Increasing Opportunities: Building Pathways with Stackable Non-Degree Credentials

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Thank you for joining us. We will begin the conversation shortly.
Agenda

2:00 – 2:15
• Introduction and context setting

2:15 – 2:55
• Presentations & discussion with panelists

2:55 – 3:10
• Audience question and answer with panelists

3:10 – 3:15
• Wrap-up
A More Unified Community College: Strategies and resources to align non-credit and credit programs

Brett Visger, Director, Education Strategy Group
Most postsecondary structures and systems are not designed to guide or incentivize students in non-credit programs to pursue an associate degree, even though such pursuit could improve their:

- lifetime earnings
- potential for promotion
- social and economic mobility
- competitiveness in the marketplace
The Economy Demands More

Employers are placing more importance on in-demand competencies and skills, rather than degrees, in their hiring practices.

67% of employers surveyed say the use of skills assessments as part of the interview process will increase in the next year.

Source: U.S. Chamber of Commerce Foundation

Professional certificates and certifications are strongly linked to careers and many lead to stable, well-compensated jobs.

94% of certificates awarded are in career-oriented fields such as STEM, health, business, and consumer and public services.

Source: Georgetown Center for Education and the Workforce
Students Deserve More

Students in degree programs
- Pathways to a BA
- Higher earning potential
- Greater access to support services
- Eligible for fed. financial aid

Students in non-credit programs
- Some pathways to AS, AAS
- Eligible for some state aid

Pathways to a BA
Higher earning potential
Greater access to support services
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Some pathways to AS, AAS
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The Current Situation Requires More

Short-term training programs can provide a timely solution for the high number of non-credentialed workers who have been displaced as a result of the coronavirus pandemic.

Heightened awareness of the impact of historical and systemic racism on our policies and institutions has created greater urgency to address educational attainment and achievement gaps by race and income.

Unemployment Rates for Persons 25 Years and Older by Educational Attainment, Seasonally Adjusted

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Earnings of High School Educated Worker</th>
<th>Earnings of Certificate Holder</th>
<th>Certificate Premium Over High School (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>$24,020</td>
<td>$27,964</td>
<td>16%</td>
</tr>
<tr>
<td>White</td>
<td>$22,611</td>
<td>$20,853</td>
<td>14%</td>
</tr>
<tr>
<td>African-American</td>
<td>$20,621</td>
<td>$24,887</td>
<td>11%</td>
</tr>
<tr>
<td>Asian and other</td>
<td>$22,160</td>
<td>$26,592</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$19,686</td>
<td>$26,911</td>
<td>41%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Men</th>
<th>Earnings of High School Educated Worker</th>
<th>Earnings of Certificate Holder</th>
<th>Certificate Premium Over High School (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>$34,796</td>
<td>$44,191</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>$39,167</td>
<td>$47,320</td>
<td>21%</td>
</tr>
<tr>
<td>African-American</td>
<td>$27,889</td>
<td>$35,000</td>
<td>27%</td>
</tr>
<tr>
<td>Asian and other</td>
<td>$30,966</td>
<td>$38,398</td>
<td>24%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$27,718</td>
<td>$39,914</td>
<td>44%</td>
</tr>
</tbody>
</table>

Source: Georgetown Center on Education and the Workforce

African-American certificate holders receive the lowest wages and smallest wage premium.
A call for change.
Envision an institution that better prepares students with the skills and knowledge to succeed and continuously grow in their chosen field by allowing students from both workforce and degree programs to seamlessly interface and transition across the other.
Contributors to the Study

Achieving the Dream
Aspen Institute, College Excellence Program
Association of Community College Trustees
Austin Community College, TX
Blue Ridge Community College, NC
Brookings Institute
California Community Colleges
Capital One Foundation
City University of New York
Community College Research Center
Council for Adult and Experiential Learning
Cuyahoga Community College, OH
Dallas College, TX
Delgado Community College, LA
Florida Department of Education
Georgetown University, Center for Education and the Workforce
Harford Community College, MD
HCM Strategists
Hostos Community College, NY
Ivy Tech Community College, IN
Kentucky Community and Technical College System
Kirkwood Community College, IA
Lane Community College, OR
Louisiana Community and Technical College System
Monroe Community College, NY
National Council of Workforce Education
North Carolina Community College System
North Central State College, OH
Ohio Department of Higher Education
Prince George’s Community College, MD
Rand Corporation
Rural Community College Alliance
Rutgers University, Education and Employment Resource Center
Salt Lake Community College, UT
Sinclair Community College, OH
Tennessee Colleges of Applied Technology
Urban Institute
Virginia Community College System
Washington State Board for Community and Technical Colleges
White Mountains Community College, NH
Yavapi Community College, AZ
Strategies for Alignment & Integration
A New Framework for Alignment & Integration

- Treat all students as students.
- Develop clear pathways between non-credit credentials and degrees for students.
- Align or integrate relevant non-credit and credit governance structures.
- Make the majority of non-credit programs credit-worthy or credit-based.
- Remove barriers to transition.
Strategies to Enact Alignment

- Strategy 1: Remove the structural divide
- Strategy 2: Make non-credit programs credit-worthy
- Strategy 3: Make non-credit programs credit-based
- Strategy 4: Reorient for demand-driven pathways
Quick Start Guide for Institutions & Systems

Choose a strategy.

Articulate a vision.

Engage stakeholders.

Identify initial pathways.

Align student services and admin. operations.

Understand the data.

Select bridge tools.

Make it known.
Evidence on Stackable Educational Credentials in Ohio
Our research examined how stackable credential pipelines in Ohio colleges

2) Which types of credentials are students completing?
   - Which levels of credentials?
   - Which types of programs?

3) How are students progressing through credentials?
   - Where do students earn their first credential?
   - Do students earn additional credentials at the same institution?
   - Do stackers have excess credit hours and more terms of enrollment?

1) Who is completing stackable credentials?
   - Has completion of certificates and stacking increased over time?
   - What types of students complete certificates and stackable credentials?
In some ways we found evidence that stackable credential pipelines were functioning as desired:

- Increased numbers of certificate-earners, especially in health care and manufacturing and engineering technology.
- Increased rate of stacking among healthcare certificate-earners over time.
- Participation of traditionally underserved populations in stackable programs.
- Stacking of credentials happening across institution types (technical centers, colleges, universities).
We also identified possible areas for improvement in stackable credential pipelines

- Limited growth in stacking in IT and manufacturing and engineering technology during this time period
- Black students and adult learners who earned certificates were less likely to go on to earn additional credentials
- Students who started at Ohio Technical Centers stacked at lower rates
- Stacking across institutions was infrequent
- Stackers earned additional credit hours and had more terms of enrollment
Black certificate-earners were less likely to go on to stack additional credentials

Note: Calculations were based on the following numbers of certificate-earners by race/ethnicity and field: 2,604 (black, health care), 605 (black, MET), 186 (black, IT), 551 (Hispanic, health care), 130 (Hispanic, MET), 36 (Hispanic, IT), 23,424 (white, health care), 5,030 (white, MET), and 1,616 (white, IT).
Adult learners who earned certificates were also less likely to go on to stack additional credentials

Note: Calculations were based on the following numbers of certificate-earners by age group and field: 19,671 (age 25+, health care), 4,390 (age 25+, MET), 1,578 (age 25+, IT), 10,421 (age <25, health care), 2,223 (age <25, MET), and 625 (age <25, IT).
GOAL 2: DOUBLE GRADUATE EARNINGS

Quick Facts

Average Earnings:
- Credit $45,483.78
- Workforce $50,093.22

By STAR Rating:
- UNK $43,071.56
- 1 $41,420.42
- 2 $26,884.10
- 3 $40,325.89
- 4 $43,849.97
- 5 $58,071.68
“This program has taught me to be open-minded in problem solving, be prepared for daily tasks, and that people are willing to help you, as long as you are willing to be receptive of the guidance.”
Dr. Mark Mitsui
Portland Community College
Revisit our previous conversations:


- Equity within Credentialing (hosted by the Lumina Foundation)
  www.luminafoundation.org/resources/meetings-events/partner-events/

- Building Pathways with Stackable Non-Degree Credentials, today’s link available soon