Setting the Stage: Goal 2025 and the Future of Credentialing

Amber Garrison Duncan, Ph.D.
Strategy Director
Lumina Foundation

Agenda

Setting the Stage: Goal 2025 and the Future of Credentialing

- Goal 2025

- Future of Work and Living
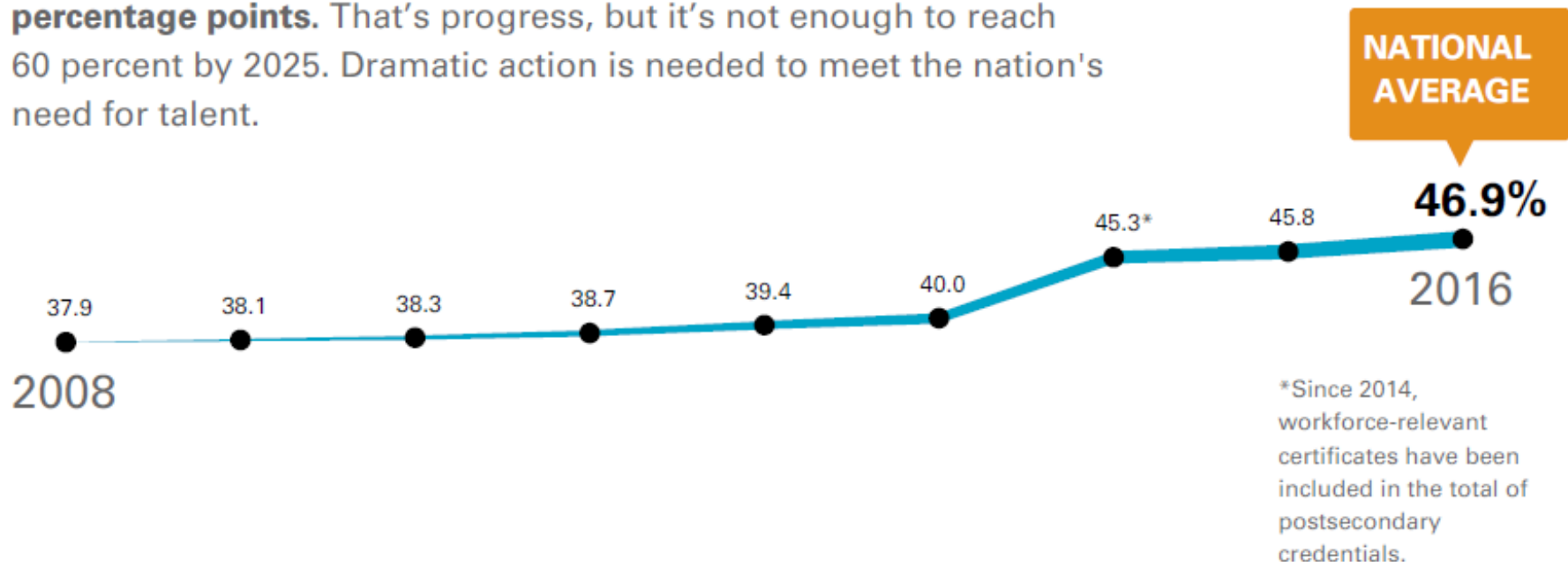
- Future of Credentialing

- Future of Quality Assurance

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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

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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.

NATIONAL AVERAGE

46.9%

2016

37.9

2008

38.1

38.3

38.7

39.4

40.0

45.3*

45.8

*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.

48.0%
Georgia

8.0% · · · · · · · · · · · · · · · · high-quality certificate · · · · · · · · · · · · · · · · 4.9%

40.0% · · · · · · · · · · · · · · · · associate degree and higher · · · · · · · · · · · · · · · · 40.9%

46.9%
Nation

How Georgia compares to the nation

http://strongernation.luminafoundation.org

Road Map by 2020

Increase attainment by <u>5.9 million</u> 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

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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

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Getting to Goal 2025 in the Midst of Change

- The Future of Work and Living

- Future of Credentialing

- Future of Quality Assurance

The Future of Work and Living

"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**."

**Frank Levy and Richard Murnane*, "Dancing with Robots" (2013)*

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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

superstructed organizations — Social technologies drive new forms of production and value creation

rise of smart machines and systems — Workplace robotics nudge human workers out of rote, 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

Trans-disciplinarity
Sense-Making
Social Intelligence
Novel and Adaptive Thinking
Computational Thinking
New Media Literacy
Design Mindset
Cross Cultural Competency
Virtual Collaboration
Cognitive Load Management

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?

Who's holding the best hand? It's hard to tell...

I wonder what this is going to add up to...

Connecting Credentials

National collaborative of over 120 organizations focused on designing a learner-centered system of learning beyond high school.

- 2014: Research on Credentialing
- 2015: National Dialogue on Credentialing and Workgroup Planning
- 2016: Connecting Credentials Action Plan
- 2017: Innovation and Networked Action

ConnectingCredentials.org

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State of Credentialing Trends

**Business models
evolve slowly**

**Learner mobility
provokes widespread activity**

**Standards build
the connective tissue**

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

- New Pathways
- Stacked credentials
- Credit/non-credit alignment
- Comprehensive student learning record

- Development of interoperable digital products
- Support seamless transactions
- Collecting and managing data
- Support competency as currency

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State of Credentialing Trends

**New money charts
new courses**

**Competency is
the new currency**

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

- 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
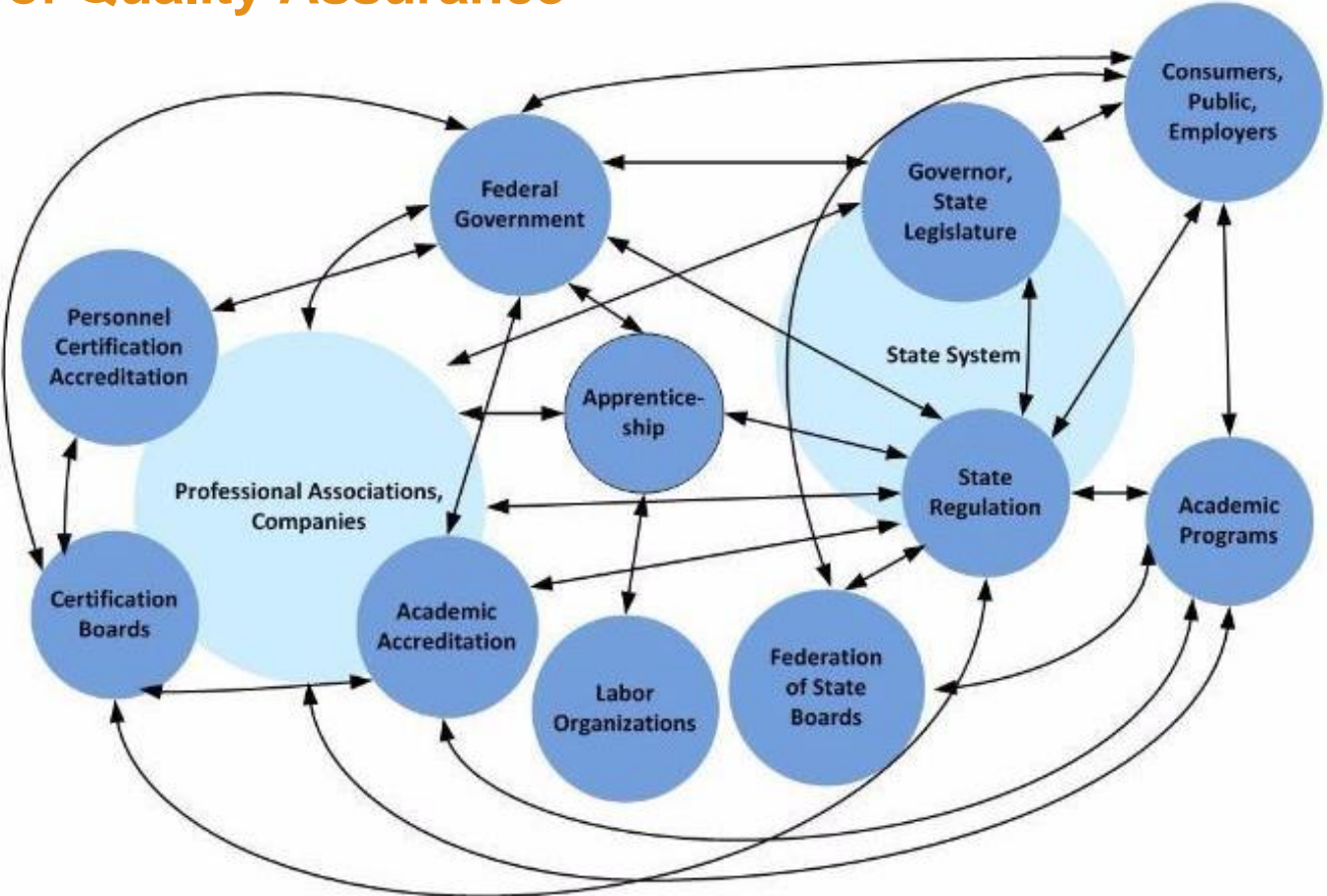
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What's Driving SOC Trends?

Technology

Equity

Policy

Future of Quality Assurance

Current	Future
Process Metrics (program integrity)	Outcomes Metrics (employability, skills)
Institutions/Programs	Credentials
Equal Access	Equitable Outcomes
Complex Processes from Multiple Actors	Integrated Systems

Agendas

- 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.

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Future of Quality Assurance

Current	Future
Process Metrics (program integrity)	Outcomes Metrics (competencies and skills)
Institutions/Programs	Credentials
Equal Access	Equitable Outcomes
Complex Processes from Multiple Actors	Integrated Systems

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Program Review: Moving from Pilot to Prototype Approach

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

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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

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- 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.

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VALUE INSTITUTE
Learning Outcomes Assessment At Its Best

Do you track?
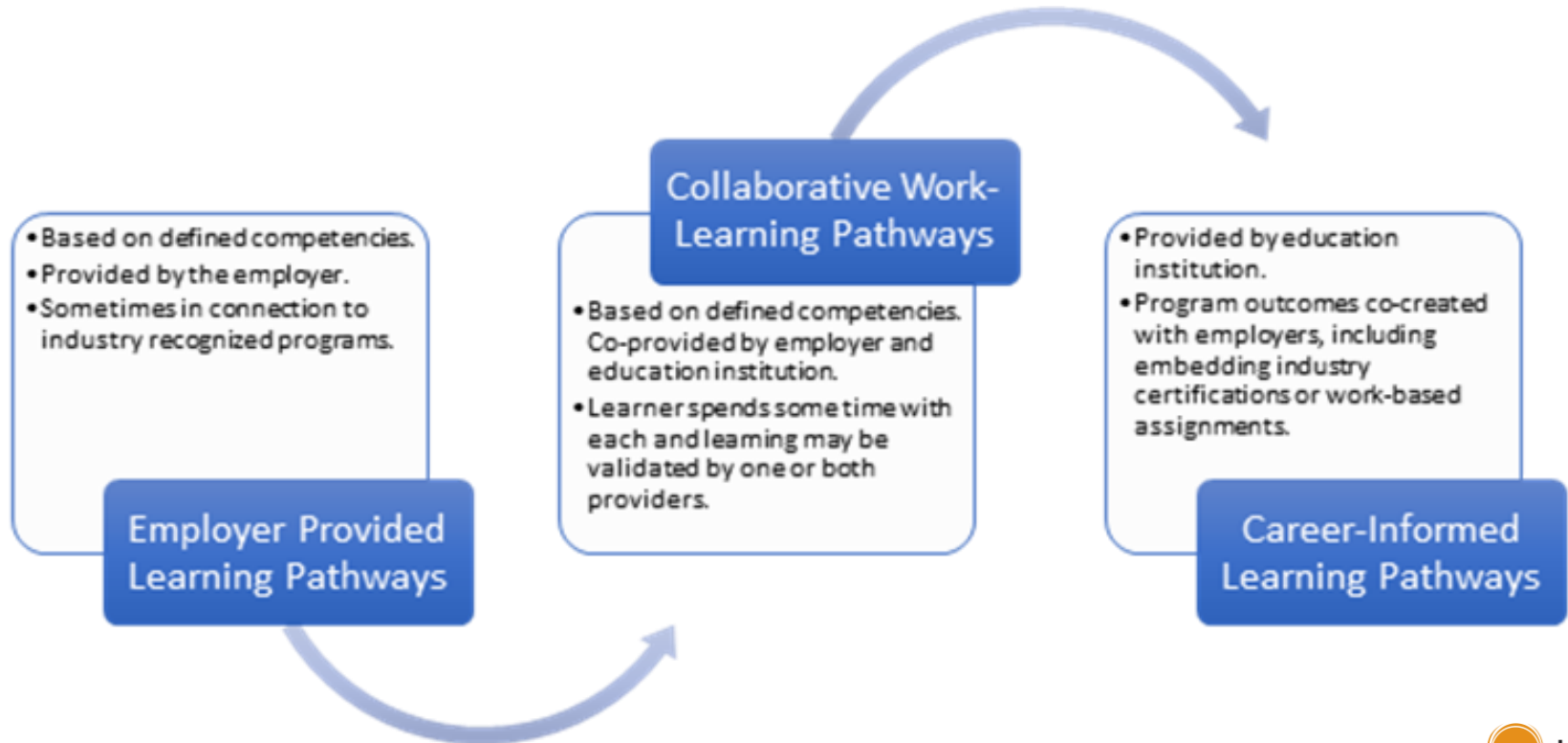## Do you disaggregate?

Track
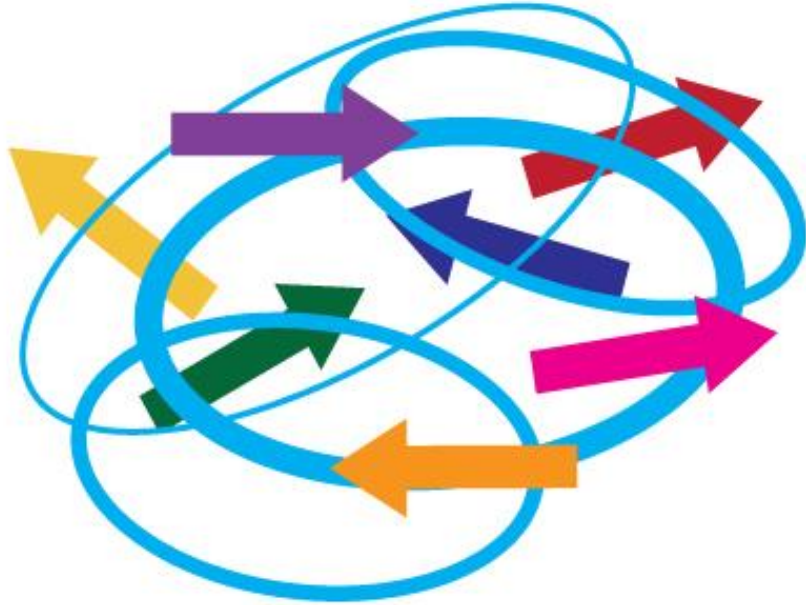# 70%

VS.

Disaggregate
17%

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.**
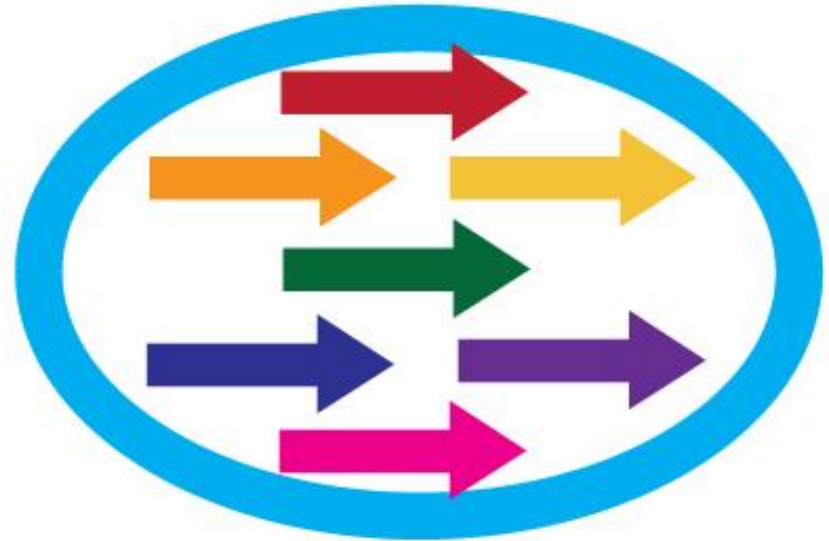
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Curricular Innovations: A Work-Based Learning Continuum

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

Employer Provided Learning Pathways

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.

- Provided by education institution.
- Program outcomes co-created with employers, including embedding industry certifications or work-based assignments.

Career-Informed Learning Pathways

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Telling the Story of Improvement

ISOLATED IMPACT

COLLECTIVE IMPACT

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#StrongerNation

#Goal2025

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