

# **Let's Talk CTE: Onramps To Completion Utilizing Industry-Recognized Certifications**

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# Today's Presenters



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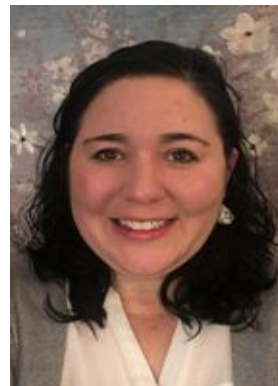
**Rose Rojas**

District Director  
District Office,  
Center for  
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Transfer



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Dean of Instruction  
Career and Technical  
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Mesa Community  
College



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Supervisor,  
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# Welcome! WebEx Instructions

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- Mute your mic when you're not speaking. Turn your camera on to interact with the presenters and others.
- This session is being recorded.
- Post your questions and comments in the chat box.
- Use reactions to show everyone what you think.
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- Materials, recording, and presentation will be shared after the session.





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## **The Big Picture**

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## **How To Make It Happen: The Process**



# The Big Picture

Rose Rojas





- Over 60% of Americans say they would now prefer to pursue non-degree options, according to new research from the Strada Education Network. **Non-degree/non-credit options**
- A parallel higher education system is emerging - more employers are awarding credentials. Digital credentialing platform Credly reports that the number of organizations issuing industry and workforce credentials is up 83 percent since the pandemic. **Employer issued certifications**
- Coursera is seeing unprecedented demand. Since 2020, over 21 million learners have joined Coursera, a 353% increase from the same period last year. Similarly, during that time, they have seen more than 50 million course enrollments on Coursera, a 444% increase. **Alternative education providers**

**Bottom line: Increased learner disillusionment with traditional higher education due to high cost and low college completion rates are driving learners to look for alternative, low cost paths to a career.**

# STUDENT JOURNEYS

<p><b>JANET ADVANCES IN HIGH-WAGE CAREER</b></p> <p>Janet completes an IT pathway in systems networking and earns a Network+IT certification while in high school. After graduation, she decides to apprentice as a systems networking specialist, which leads to immediate employment upon completion, plus additional industry-valued credentials she can build on in the future. She decides to go back to school to earn a higher level credential.</p>	<p><b>CHRISSY FAST-TRACKS POSTSECONDARY ED</b></p> <p>After graduation, Chrissy enrolls at a nearby community college as a sophomore and completes an internship coordinated by the local chamber of commerce. She earns an associate degree in an engineering pathway program with a partnering university. She is admitted to the university as a junior and is on-track to graduate with a Bachelor in Science Engineering before she turns 21.</p>	<p><b>JACK RE-ENROLLS IN COLLEGE</b></p> <p>Jack's advanced manufacturing job is eliminated due to automation. He holds a bachelor's degree and decides to re-enroll in a local community college to earn an AAS in Nursing. Having a degree before, he takes advantage of their prior learning program to start a micro-cert at his local community college.</p>
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# WHAT ARE DIFFERENT TYPES OF RECOGNIZED CREDENTIALS?



**TYPES OF CREDENTIALS (From Association of Career and Technical Education)** The term credential encompasses educational certificates, degrees, certifications, and government-issued licenses.

**Certificate:** Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, **primarily in public or private two-year institutions of higher education, university extension programs or non degree granting postsecondary institutions** like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain.

**Certification:** Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification. **Typically, awarded by professional organization or non-governmental body and not legally required to work in an occupation.**





# WHAT ARE DIFFERENT TYPES OF RECOGNIZED CREDENTIALS?



**License:** A license is **legal permission**, typically granted by a **government agency**, to allow an individual to perform certain regulated tasks or occupations. A license can be obtained by meeting certain requirements set forth by the licenser, usually by completing a course of education and/or assessments. Upon receipt of a license, ongoing requirements may be necessary to maintain the license.

**Degree:** An academic degree is an award or title conferred upon an individual for the completion of a program or courses of study over multiple years at postsecondary education institutions.



**Credentials characteristics: valuable, relevant, stackable, portable, and lead to higher wage jobs.**



## RECOGNIZED CREDENTIAL EXAMPLES

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- An Associate's or Bachelor's degree
- Occupational License: License recognized by state or federal government (e.g., Registered Nurse, Asbestos Inspector, Cosmetologist)
- Occupational Certification: Certifications indicate that an individual has acquired the necessary knowledge, skills and abilities to perform a specific occupation/skill and typically culminate in a knowledge-based exam (ASE-Certified Auto Mechanic, AWS-Certified Welder)
- Occupational Certificate: An industry-recognized certificate or certification (e.g., Microsoft Information Technology certificate, certificate in business administration) also includes registered apprenticeship completion certificates and Career and Technical Education certificates

# WHY ARE WE TALKING ABOUT INDUSTRY RECOGNIZED CREDENTIALS?



- Build a bridge between education and industry using credentials.
- Onboard prospect learners by pre-establishing equivalents for credentials to expedite and ease the transition into Maricopa.
- Create accelerated credentials pathways for returning students such as veterans (lifelong learning).
- Incentivize the completion of high-value credentials that are the industry accepted standard in the high schools.
- Contributes to student success and satisfaction (access, retention, persistence, completion, equity).



**Credentials Matter**



# Case Study One: Onramps Project

Dr. Megan Garvy



***“Every*** high school student should complete at least 12 college credits before graduation.”

CENTER FOR THE  
FUTURE OF ARIZONA



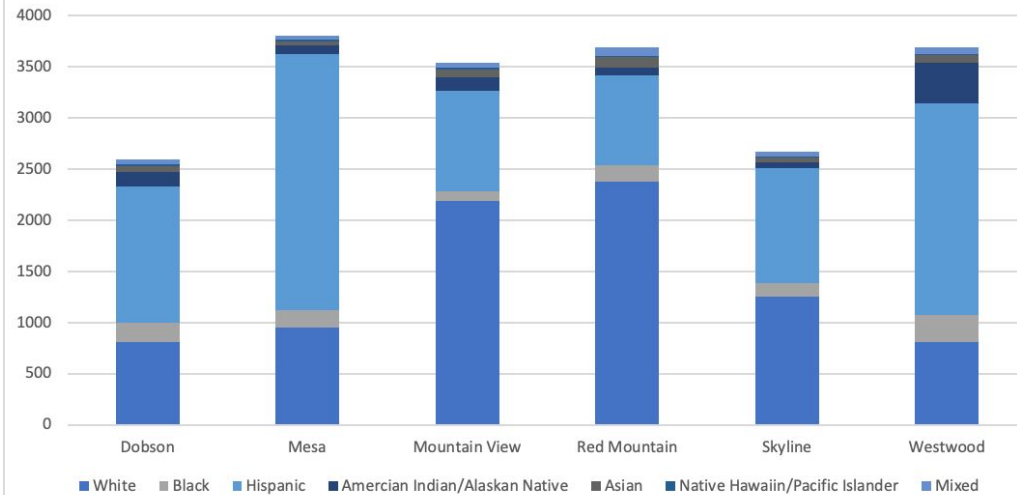
# What's the equity data story?

AY19-20

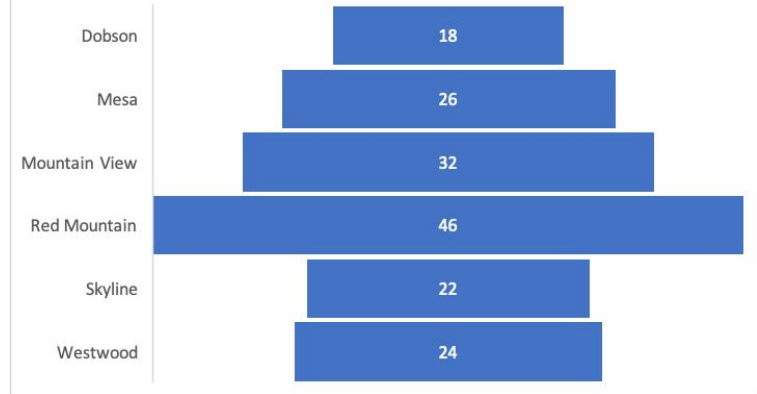
Mesa Public Schools • Enrollments 19,187 • Dual Enrollments 1,471 - 7.6%

Phoenix Union • Enrollments 27,424 • Dual Enrollments 932 - 3.4%

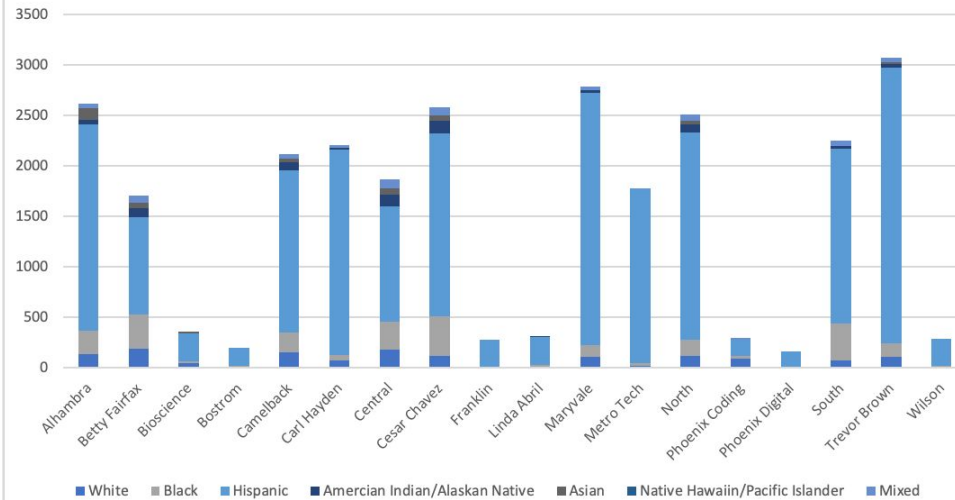
MPS Ethnicity of High School Students AY19-20



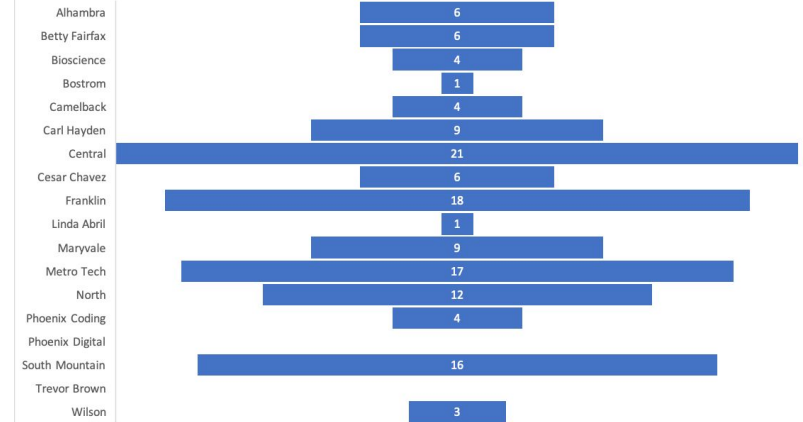
MPS DE Courses AY19-20



### PXU Ethnicity of High School Students AY19-20



### PXU DE Courses AY19-20





# GUIDED PATHWAYS

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*Guided Pathways is an evidence-based, comprehensive redesign that helps students identify their educational and career goals, determine their needs, and then chart a clear, coherent pathway to timely goal completion. Students begin their pathway by taking courses shared among broadly related areas of study, allowing for early career exploration, contextualized learning, and meaningful connections. Guided Pathways provides a holistic learning experience that includes intentionally sequenced courses, predictable schedules, recognizable milestones, and ongoing integrated support services.*

[DEVELOPMENTAL EDUCATION](#)

[FIELDS OF INTEREST](#)

[INTEGRATED STUDENT SUPPORT](#)

[PATHWAY MAPPING](#)

## What's the plan?

# Early College Onramps to Maricopa Pathways

1. [ADE-CTE Standards](#)
2. [MCCCD Certificates and Degrees](#)
3. [MCCCD Course Identification](#)

CNT140AB	Biomedical Equipment Technology	Cybersecurity
	Cisco Network Administration and Security	Information Technology
	Cisco Network Administration: CCNA	Network and Systems Administration
	Cisco Network Administration: CCNP	Programming and System Analysis
	Computer System Configuration and Support, Network	
	Computer System Configuration and Support, Security	
	Cyber Engineering	
	Cyber Operations	
	Cybersecurity Fundamentals	
	Desktop Support	
	Power Systems Security	
	Programming and Systems Analysis Level II	
	VMware Network Administrator	
CNT150AB	Cisco Network Administration and Security	Cybersecurity
	Cisco Network Administration: CCNA	Network and Systems Administration
	Cisco Network Administration: CCNP	Cybersecurity
	Power Systems Security	Network and Systems Administration
CNT160AB	Cisco Network Administration and Security	
	Cisco Network Administration: CCNA	
	Cisco Network Administration: CCNP	
CNT205	Cisco Network Administration and Security	Cybersecurity
	Network Administration: Cisco Network Professional	Network and Systems Administration
CIS270	Computer Systems Configuration and Support, Security	Cybersecurity
	Cyber Engineering	Information Technology
	Cybersecurity Fundamentals	Networking System Administration
	Linux Associate	
	Linux Networking Administration	
	Linux Professional	

# Network and Systems Administration

Certificate of Completion CCL  
to AAS degree

[Dual + Concurrent  
Enrollment](#)

Occupational + Academic



**MARICOPA**  
COMMUNITY COLLEGES

# Network and Systems Administration (AAS)



**MARICOPA**  
COMMUNITY COLLEGES

AZ High School Graduation	<a href="#">AGEC-A: Liberal Arts</a>	<a href="#">AGEC-B: Business</a>	<a href="#">AGEC-S: Math and Science</a>
English or ESL (4)	First Year Composition (6) ENG101 (FYE) ENG102 (FYE)	First Year Composition (6) ENG101 (FYE) ENG102 (FYE)	First Year Composition (6) ENG101 (FYE) ENG102 (FYE)
Mathematics (4)	Mathematics (3) MAT142 or higher	Mathematics (3) MAT212 or MAT221 or higher	Mathematics (4-5) MAT221 or higher
Fine Arts OR Practical Arts (1) Social Studies (3)	Arts & Humanities (6)	Arts & Humanities (6)	Arts & Humanities (6)
Science (3)	Physical and Biological Science (8) BIO100 (SQ) CHM130 (SQ) PHY101 (SQ) GLG101/103 (SQ) GLG102/104 (SQ)	Physical and Biological Science (8) BIO100 (SQ) CHM130 (SQ) PHY101 (SQ) GLG101/103 (SQ) GLG102/104 (SQ)	Physical and Biological Science (8) and/or Subject Options (6) BIO181 (SQ) or CHM151 (SQ) CHM152 (SQ) or GLG101/103 (SQ) GLG102/104 (SQ)
Practical Arts OR Career and Technical OR Vocational (1)	Computer Information Systems (3) CIS105 (CS)	Computer Information Systems (3) CIS105 (CS)	
Options (7)	Literacy (3) L	Literacy (3) L	Literacy (0-3) L
	Awareness Areas (0-6) C, G/H	Awareness Areas (0-6) C, G/H	Awareness Areas (0-6) C, G/H
	Social and Behavioral Science (6) COM100 (SB)	Social and Behavioral Science (6)	Social and Behavioral Science (6) COM100 (SB)
22 credits	35 credits	35 credits	35 credits

*College credits are earned in one semester. High school credits are earned in two semesters.*

## Curriculum Alignment

Faculty review of high school curriculum (e.g. ADE-CTE standards) to identify cluster of MCCCDC courses that align with the curriculum

## High School Programs

Generate a list of career and technical education programs per local education agency (LEA)

## High School Certificates

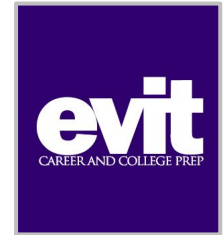
Generate a list of certificates earned or tested for each LEA program

## Prior Learning Assessment

Faculty identify opportunities for PLA and initiate district process for documentation and site process for implementation

## MCCCDC Completion

Clearly communicate the application of credits (course clusters) and PLA to MCCCDC certificates and degrees



[Vet Tech](#) Example  
AY20-21 267 students

# Case Study Two:

# Mesa Community College

Michael Voss





## Wildly Important Goal (WIG)

***Accelerate early student momentum*** through the creation of Prior Learning Assessment (PLA) opportunities for ***all applicable industry recognized credentials*** related to Career & Technical Education (CTE) programs at MCC.







## PLA Process @ MCC

1. **Faculty crosswalk** industry recognized credentials to equivalent courses.
2. **Academic Affairs drafts dynamic form and TES equivalency** in Google Docs.
3. **CTS staff builds student-facing dynamic forms** to support digital workflow, process requests, and track student impact metrics.
4. **District Transfer Credit and Articulation Services** staff builds the equivalency in TES.
5. **Web Services staff publishes PLA dynamic forms** to applicable Program pages under “Resources for You” and on the [MCC Credit for Industry Credentials landing page](#) to house all available PLA opportunities.



# MCC journey to scale up PLA



Program	Applicable Degrees	Prior Learning Assessment Form
Automotive Service	<ul style="list-style-type: none"><li>Automotive Service (AAS)</li><li>Caterpillar Technician Training (AAS)</li></ul>	ASE Certifications - PLA
Beauty & Wellness	<ul style="list-style-type: none"><li>Beauty and Wellness (AAS)</li></ul>	Beauty & Wellness Licensure/Certification - PLA Lead   ROLFS Global Institute - PLA
Business and Organizational Management	<ul style="list-style-type: none"><li>Organizational Management (AAS)</li></ul>	Empire CAT Employee - PLA
Construction	<ul style="list-style-type: none"><li>Construction Safety OSHA 30 (CCL)</li></ul>	OSHA 30 Certification - PLA
EMT & Paramedicine	<ul style="list-style-type: none"><li>Emergency Medical Technology (CCL)</li><li>Paramedicine (AAS)</li></ul>	EMS Licensure/Certification - PLA
Fire Science	<ul style="list-style-type: none"><li>Fire Science (AAS)</li><li>Fire Science Management (AAS)</li></ul>	Firefighter Certifications - PLA
Real Estate	<ul style="list-style-type: none"><li>Real Estate and Real Estate Appraisal (CCL)</li></ul>	Real Estate Licensure/Certification - PLA
Welding	<ul style="list-style-type: none"><li>Welding (AAS)</li></ul>	Welding Certifications - PLA

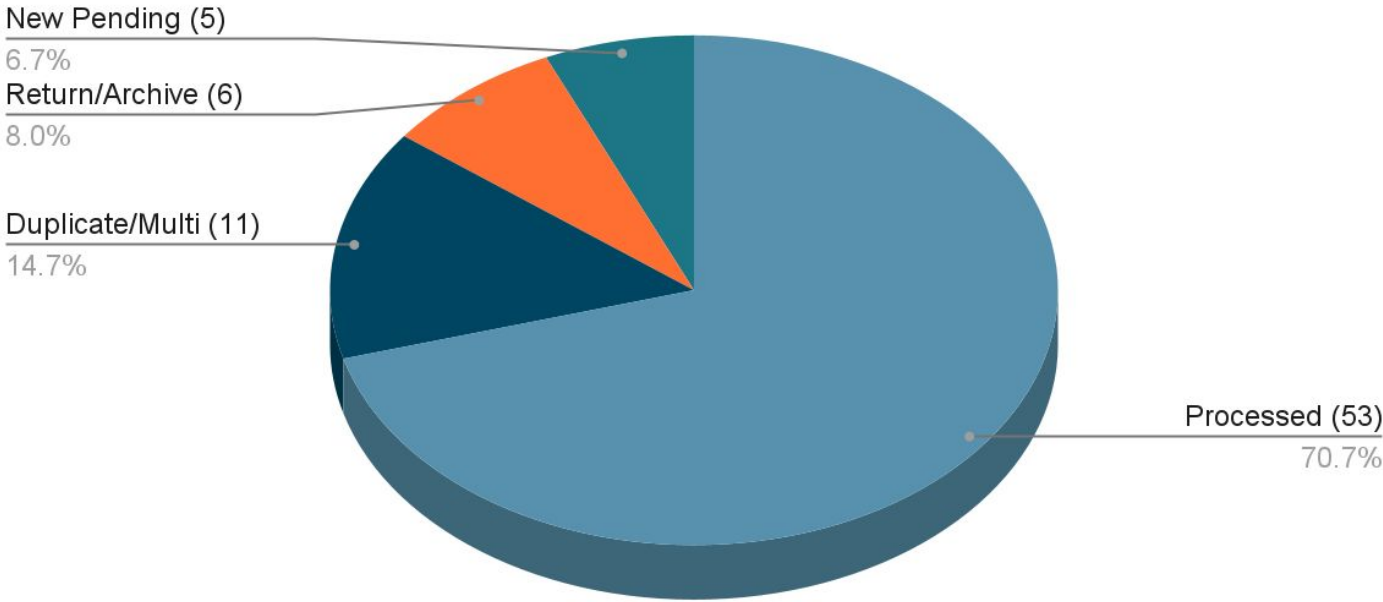
**PLA**  
**Opportunities**  
**@**  
**MCC**

## First Year Milestones @ MCC





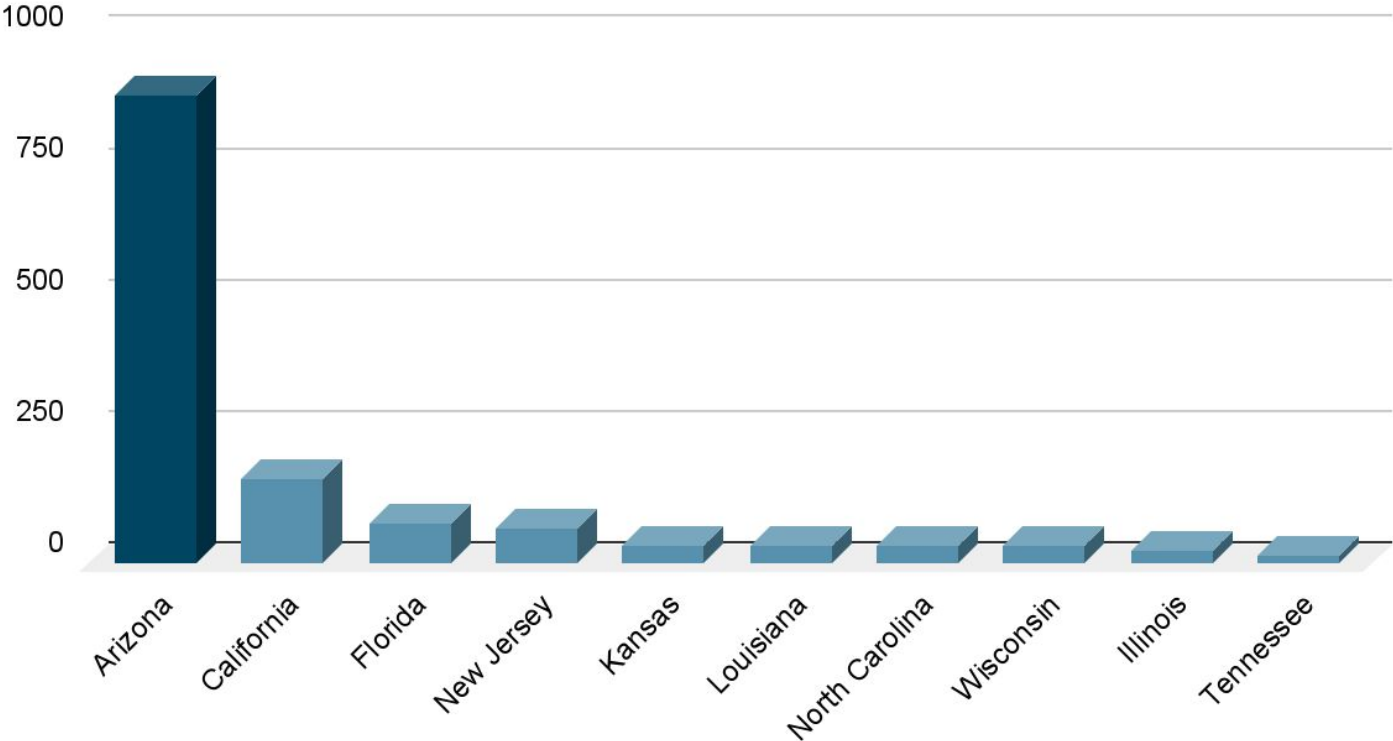
## First Year PLA @ MCC (75 Requests)



# MCC journey to scale up PLA



First Year PLA by State @ MCC (1,381 Credits)





## First Year Student Benefit @ MCC

 **\$235,957 in tuition cost savings**

 In-state students



- Averaged 24 PLA credits
- Tuition cost savings of \$2,040 per student

 Out-of-state students

- Averaged 29 PLA credits
- Tuition cost savings of \$9,454 per student
- Nine (9) different states served



## Current Action Items @ MCC

-  **PLA Process Revision 2.0:** changes to job aids and forms to better align the workflow for local Admissions and Records personnel (transcript entry), District management of TES, and transparency to end users (students and other institutions who view MCC transcripts).
-  **Develop Next Set of PLA forms:** determine the best approach for multiple Computer Information Systems (CIS) related certifications.
  - Apple, Adobe, Cisco, CompTIA, Microsoft, etc.



## Next Steps to Scale @ MCC

### Marketing PLA



**Create PLA marketing landing pages** geared towards specific populations, such as EVIT and WestMEC.



**Utilize press releases** to share new PLA opportunities as they become available.



**Communicate with boards of industry recognized credentials** to share new PLA opportunities with their active directory in the State of Arizona.

### PLA Impact Reporting



**Track ROI metrics** (student headcount, credits awarded, tuition saved, additional credits earned, enrollment intensity, additional awards/degrees earned).







## Tools to Measure PLA Success @ MCC

[PLA Development Tracking Sheet](#) to track progress towards the goal.

[Transfer Evaluation System \(TES\)](#) to verify industry recognized credential crosswalks are active for MCC students.

[PLA Impact Tracking Sheet](#) to quantify the number of students awarded industry recognized PLA credit and the total number of credits awarded.

[Institutional Effectiveness](#) collaboration to track ROI metrics.





## PLA Pro Tip #1

### Governing Board Policy Changes

**July 2020:** Fee schedule changed from full tuition cost to no fee up assess industry recognized credential for PLA credit.

**July 2021:** Graduation policy update to define minimum earned credits to establish residency PLA in CTE programs.





## PLA Pro Tip #2

### Process Details Matter

**Use dynamic forms to automate notification** of key stakeholders to review and process PLA requests.

**Ensure that the transcript entry is accurate** and will make sense to the student and other institutions. *Know your character limitations!*

**Develop a regular review process** to ensure courses associated with equivalency remain current.

**People power to maintain and scale** processing PLA requests, audit transcript entry, generate reports on ROI.





## PLA Pro Tip #3

### Important Questions

**Who will champion the PLA process** (dynamic forms, TES, transcript entry, web presence, marketing, reporting, etc)? Determine dynamic form workflow and access.

**Should you utilize the Transfer Evaluation System (TES)** or similar to house PLA articulations? Determine naming conventions.

**Implications to university transfer**...will other institutions accept a "P" or "CR" grade? How will the transcript entry be viewed by other institutions?

**What is the workforce benefit** to advancing the credential or the degree? If the benefit is career advancement, how can employers engage with the process?



# How to Make It Work: The Process

Clarissa Duarte





**Transfer Credit and Articulation Services** - centralized support team dedicated to the expansion of evaluation decisions, management of evaluation workflow with faculty, staff training, and dedicated support to college teams for evaluation decisions and processes

**Transfer Evaluation System (TES)** - database accessible to students and staff; utilized to document equivalency decisions for accredited institutions, Skill Center coursework, military coursework, Industry Credentials and Industry Certifications

**Standardized Processes** - created and implemented standard processes and process documents for the intake, processing and maintenance of decisions

**Training** - ongoing and on-demand training is provided to student services staff to establish standards

**PLA Web Page** - created page for students to provide information about transfer credit and PLA



## Content Experts

- **Instructional Councils** - our team works with appropriate ICs when the equivalency decision will be utilized district-wide
- **Program Directors/Faculty/Deans** - if the equivalency decision will only be utilized at a limited number of campuses, our team works with appropriate campus Directors/Faculty/Deans

## Details Needed

- Does the equivalency decision align with our policies?
- What credential or certification would you like to award credit for?
- What agency or organization awards that credential or certification?
- How can the credential or certification be verified?
- What course(s) will the student be awarded credit for?
- What CCL and/or AAS Degree will this credit apply towards?
- When will this equivalency go into effect?

# Documenting Decisions for Credentials and Certifications



## INDUSTRY RECOGNIZED CREDENTIAL

### LPN PRACTICAL NURSE LICENSE

This indicates a current, valid, and unrestricted Practical Nurse License in the state of Arizona, or any of the current Nurse Licensure Compact states. This license can be utilized to meet advanced placement requirements for the RN Program at MCCCD. Students must also meet all current admission requirements for the program in order to obtain advanced placement. Please refer to the following website to check license details: [www.azbn.gov](http://www.azbn.gov). Please refer to the following website for a list of compact states: [www.ncsbn.org/nurse-licensure-compact.htm](http://www.ncsbn.org/nurse-licensure-compact.htm)

**Department:** LICENSED PRACTICAL NURSE  
**Source catalog:** Practical Nurse License 2019-2022  
**Course history:** [View Detail](#)

## MARICOPA COMMUNITY COLLEGE DISTRICT

### NUR 152 NURSING THEORY AND SCIENCE I

Introduction of Nurse of the Future competencies as a foundational framework for development of the professional nurse. Basic care concepts and the nursing process are utilized to meet the needs of adult and older adult patients.

**Units:** 9  
**Prerequisite:** Admission into the Nursing Program.  
**Department:** NURSING SCIENCE: BASIC  
**Source catalog:** Maricopa County Community College District Course Descriptions 2019-2020  
**Course history:** [View Detail](#)

### NUR 172 NURSING THEORY AND SCIENCE II

Utilization of Nurse of the Future competencies to develop knowledge, skills, and attitudes to provide safe, quality patient care across the wellness-illness continuum in selected medical-surgical and mental health patients.

**Units:** 9  
**Prerequisite:** A grade of C or better in (BIO202 and NUR152) or permission of Nursing Department Chair.  
**Department:** NURSING SCIENCE: BASIC  
**Source catalog:** Maricopa County Community College District Course Descriptions 2019-2020

## EQUIVALENCY DETAIL

**Begin Date:** 6/5/2019

**End Date:** --

**Public View Hide?:** No

**Public Note:** This credit will only be awarded to students who meet the licensing requirements stated, and have also met all admission requirements for the MaricopaNursing RN Program as an advanced placement student

**Private Note:** --





# Implementing Decisions for Credentials and Certifications



## Process

- This credit is awarded through a Credit by Evaluation process
- Credit awarded for industry recognized credentials has no fee
- Credit awarded for certificate courses (non-credit coursework) has a \$40 administrative fee

## Form

- A customized Credit by Evaluation Form is created for each standard decision
  - Streamlines the process for students and staff
  - No signatures needed for approval - equivalency has already been approved!
  - MCC created Dynamic Forms, other campuses using PDF Forms created by our team

**Training** - our team will work with appropriate A&R Directors and staff to implement the award of credit

## Transcription

- Entered into SIS as “Other Credit” with a grade of “P”
  - This enables customization of transcript view
  - This allows for the possibility of a seamless transfer to other institutions
    - NAU will honor our decisions posted under “Other Credit” as long as a “P” grade is entered

# Wrap-Up and Call To Action

Rose Rojas



## QUESTIONS TO ASK

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- Who is offering the credential?
- Am I seeing students with these credentials?
- What's my apprehension related to the credential and what information would I need to overcome it?
- Are students at my college asking if we accept them?
- Are employers in my area asking for this?
- Can this stand alone on a resume?
- Is it portable, stackable, industry recognized and/or accredited?
- Can it translate to verifiable, college level learning and credit?
- How can I make this work for students, the college, and employers?



## Institutionally:

- Be open and responsive to PLA request including credential recognition and articulation.
- Understand what type of PLA options work for your program.
- Identifying PLA options (credit and non-credit) to onboard and advanced place learners onto a certificate or degree.
- Re-examining guided pathways to: 1) create entry points utilizing PLA-based validation of competence, and 2) align and weave industry, micro-, and other credentials, and/or work-based learning experiences within the pathways.

## Statewide:

- Infuse and embed PLA in statewide conversations (e.g. administrative and discipline ATFs).
- Help build a transparent statewide credential infrastructure to support transfer and portability.

**“If you always do what you always did, you will always get what you always got.”**

**-- Albert Einstein**





**Help us clarify any  
outstanding questions and  
collect any ideas you bring to  
the table around this topic.**

**Thank you for your time.**

**Post Session Survey**

[https://docs.google.com/forms/d/e/1FAIpQLSfjAtzI8AbtIK8PQYFsHGRgGlo3NWML0VqPaCIPoSp5UJitiA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfjAtzI8AbtIK8PQYFsHGRgGlo3NWML0VqPaCIPoSp5UJitiA/viewform?usp=sf_link)

