



Associate Programmes in the US

Characteristics, Developments and Challenges

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Shaping Level 5

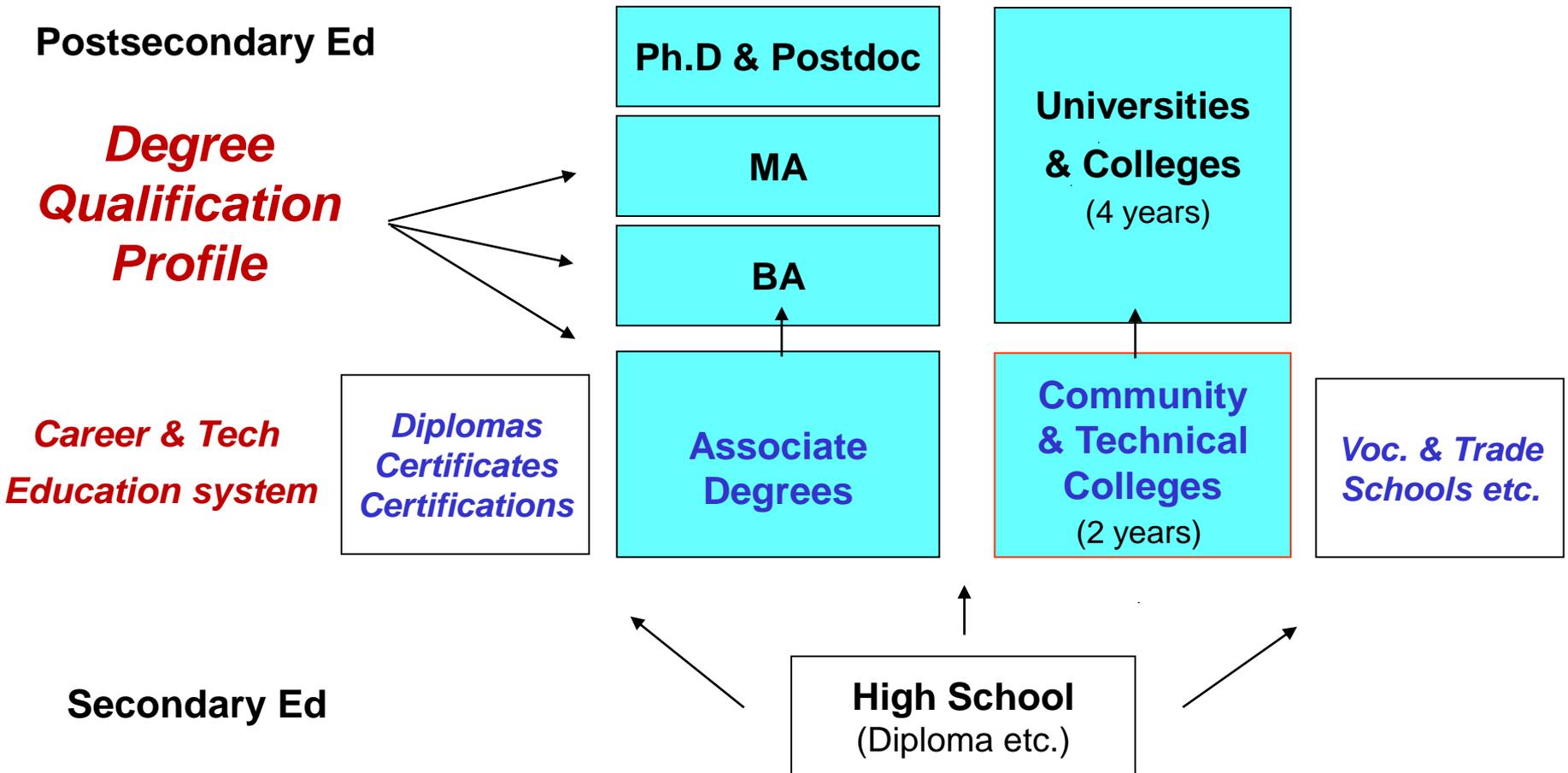
ETF Conference

Torino, 7th / 8th of June 2018

Overview:

4. **Challenges and Perspectives**
3. **Transparency, Accountability ...**
2. **Associate Types and Developments**
1. **Credential and Education Setting and Demand**

1. US Credential and Education Setting ...



1. ... *and demand for recent reforms*

- Increase in **postsecondary credential attainment** (2025: 60 %) to improve matching of higher knowledge and science based requirements
- Increase of **transparency, accountability, connectivity** of credentials
- Bridging
 - **academic** and **occupational** oriented learning
 - **degree** and **non-degree** based learning
- Shift to **competency oriented learning** in programmes
- Need of **common language and terminology** in education and training
- ...

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2. Associate types ...

Community College Profile: Degrees and Certificates Awarded Annually

▪ **612,915 Associate Degrees**

- AA (Associate of Arts)
 - Intended for students who wish to pursue a 4-year degree in liberal arts
- AS (Associate of Sciences)
 - Intended for students who wish to pursue a 4-year degree in pure & applied sciences
- AAS (Associate of Applied Sciences)
 - Intended for students who wish to prepare for employment in an occupational specialty

▪ **328,268 Certificates**

- In areas such as culinary arts, alternative full technology, and web design

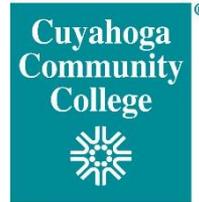
2. ... *example* ...



ArcelorMittal

Steelworker for the Future - Tripartite AAS Partnership

- Programme provides students
 - **Payment** while earning a degree
 - **Career-focused** education and training
 - Enhanced **employability** upon graduation
- While affiliated with ArcelorMittal, the **programme** is designed **in cooperation**
- **However:** the students are not required to work for ArcelorMittal neither an employment is guaranteed after completion

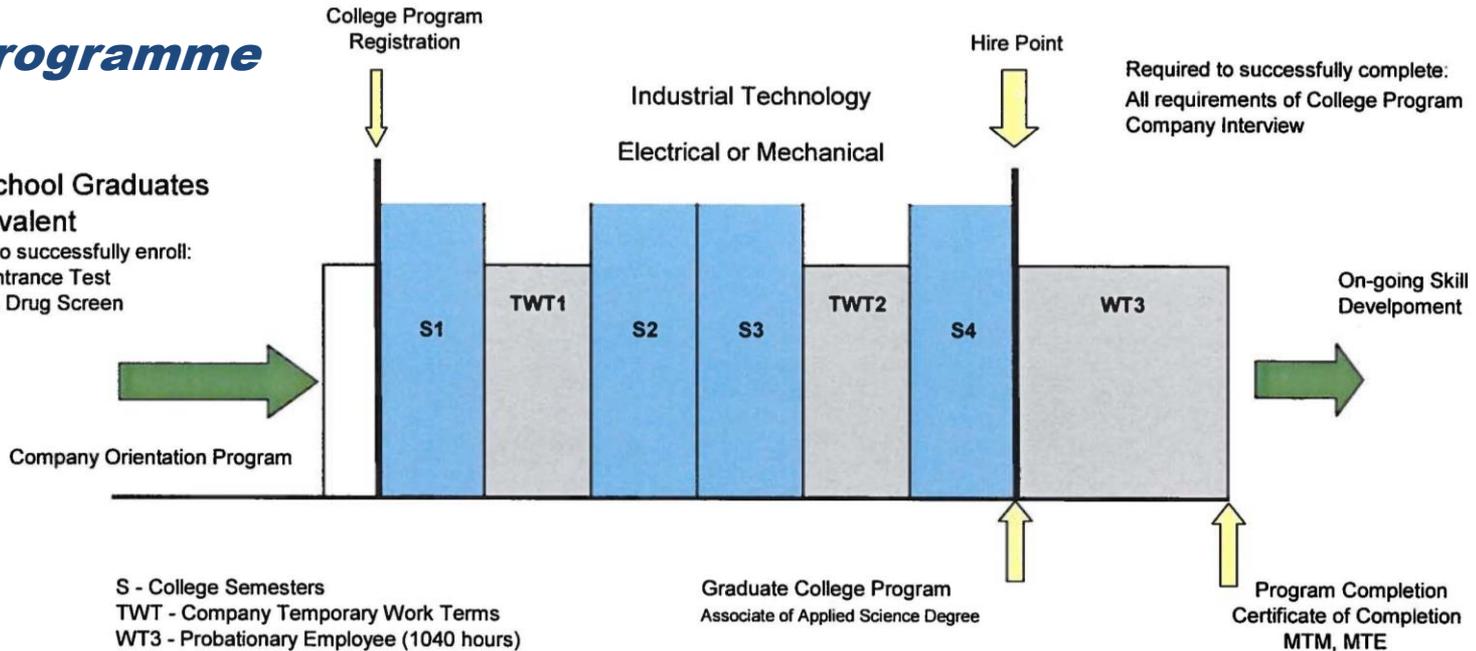


**STEELWORKER FOR THE FUTURE
CRAFT TRAINING CERTIFICATION PROGRAM**

AAS Programme

**High School Graduates
or Equivalent**

Required to successfully enroll:
College Entrance Test
Physical & Drug Screen



S - College Semesters
TWT - Company Temporary Work Terms
WT3 - Probationary Employee (1040 hours)

Graduate College Program
Associate of Applied Science Degree

Program Completion
Certificate of Completion
MTM, MTE

STEELWORKER FOR THE FUTURE

2. ... *and Associate developments*

Further connective programme developments

- **Dual enrollment** : Highschool + Associate Programme (including credit transfer sec/postsec education)
- **Embedded Programmes**: Associate + apprenticeship or certification programmes
- **Dual admission** arrangements: Associate + Bachelor

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4. **Challenges and Perspectives**

3. *Instrumental Developments and Objectives ...*

Degree Qualifications Profile (DQP 2013, Lumina Foundation) **US Higher Ed**

Levels: 3 for Associate, Bachelor, Master

Domains: Knowledge (special.& integrated), Skills (intellect.), Learning (applied & civic)

Key term: Proficiency

Objectives: **Transparency, Comparability, Accountability and Connectivity** of Degrees

Shift to L.O. addressing both academic and occupational requirements

in curricula, didactics and assessments

Framing Programme Provider: **Tuning USA**: Faculty led

- **mapping of L.O. statements** in current degree programmes and related certificates to DQP
- **embedded assessments** of students' ability
- **links with workforce development**

Testing Initiative (example): **Community College Consortium** (20 CC)

3. ... *Instrumental Developments and Objectives*

Credentials Framework for LLL (CF 2015 - Lumina Foundation) US Postsec Ed

Levels: 8 for all kind of credentials and learning

Domains: Knowledge, Skills (special., social & personal integrated)

Key term: Competency

Objectives: Transparency, Comparability, Accountability, Connectivity of Credentials

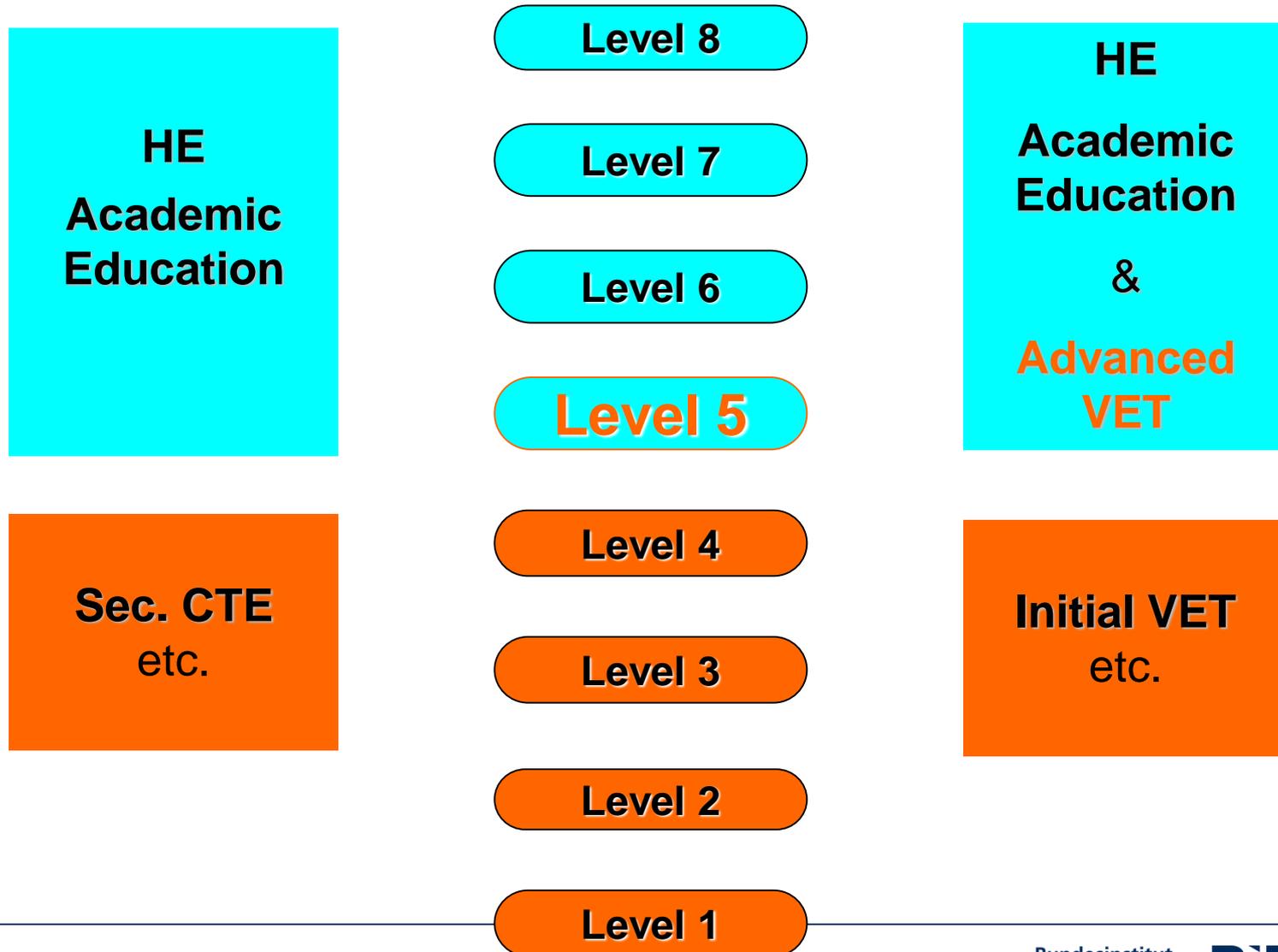
Shift to L.O. (**Level 5** to 8: adressing both academic and occupational requirements in curricula, didactics, assessments)

Framing Programme: Connecting Credentials (Lumina Foundation), **Faculty led**

- **mapping of LO statements** of all kind of current credentials and related programmes to CF
- **embedded assessments** of students' ability
- **links to workforce development**

Testing Initiative (example): Right Signals Initiative (25 Community Colleges)

3. *US: Credentials Framework (2015) / EU: EQF (2008)*



3. *Level 5 descriptions in CF and EQF*

CF - *Comprehensive level description of competencies*

„ Demonstrates advanced competencies for the processing of comprehensive tasks assigned within a complex and specialized field of study or occupational activity subject to change. This requires the ability to select and apply appropriate theoretical knowledge and practical skills to perform technical tasks in a broad range of contexts.“

EQF - *Competences described via knowledge, skills, responsibility, autonomy*

„ Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others. Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge. Comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.“

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4. *Challenges and Perspectives*

Associate Degrees are **important intermediate credentials** within postsec. education and towards secondary education. The challenges are ...

- Curricula and **assessments** addressing both **occupational** and **academic requirements** (Programme consistency, articulation and credit transfer etc.)
- **Conceptual divergence** between **holistic concept of education** (including trad. Citizenship orientation in the US!) and **conventional labour market requirements**
- Policy and systemic impacts on **profile** and **governance** of **community and technical colleges** in postsec. education
- Labour market **competition** with **non-academic credentials** (industry certificates etc.)



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Thank you for your attention !

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*For more information please see
<https://vrein.academia.edu/research#papers>*

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