



ABOUT THE COLLABORATIVE

The Multi-State Collaborative on Military Credit has representation from Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. State Higher Education Executive Officers (SHEEO) agencies, university systems, campuses, and other organizations from each state are involved, such as the Illinois Dept. of Veterans Affairs and the Illinois MyCreditsTransfer project, the Illinois Community College Board and the Midwestern Higher Education Compact (MHEC).

The Multi-state Collaborative on Military Credit is prepared to develop and deliver innovative solutions when it comes to higher education and student service members and veterans as well as providing valuable, and much needed, data about this group.

GOVERNANCE

The overall direction and implementation of the collaborative is carried out by a Leadership Team consisting of representatives from initial founding states and organizations. However, this grass roots effort is inclusive in nature and as the collaborative evolves, additional members to the Leadership Team may be added.

GOALS OF THE COLLABORATIVE

- Maximize ways for student service members, veterans, and their family members to transition to college
- Create models for consistently, transparently, and effectively awarding credit for military training and experience that can be scaled regionally and nationally
- Establish strong partnerships with institutions and organizations for the purpose of promoting our shared interests
- Generate a system for documenting and tracking academic progression at the state level

SHARED PARAMETERS

- We believe there is strength and efficiency in collaboration. This allows us to benefit from the lessons learned by our partners, create synergies, and 'speak' with a larger voice. Although originating in the midwest, we welcome other SHEEO agencies and organizations that may not be included in the MHEC.
- Any approach we pursue needs to be comprehensive, i.e. it must involve community colleges, technical programs, and 4-year schools and include certifications and other types of non-diploma credentialing.
- Our work should include state and federal agencies, e.g. a states' department of veterans affairs, licensing boards.
- The strategies must be multi-pronged:
 - Encourage academic departments and institutions to learn from one another.
 - Build on work that already exists.
 - Include non-collegiate learning, such as various methods of prior learning assessments.
- The plan will respect the processes, roles, and conditions at local institutions and states, and recognize faculty as essential partners.

WORK GROUPS

In order to move the goals of the collaborative forward, we have established the following work groups

- **Articulation of Academic Credit**
 - Identify policies and promising practices that can facilitate the translation of military training and experience into college credit/progress toward completing a certificate or degree program.
- **Licensure and Certification**
 - Determine how MOSs can or will translate directly into licenses and certifications or as milestones toward college degrees that lead to licensure.
- **Communications and Outreach**
 - Identify policies that can enhance the ways in which information can be communicated to servicemembers about how their military training and experience can result in progress toward earning postsecondary a certificate, degree, or a professional license or certification.
- **Data, Technology, and Systems**
 - Develop the metrics and data processes needed to follow servicemembers for purposes of identifying the military occupation and matching with academic credentialing, major and career choice, academic preparation, retention, time to degree, graduation success, and enrollment patterns that lead to academic success.

Chairs and co-chairs of the work groups report to the Leadership Team. Members of the work groups are not limited to participate on just one initiative. They are welcome to join any and all they deem appropriate for their state and/or organization's needs.

PROJECTS

- Using technology for transfer and data collection
- Collaborating with the American Council on Education (ACE) to refine information to ensure that information presented to higher education personnel is transparent and consistent in the granting of college credit to student service members and veterans
- Translating military occupation specialties, if applicable, directly into licenses or certifications or as milestones toward college degrees that lead to civilian licenses and certifications
- Developing and nurturing communication to and between vital stakeholders to better assist student service members and veterans

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★ LEADING HIGHER EDUCATION ★

MCMC Project Plan for Kansas

Mission Statement

One goal of the Kansas Board of Regents strategic agenda (Foresight 2020) is to increase higher education attainment among Kansans. The Kansas Collaborative on Military Credit (KS-CMC) will guide and support strategies that maximize opportunities for service members to earn credit for military training which lead to educational attainment.

Vision Statement

KS-CMC will provide support and resources for institutions to identify educational offerings designed to maximize credit for skills gained in military service and increase educational attainment among service members.

MCMC Workgroups

KS-CMC will utilize the strengths and experience of the membership of the workgroups and clearly defined milestones to achieve its goals and maximize results.

Articulation of Academic Credit – KS-CMC will identify educational programs that bridge military learning to college credit and encourage course to course articulation and credit for prior learning options that serve to expedite educational attainment of service members.

Licensure & Certification – KS-CMC will work with institutions to identify curricular gaps in programs and military training, and formulate strategies for closing these gaps. In addition, KS-CMC will review careers in which service members can translate their military training directly into a license or third-party industry certification.

Communications and Outreach – KS-CMC will identify effective communication methods to inform service members about how military training and skills can apply to educational attainment or industry credentials.

Data, Technology & Systems – KS-CMC will focus on a systematic process to gather data on service members that will support research, measure the effectiveness of educational strategies, and inform policy makers, educational leaders, service members, legislators, funders, and other interested parties.

Strategies

- Expand the KS-CMC Steering Committee to include representation from the military, Kansas Commission on Veteran's Affairs Office, licensure and other appropriate agencies, and postsecondary Credit for Prior Learning committee members.

- Identify licensure agencies willing to discuss accelerated paths to licensure and certification and determine any statutory barriers.
- Determine effective communication channels to inform service members of educational programs designed to accelerate their degree progress.
- Assess educational outcomes of service members enrolled in educational programs.
- Identify programs that facilitate the translation of military training and/or skills into college credit and/or progress toward completing a credential or degree.
- Make information web accessible demonstrating clear pathways between military training and college credit in specific career technical education programs.

Short-Term Goals

1. Implement processes at institutions for data gathering on service members and define data definitions,
2. Identify service members who are eligible for accelerated pathways in educational programs,
3. Identify organizations or associations who support service members and their families, and
4. Identify CTE programs to develop articulation with MOS's and AFSC's utilizing military training and skills.

Long-Term Objectives

1. Expand accelerated program offerings for military training,
2. Host professional development workshops designed to align bridge programs and course articulation,
3. Develop metrics relative to educational program improvement of accelerated pathways for service members, and
4. Identify performance metrics and create scorecards that will be used to inform service members, policy makers and others of progress toward short and long term goals.

Final Assessment

The KS-CMC will strive to meet the aforementioned goals, look for areas of opportunity, and will perform a self-evaluation of progress toward goals.