turner

PLA Coordinator / Associate Dean
Work Experience Conversion: A PLA Improvement Project

Jackie Turner
PLA Coordinator / Associate Dean
Project Goal and Objectives

Streamline and simplify the process for work and life experiences to be evaluated for non-credit to credit conversion.

1. Develop a user-friendly detailed process manual, both written and web-based, for students on preparing a portfolio to document work and life experience as college-level learning and for faculty on evaluating the portfolio.

2. Develop comprehensive training materials for faculty on evaluating whether work and life experience align to college-level learning.
Project Activities

1. Created Student manual and Administrator guide
   - Process for portfolio development & evaluation

2. Led Professional Development Series
   - Faculty and staff unit specific training
   - Student training (orientations and workshops)
   - Supplemental external training (CAEL, DePaul Univ.)

3. Published pre-approved crosswalk tables (local approvals)
   - Continually growing based on equivalency approvals
   - Non-standard and standard tracks

4. Developed PLA database within BANNER (shared statewide)
Project Outcomes

- The Handbook and Administrator’s Guide made the PLA process **transparent, easily replicated, and sustainable**
- Pre-approved 16 documented learning equivalencies creating a **fast-track** option
- **Increased** number of students receiving credit for work & life experiences (7 in AY2017 vs 8 in Fall Semester 2018)
- Increased external **partnerships**
- 100% of faculty and staff surveyed agreed the updated PLA process is beneficial for supporting **student retention and progression**
Lessons Learned

- Involve Subject Matter Experts in the initial process development phase, not just the course equivalency review phase.
- Faculty and staff without military backgrounds are more likely to question the quality and relevance of military training.
- Unit specific training is more beneficial than general information sessions.
Copiah-Lincoln Community College

Jackie Martin

Associate Vice President of Instructional Services
WHERE WE STARTED....

CPL POLICY

C2C INITIATIVE

LUMINA GRANT
WHAT DID WE DO....

- Marketing
- Professional Development Training
STUDENT SUCCESS....

- Diesel Equipment Technology
- Computer Networking Technology
- Precision Machining Technology
MOVING FORWARD....

**Marketing**
Scale up the marketing plan

**Training**
Provide additional professional development training for faculty and staff

**Credits**
Increase the number of CPL hours awarded
Eastfield College

Tricia Thomas-Anderson

Dean of Resource Development
Assessed and addressed the need for training and development of faculty and staff regarding prior learning assessment through day conferences and the development of an online PLA resource.

www.plaportal.org

American Council of Education partnership to provide credit for prior learning faculty evaluation training and technical support in the development of non-credit to credit crosswalks in career and technical programs.
OUTCOMES OF THE PROJECT

• BP2 trained five additional faculty from two additional colleges within the DCCCD Higher Education Network as evaluators,
• Replicated two of the four crosswalks created in BP1, and
• Developed a new BP crosswalk in Criminal Justice.
• An additional college is currently scheduled for training and replication of the Computer Information Network BP crosswalk.

MAJOR INITIATIVES IMPLEMENTED

• Development of a Credit for Prior Learning Implementation Taskforce
• Development and implementation of “Policies and Procedures for Awarding Credit for Prior Learning”.

LESSONS LEARNED

• Faculty buy-in is more easily attainable with engagement and support of other subject matter experts/evaluators from best practice institutions.
• According to faculty, “It’s easier said than done” and requires detailed research and support to do correctly.
• Engage faculty in the conversation early on.
Each of the following credit recommendations are the result of faculty evaluation by subject matter experts and recommended by the American Council on Education (ACE).

<table>
<thead>
<tr>
<th>NON-CREDIT THIRD PARTY CREDENTIAL</th>
<th>LEVEL I CERTIFICATE (16 - 24 CR)</th>
<th>LEVEL II CERTIFICATE (41 - 46 CR)</th>
<th>ASSOCIATE OF APPLIED SCIENCE (60 CR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC3 – GS4 Certification: Certiport Pearson Inc.**</td>
<td>4</td>
<td>12 - 20</td>
<td>37 - 42</td>
</tr>
<tr>
<td>MOS Certification: Microsoft Office***</td>
<td>16</td>
<td>4 – 12*</td>
<td>25 - 30</td>
</tr>
<tr>
<td>Cisco Certification****</td>
<td>12</td>
<td>4-12</td>
<td>29-34</td>
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*In compliance with 25% seat requirements of the Southern Association of Colleges and Schools – Commission on Colleges for completion of a program of study. Credits awarded beyond 75% of a credential can be awarded as elective credit.

**The IC3 Digital Literacy Certification fulfills the course outcomes and learning objectives of Introduction to Computer courses.

***The MOS Certification Exam fulfills the course outcomes and learning objectives of Introduction to Word Processing, Spreadsheets, Databases, and Presentation Graphics Software courses.

**** This Blended Pathway is only available at Cedar Valley College.
South Texas College

Kevin Peek

Assistant Professor of Economics
Competency-Based Baccalaureate

Background

Organizational Leadership

- 1st Competency-based degree in the state of Texas (2014)
- College for All Texans Grant: $1,000,000

Partnerships

- Texas Higher Education Coordinating Board
- College For All Texans Foundation
- Texas A&M University – Commerce
- South Texas College

Computer Information Technologies

- 1st Competency-Based Bachelor Degree in Computer Science in the State of Texas (2017)
- College for All Texans Grant: $167,848.00

Partnerships

- College for all Texans Foundation
- Austin Community College (ACC)
- South Texas College (STC)
Competency-Based Bachelor Degree Model

Unique Design
- **Accelerated** Competency-Based Student Progress
- **Seven Week Course Structure** with Flat Rate Tuition ($750/term)
- **Personalized Learning** Environment
- **Credit** Given For Military or Work-Related Training

Student Support
- Faculty with Content Expertise
- Academic Coach to Mentor and Monitor Progress
Competency-Based Course Delivery

Traditional vs Competency-Based

**Traditional**
- Course Credit Based on Seat Time
- Course Learning Outcomes
- Quizzes, Assignments, Mid-Term, and Final
- Lecture and Textbooks
- Completion of Course with letter grade of “C” or better in 16wks

**Competency-Based**
- Course Credit Based on Mastery of Competencies
- Course Competencies
- Pre-Test and Post-Test
- Online Educational Resources Including E-Books, Learning Activities, and Streaming Lectures
- Completion of Course with letter grade of “B” or better in 7wks or less
Final Discussion and Questions