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

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Sub baccalaureate credit certificates</td>
<td>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)</td>
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<tr>
<td>Non-credit certificates</td>
<td>Credential awarded by an institution (educational or workplace) for completion of a noncredit educational program</td>
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<tr>
<td>Apprenticeship</td>
<td>Credential awarded after completion of structured educational and workplace program based on industry and occupational standards.</td>
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<tr>
<td>Industry certification</td>
<td>Credential awarded by an industry body or governmental agency for demonstration of skills typically via examination based on industry or occupational standards.</td>
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<tr>
<td>Occupational or professional licensure</td>
<td>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.</td>
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<tr>
<td>Badges, microcredentials</td>
<td>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.</td>
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</tbody>
</table>
“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)
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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