



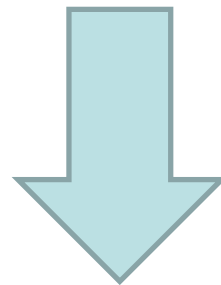
Non-Degree Credentials: A Conceptual Model for Quality

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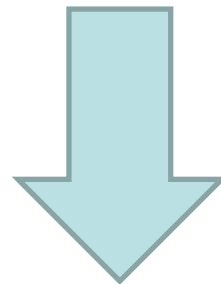
League for Innovation in the Community College
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The Rise of Non-Degree Credentials

Rapidly changing labor market



Increased need for lifelong learning, just in time training



Proliferation of different types of NDCs

Types and Definitions of Non-Degree Credentials

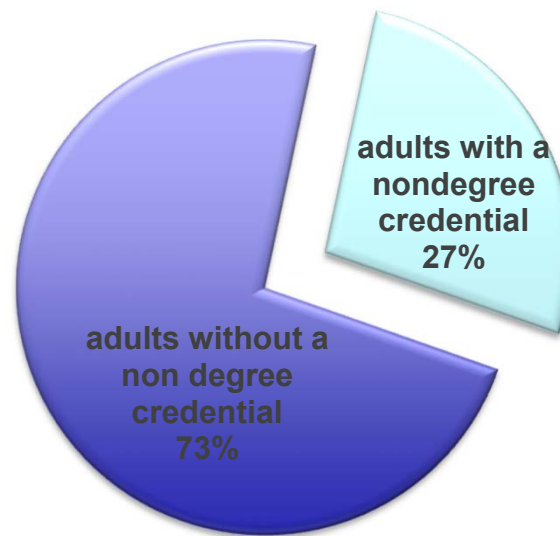
Type	Definition
Sub baccalaureate credit certificates	Credential awarded by an educational institution for completion of a subbaccalaureate credit educational program, usually less than one year in length (short-term and long-term credit)
Non-credit certificates	Credential awarded by an institution (educational 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.

“The Wild West”

- Understanding quality of NDCs is incredibly difficult.
- There is no single system, set of standards or mechanism to help workers, employers, policymakers, and educational institutions define quality or measure it.
- Understanding which NDCs are quality varies by:
 - Geography
 - Industry
 - Consumer

Many Adults Hold NDCs

In 2016, a total of 27 percent of adults reported having a nondegree credential—a postsecondary certificate, a certification, or a license. (NCES 2017)



■ adults with a nondegree credential

■ adults without a non degree credential

Conceptual Model of NDC Quality

Key aspects to understanding quality:

- Design
- Translation
- Meaning
- Use
- Outcomes

Conceptual Model of NDC Quality: Design

- Competency relevance
- Competency updates
- Instructional relevance
- Assessment
- Portability
- Modularity
- Transparency
- Affordability
- Accessibility
- Selectivity

Conceptual Model of NDC Quality: Translation

- Transparency
- Portability
- Trust in (reputation of) credential granting body
- Endorsement by industry or field
- Third-party validations
- State regulation
- Politics/informal relationships

Conceptual Model of NDC Quality: Meaning

INDIVIDUAL COMPETENCIES

- Skills and abilities of credential holder

PERCEPTIONS OF CREDENTIAL

- Awareness and knowledge of credential

Conceptual Model of NDC Quality: Use

ORGANIZATIONAL POLICIES AND PRACTICES

- Hiring practices and polices
- Recognition of learning

Conceptual Model of NDC Quality: Outcomes

INDIVIDUAL EDUCATION OUTCOMES

- Stacking of additional credentials
- Earning academic degree(s)

INDIVIDUAL ECONOMIC OUTCOMES

- Employment
- Wage gains
- Promotion

INDIVIDUAL SOCIAL OUTCOMES

- Improved health and well-being
- Greater civic involvement
- Intergenerational benefits

Conceptual Model of NDC Quality: Outcomes (continued)

EMPLOYER OUTCOMES

- Employee pipeline
- Better retention
- Higher skills
- Increase diversity

SOCIETAL OUTCOMES

- Public safety
- Efficiency
- Equity
- Civic engagement

Questions...
Comments...
Suggestions...

For More Information, Contact Us.

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