



INDUSTRY CREDENTIALS AS A BASIS FOR ARTICULATION

*NATIONAL CAREER PATHWAYS NETWORK CONFERENCE
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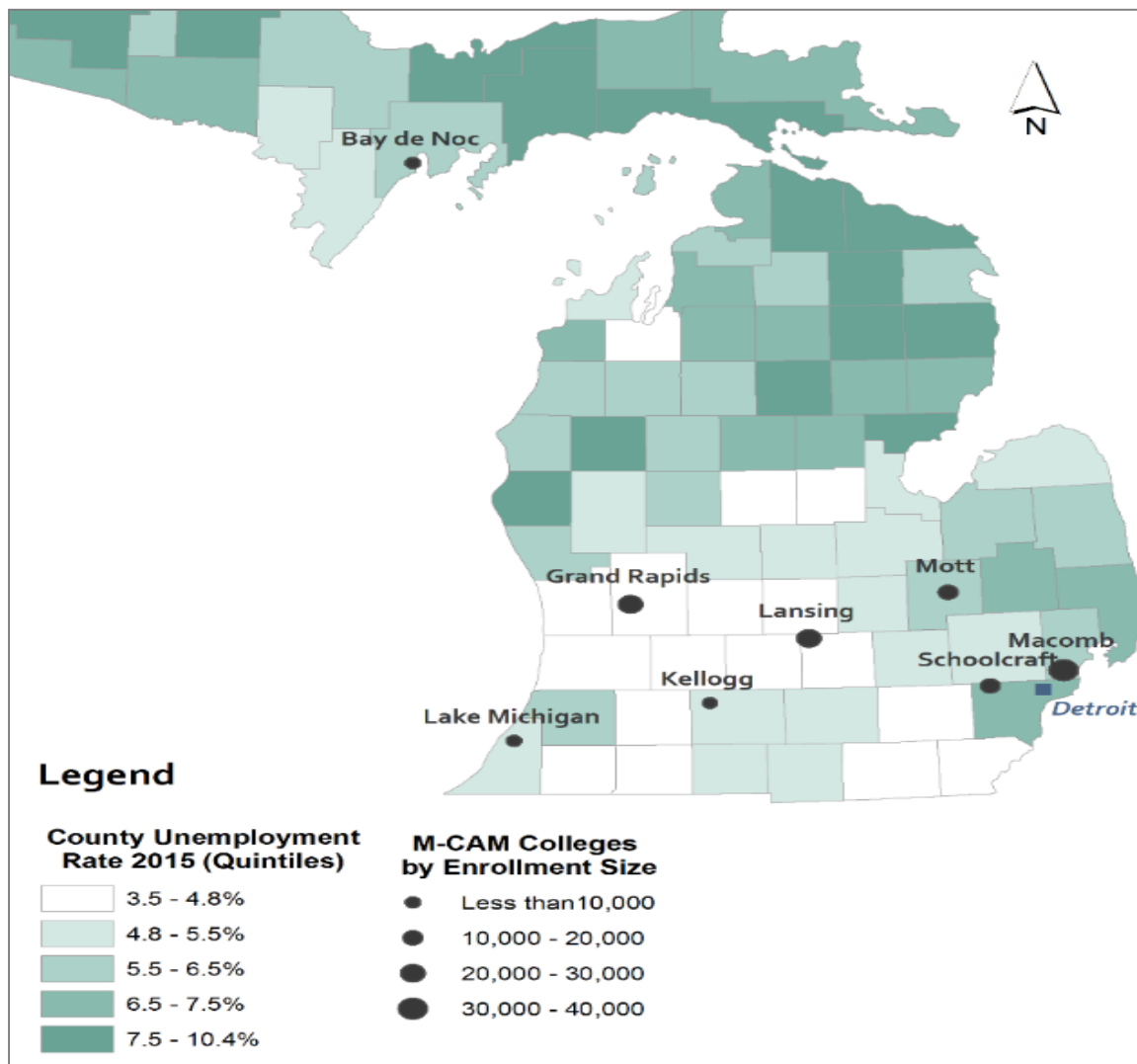


- 1. M-CAM Overview**
- 2. Types of Industry Credentials Selected**
- 3. Processes Used to Articulate Credit**
- 4. Lessons Learned in Articulating Credit**
- 5. Next Steps**



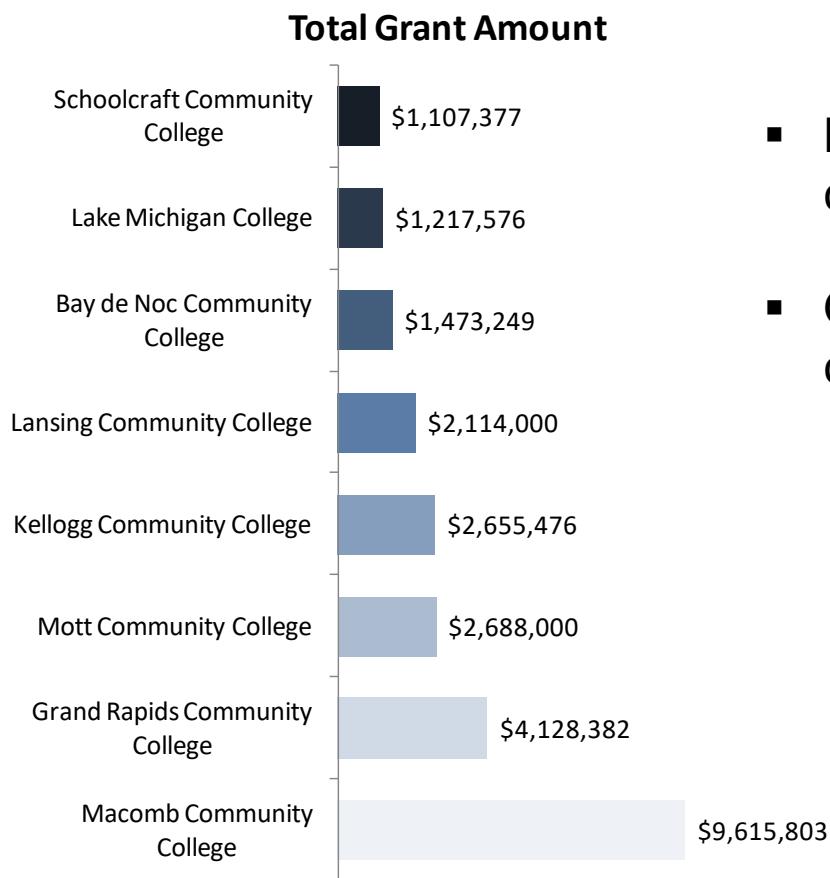
M-CAM Colleges

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Round 3 TAACCCT Grant totaling \$24.9 million



- Macomb served as lead college
- Other colleges took lead in certain pathway areas



- Align technology with industry standards
- Develop, real-time longitudinal student database
- Enhance coordination and build capacity across 8 colleges
- Improve student access to career advising and job placement services
- Address current and future job needs

<https://www.careeronestop.org/competencymodel/competency-models/advanced-manufacturing.aspx> (DOL Advanced manufacturing Competency Model)



M-CAM Career Pathways Focus

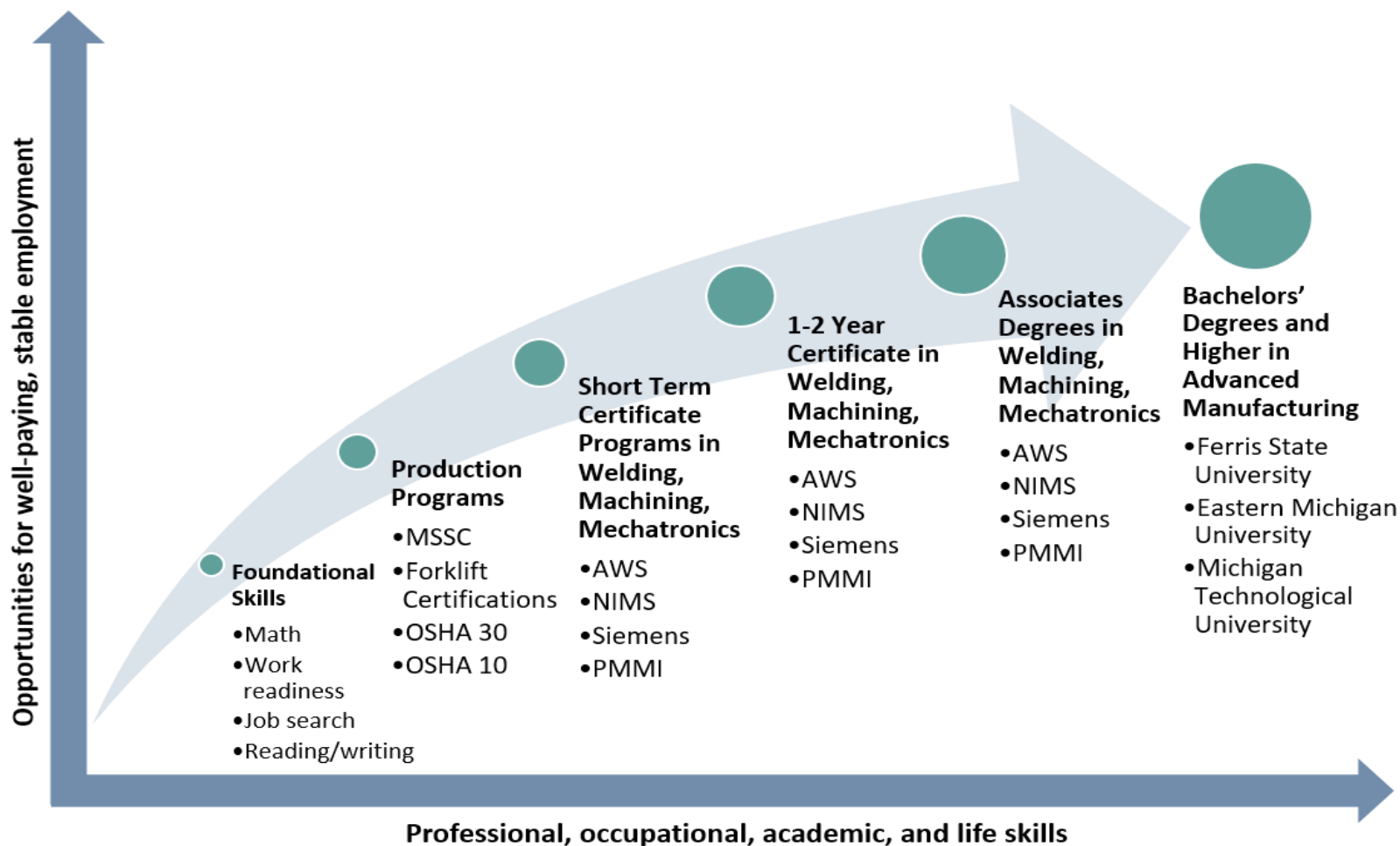
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- **Four advanced manufacturing pathways**
 - CNC Machining
 - Welding/Fabrication
 - Multi-Skilled Technician
 - Production Operations



M-CAM Educational Pathways

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Big Audacious Goals Under M-CAM

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Priority #1: Credit

- 4-yr institutions: Award of 30 credits for Associate students
- M-CAM colleges: Articulation agreement with individual courses that transfer across colleges

Priority #2: Non-Credit

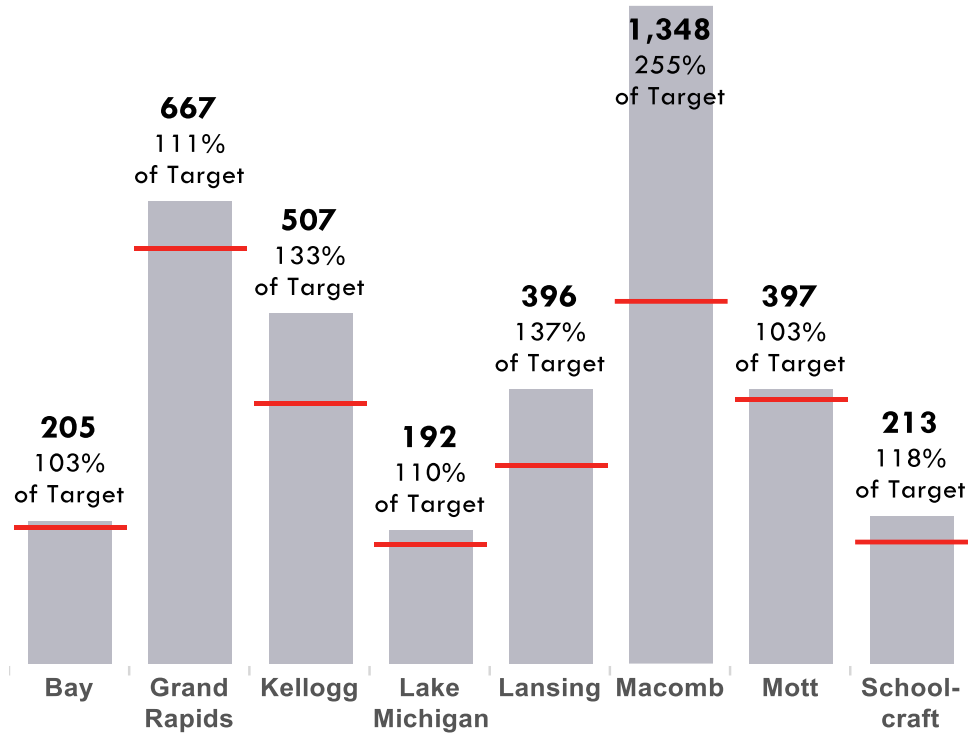
- Develop non-credit to credit crosswalks for all four career pathways
 - Under PLA, identify credit that can be awarded for noncredit courses
 - Identify credit that can automatically be awarded to noncredit students



Enrollments—Overall and By Pathway

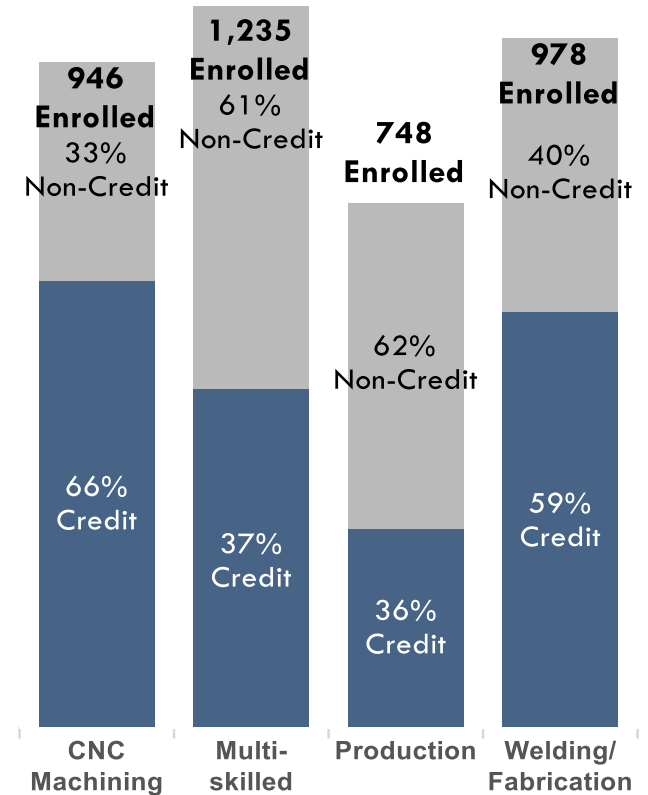
Enrollment by College

Number of Participants and Percent of Enrollment Target Reached



----- Enrollment Target

Enrollment by Career Pathway





Articulation Planning Process

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MCAM Priority 2, Activity 5 (Articulated Pathways) & 6 (M-CAM Articulation)

Activity 5 Deliverables:

1. Articulated pathways from non-credit to credit in 4 focus area/Aligned short-term training & academic courses
2. 8 transfer agreements with 4 yr. institutions
3. Prior learning assessment in relationship to Apprenticeships

1. Establish industry certification for each focus area

TASKS	Person(s) Responsible	Targeted Completion Date	Status
1.1 Review each college program/non-credit for articulation opportunities 1.2 Identify credentials that cross-walk 1.3 Select industry credential	Program Area Leads		Done

2. Establish non-credit to credit equivalencies

TASKS	Person(s) Responsible	Targeted Completion Date	Status
2.1 Each college establishes non-credit to credit equivalencies for each focus area certification (AWS, MSSC, NIMS, PMMI, Siemens) 2.1.2 Identify barriers to articulation for each certification 2.1.3 Identify strategies to overcome barriers 2.1.4 Establish matrix of equivalencies 2.1.5 Establish non-credit to credit articulation within each college	Program Area Leads	3-30-16	

3. Establish process to assess and assign prior learning credit

TASKS	Person(s) Responsible	Targeted Completion Date	Status
3.1 Identify existing apprenticeship programs within each focus area at each college 3.2 Assess apprenticeship competencies in comparison with industry certification competencies 3.3 Identify best practice models 3.4 Produce PLA process and protocol models 3.5 Establish credit for competencies gained through apprenticeship 3.6 Award credit as component of industry certification	Program Area Leads Articulation Work Group	3-30-16	



Certification Selection Process

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- Colleges conducted employer surveys
 - Conducted across each pathway
 - Identified needed skills and competencies by job classification
- Colleges worked collaboratively with one another and within their colleges
 - Across each pathway, faculty, grant staff and business representatives met
 - Faculty reviewed and tested for third-party industry certifications



Industry Credentials Selected

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Program Area	3rd party Certification
Welding	American Welding Society (AWS)
CNC Machining	National Institute for Metalworking Skills (NIMS)
Multi-Skilled	Packaging Machinery Manufacturers Institute (PMMI) and/or Siemens
Production	Manufacturing Skills Standards Council (MSSC)



Aligning Programs to Industry Credentials

Identify Credential

Determine College Credits

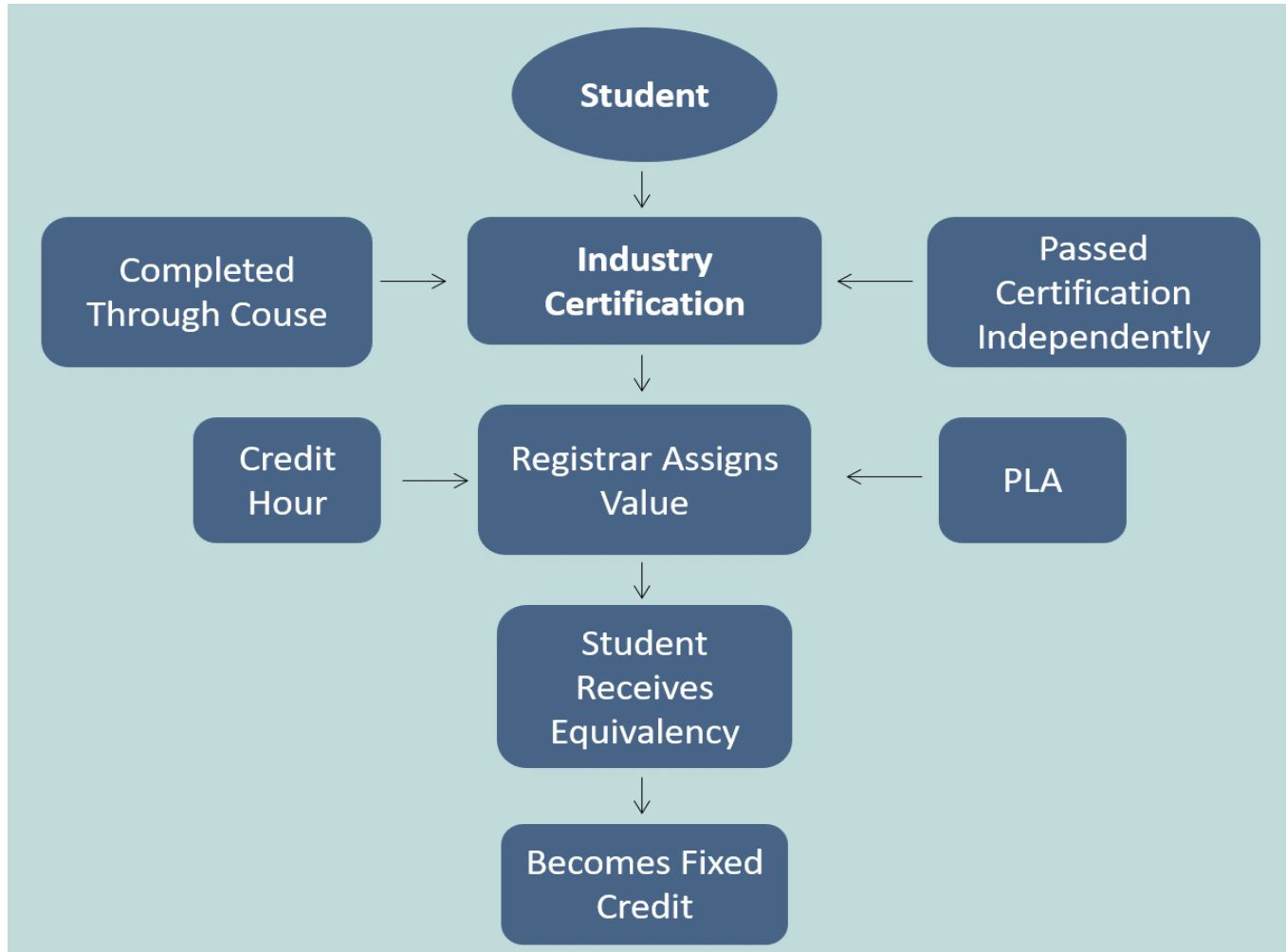
Crosswalk Between American Welding Society (AWS) and XXX College

AWS Modules	Learning Objectives/Topics/Description	*XXX College Course	Credits
		*If N/A, students must contact the appropriate program advisor to determine whether or not Prior Learning Assessment (PLA) credit is available. College credit may be awarded upon the final review of the PLA.	
Module 1: Occupational Orientation	This certification validates that an individual has the fundamental knowledge of common work assignments, which includes; prepares time or job cards, reports or records, performs housekeeping duties, follows verbal instructions to complete work assignments, and follows written instructions to complete work assignments. <i>See link for specific competencies.</i> https://app.aws.org/education/sense/qc10_r0808.pdf	SUBJ 100 Course/s Name/s	X
Module 2: Safety and Health of Welders	This certification validates that an individual has the fundamental knowledge of the welding profession, including basic safety and health within the welding profession. <i>See link for specific competencies.</i> https://app.aws.org/education/sense/qc10_r0808.pdf		



M-CAM Articulation Flowchart

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Credentials Incorporated into PLA Process

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- **Align programs/coursework with 3rd party certifications outcomes to college PLA process**
 - May look different depending on M-CAM college

TRADITIONAL PLA METHODS

	Availability
Standardized Tests (AP/CLEP/DDST)	All M-CAM Colleges
ACE/Military Transcripts	All M-CAM Colleges
Challenge Exams	All M-CAM Colleges

LESS TRADITIONAL PLA METHODS

	Availability
Portfolios	All M-CAM Colleges except Bay
Licensure/Certifications	Grand Rapids, Kellogg, Lansing, Macomb, Mott & Schoolcraft
Other	Kellogg, Macomb, Mott, & Schoolcraft



M-CAM Articulation Signing

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**Articulation Agreement and Memo of Understanding
Among
Michigan Coalition for Advanced Manufacturing (M-CAM)
Participating Community Colleges**

This Agreement is effective on the day of _____ by and among Bay College (BC), Grand Rapids Community College (GRCC), Kellogg Community College (KCC), Lansing Community College (LCC), Lake Michigan College (LMC), Macomb Community College (MACC), Mott Community College (MOCC), and Schoolcraft College (SC).

The above-named community colleges (M-CAM institutions) wish and intend by this Agreement to set forth the terms and conditions of engaging in M-CAM focus area programs to facilitate the transfer of students' earned credits among the M-CAM institutions.

**Article I
Agreement on Program Integrity**

All named institutions in this agreement will maintain the integrity of their separate



Grand Rapids TAACCCT Experience

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- GRCC's Academic Governance Council approved articulating from industry credential direct to class credit
 - Does NOT need to go through PLA process
 - Use of industry credentials goes beyond manufacturing programs
- Resulted in easier process for students
- Creation of **Transfer equivalency system** at GRCC
 - Students can see what has already been articulated from other Colleges (and soon credentials)



- **Not as easy as you think**
 - No state-level community college system in Michigan
 - Course to course articulation was not feasible
- **Takes time to obtain agreement on industry credentials**
 - Must involve registrars, administrators, faculty and employers
- **Processes used to award credit vary**
 - Prior learning assessment, transcript review, faculty interview
 - Agreement of deans, faculty and registrar



- **Agreement must be driven by faculty and deans**
 - Obtain faculty buy-in early on in the process

- **Aligning some pathways to industry credential difficult** (e.g., production and multi-skilled)
 - Production content entry-level; mainly safety articulates

- **Important to have host college award credit**
 - Easy to have credits transfer to another college
 - Host faculty know their own curriculum



Next Steps: What Can You Do?

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- **Convene information sessions**
 - Administrators, faculty and registrars
 - Focus on PLA implementation for industrial trades
 - Employers identify industry credentials

- **Build buy-in among faculty and advisors**
 - Create a “champion” or PLA Lead
 - Involve staff who interact with students
 - Create a public outreach and awareness campaign
 - College websites, not enough



Next Steps: What Can You Do?

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- **Simplify the process**
 - Build industry credential assessments into courses
 - Negotiate price reductions with third-party assessment organizations

- **Create a tracking system to document use**
 - Noncredit/credit programs
 - Different training/program areas
 - Student demographics
 - Credential completion rates

Contact Information

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Any Questions?