Workforce Learning Summit Innovation/Best Practice

Davidson County Community College

*Strategic Articulation of Credit for Non-credit Course Completion*

Davidson has standardized a simple process for awarding credit to students who attend training in non-traditional programs such as Customized Training, Occupational Extension, and Workforce Investment Act collaborations. This innovation started through a Customized Training project with Ingersoll-Rand and has expanded to include other customized training projects, collaborations with our local workforce board through a Regional Machining Initiative, and to innovative practices in our grant programs like those under NC Back-to-Work and Duke Energy funding.

**DETAILS**

Opportunities:
Like many communities across our state, Davie and Davidson county employers have expressed a need for highly-skilled applicants with training in technical trades. In response to the needs of both a specific company and the community at-large, Ingersoll-Rand (IR) and Davidson County Community College began a program that sought to advance the skill set of Ingersoll-Rand’s workforce while encouraging persistence in technical training programs by awarding credit towards stackable credentials in our advanced manufacturing degree program. Ingersoll-Rand and DCCC collaboratively planned a training program that met the company’s training needs, was delivered through either Customized Training or Occupational Extension classes, and was mapped to both third party credentials and series of stackable credentials in our an advanced manufacturing curriculum programs. The awarding of degree-based credit was important to both the collaborating entities because it sent the message that additional educational achievement was valued by the company and the college and that hard-work in relevant coursework is recognized appropriately.

Development:
After the vision for the partnership was set and the training needs were determined, curriculum and continuing education leadership and faculty collaborated with the company and DCCC’s Customized Training Director to ensure that the courses offered through Ingersoll-Rand’s Customized Training project met company needs, course and program Student Learning Outcomes, and SACS standards. College personnel worked with the company to map training needs to our certificate program. This candid input from industry was extremely helpful in refining our programs and curriculum, outside of this specific project. The partnership with Ingersoll-Rand is helping DCCC to develop a best practice for engaging businesses in a meaningful and mutually beneficial relationship that recognizes academic achievement. Not long after kicking off the Ingersoll-Rand project, CV Products, a local high-performance race car parts manufacturer, began a similar project which has also been a success. This model has been adapted to use with workforce investment boards, as well as grant-funded programs like Back-to-Work and Duke Energy grants.

Implementation began in February 2011.
Partner Type(s):
- Business/Industry (direct involvement)
- Workforce Development Board

Impact/Outcomes

<table>
<thead>
<tr>
<th>Company</th>
<th># of Participants</th>
<th>Impact/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingersoll Rand</td>
<td>2</td>
<td>Completed: Blueprint Reading, Machining Calc, Intro to CNC, Manual Machining</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 classes left - Next CNC Milling, Turning, then GD&amp;T and Lean</td>
</tr>
<tr>
<td>CV Products</td>
<td>14</td>
<td>Completed: Blueprint Reading, Metrology, Machining Calc, GD&amp;T, GD&amp;T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 CNC classes left - Intro, Milling, Turning</td>
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<tr>
<td></td>
<td></td>
<td>Begin in a couple of weeks and targeted to be done by end of Sept.</td>
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<tr>
<td>Ingersoll Rand</td>
<td>1</td>
<td>Completed &amp; Earned CNC Operations Certificate (2012)</td>
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In addition to impact of the successful completors, DCCC has seen great positive influence from having the local businesses provide input and feedback on both Continuing Education and Curriculum programs. When this model was applied to the Back to Work grant, the results were that 19 of 26 students, or 73%, found employment during the program or within one month of its completion. Two other students will be continuing into a degree program and are forgoing an immediate job search.

Funding Source(s)
This practice has no direct additional cost associated with it.

REFLECTIONS

Innovation or Best Practice
This an innovation because we are creatively creating in-roads to our stackable certificate, diploma, and degree programs. Programs designed under this model allow student to seamlessly move from non-credit to credit programs. Additionally, this practice incorporates business and industry engagement in the planning process of local program and course offerings, which enhances student learning and real-life outcomes.

Lessons Learned
DCCC has grown through the process of developing this practice of credit articulation. A few of the pitfalls and lessons learned are:
- Connect with companies early and often to ensure buy-in
- Be open to critical feedback about your programs and courses
- Ensure that continuing education and curriculum work together closely and advocate for each other
- Create documentation that will allow you to operate as efficiently as possible (minimize paperwork by operating at the course level, rather than at the section level)
- Develop a credible, consistent process that is followed closely and reviewed often to ensure its continued effectiveness
Scalability
This strategy is scalable because it can be applied to many curriculum programs where there is a continuing education equivalent master course offering. We have found some areas that cannot be hosted in continuing education because there is either no master course option or the option does not allow enough contact hours to achieve the target student learning outcomes.

RESOURCES

Workforce Learning Summit Presenters
Mary Rittling, President, Davidson County Community College
Jeannine Woody, Vice President of Academic Programs and Services
Rodney Jackson, Dean, School of Business, Engineering, and Technical Studies
Jonathan Thill, Associate Dean of Continuing Education, School of Business, Engineering, and Technical Studies
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