



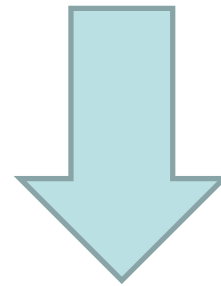
# The Role of Non-Degree Credentials in the Changing Labor Market

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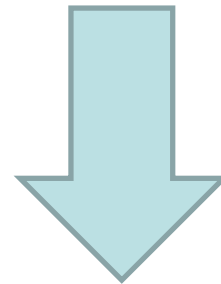
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# The Rise of Non-Degree Credentials

Rapidly changing labor market



Increased need for lifelong learning, just in time training



Proliferation of different types of NDCs

## What are Existing Non-Degree Credentials?

- Noncredit certificates
- Industry certifications
- Occupational Licensure
- Apprenticeship
- Badges

## What Do We Know About NDCs?

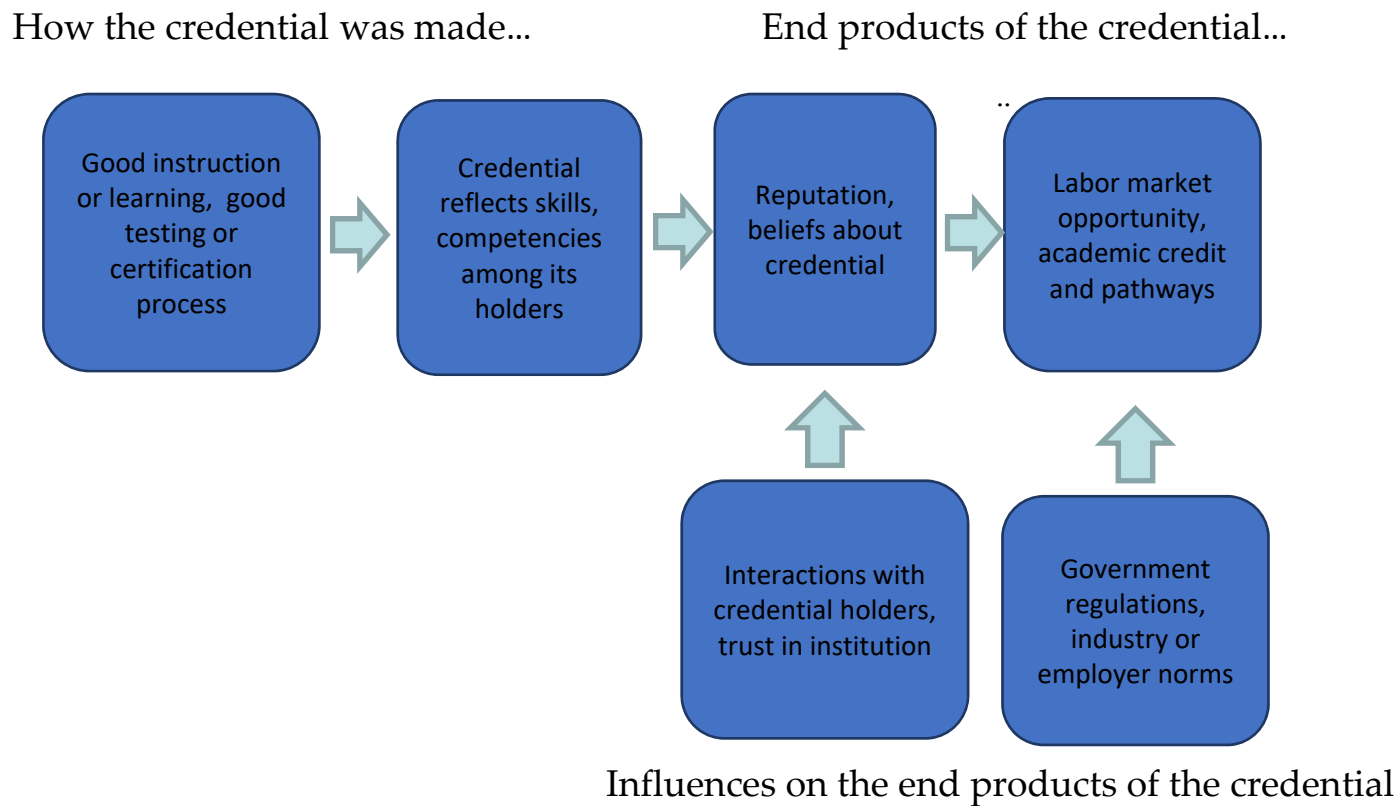
- Awarded by a wide range of organizations
  - Colleges, industry groups, unions, government, etc.
- Awarded based on a variety of criteria
  - Course completion, work experience, examination, etc.
- Learning occurs in many locales
  - At school, at work, informally
- Data is located in many sources
  - State data systems, industry data, national surveys

## What is a “Quality” NDC?

- Quality from who’s perspective
  - Credential holder vs. employer vs. educational institution vs. policymaker
  - Potential tension in goals
  - Equity implications
- Potential variation based on context, e.g. industry, occupation, labor market, organization
- Variation by type of NDC

# NDC Quality and its Influences

*Figure 1: Conceptual Model of NDC Credential Quality and its Influences*



# NDC Quality Measures: How NDC Was Made

Potential Measures	Noncredit certificates	Industry certifications	Occupational Licensure	Apprenticeship	Badges
<i>How credential was made...</i>	<ul style="list-style-type: none"> <li>- Traditional measures of program quality- i.e. accreditation</li> <li>- Alternative measures of program quality</li> </ul>	<ul style="list-style-type: none"> <li>- Quality of certification test- content included, testing process</li> </ul>	<ul style="list-style-type: none"> <li>- Quality of licensure process- content included, process</li> </ul>	<ul style="list-style-type: none"> <li>- Quality of formal instructional activities</li> <li>- Quality of on-the-job-learning- degree of informal learning, mentorship</li> <li>- Registered or not</li> </ul>	<ul style="list-style-type: none"> <li>- Standards for awarding badge, criteria, verification processes</li> </ul>

# NDC Quality Measures: End Product of NDC

Credential holder skills/competencies	<ul style="list-style-type: none"> <li>- Occupationally specific skills</li> <li>- General skills</li> <li>- Hands on assessments of skill</li> <li>- Self assessment of skill</li> </ul>
Transparency	<ul style="list-style-type: none"> <li>- Reputation among educational institutions</li> <li>- Reputation among employers</li> </ul>
Educational Outcomes	<ul style="list-style-type: none"> <li>- Recognized for academic credit within an institution</li> <li>- Recognized for academic credit within a state</li> <li>- Recognized for academic credit anywhere</li> </ul>
Employment Outcomes	<ul style="list-style-type: none"> <li>- Required for hiring</li> <li>- Preferred for hiring</li> <li>- Leads to wage gains</li> <li>- Leads to career advancement</li> </ul>



## Determining Quality of NDCs

Important for many stakeholders:

- **Institutions**
- **Employers**
- **States**
- Federal Govt.
- Workers
- Students
- Foundations and others

# Portability

## Industry and Institutional Awareness:

- Local
- Regional
- National
- Global

## Examining Quality

1. Use labor market information to understand local and state in-demand industries and occupations as well as skills gaps
2. Learn more about what employers look for when hiring by engaging them in dialogue
3. Examine employment, retention and wage outcomes of credential completers
4. Examine further educational outcomes of credential completers

## Institutions and Local Areas

- Use/Get credit assessments (ACE)
- Develop credentials with local employers and other interested parties
- Use Prior Learning Assessment (reassessing)
- Offer industry recognized credentials
- Develop competency based learning programs and pathways
- Use a Sector Strategy approach
- Use industry boards and committees
- Develop marketing campaigns
- Collect and share data on credential outcomes

## Employers

- Value can be hard to determine
- Relationships are critical (Sector strategies and boards)
- Industry recognized credentials have value (*example: In manufacturing MSSC (Manufacturing Skills Standards Council), NIMS, and AWS*)
- Used as a screener or supplement
- Competencies are an important language
- Data

## States

Determining Quality, Documenting Quality, and making Quality Transparent:

- State Longitudinal Data System Work
- TAACCCT grant reporting – Missouri
- Financial aid or workforce training dollars (Eligible Training Provider List)
- Create a list – New Jersey's *Industry Valued Credentials* list
- Collect data including non-credit credentials

## Tools for all Groups

- **National Credential Registry** *online registry of credentials*
- **The Evolution and Potential of Career Pathways report** (Department of Education and the Department of Labor) *to support more effective connections between credentials and career opportunities.*
- **American Council on Education's College Credit Recommendation Service**
- **IMS Global Learning Consortium Digital Credentialing** *conceptual frameworks and technical standards for the implementation of competency-based education systems*
- **Global Learning Qualifications Framework (GLQF)** *helps students document their verifiable college/university-level learning for academic credit*

## For More Information, Contact Us.

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