On the Horizon for the U.S. Credentialing System: New Data on Certifications

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Building a 21st Century Federal Workforce through Dynamic Competency-Based Credentialing

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Background

- The need for better data on education, training, and non-degree credentials for work became apparent during the recession
- An interagency group had attempted to address this early in the 2000s, but the time wasn’t ripe
- Non-degree credentials with labor market value include industry-recognized certifications, occupational licenses, and educational certificates
- GEMEnA commissioned in fall 2009
GEMEnA Member Organizations

- National Center for Education Statistics (NCES), Chair
- Bureau of Labor Statistics
- Census Bureau
- Council of Economic Advisors
- Department of Education Office of the Under Secretary
- National Center for Science and Engineering Statistics (NSF)
- OMB Office of Statistical and Science Policy

Plus a distinguished and actively involved Expert Panel and the support of partners and stakeholders.
Percent of 25 to 34 year olds with at least a high school diploma who report “some college”, by state
(Source: ACS)
GEMEnA Objectives

• Develop a parsimonious set of survey items to measure prevalence and key characteristics of non-degree credentials
  Incorporate items into federal surveys of households and individuals

• Develop sets of items to measure:
  – Completion of work experience programs
  – Training pipeline for non-degree credentials
  Incorporate items into NCES in-depth survey on credentials
GEMEnA Values

• Rigorous developmental work is time consuming and expensive

• Documentation (nces.ed.gov/surveys/gemena):
  – contributes to the field of survey methodology
  – may undergird future work
  – informs survey sponsors about the validity and reliability of items they may wish to adopt or adapt

• A collaborative approach to development and deployment ensures value and use
Development Process

• Experts helped define the constructs
• Focus groups of potential respondents provided insight into relevant words/terms
• Cognitive interviews helped refine question wording and instructions
• Pilot studies tested items on large numbers of respondents
Defining the Constructs

- **Certification**: A credential awarded by a [certification body](#) based on an individual demonstrating through an examination process that he or she has acquired the designated knowledge, skills, and abilities to perform a specific job. The examination can be either written, oral, or performance-based. Certification is a *time-limited credential* that is [renewed](#) through a recertification process.

- **License**: A credential awarded by a [government agency](#) that constitutes legal authority to do a specific job. Licenses are based on some combination of degree or certificate attainment, certifications, assessments, or work experience; are [*time-limited*](#); and must be [*renewed*](#) periodically.
ATES* Item—Certification/License

6. Do you have a *currently active professional certification or a state or industry license? Do *not* include business licenses, such as a liquor license or vending license.

A professional certification or license shows you are qualified to perform a specific job and includes things like Licensed Realtor, Certified Medical Assistant, Certified Teacher, or an IT certification.

☐ No  ➔  **GO TO question 30**

☐ Yes
CPS Items on Certifications/Licenses

- Do you/Does [name] have a currently active professional certification or a state or industry license? Do not include business licenses, such as a liquor license or vending license. *Help text:* A professional certification or license shows you are qualified to perform a specific job. Examples include a realtor license, a teacher's license, or an IT certification. Only include certifications or licenses obtained by an individual.

- Were any of your/his/her certifications or licenses issued by the federal, state, or local government?

- Earlier you told me you/[name] had a currently active professional certification or a state or industry license. Is your/his/her certification or license required for your/his/her job?
More Data on Certifications—Available Now

• 2008 Survey of Income and Program Participation (SIPP), Wave 13 topical module fielded in fall 2012
• 2002/2012 Education Longitudinal Survey 10 year follow up of 10th grade class of 2002
• 2008/12 Baccalaureate and Beyond 4 year follow up of 2008 bachelor degree recipients
• 2012/14 Beginning Postsecondary Students 2 year follow up of 2012 first time students
More Data on Certifications—Available in the Future (availability)

- Re-engineered SIPP (December 2016)
- National Survey of College Graduates (early 2017)
- Adult Training and Education Survey (Fall 2017)—part of the National Household Education Survey
- High School Longitudinal Study 2nd Follow Up (early 2018)
How Prevalent are these Credentials?

• Approximately 18% (17.8%) of adults held a currently active certification or license in 2015
• Most credential holders reported having a license
  • 87.8% of certification or license holders
  • 15.6% of all adults
Who is Certified and/or Licensed?

• Most prevalent among the employed
  – 25.5% of employed
  – 12.7% of unemployed
  – 6.1% of those not in the labor force
• Most prevalent among employed women
  – 28.1% of employed women vs. 23.2% of employed men
• Most prevalent among employed women and men with advanced degrees (51.9%)
  – 58.2% of employed women vs. 45.6% of employed men with advanced degrees
In which Occupations are these Credentials Most Prevalent?

• Certifications and licenses were most prevalent in…
  – Healthcare practice and tech 76.9%
  – Law 68.1%
  – Education, training, library 55.5%
  – Healthcare support 51.8%
Are Credentials Associated with Wages?

• Median weekly earnings of full-time workers were 34% higher with a credential
  – $1,004 for certification or license holders vs. $747 for others

• This pattern holds for all demographics except men with an advanced degree
Figure 2. Median Monthly Earnings for Professional Certification or License Relative to No Alternative Credential by Education Level: 2012

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Ratio of median earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>1.26</td>
</tr>
<tr>
<td>High school completion</td>
<td>1.22</td>
</tr>
<tr>
<td>Some college</td>
<td>1.13</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>1.18</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>1.04</td>
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<tr>
<td>Master's degree</td>
<td>0.93</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1.40</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note: Nonrespondents are not included in estimates of alternative credentials. Only people employed full-time for the 4 months before the survey with positive earnings are included in these analyses.

Benefits to Federal Agencies

• Consistent definitions in legislation, regulation, surveys, and administrative data systems enable meaningful connections
• Nationally-representative data provides context for federal programs
• Newly-released data prompt researchers and policymakers to ask questions
Lessons Learned about Leading a Federal Collaboration

- Spend time defining your goal(s)
- Have naïve enthusiasm; but don’t be naïve
- Figure out your sphere of influence
- Keep an eye on the big picture and take advantage of opportunities
- Develop networks of support and keep them in the loop
Website: nces.ed.gov/surveys/gemena

- List of surveys with links to questionnaires and data
- Documentation on development process and published reports
- GEMEnA-developed working definitions of certifications, licenses, and certificates
For More Information

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