

# Giving Credit Where Credit is Due

June 7, 2011  
3:00 pm ET – 4:00 pm ET

# Speakers

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- **Evelyn Ganzglass**, Director of Workforce Development Policy, CLASP
- **Marcus Kolb**, Program Officer, Lumina Foundation for Education
- **Dr. Roy Swift**, Senior Director for Personnel Credentialing Accreditation Programs, American National Standards Institute
- **Dr. Keith Bird**, Senior Policy Fellow for Workforce and Postsecondary Education, Corporation for a Skilled Workforce
- **Dr. Rebecca Nickoli**, Vice President for Workforce and Economic Development, Ivy Tech Community College, Indiana

# Disconnect between Credit and Non-Credit Occupational Training

- Credit-bearing postsecondary education and training
- Noncredit education and training
- Employer-based formal and on-the-job learning

# Proliferation of Occupational Credentials

- Certificates and certifications
- Inconsistent quality assurance and validation
- Lack of transparency for employers, students and educators
- Mixed value in the labor market
- Lack of portability in education

# Recommendations

- Create a national, competency-based framework for postsecondary education that includes certificate-level workforce education and training.
  - Focus on one-year certificates
  - Build on Lumina Foundation's degree profile initiative
  - Engage education, workforce, and employer stakeholder
- Reduce institutional barriers between credit- and noncredit-bearing education.
  - Action required by the federal government, states, foundations, and educational institutions
- Link data systems to:
  - Provide a more comprehensive picture of student learning outcome.
  - Track noncredit students as they advance through the postsecondary education system

# Reframing the Conversation

## Defining Learning Outcomes for the 21<sup>st</sup> Century Workforce

Presented by

**Marcus Kolb**

Lumina Foundation for Education



**The big goal:**

**To increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025.**

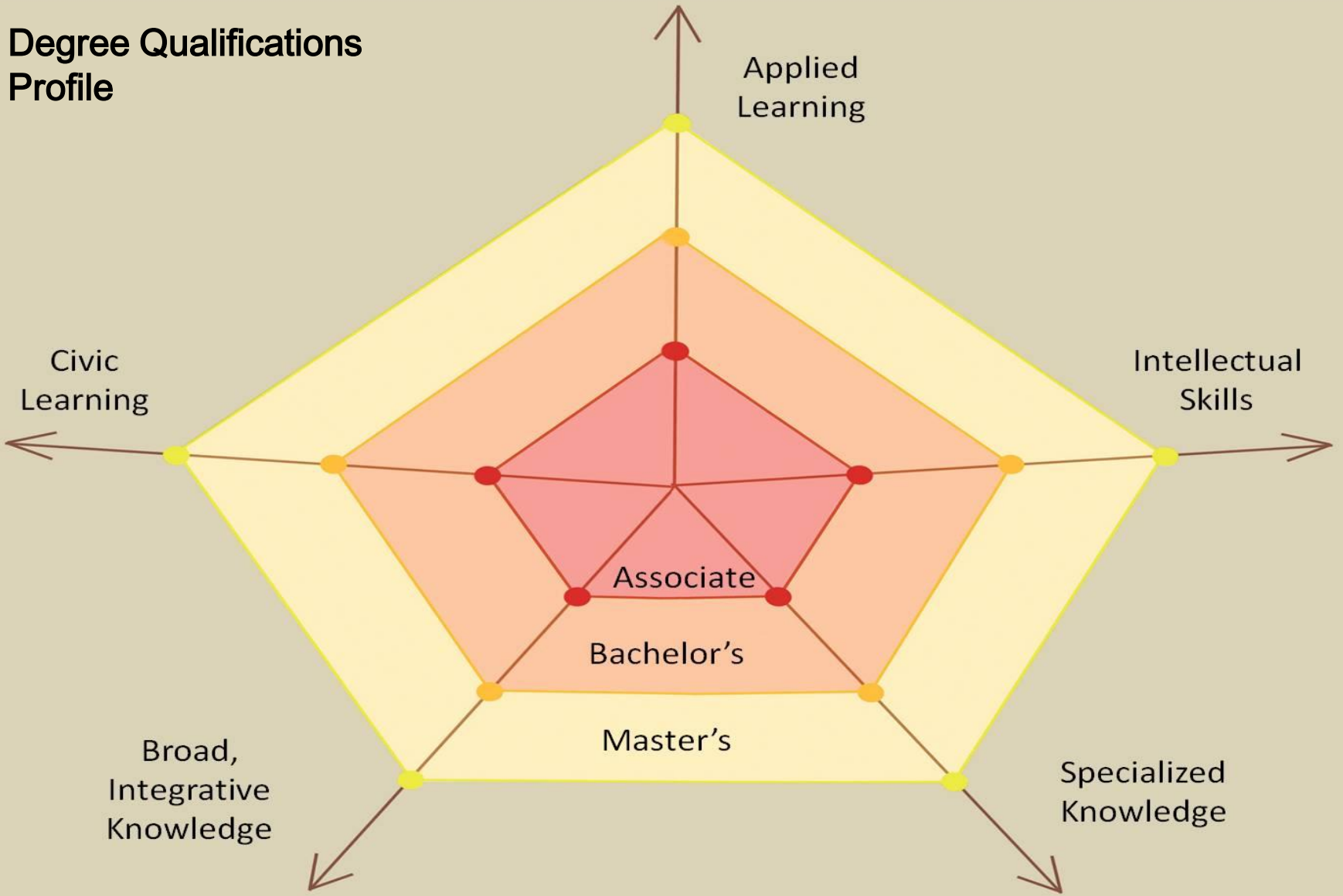
**Quality matters.**

And quality is  
about **learning.**



**The Degree Profile  
shifts the conversation  
from what is taught  
to what is learned.**

# Degree Qualifications Profile



# Lumina Degree Profile

- Associate, Bachelor's, Master's levels
- Five Learning Areas: Specialized Knowledge, Broad/Integrative Knowledge, Intellectual Skills, Applied Learning, and Civic Learning
- Descriptive Outcomes at Each Degree Level
- Testing, Experimentation, and Further Development Beginning in 2011

# Vision of competency-based learning

- Higher education, employers, industry as partners
- Renewed energy around occupational, workforce credentials
- Alignment and integration of layered system
- Revamping 18<sup>th</sup> Century system for 21<sup>st</sup> Century students

NEXT STEPS?  
QUESTIONS?

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# Creating an American National Standard

- Lack of validation in many national standards – closed membership with limited stakeholders
- Creating Standard Developing Organizations
  - Transparent processes
  - Openness
  - Objective and impartiality
- Creating American National Standards – Industry Standards
  - Public-Private Sector initiative
  - Balanced representation of expertise
  - Validation Process

# Accreditation of Certifications

- 3,000 – 4,000 certification in this country
- A large percent would not meet any national or international standard
- Buyer Beware
- Use of ANSI/ISO/IEC 17024 – An international and American National Standard
- Rigorous process that ensures continuous improvement and up-dating

# Accreditation of Educational Certificates

- No third party accreditation of most certificates issued
- Higher Education Accreditation does not look at this level of detail
- Use of ASTM 2659 – Standard Practice for Certificate Programs – An American National Standard
- Requirements
  - Industry involvement in creating learning outcomes
  - Alignment of learning outcomes with content
  - Assessment evaluates learning outcomes
  - Program documents market value
- Annual Surveillance
  - Ensures certificate is up-dated on a systematic basis



# Why Are Employer Engagement and Systems Alignment Important?

- The disconnect between employers and educators
  - Different perspectives on the priorities of postsecondary education in preparing students for the workforce
  - The current credentialing system is confusing to employers and workers
  - Different language and standards
- The disconnect between postsecondary education and workforce or other education partners
  - Occupational areas of strong labor market demand
  - State and local workforce development systems
  - One-Stop Career Centers that could provide wrap-around services to enhance student persistence and job placement
  - Secondary education articulation and credentialing systems
- Currently too few employers are involved in assisting institutions to improve their workforce programs or working through industry sector partnerships to develop cost-effective, relevant certificate or degree programs

# The Shift to Learning Outcomes, Competencies and Standards (1)

- Employer/Education Partnerships focus on
  - Certifying valid industry recognized Skill Standards
  - Identifying competencies with SMEs and faculty
  - Developing curriculum, career pathways, assessments, and aligned credentials
- Examples: Lumina Foundation’s “Tuning USA” Project and Sector Partnerships
  - The Automotive Manufacturing Technical Education Collaborative (AMTEC)
  - The Center for Energy Workforce Development (CEWD)
  - The National Association of Manufacturing’s Manufacturing Skills Certification System
  - The Washington Energy Skills Standards Project (WA Skill Panels)

# The Shift to Learning Outcomes, Competencies and Standards (2)

- Results

- Reduce chaos in the credential marketplace
- Establish a common language
- Create quality assurance process to assure employers, learners and institutions about the competencies represented by these credentials
- Provide employers with ROI in hiring, retention, and training costs
- Provide workers with portable and documentable skills to increase adaptability and security for advancement and wage gains

# Ensuring Market Relevant Credentials (1)

- **Deep employer engagement** is essential to increasing attainment of market relevant credentials
  - Employers and educators jointly establish competency/curricula and quality assurance mechanisms and engage in on-going dialogue with educators to ensure credentials reflect changing skills requirements
  - Employers commit to using credentials in hiring and career pathways
  - Employers engage in on-going dialogue with educators to ensure credentials reflect changing skills requirements
- **Transform instructional delivery methods:** Curricula and instruction must be aligned with expected learning outcomes

# Ensuring Market Relevant Credentials (2)

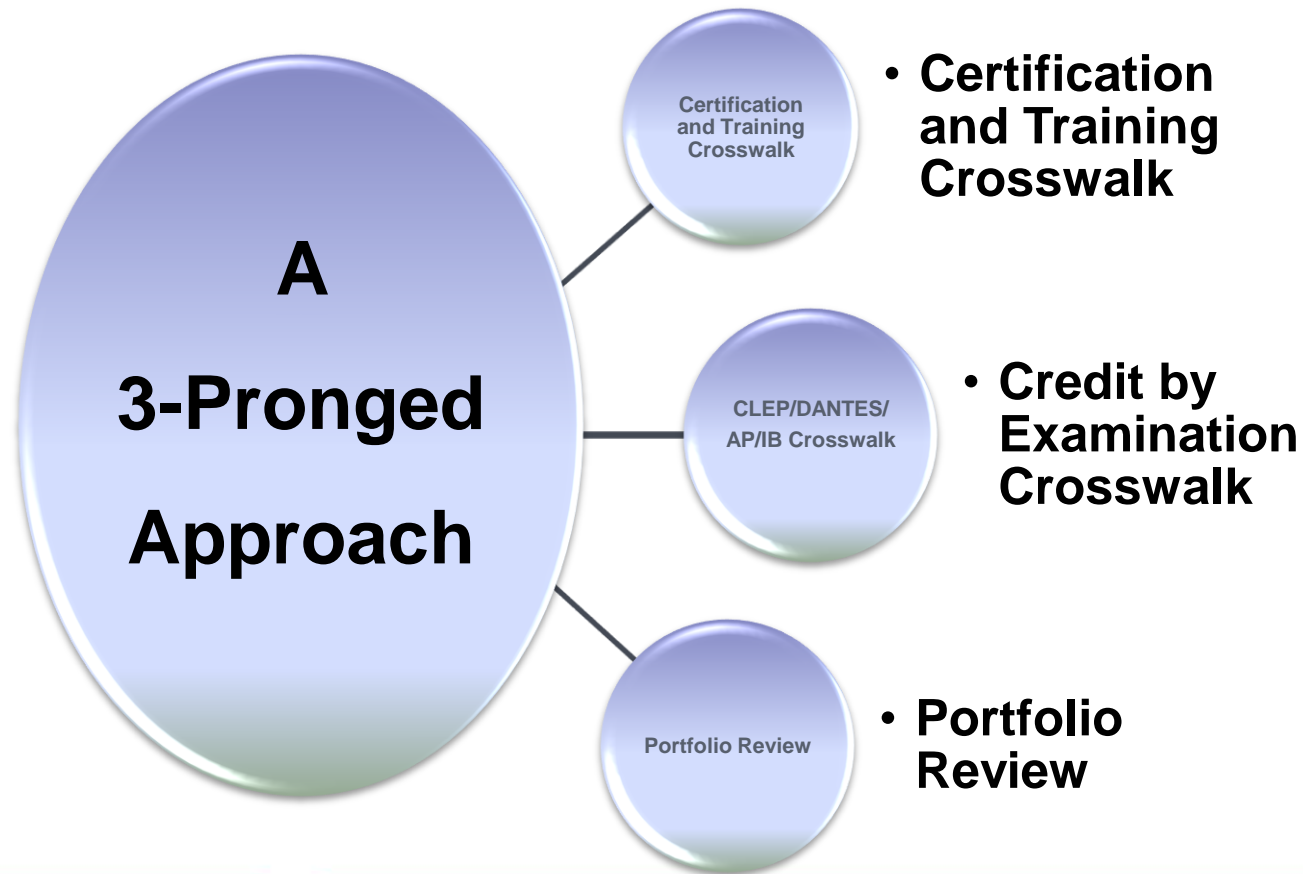
- **Increase alignment and linkages between federal, state, and local public workforce systems** with institutions to ensure that students choose the right careers and credentials that have value in the labor market
- **Convene a broad-based voluntary stakeholder coalition** to develop a National Credentialing System and Data Base

# Prior Learning Assessment at Ivy Tech Community College

- Using CAEL Principles
- Policy development
  - Under what circumstances is credit awarded?
  - Preserving academic integrity
  - Providing consistent and fair processes for students



# Prior Learning Assessment



# Curriculum Committees

## Review and Evaluate

- Nationally recognized certifications
- Indiana State agency exams
- ACE-Reviewed workplace learning (including military)
- Other common documented learning exercises





# Training and Certification Crosswalk

## Accounting

Students With Certification in the Following Areas	Will Receive Credit for the Following Courses
American Institute of Banking (AIB) Course 1000 Accounting 1 AND AIB Course 1010 Accounting II	ACCT 101 Financial Accounting
Certified Bookkeeper	ACCT 101 Financial Accounting I
	ACCT 106 Payroll Accounting
Certified Payroll Professional	ACCT 106 Payroll Accounting
Certified Administrative Professional	ACCT 101 Financial Accounting I
H&R Block or Jackson-Hewitt Tax Preparation Certificate	ACCT 105 Income Tax
American Bankers Association: Financial Accounting (ABAN-0166) AND General Accounting (ABAN-0167)	ACCT 101 Financial Accounting
Internal Revenue Service (IRS) Enrolled Agent Certificate	ACCT 105 Income Tax
	ACCT 208 Advanced Income Tax

All certifications or licenses must be current and valid and training must be documents with ACE



# Challenges

- Making students aware of the opportunity through marketing
- Advising and timeliness
- Reporting and tracking
- Faculty and PLA coordinator training

