

Market Processes in Non-Degree Credential Quality

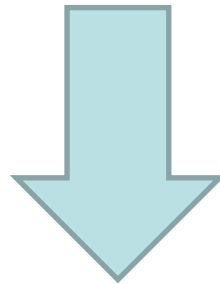
Michelle Van Noy

Education & Employment Research Center
Rutgers, The State University of New Jersey

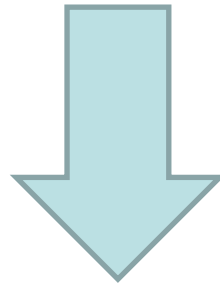
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The Rise of Non-Degree Credentials

Rapidly changing labor market



Increased need for lifelong learning, just in time training



Proliferation of different types of NDCs and providers

Types and Definitions of Non-Degree Credentials

Type	Definition
Sub baccalaureate credit certificates	Credential awarded by an educational institution for completion of a subbaccalaureate credit educational program, usually less than one year in length (short-term and long-term credit)
Non-credit certificates	Credential awarded by an institution (educational or workplace) for completion of a noncredit educational program
Apprenticeship	Credential awarded after completion of structured educational and workplace program based on industry and occupational standards.
Industry certification	Credential awarded by an industry body or governmental agency for demonstration of skills typically via examination based on industry or occupational standards.
Occupational or professional licensure	Credential awarded by a governmental agency for demonstration of skills in a specific occupation and sometimes also completion of an educational program; often required to work in an occupation.
Badges, microcredentials	Credential awarded for completion of a short program of study or demonstration of a targeted set of skills; these are newly emerging and are still being developed.

Conceptual Model of Non-Degree Credential Quality

FIGURE 1: CONCEPTUAL MODEL OF NON-DEGREE CREDENTIAL QUALITY



The Challenge of Quality

- Variation based on industry, occupation, labor market, organization
- No single system, set of standards or mechanism to help workers, employers, policymakers, and educational institutions define or measure quality
- Many organizational actors with potential influence

Guiding Questions

- Who are the organizational actors in the NDC market? What are their goals and motivations?
- How do NDCs come to have value in the market? What role do organizational actors have in that process?
- Which organizational actors have influence over NDC quality?
- What is the scope of current NDC quality efforts?
- What gaps/barriers exist in the NDC market related to quality?
- How could improvements in data, communication, and oversight in the NDC market promote quality?
- Where and how can QA efforts be expanded? What is the potential role of different organizational actors?

Theories on Mechanisms that Promote NDC Quality

Rational
choice

Institutional
theory

Trust,
charter
building

Org. Actors Offering NDCs

- Community colleges – noncredit and credit programs
- 4-year colleges/universities – noncredit and credit programs
- Joint training funds
- Boot camps, online, and emerging providers
- Professional and industry associations
- Private companies
- Private training providers
- State government

Org. Actors Providing Oversight and Transparency

- Government
 - States via quality standards, see efforts by...
 - National Skills Coalition
 - Education Strategy Group
 - NGA/ANSI
 - Eligible Training Provider List (ETPL)
 - Sector strategies
 - State-Wide Longitudinal Data Systems (SLDS)
- Quality assurance efforts
 - ANSI/ANAB standards for certificate programs, continuing education; CNNB
 - Quality Assurance Commons for Higher and Postsecondary Education
 - Quality Matters
 - CHEA, accreditors
 - Entangled
- Credential Engine

Gaps/Barriers

- NDC providers are diverse with different potential sources of quality oversight
 - Higher ed institutions – traditional accreditation, rely on institutional charter
 - Industry groups and private providers – engage with alternative accreditation
- Data on NDCs and quality are severely limited
 - Emergent efforts will help, such as linkages with certification data and NSC data and Census data
 - National surveys- ATEES
- Issues of trust and change need to be addressed
 - How NDCs come to be known as quality has organizational dimensions

For More Information...

Michelle Van Noy

mjvannoy@rutgers.edu

848-445-4734

smlr.rutgers.edu/NDCQuality