



Education
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Increasing Opportunities: Building Pathways with Stackable Non-Degree Credentials

Dr. Lindsay Daugherty
RAND Corporation

Dr. Girard Melancon
Baton Rouge Community College

Dr. Mark Mitsui
Portland Community College

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



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ACHIEVING GREATER IMPACT

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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



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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

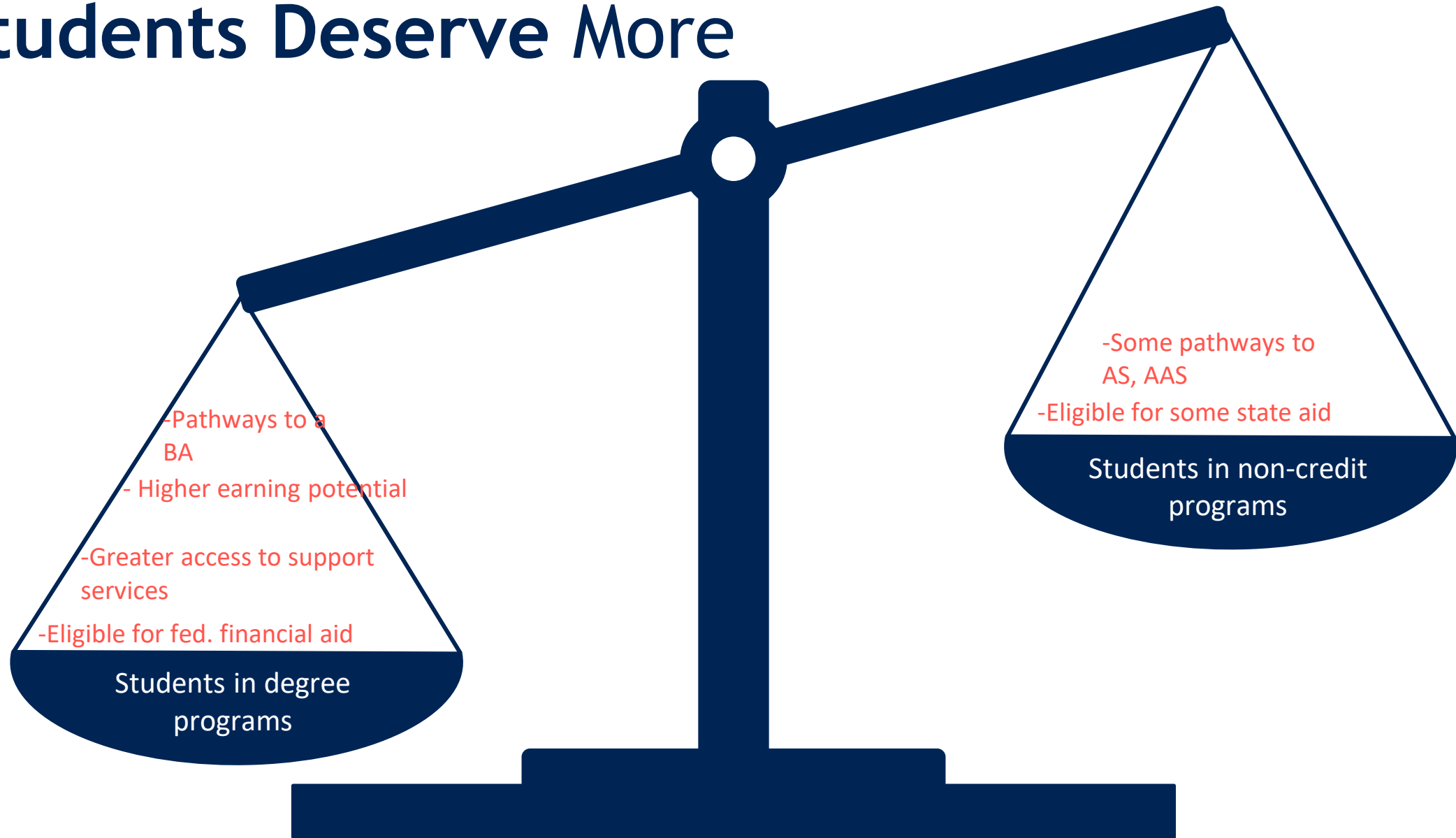
Professional certificates and certifications are strongly linked to careers and many lead to stable, well-compensated jobs

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

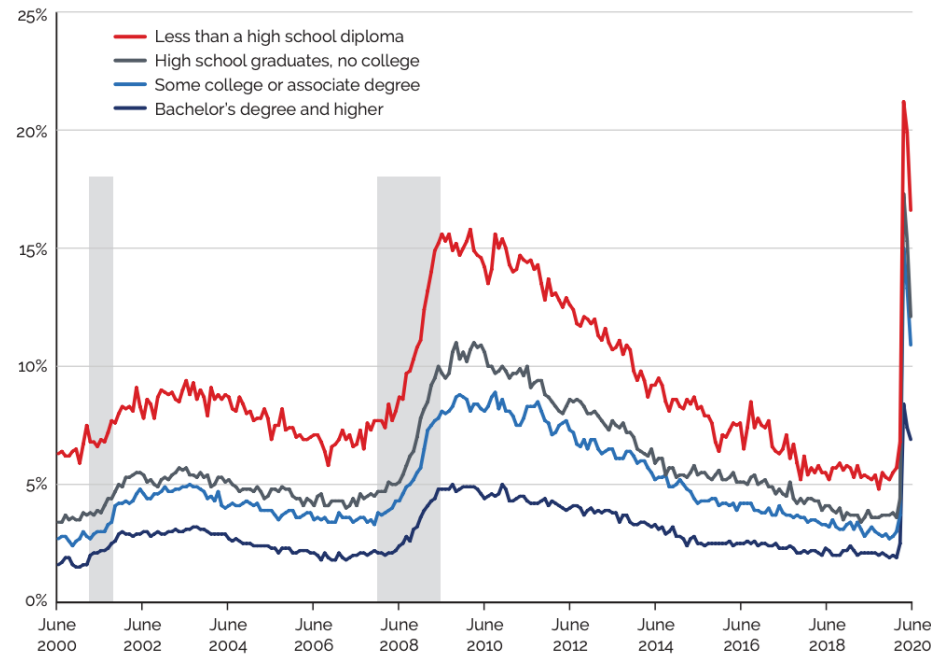


The Current Situation Requires More

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



Note: Shaded area represents recession, as determined by the National Bureau of Economic Research.
Source: U.S. Bureau of Labor Statistics

Race/Ethnicity	Earnings of High School Educated Worker	Earnings of Certificate Holder	Certificate Premium Over High School (%)
Women			
All	\$24,020	\$27,864	16%
White	\$26,011	\$29,653	14%
African-American	\$22,421	\$24,887	11%
Asian and other	\$22,160	\$26,592	20%
Hispanic	\$19,086	\$26,911	41%
Men			
All	\$34,796	\$44,191	27%
White	\$39,107	\$47,320	21%
African-American	\$27,559	\$35,000	27%
Asian and other	\$30,966	\$38,398	24%
Hispanic	\$27,718	\$39,914	44%

Source: Georgetown Center on Education and the Workforce

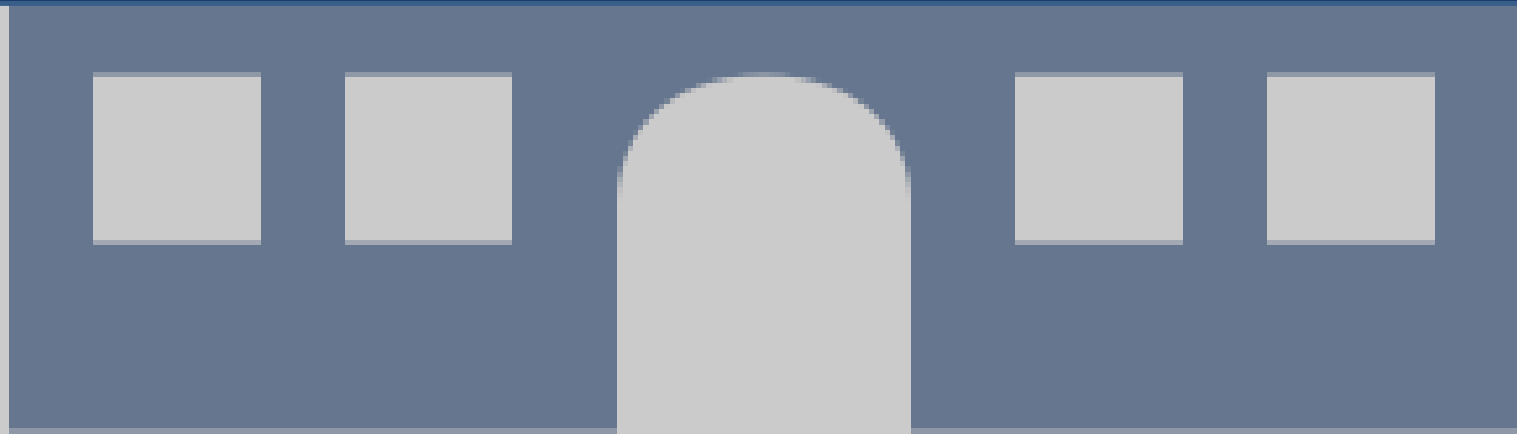
African-American certificate holders receive the lowest wages and smallest wage premium



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

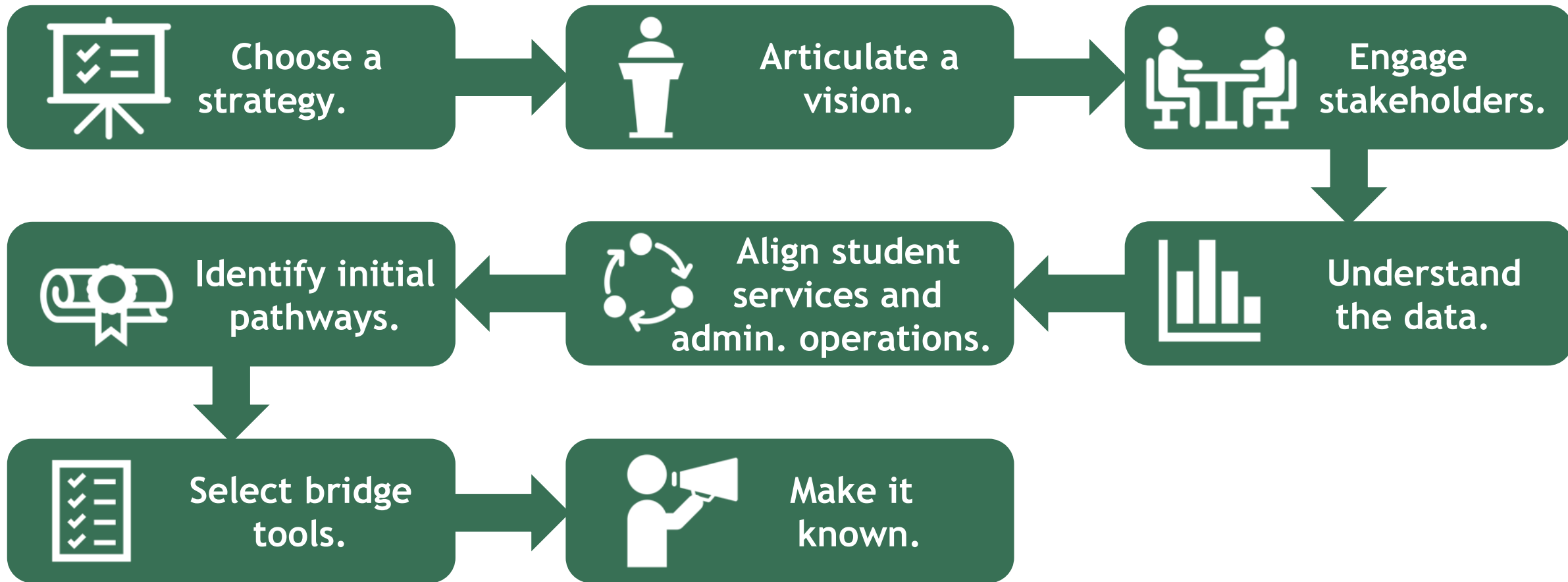
Strategy 1: Remove the structural divide

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



Dr. Lindsay Daugherty
RAND Corporation





EDUCATION AND LABOR

Evidence on Stackable Educational Credentials in Ohio

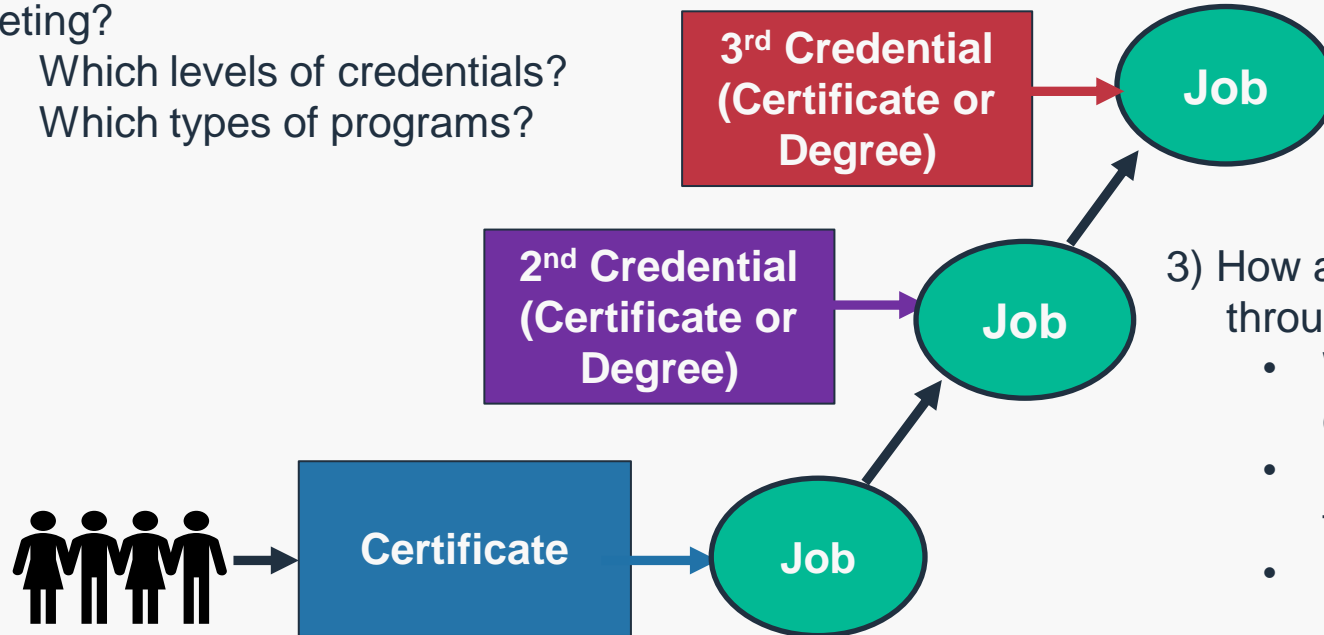


Draft: This presentation has not been peer reviewed. Please do not cite or distribute.

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

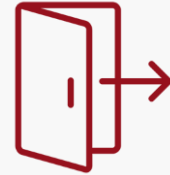


Stacking of credentials happening across institution types (technical centers, colleges, universities)

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

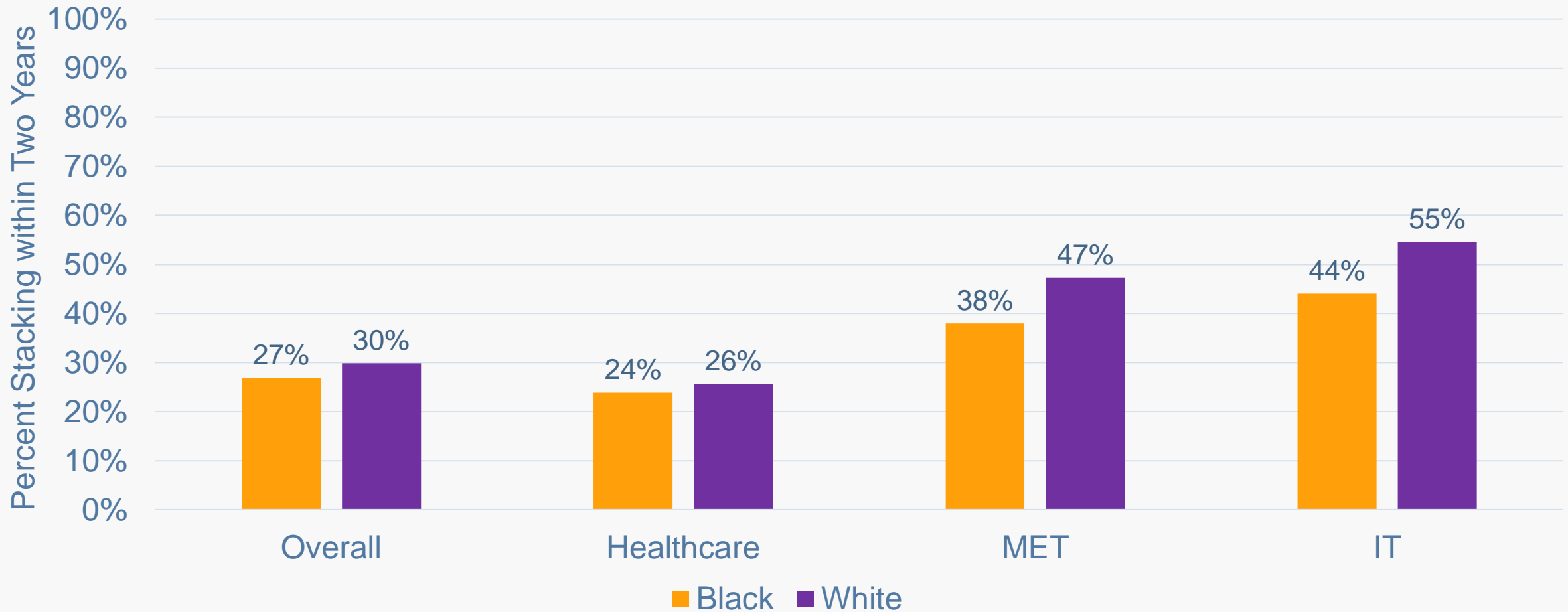


Stacking across institutions was infrequent



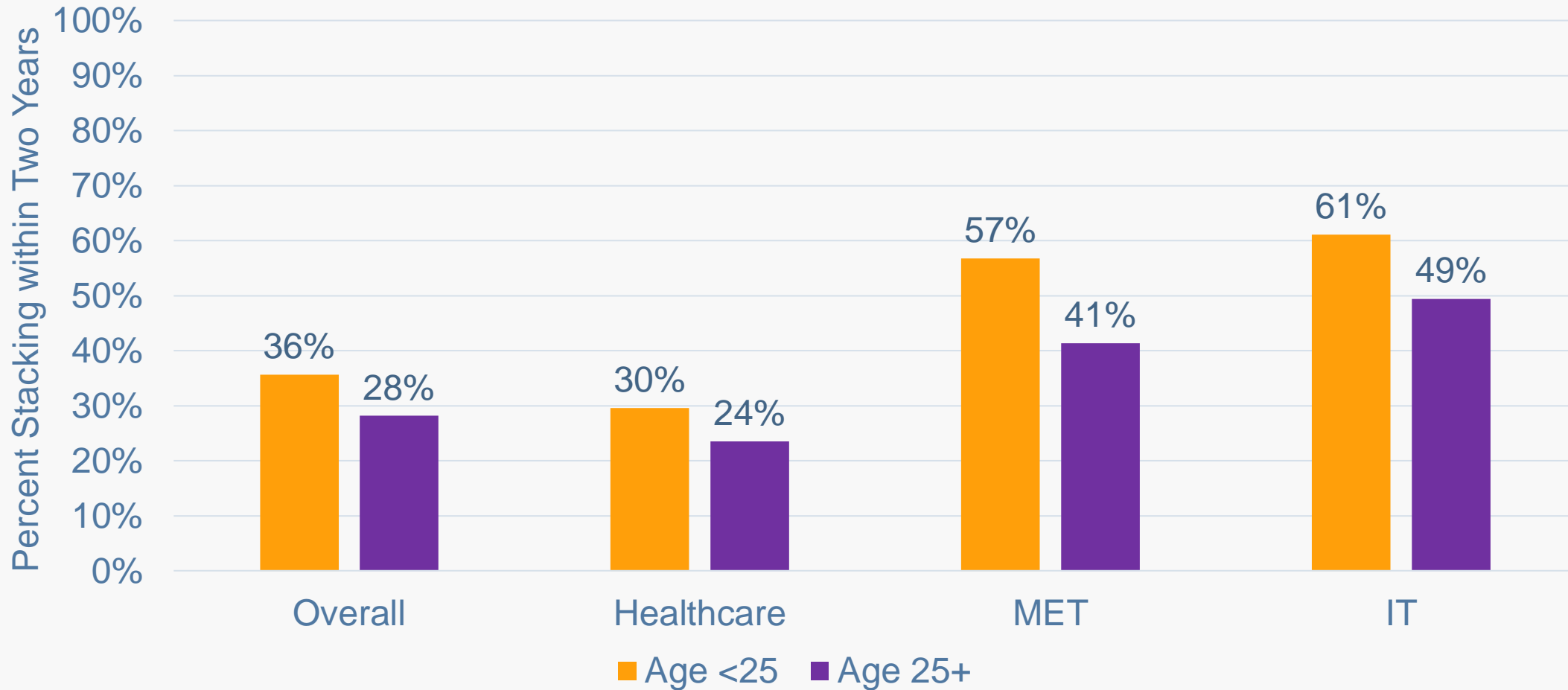
Stackers earned additional credit hours and had more terms of enrollment

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).

Dr. Girard Melancon
Baton Rouge Community College



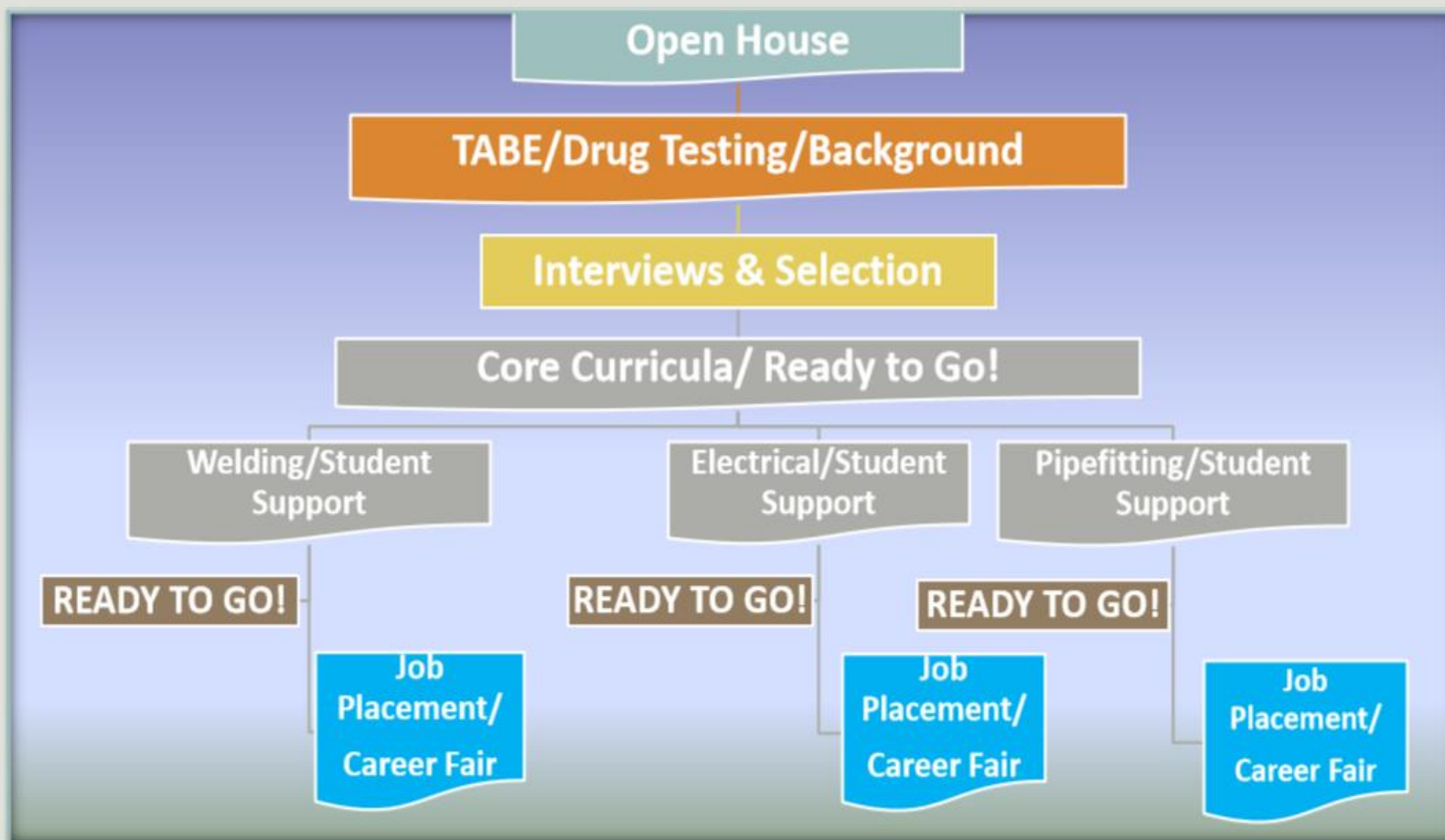
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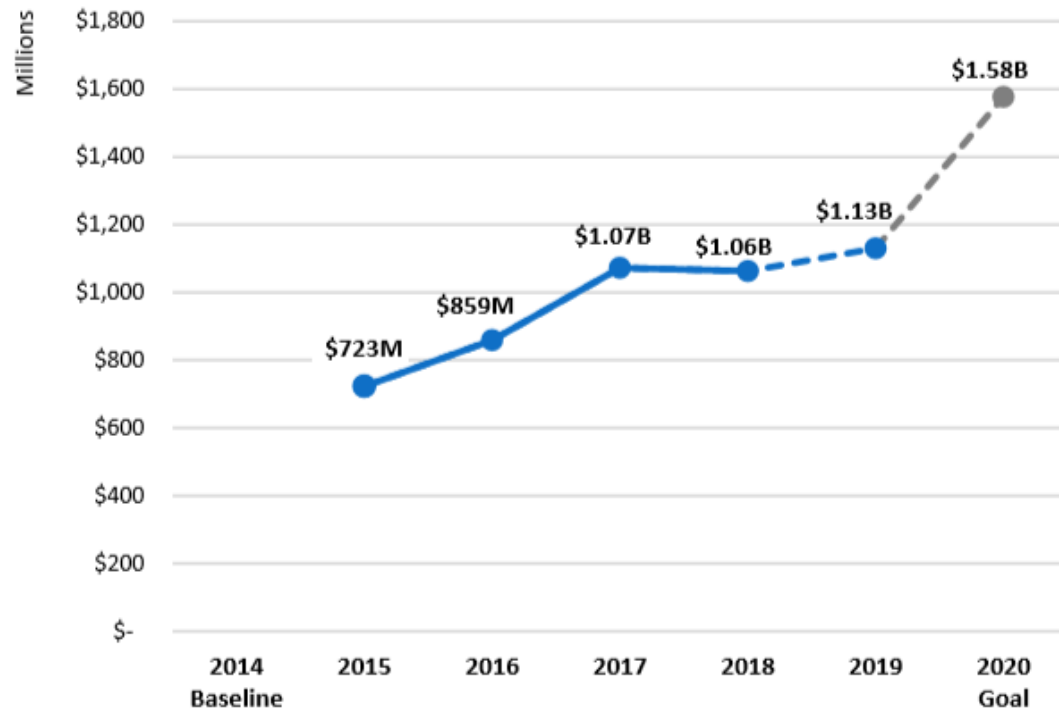
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GOAL 2: DOUBLE GRADUATE EARNINGS



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





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Revisit our previous conversations:

- Quality Credentials to Economic Recovery, <https://tinyurl.com/quality-credentials>
- 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