

Industry Credentials as a Basis for Articulation



Presenter:

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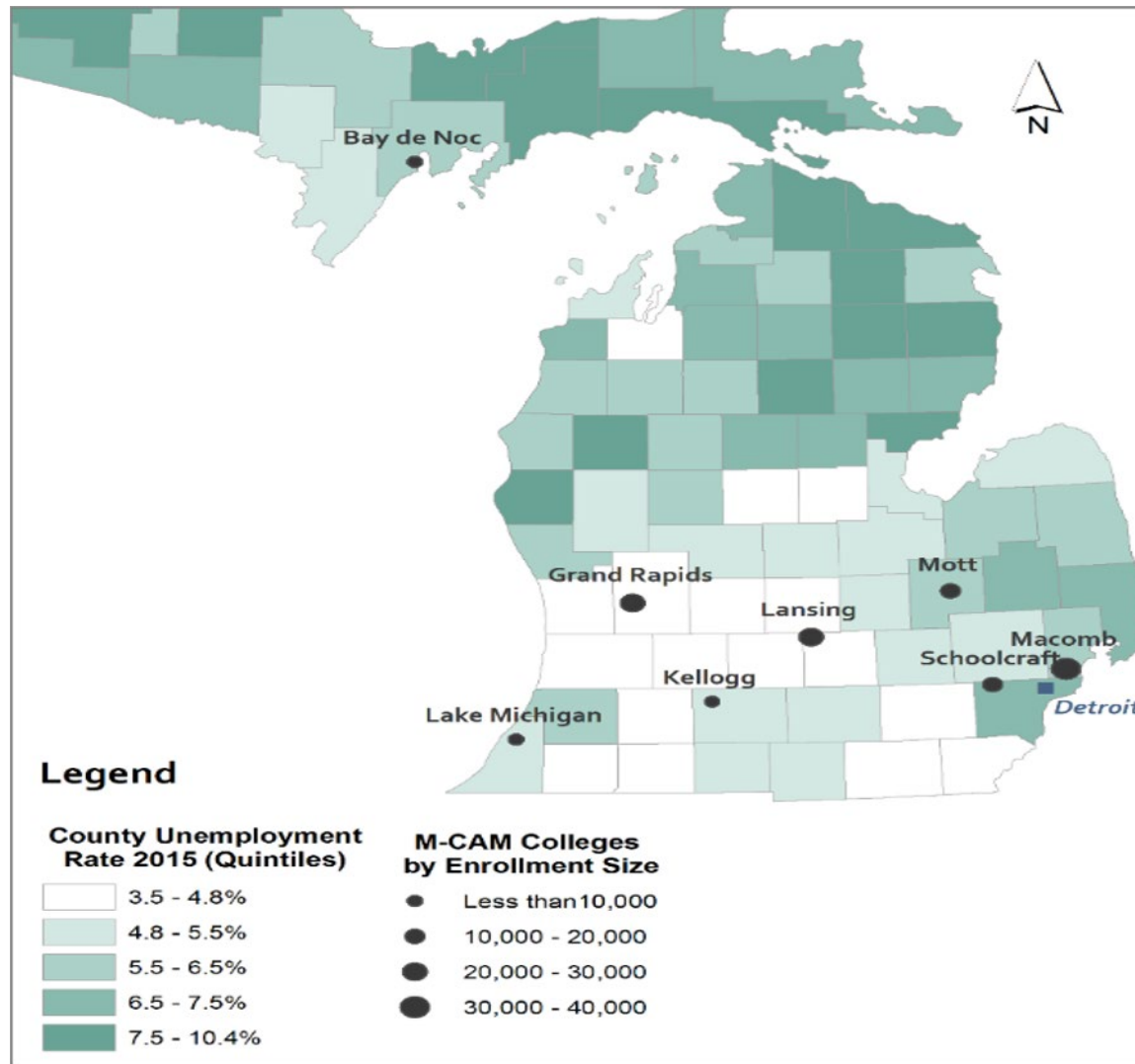


PATHWAYS TO
CREDENTIALS

1. M-CAM Overview
2. Types of Industry Credentials Selected
3. Processes Used to Articulate Credit
4. Lessons Learned in Articulating Credit
5. Next Steps



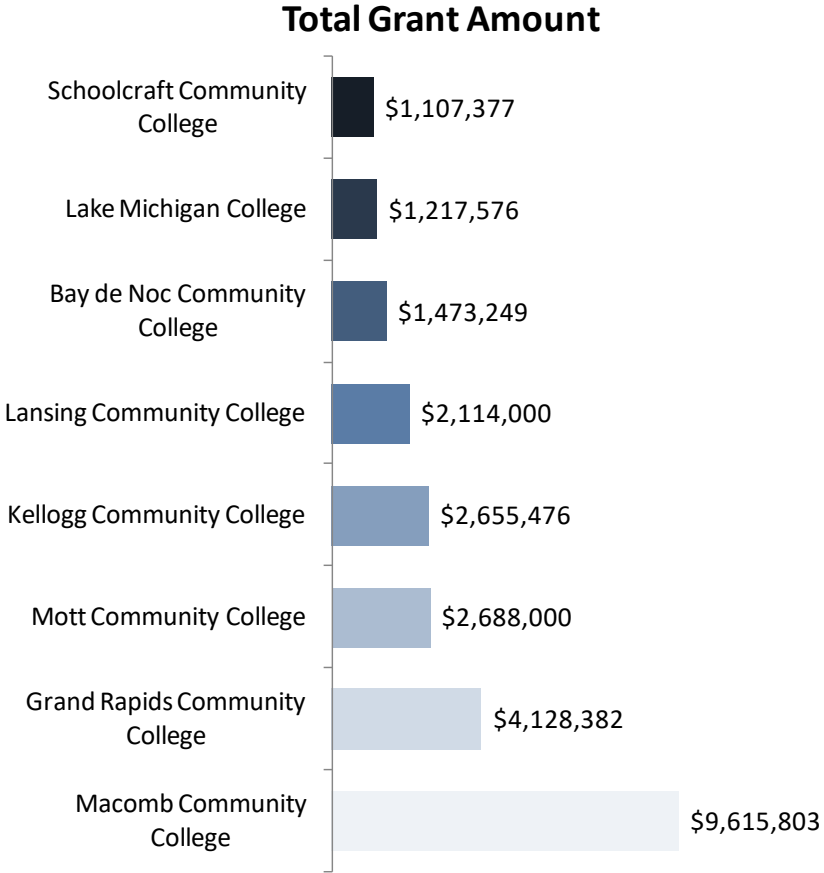
M-CAM Colleges



- 2013 Round 3 DOL TAACCCT Grant
- Eight colleges in MI
 - Rural/suburban mix
 - Geographically disperse

What is M-CAM?

Round 3 DOL TAACCCT Grant totaling \$24.9 million



- Macomb served as lead college
- Other colleges took lead in certain pathway areas

M-CAM Goals

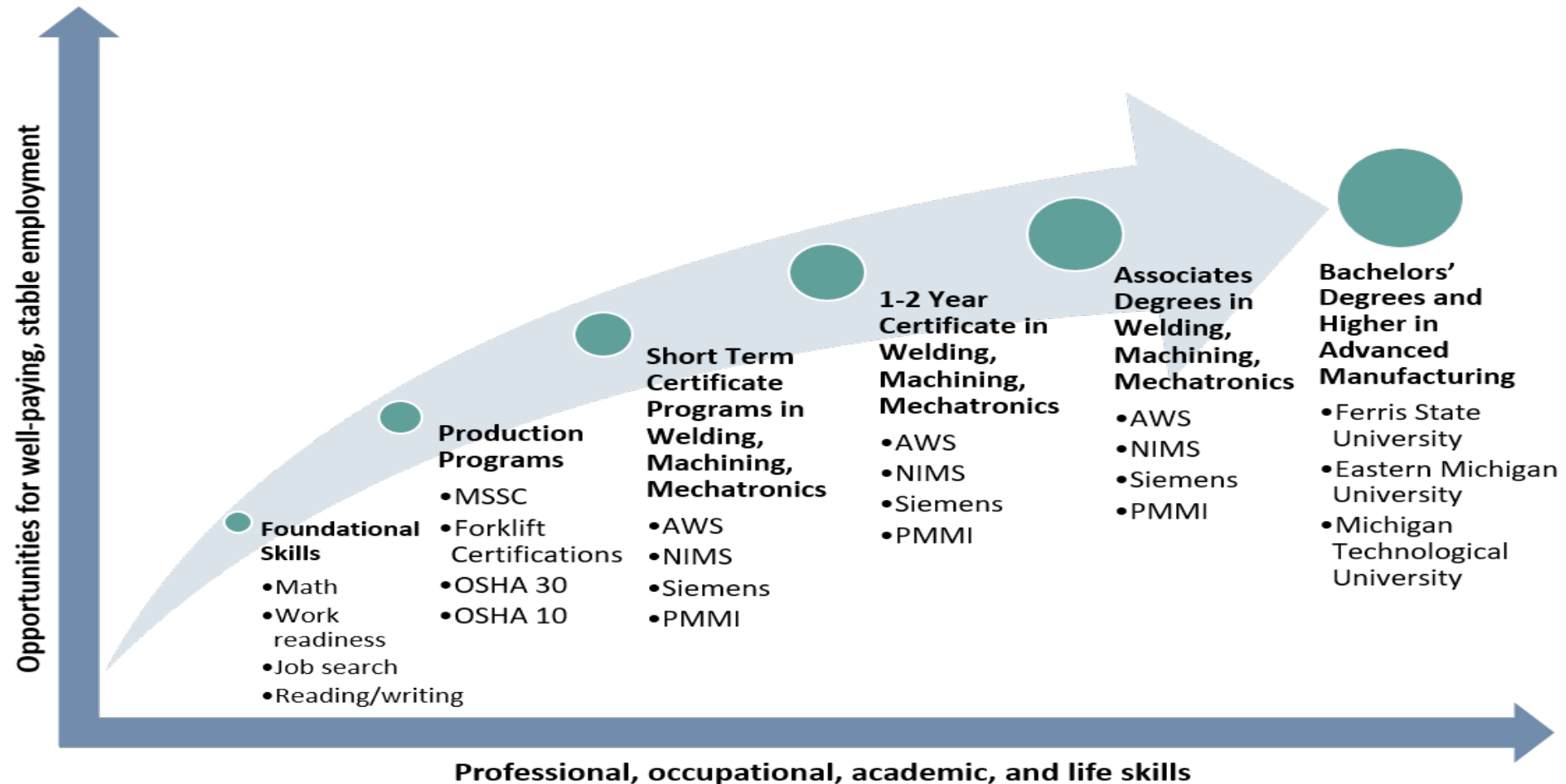
- Align technology with industry standards
- Develop, real-time longitudinal student database
- Enhance coordination and build capacity across 8 colleges
- Improve student access to career advising and job placement services
- Address current and future job needs

<https://www.careeronestop.org/competencymodel/competency-models/advanced-manufacturing.aspx>

M-CAM Career Pathways Focus

- **Four advanced manufacturing pathways**
 - CNC Machining
 - Welding/Fabrication
 - Multi-Skilled Technician or Mechatronics
 - Production Operations

M-CAM Educational Pathways...Multiple On Ramps



“Big Audacious” Goals Under M-CAM

Priority #1: Credit

- 4-yr institutions: Award of 30 credits for Associate students
- M-CAM colleges: Articulation agreement with individual courses that transfer across M-CAM colleges

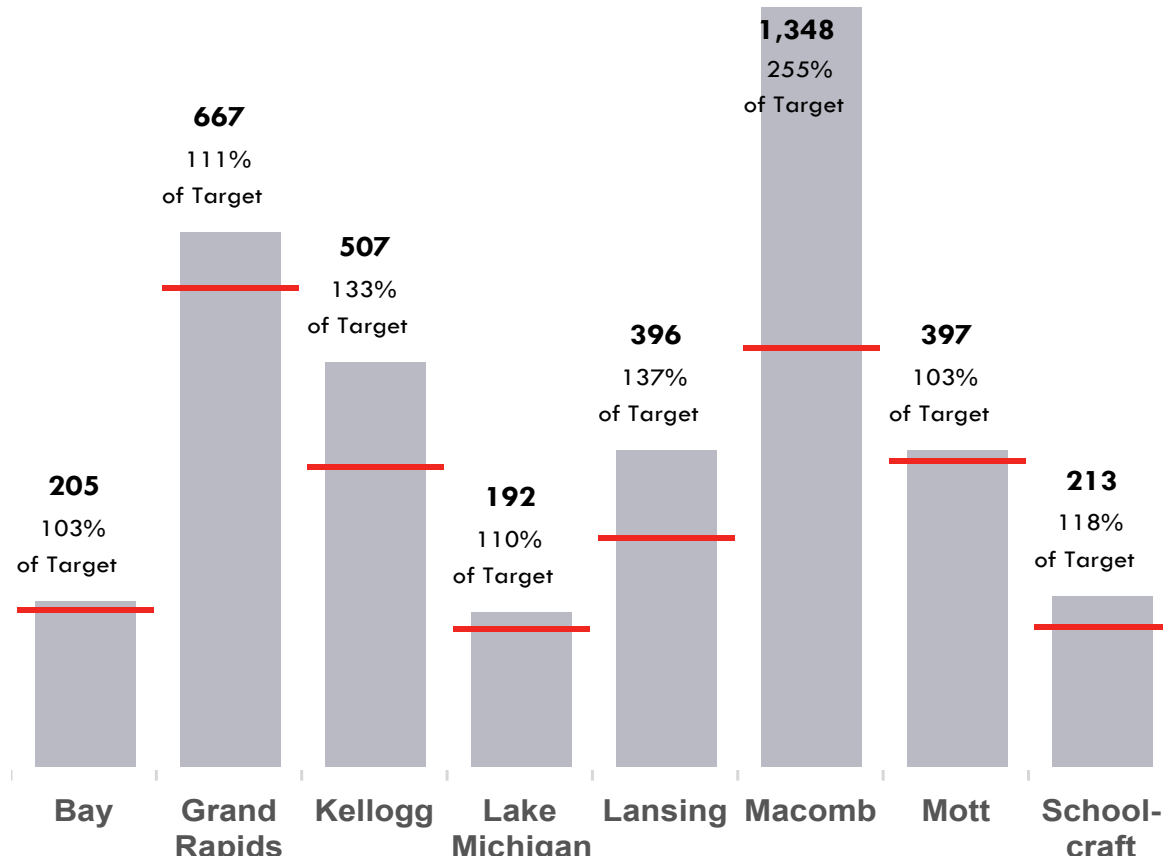
Priority #2: Non-Credit

- Develop non-credit to credit crosswalks for all four career pathways
 - Under PLA, identify credit that can be awarded for noncredit courses
 - Identify credit that can be automatically awarded to noncredit students

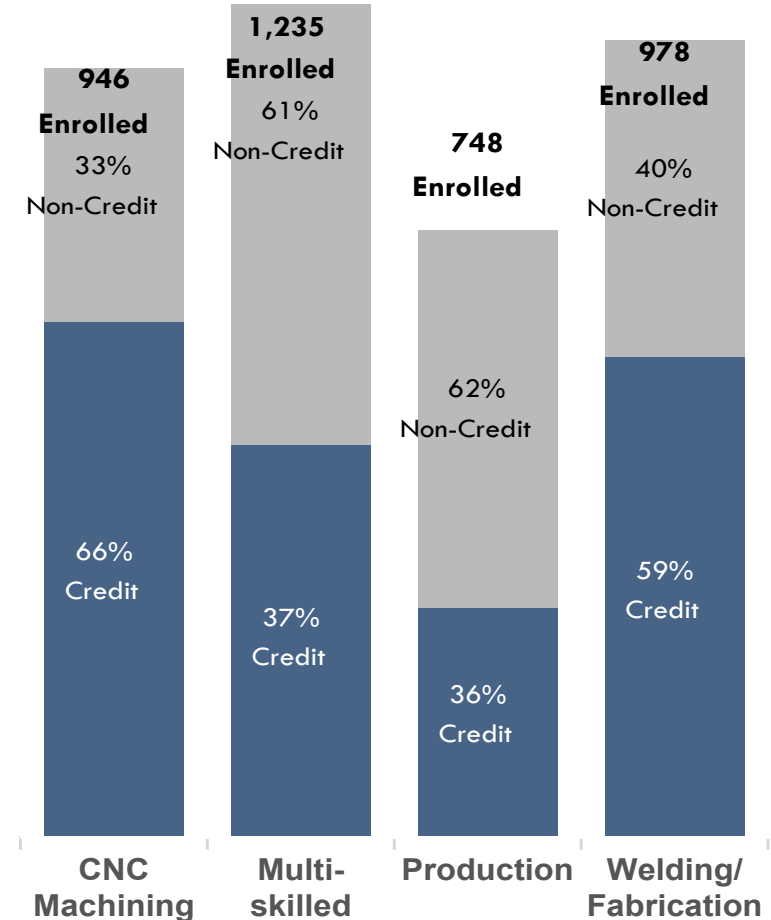
Scope—Enrollment Overall and By Pathway

Enrollment by College

Number of Participants and Percent of Enrollment Target Reached



Enrollment by Career Pathway



Articulation Task and Planning Process

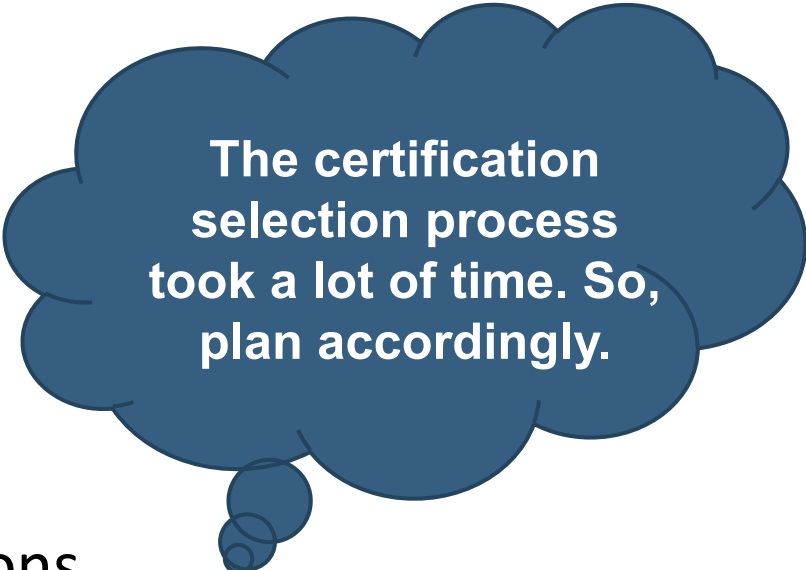
MCAM Priority 2, Activity 5 (Articulated Pathways) & 6 (M-CAM Articulation)

| Activity 5 Deliverables: | | | |
|--|---|--------------------------|--------|
| <ol style="list-style-type: none"> Articulated pathways from non-credit to credit in 4 focus area/Aligned short-term training & academic courses 8 transfer agreements with 4 yr. institutions Prior learning assessment in relationship to Apprenticeships | | | |
| 1. Establish industry certification for each focus area | | | |
| TASKS | Person(s) Responsible | Targeted Completion Date | Status |
| <ol style="list-style-type: none"> Review each college program/non-credit for articulation opportunities Identify credentials that cross-walk Select industry credential | Program Area Leads | | Done |
| 2. Establish non-credit to credit equivalencies | | | |
| TASKS | Person(s) Responsible | Targeted Completion Date | Status |
| <ol style="list-style-type: none"> Each college establishes non-credit to credit equivalencies for each focus area certification (AWS, MSSC, NIMS, PMMI, Siemens) <ol style="list-style-type: none"> Identify barriers to articulation for each certification Identify strategies to overcome barriers Establish matrix of equivalencies Establish non-credit to credit articulation within each college | Program Area Leads | 3-30-16 | |
| 3. Establish process to assess and assign prior learning credit | | | |
| TASKS | Person(s) Responsible | Targeted Completion Date | Status |
| <ol style="list-style-type: none"> Identify existing apprenticeship programs within each focus area at each college Assess apprenticeship competencies in comparison with industry certification competencies Identify best practice models Produce PLA process and protocol models Establish credit for competencies gained through apprenticeship Award credit as component of industry certification | Program Area Leads Articulation Work Group | 3-30-16 | |

Certification Selection Process

What do employers need? What certifications are employers using?

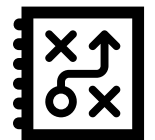
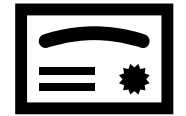
- Colleges conducted employer surveys across each of the four pathways to identify skills and competencies
- Colleges worked collaboratively with one another and within their colleges
 - Across each pathway, faculty, grant staff and business representatives met
 - Faculty reviewed and tested industry certifications
 - After grant end, faculty continue to meet to discuss curriculum and certifications



The certification selection process took a lot of time. So, plan accordingly.

M-CAM Faculty Roles

- Identified industry certifications based on industry needs and college programs
- Took assessments
- Participated in training on assessment tools and curricula
- Redesigned some courses to better align to certifications



Aligning Programs to Industry Credentials

Identify
Credential

Determine
College Credits

| Crosswalk Between American Welding Society (AWS) and <u>XXX</u> College | | | |
|---|--|--|---------|
| AWS Modules | Learning Objectives/Topics/Description | * <u>XXX</u> College Course | Credits |
| | | *If N/A, students must contact the appropriate program advisor to determine whether or not Prior Learning Assessment (PLA) credit is available. College credit <u>may</u> be awarded upon the final review of the PLA. | |
| Module 1: Occupational Orientation | This certification validates that an individual has the fundamental knowledge of common work assignments, which includes; prepares time or job cards, reports or records, performs housekeeping duties, follows verbal instructions to complete work assignments, and follows written instructions to complete work assignments. <i>See link for specific competencies.</i> https://app.aws.org/education/sense/qc10_r0808.pdf | SUBJ 100 Course/s Name/s | X |
| Module 2: Safety and Health of Welders | This certification validates that an individual has the fundamental knowledge of the welding profession, including basic safety and health within the welding profession. <i>See link for specific competencies.</i> https://app.aws.org/education/sense/qc10_r0808.pdf | | |
| | This certification validates that an individual has the fundamental knowledge of welding blueprints | | |

Credentials Incorporated into PLA Process

| Crosswalk Between American Welding Society and XX | |
|---|---|
| AWS Modules | Learning Objectives/Topics/D |
| Module 1: Occupational Orientation | This certification validates that an individual has the fundamental assignments, which includes; prepares time or job cards, reports duties, follows verbal instructions to complete work assignments. See link https://app.aws.org/education/sense |
| Module 2: Safety and Health of Welders | This certification validates that an individual has the fundamental assignments, which includes; prepares time or job cards, reports duties, follows verbal instructions to complete work assignments. See link https://app.aws.org/education/sense |

Align programs/coursework with 3rd party certifications into prior learning assessment

Exhibit A
Methods of Assessment

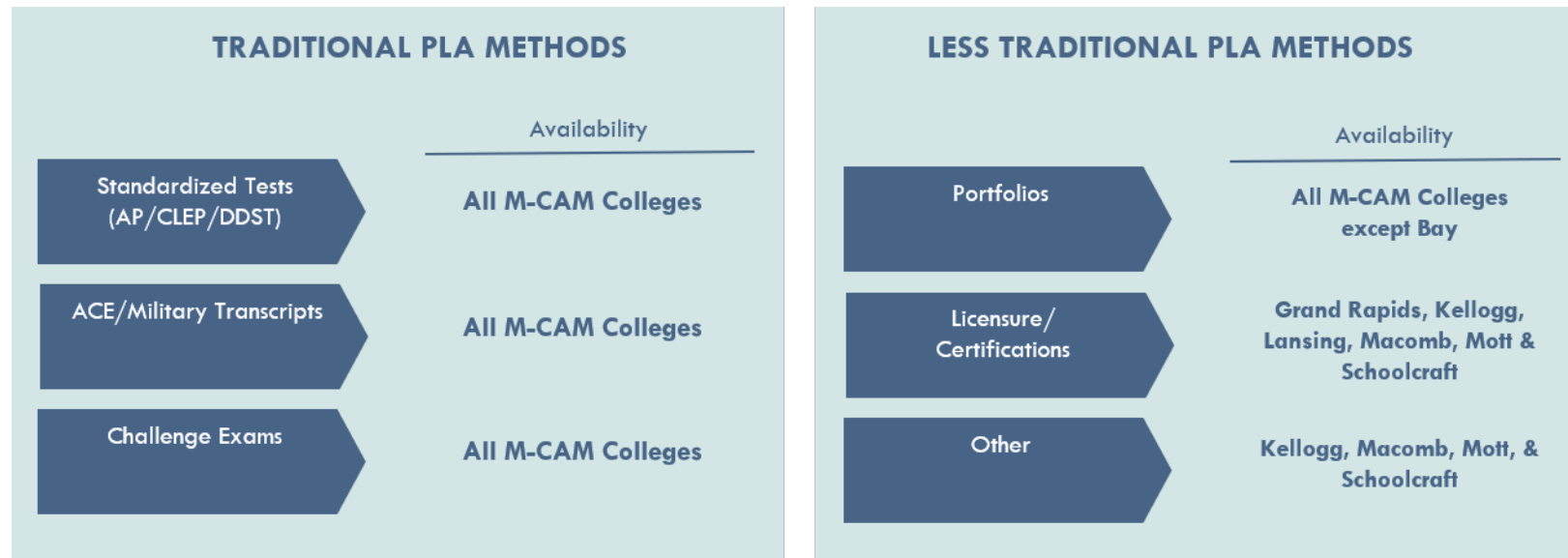
| Institution | Standardized Tests AP/CLEP/DDST | ACE/Military Transcript | Challenge Exams | Portfolios for Divergent Forms of Learning | Licensure/Credential | Other |
|---------------|---------------------------------|-------------------------|-----------------|--|----------------------|---|
| Bay | Yes | Yes | Yes | No | No mention | |
| Grand Rapids | Yes | Yes | Yes | Yes | Yes ¹ | |
| Kellogg | Yes | Yes | Yes | Yes | Yes | Interviews; Performance Record, Apprentices |
| Lake Michigan | Yes ² | Yes | Yes | Yes, CAEL | No mention | |
| Lansing | Yes | Yes | Yes | Yes | Yes ³ | |
| Macomb | Yes | Yes | Yes | Yes | Yes ⁴ | Interview |
| Mott | Yes | Yes | Yes | Yes | No mention | Apprentices |
| Schoolcraft | Yes | Yes | Yes | Yes | Yes | Interview |



Align PLA to Credit Courses

Credentials Incorporated into PLA Process

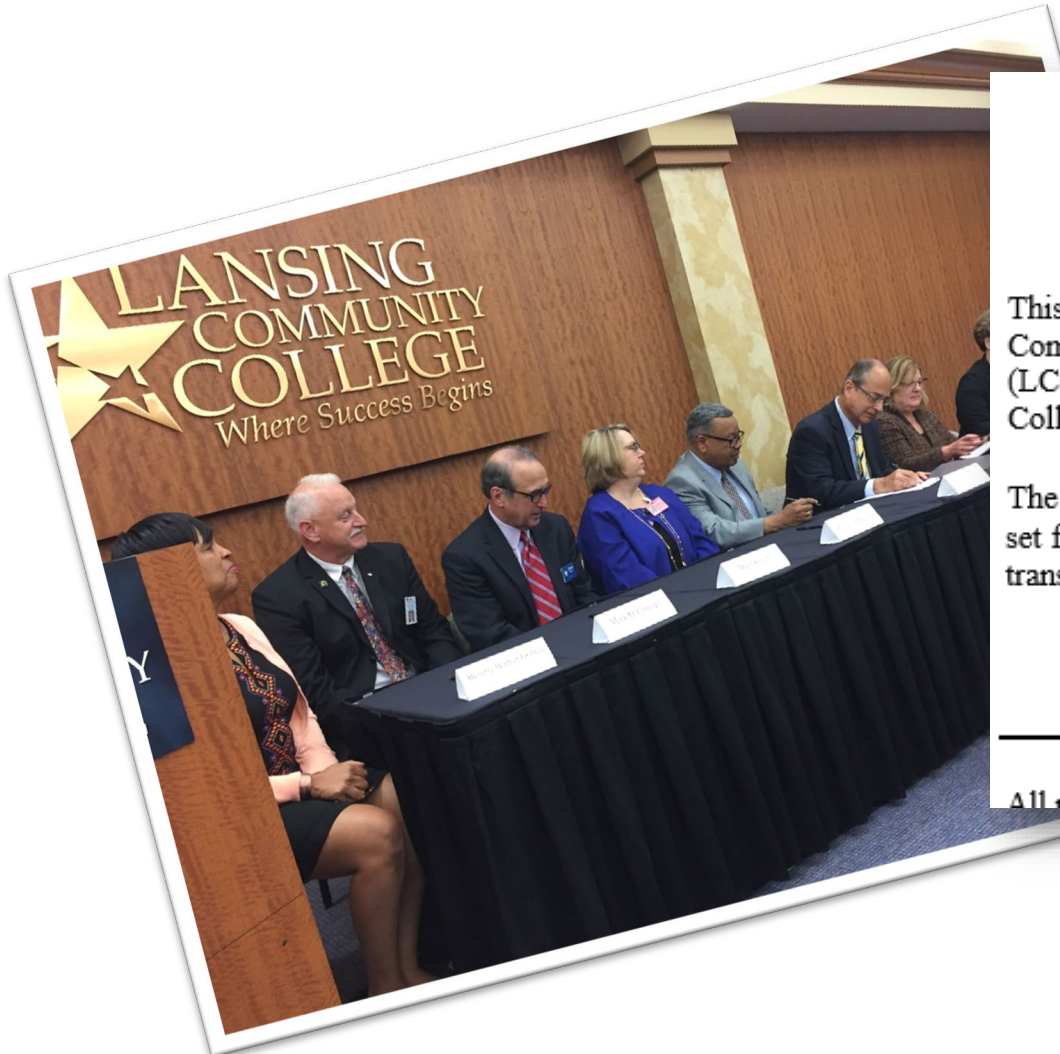
- All M-CAM colleges had PLA processes
 - Align programs/coursework with 3rd party certifications outcomes to each individual college's PLA processes and procedures
 - May look different depending on M-CAM college



Forums/Discussions on PLA Ensued

- Creation of cross-college forum to address PLA methods and procedures
- Many M-CAM colleges adopted new methods for PLA in advanced manufacturing programs
 - Bay College created new PLA policies
 - Lake Michigan used CAEL's Learning Counts
 - Grand Rapids took a novel approach
- M-CAM colleges actively promote PLA to their manufacturing students—both credit and noncredit— and employers

M-CAM Articulation Signing



**Articulation Agreement and Memo of Understanding
Among
Michigan Coalition for Advanced Manufacturing (M-CAM)
Participating Community Colleges**

This Agreement is effective on the day of _____ by and among Bay College (BC), Grand Rapids Community College (GRCC), Kellogg Community College (KCC), Lansing Community College (LCC), Lake Michigan College (LMC), Macomb Community College (MACC), Mott Community College (MOCC), and Schoolcraft College (SC).

The above-named community colleges (M-CAM institutions) wish and intend by this Agreement to set forth the terms and conditions of engaging in M-CAM focus area programs to facilitate the transfer of students' earned credits among the M-CAM institutions.

**Article I
Agreement on Program Integrity**

All named institutions in this agreement will maintain the integrity of their separate

Refocused the Discussion


18

- Changed discussion between noncredit and credit programs
 - Traditional focus on training hours versus classroom hours
 - New focus on competencies
- Used national assessments to validate competencies
 - Students earn credentials that translate into academic credit

| Program (Noncredit & Credit) | Certification |
|------------------------------|---|
| Welding | American Welding Society (AWS) |
| CNC Machining | National Institute for Metalworking Skills (NIMS) |
| Multi-Skilled | Packaging Machinery Manufacturers Institute (PMMI) and/or Siemens |
| Production | Manufacturing Skills Standards Council (MSSC) |

Grand Rapids TAACCCT Experience

- **GRCC's Academic Governance Council approved articulating from industry credential direct to class credit**
 - Student does NOT need to go through PLA process or pay add'l money
 - Use of industry credentials goes beyond manufacturing, includes healthcare
- **Resulted in easier process for students**
- **Creation of Transfer equivalency system**
 - Students can see what has already been articulated from other colleges (and soon credentials)



[www.grcc.edu/
instructionalsupport
/articulation](http://www.grcc.edu/instructionalsupport/articulation)

GRCC Policy on National Credentials

Industry Recognized Credentials/Test Credit Policy

I. Policy Section

8.0 Students

II. Policy Subsection

8.33 Industry Recognized Credentials/Test Credit Policy

III. Policy Statement

Grand Rapids Community College (GRCC) awards course credit for external nationally recognized industry or professional credentials and accredited or nationally recognized exams and tests. When equivalence between a credential or test and a GRCC course(s) has been established by the academic department (in which the course(s) resides) and the College, the GRCC Registrar's Office will award credit for the course(s), if the following guidelines are met:

- The course alignment with external credential has been formally documented in the Registrar's Office prior to student request for course credit.
- The credential is current/valid at the time the credit is awarded (has not expired).
- Students provide original verification to the GRCC Registrar's Office.
- All established requirements (for example, minimum acceptable test scores) are met.

The Secret Sauce in Grand Rapids

- **Competency-based**
- **Nationally validated credentials**



NIMS
RMA
CMA



Employers, West Michigan Works! Community-based Organizations



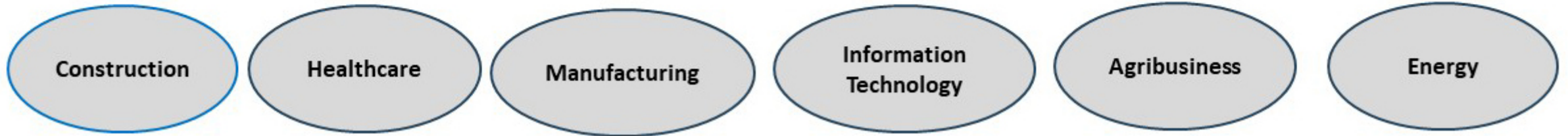
Utilize employer tuition reimbursement or pre-embursement while working.



Supports & Soft Skills



GRCC Industry Sectors





OSHA 10 Hour Safety
Certification

TE 272 Industrial
Safety 2 Credit Hours

**MSSC Certified
Production
Technician
Certificate
(4 different
components)**

**TE 272
Industrial Safety
(2 Credits)**

**MN 100
Manufacturing
Principles
(2 credits)**

***MN248 Quality
Assurance
Practices ???
(3 credits)***

***Is there
something in
troubleshooting,
problem solving
that we could
award?***

- **Agreement must be driven by faculty and deans**
 - Obtain faculty buy-in early on in the process
- **Aligning some pathways to industry credentials difficult**
 - Some employers do not experience with industry certifications
 - Help employers see value of students with credentials
- **Important to have host college award credit**
 - Easy to have credits transfer to another college
 - Host faculty know their own curriculum

Lessons Learned cont.

- **Build buy-in among everyone...faculty, students, employers, workforce partners**
 - Create a “champion” or PLA Lead
 - Create a public outreach and awareness campaign
- **Bridge divide between noncredit and credit programs**
 - Focus on where enrollments occurs; noncredit a pipeline for credit
 - Grand Rapids found noncredit students entered workforce quickly and had a way to pay for college credit programs

- **Simplify the process**
 - Build industry credential assessments into courses
 - Negotiate price reductions with third-party assessment organizations
 - Become an assessment center
- **Create a tracking system to document use**
 - Use in noncredit and credit programs
 - Use in different training/program areas
 - Student demographics
 - Credential completion rates



Contact Information

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