Breaking Down Silos to Build In-demand Pathways

STRATEGIC USE OF NON-CREDIT AND CREDIT OFFERINGS TO MEET INDUSTRY NEED AND ACCELERATE STUDENT SUCCESS
Featured Speaker

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Executive Dean
Regional Technology Initiatives
Mott Community College
Flint, Michigan
Today’s Session

- Stackable Credentials in the Context of Career Pathways
- Leveraging Services Across the Institution to Support Students and Employers
- Removing Barriers to Non-Credit/Credit Integration
- Considerations for Building Career Pathways
Mapping Upward Project Overview

Purpose:

- Build capacity of community and technical colleges to improve CTE credential attainment rates by offering stackable credentials, a series of shorter pathways to associate degree completion.
- Help students progress along the education continuum; earn a postsecondary credential with labor market value.
- Deepen employer engagement and partnerships.
Stackable Credentials Characteristics

- Responsive to labor market/talent development needs of region
- Educational certificates linked to industry credentials
- Active employer engagement
- Support diverse groups of learners
- Multiple entry and exit points
- Flexible scheduling to support work-and-learn models
- Incremental milestones yield credentials with labor market value on the path to degree attainment
Career Pathways in WIOA

- Align with skills needed by industries in state or regional economy;
- Prepare individuals to succeed in a range of education options, including apprenticeships;
- Include counseling to support an individual in achieving education and career goals;
- Include, as appropriate, concurrent education and training opportunities for a specific occupation or occupational cluster;
- Organize education, training, and support services to meet individual needs and accelerate educational and career advancement;
- Enable individuals to attain a high school diploma or equivalent, and at least one recognized postsecondary credential;
- Help individuals enter or advance within an occupation or occupational cluster.
Coordinating Services to Support Career Pathways

1. Who buys the services we offer?
   - Traditional & HS Student
   - Adult Learners
   - Job Seekers

2. How do we help them access those services?
   - Intake/Advising

3. Which services are most appropriate?
   - Student Support Services

4. How do we validate skills & abilities?
   - Credit Programs
   - Con-Ed Programs

5. Which occupations are a fit at which levels?
   - Career Services

6. What are the lifelong learning options?
   - Credentials
   - Occupations/Wages

- University Transfer Options
- Corporate Services
Career Pathways Continuum of Services

- Intake
- Lifelong Learning
- Advising
- Employment
- Programs
- Credentials
Student Entry Points

“Traditional” Students:
• High School Districts
• Early Middle College
• Career Centers
• Reverse Transfer
• Community and Residents

Adult Learners:
• GED, ELA, ABE
• Incumbent Workers
• Community Technology Centers

Job Seekers:
• Veterans Center
• DSS/Rehabilitation
• TAA Recipients
• CBOs (Goodwill, etc.)
• Workforce System
Further Defines Intake and Advising Function

**Admission/Advising**
- Admissions
- Counseling/Student Development
- Career Assessment
- Financial Aid

**Student Support/Resources**
- College-based Veterans Center
- Instructional Support Services
- Career Resource Center
- Workforce Development
- Tutoring/Disability Services, etc.

Applies regardless of where an individual enters the institution
Connecting Short-Term Training, Certificate, Diploma and AAS to Credentials and Careers/Wages

**Talent Development**
- Welding (XXX Hours – SMAW/GMAW Process)

**Certificates/Credentials**
- AWS credential?
- NCRC/OSHA
- Company/national credential?
- PMMI
- Siemens
- NIMS
- AWS
- MSSC

**Occupations/Wages**
- Production Welder
  - Wage Range: $9.25 - $17.50
- HVAC Installation Technician
  - Wage Range: $12.50 - $18.75
- Industrial Maintenance Robot Tech.
  - Wage Range: $14.50 - $36.00

**LEGEND:**
- Programmatic Connections
- Student Information Flow
- Employer Inquiry
Harper College Stackable Credentials in Manufacturing

MECHATRONICS/AUTOMATION (STACKABLE)
- 10 Additional Hours
  - Electrical Maintenance Certificate
  - Industrial Electronics/Maintenance Certificate
  - Mechatronics Certificate
- 6 Additional Hours
  - Associate in Applied Science Degree
    Specialization: Mechatronics (60 credit-hour program)

PRECISION MACHINING (STACKABLE)
- 16 Additional Hours
  - Computer Numerical Control Operator I Certificate
- 11 Additional Hours
  - Computer Numerical Control Operator II Certificate
- 18 Additional Hours
  - Associate in Applied Science Degree
    Specialization: Precision Machining (60 credit-hour program)

METAL FABRICATION (STACKABLE)
- 16 Additional Hours
  - Basic Welding Certificate
- 18 Additional Hours
  - Welding Fabrication Certificate
- 16 Additional Hours
  - Associate in Applied Science Degree
    Specialization: Metal Fabrication (60 credit-hour program)

SUPPLY CHAIN MANAGEMENT/LOGISTICS (STACKABLE)
- 18 Additional Hours
  - Supply Chain Certificate
- 28 Additional Hours
  - Associate in Applied Science Degree
    Specialization: Supply Chain Management/Logistics (60 credit-hour program)

Learn more about Harper transfer agreements with 4-year colleges.
Gateway Technical College
Automotive Technology

**Previous Credit**

There are many opportunities, both in high school and through previous college, work, and/or military experience, to earn credit at Gateway. For more information about earning credit in high school and opportunities for credit for prior learning, please see reverse side.

**Certificate**

Automotive Under Car Technician (10 Credits)

Potential Jobs:
- Lube Technician
- Alignment Technician

Median Income*: $10.50 per hour
$21,840 annually
*Based on locally reported wage data.

Students who complete this program are prepared to earn industry-recognized certifications, including:
- Pro42 Alignment Machine
- FCA Steering & Suspension

**Technical Diploma**

Automotive Maintenance Technician (32 Credits)

Potential Jobs:
- Service Technician
- Quick Service Technician

Median Income*: $14.00 per hour
$29,120 annually
*Based on locally reported wage data.

Students who complete this program are prepared to earn industry-recognized certifications, including:
- NC3 Snap-On Multimeter
- FCA Level 0 Certified

**Associate’s Degree**

Automotive Technology (70 Credits)

Potential Jobs:
- Diagnostic Specialist
- Master Technician

Median Income: $20.48 per hour
$42,508 annually

Students who complete this program are prepared to earn industry-recognized certifications, including:
- NC3 Advanced Diagnostics
- FCA Level 1 Certified

**Career**

Students are prepared to enter their career field at any point along the pathway and advance as they complete higher-level credentials.

**Bachelor’s Degree**

Transfer up to 70 credits via existing articulation agreements with colleges such as:
- Bellevue University
- Franklin University
- Lakeland College
- Ottawa University
- UW-Oshkosh
- UW-Stout

Salary and employment data courtesy of DWD.

gtc.edu/automotive
Identifying Stackable Credentials – Another Perspective
(Community College Research Center – Working Paper #92)

Stackable credentials ideally have three key features:

- First, each credential in the “stack” should be of short duration.
- Second, they should have labor market value by themselves, thus adding to the student’s earning power.
- Third, (for progression stacks), the sequences should be structured such that enrollees have a clear pathway over multiple awards to completion of a degree (without losing credits from earlier credentials).
Identifying Stackable Credentials
(Community College Research Center – Working Paper #92)

Is there any confusion between a college certificate and an industry-recognized credential?

- Do you offer both varieties? Via credit or non-credit or both?
- Do employers recognize and give preference to any industry-recognized credentials?
- What are your opinions of industry-recognized credentials? How could they be used to the benefit of individuals, the college and the community?
The Struggle with Change

Incorporating Non-Credit/Credit and Credentials into Career Pathways

A Mott Community College Example
Why Has There Been Resistance?

Reasons and Excuses:

• Community Education (not credit worthy – Rebuilding Small Engines, etc.)
• Workforce Development – low skill topics
• Corporate Training (some, not all, driven by contracts, etc.)
• Failure to accurately identify competencies
• Lack of authentic (and individual) assessment
• Faculty resistance
  – Content mirrored existing credit courses
  – Opportunity to generate extra income in non-credit area
  – Fear of job loss during periods of low enrollment
  – Previous non-credit students unprepared in credit courses
  – Takes students from credit programs
Early Attempts

• Few were seeking any solutions

• Blended Solutions/Articulation (sort of)
  – Breaking Through (2007-09) – accelerated, career focused, credit/non-credit format, articulated by design
  – Accelerated credit courses – time constraints

• Articulation/Recognition of Credit for Prior Experience
  – Apprentice-related instruction to AAS pathway
  – Applied Technology – pathway for non-apprentice technical careers
A Starting Point in IT

• Information Technology (2013-14)

• Basic format:
  – Eligibility:
    * Declare in an IT degree program
    * Industry credential w/in 3 years
    * Must complete an additional course in program w/ 2.0 GPA or higher
  – Students pay no fee for credit
  – Process:
    a. Student contacts program faculty
    b. Student must “validate” credential
    c. Program faculty generates memo to Registrar identifying credit to be granted
    d. Credit is transcripted – no GPA
    e. Transfer to university uncertain
# A Starting Point in IT

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<th>CIW Certification Exam Information</th>
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<tr>
<td>CIW Site Development Associate</td>
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Some Follow-up Questions in IT

• Has it been successful?
  o Yes, but not used extensively
    – Possibly due to number of students certifying after course completion
    – Process is very smooth for students

• Are there challenges?
  o 3-year timeframe for credentialing

• How do you stay current?
  o Faculty review credentials and update course lists
Moving on in Advanced Manufacturing

• Kresge Foundation Pathways to Credentials award

• Round 3 TAACCCT Award – 2013-17
  (8) MI colleges - MI Coalition for Adv. Mfg. (MCAM)

• New intake models, credentials, articulation/transfer programs, etc.

• Strong workforce development focus

• Main “deliverable” – allow students to move seamlessly within and between institutions

• Topical areas: Welding, Machining, Mechatronics, Production
Moving on in Advanced Manufacturing

*M-CAM colleges will develop articulation and common basic skills assessments so students in the region gain common competencies; new transfer agreements are forged with four-year institutions.*

- **Challenges:** Courses/Credits/Programs vary at 8 colleges

- **Solution:** Use the Industry Credentials
  - AWS, NIMS, PMMI, Siemens, MSSC-CPT

- **No significant “pull” from local employers for credentials**

- **Heavy lift to embrace credentials employers didn’t recognize or value. “Sales” job for colleges.**
Moving on in Advanced Manufacturing

Process:

• Under direction of a lead institution, faculty met to discuss courses/credits/programs and alignment (if any) with industry credentials
• Mapping conducted to document content alignment
• College teams required to navigate “individual” institutional differences, i.e. percent of overlap between course and industry credential varied
• None of the colleges required to change courses but many did for credential alignment purposes
## Welding Example: AWS SENSE Program

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**Tot. Credits**: 2 4 1 8 3 5 2 0 2 3 1 7 24.07 1 0
Things You Might Consider

1. Where would your pathway begin?

2. Should it include both Con-Ed and Credit?

3. If so, is there a process or document that describes the pathway in that way?

4. Are there beginning and/or cross-over points – or silos?

5. Are there any biases about student capabilities?

6. Will there be long-term benefit to the college and community by building a career pathway using this model?
Things You Might Consider

7. Do you offer any hybrid programs that combine credit/non-credit courses? Would there be any benefits to doing so?

8. Do any regional employers prefer credit-based “training” for incumbent workers?

9. Do you have the ability to run accelerated credit courses to meet industry timeframes?

10. Do you feel that the various short-term credit certificates satisfy the CCRC definition of a stackable credential?

11. Do you think the non-credit courses satisfy the CCRC definition of a stackable credential?

12. Should registered apprenticeships be considered?
Even More Considerations for Your Career Pathway
Even More Considerations for Your Career Pathway

1. Based on today’s conversation, which components need to be addressed to develop a career pathway in a particular area?
2. Does everyone understand the similarities and differences between credit/non-credit programs?
3. Should industry-recognized credentials be part of the conversation? What role might they play?
4. Can they play a role in connecting non-credit and credit activities? Who would benefit if such a link was made?
5. Is transfer and/or articulation a model that could be exploited?
6. Could the industry-recognized credential provide a platform for considering advanced placement in credit programs?
Decision Time — Next Steps

1. Why would this be worth doing?
   • Does it bring value to the (3) primary groups you serve?
   • Will it yield long-term benefits to the institution?
     – Future funding opportunities via WIOA and other grants
     – Serving students better
     – Meeting employer needs better
     – Providing multiple “communication flows” leading to less confusion?
     – Could it increase enrollment?
     – Does it serve any economic development goals used to attract new business to the region?
Decision Time — Next Steps

2. What would it take to make this happen?
   • Will it require a “culture” change?
   • Does it require any “policy” changes?
   • Are there equipment implications (for industry credentials)?
   • Are there other budgetary implications?
   • Will you need stronger support from the employer community?
   • Do you need to engage more members of the college community, i.e. Student Services, Registrar, etc.?
Learn More

For questions on content in this presentation, contact:
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Mapping Upward
Stackable Credentials That Lead to Careers

Project Resources online:
cte.ed.gov

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