Setting the Stage: Goal 2025 and the Future of Credentialing

Amber Garrison Duncan, Ph.D.
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Agenda

Setting the Stage: Goal 2025 and the Future of Credentialing

- Goal 2025
- Future of Work and Living
- Future of Credentialing
- Future of Quality Assurance
Goal 2025

To increase the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025.

High-Quality = leads to further education and employment
A steady climb

Lumina tracks the post-high school educational attainment of Americans ages 25-64. Since 2008, that figure has increased by **9 percentage points**. That’s progress, but it’s not enough to reach 60 percent by 2025. Dramatic action is needed to meet the nation’s need for talent.

*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials.*

http://strongernation.luminafoundation.org
How Georgia compares to the nation

Educational attainment in Georgia exceeds the national average, but work remains before it reaches 60 percent.

- Georgia: 48.0%
- Nation: 46.9%

- High-quality certificate: 8.0%
- Associate degree and higher: 40.0%
- High-quality certificate: 4.9%
- Associate degree and higher: 40.9%

http://strongernation.luminafoundation.org
How Georgia compares to the nation

filtered by RACE AND ETHNICITY

- African-American
- American Indian
- Asian and Pacific Islander
- Hispanic
- White
- National/State attainment average

sorted by STATE NAME

NATIONAL AVG

Georgia

http://strongernation.luminafoundation.org
Road Map by 2020

Increase attainment by **5.9 million** above current rates

- 500,000 more degrees and certificates to traditional-aged students
- 2 million more degrees and certificates to returning adults with some postsecondary education but no credential
- 3.4 million more certificates and certifications to adults with no recognized postsecondary education
Today’s Students

- 38% Older than 25
- 58% Work while in college
- 26% Parenting
- 47% Financially independent
- 42% At or below federal poverty line

https://www.luminafoundation.org/todays-student-citations
Getting to Goal 2025 in the Midst of Change

• The Future of Work and Living

• Future of Credentialing

• Future of Quality Assurance
“Human work will increasingly shift toward two kinds of tasks: solving problems for which standard operating procedures do not currently exist, and working with new information—acquiring it, making sense of it, communicating it to others.... The remaining jobs that pay enough to support families will require a deeper level of knowledge and the skills to apply it.”

Future Work Skills 2020

Extreme Longevity
Increasing global lifespans change the nature of careers and learning

Computational World
Massive increase in sensors and processing power make the world a programmable system

New Media Literacy
Design Mindset

Cross Cultural Competency
Cognitive Load Management

Virtual Collaboration

Superstructured Organizations
Social technologies drive new forms of production and value creation

Computational Thinking

Novel and Adaptive Thinking

Sense-Making

Social Intelligence

Rise of Smart Machines and Systems
Workplace robotics nudge human workers out of routine, repetitive tasks

New Media Ecology
New communication tools require new media literacies beyond text

Globally-Connected World
Increased global interconnectivity puts diversity and adaptability at the center of organizational operations

Institute for the Future, 2016
Proliferation of Credentials

- Apprenticeship
- Badge
- Certificate
- Certification
- Degree
- Diploma
- License
- Micro-Credential
How Do We Know the Meaning and Value of Credentials?
National collaborative of over 120 organizations focused on designing a learner-centered system of learning beyond high school.

- 2014: Research on Credentialing
- 2016: Connecting Credentials Action Plan
- 2017: Innovation and Networked Action

ConnectingCredentials.org
1. Develop scalable ways to engage employers in the credentialing marketplace ................. 7
2. Empower learners to navigate the credentialing ecosystem ........................................ 10
3. Develop common language centered on competencies ............................................. 13
4. Create an interoperable data and technology infrastructure ........................................ 15
5. Foster shared understanding of credential quality and reciprocity among quality assurance processes .......................................................... 19
6. Pursue public policy that advances equity in the credentialing ecosystem .................. 23
7. Promote field-based development of new credentialing tools, policies, and practices .... 26
Connecting Credentials

State of Credentialing Dashboard

ECOSYSTEM ACTIVITY
State of Credentialing Trends

Business models evolve slowly
- New models being deployed along side old ones
- Need for more cost effective business processes
- Organizations should pursue partnerships based on shared business interests

Learner mobility provokes widespread activity
- New Pathways
- Stacked credentials
- Credit/non-credit alignment
- Comprehensive student learning record

Standards build the connective tissue
- Development of interoperable digital products
- Support seamless transactions
- Collecting and managing data
- Support competency as currency
State of Credentialing Trends

New money charts new courses

- Philanthropy supports R&D in credentialing
- Public investments (WIOAA, TAACCCT, apprenticeships, cross-state/in-state collaborations
- Impact investing and venture capital

Competency is the new currency

- Benchmarks and standards capturing, measuring, communicating learning
- Helps describe the purpose and quality outcomes of a credential
- Aligns programs, training, courses with the labor market
What’s Driving SOC Trends?

Technology

Equity

Policy
Future of Quality Assurance
## Future of Quality Assurance

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<th>Current</th>
<th>Future</th>
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<td>Process Metrics (program integrity)</td>
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<td>Complex Processes from Multiple Actors</td>
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Institutional Responses to Goal 2025 and Future of Credentialing

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- Institutional Responses to Goal 2025 and Future of Credentialing
- Quality Assurance and Pace of Change
- Moving from Current to Future State
- Resources and New Models
What does all this mean for you?

RACEA is expected to be a catalyst for strengthening the University System of Georgia and its member institutions as leaders in key areas of institutional effectiveness and regional accreditation, including quality enhancement, student learning outcomes, comprehensive program review, assessment practices, continuous improvement, accreditation compliance, and public accountability.
# Future of Quality Assurance

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# Program Review: Moving from Pilot to Prototype Approach

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<th>Pilot Project</th>
<th>Prototype Cycle</th>
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<td>Can be a &quot;one and done&quot; process</td>
<td>Intentionally involves multiple iterations</td>
</tr>
<tr>
<td>After a trial, you decide whether or not you'll</td>
<td>After a trial, you decide what changes you'll make before you try it again</td>
</tr>
<tr>
<td>repeat the project again</td>
<td></td>
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<tr>
<td>Focuses on the value of the project</td>
<td>Focuses on the value of the design cycle</td>
</tr>
<tr>
<td>Feedback is more summative</td>
<td>Feedback is more formative</td>
</tr>
<tr>
<td>(i.e. judgement on how it went)</td>
<td>(i.e. informs the next cycle in the process)</td>
</tr>
<tr>
<td>&quot;I hope this goes well&quot;</td>
<td>&quot;I expect to fail forward&quot;</td>
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Quality Assurance of Credentials and Learning

- Competency-Based Frameworks
  - Degree Qualifications Profile, Credential Framework, LEAP Essential Learning Outcomes, Employability Skills, Industry and Specialized Accreditor Frameworks
- Guided Pathways/Programs Built on Learning Outcomes
- NILOA Mapping Toolkit and Assignment Library
- VALUE Rubrics and VALUE Institute
- Comprehensive Learner Records
• Developed as a partnership between the Association of American Colleges and Universities (AAC&U), Indiana University's Center for Postsecondary Research (IUCPR), the State Higher Education Executive Officers Association (SHEEO), and our technology partner, WaterMark.

• For each learning outcome selected, a total of 100 artifacts can be uploaded. Participants can work with Institute staff to determine the best way to identify and collect student work samples/artifacts that address the specified learning outcome.

• Each artifact is double scored by scorers, who are faculty trained to use the VALUE Rubrics to score learning artifacts.

• Participants receive back their own raw data as well as a set of scoring results and templates showing aggregate results on all learning outcome dimensions, as well as for disaggregated participant categories for student demographics where appropriate.
According to AAC&U’s 2015 Survey of Chief Academic Officers*, few institutions disaggregate assessment data on students’ achievement of learning outcomes by race/ethnicity, socioeconomic status, and/or parents’ level of educational attainment. Even campuses that have set equity goals to close gaps in achievement of student learning outcomes often fail to consider the very data that defines success. The VALUE Institute can help.
Curricular Innovations: A Work-Based Learning Continuum

- **Employer Provided Learning Pathways**
  - Based on defined competencies.
  - Provided by the employer.
  - Sometimes in connection to industry recognized programs.

- **Collaborative Work-Learning Pathways**
  - Based on defined competencies.
  - Co-provided by employer and education institution.
  - Learner spends some time with each and learning may be validated by one or both providers.

- **Career-Informed Learning Pathways**
  - Provided by education institution.
  - Program outcomes co-created with employers, including embedding industry certifications or work-based assignments.
Telling the Story of Improvement

**ISOLATED IMPACT**

**COLLECTIVE IMPACT**
www.luminafoundation.org

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@LuminaFound
#StrongerNation
#Goal2025