MEMORANDUM

April 16, 2019

TO: Daniel M. White, Chancellor

THRU: Anupma Prakash, Provost

FROM: Chancellor's Task Force on Non-Credit Credentials

SUBJ: Recommendations

As a recap, your charge to our group was to determine how UAF credentials non-credit programs and accounts for non-credit enrollment. Additional guidance came from multiple sources. In President Johnsen's Goals & Measures Guidance memo, he indicates they want to add "high-value non-credit workforce credentials to the measures." Vice President Layer's information goes on to say "we need to address what falls into this category ... and also determine how you might be tracking it." He shares a definition of credential of value from A.V.P. Fred Villa:

> An industry recognized certificate, license, or education degree/certificate valued and awarded by professional groups, industry, vendors, government agencies, colleges, universities or technical schools in recognition of an individual's attainment of measurable skills that lead to employment, higher wages, career advancement, and/or increased job security.

Our group agreed with that definition but also believed that foundational to the conversation was to define non-credit education at UAF. We agreed on SAC's draft definition with some minor changes.

> Non-credit education refers to courses or activities carrying no academic credit applicable toward a degree, diploma, certificate, or other formal academic award at the institution or within the post-secondary educational system. Some non-credit workforce education may result in industry-recognized certificates. Non-credit education may include workforce instruction, contract training, customized training, recreational courses, and community education.

Our first recommendation is that Faculty Senate and SAC should formalize a definition of high-value, non-credit workforce education in order to establish a common metric and facilitate data collection.

Next, UAF needs to raise awareness internally of the broad array and volume of non-credit education happening across our campuses and the importance of quantifying it. Non-credit

education at UAF runs the gamut from 4-H youth activities to professional development to Osher Lifelong Learning's many offerings. Although the focus here is workforce development, a method for recognizing the sheer volume of community education (i.e., OLLI, master gardeners, summer camps) that the university provides, would further demonstrate the impact UAF has on its communities.

Just as diverse as the offerings in workforce development, are the methods used for registering the students for these non-credit activities, leaving a great number of non-credit activities not captured by UAF metrics. The task force recommends designating a focal point for collecting the data and reporting. Another near-term recommendation is that a common platform for student registrations, separate from Banner and used by all departments, be selected and invested in.

Finally, in the long-term the group recommends that the university prioritize development of a "digital badging"* policy and practice for non-credit, workforce development credentialing. An opportunity once this program is in place, could be that existing and eligible online courses have modules or mini-lessons turned into competency-based exercises made available to the general public, leading to recognition of completion, and additional revenue.

Thank you for the opportunity to provide recommendations on this largely untapped activity at UAF. We believe there is great potential here to evolve and adapt to better meet the needs of Alaskans in workforce development. We would also welcome the opportunity to meet with you both and go into greater detail or answer any questions you might have.

Task Force members

Michelle Bartlett, Summer Sessions
Mike Earnest, Registrar
Kevin Illingworth, CRCD
Dan LaSota, eCampus
Juella Sparks, SNRE P&WD
Jennifer Tilbury, CTC
Adam Watson, PAIR

*https://www.insidehighered.com/news/2016/08/09/digital-badging-spreads-more-colleges-use-vendors-create-alternative-credentials