

Integrating Industry Certifications into Four- Year Degree Programs

Presented by

Debra Humphreys

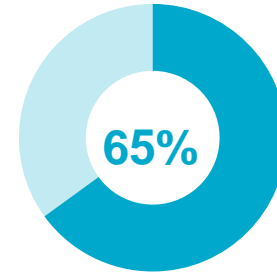
Vice President of Strategic Engagement

One goal guides all of Lumina's work:

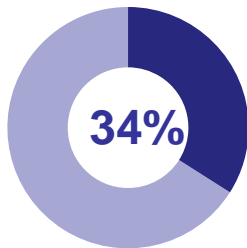
We believe that at least 60 percent of working-age Americans need to hold a college degree, certificate or some other type of **high-quality** credential beyond a high school diploma by 2025.

Why? ...

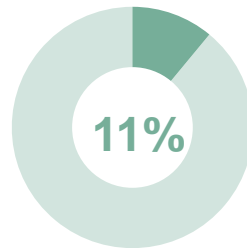
To address the demands of a competitive global economy and to assure more **equitable access to economic opportunity, social mobility, and meaningful civic participation, we need more high quality credentials attained by more people.**



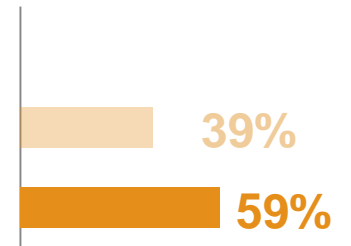
of all jobs will require some level of postsecondary education by 2020.



of employers say colleges haven't prepared students for jobs



of young adults from low income families earn degrees



Difference in voting rates between high school graduates and those with some college or a degree

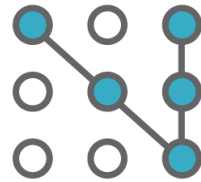
Priorities for Change Need to be Guided by the Changing Environment: What we Know About...

- Who today's students are; Who tomorrow's students will be;
- How the workplace and economy is changing and what it demands of graduates;
- How the credentialing landscape is changing
- How people learn; How we can scale practices well aligned with both how people learn and how they pursue learning beyond high school.

Implications of Changing Economy/Workplace

- Need more college educated people
- Need attention to specific needs of populations not previously served well
- Need a “quality vision” that attends to the design of degrees and credentials to help degree seekers gain the actual skills and knowledge new economy requires

Not enough to just increase production of same old degrees



Unlocking the Nation's Potential

A Model to Advance Quality
and Equity in Education
Beyond High School





TODAY'S STUDENTS

Most of us envision college students as 18- to 21-year-olds fresh out of high school. That's no longer the reality. Changes in the profile of today's students help explain why so many Americans are failing to earn any sort of postsecondary credential.

WHO THEY ARE



HOW THEY LIVE AND WORK



THE CHALLENGES THEY FACE



Source: www.luminafoundation.org/todays-student-citations



TODAY'S OPPORTUNITIES

Most of us envision a postsecondary credential leading to economic and social mobility. The reality is that, in today's world, it's tricky to know which credential will lead to which rung of the mobility ladder. Multiple studies point to disconnects between today's new employees and the workplaces they will enter.

WHY A POSTSECONDARY CREDENTIAL MATTERS



11.5 million net new jobs for workers with postsecondary education



80,000 net new jobs for workers with a high school diploma or less

THE EMPLOYER RECRUITING EXPERIENCE



6.2 million job openings in America are unfilled



73% of employers say finding qualified candidates is somewhat or very difficult



34% of employers say universities have not prepared students for jobs

LONG-TERM OUTLOOK



65% of GenZ jobs don't even exist yet.

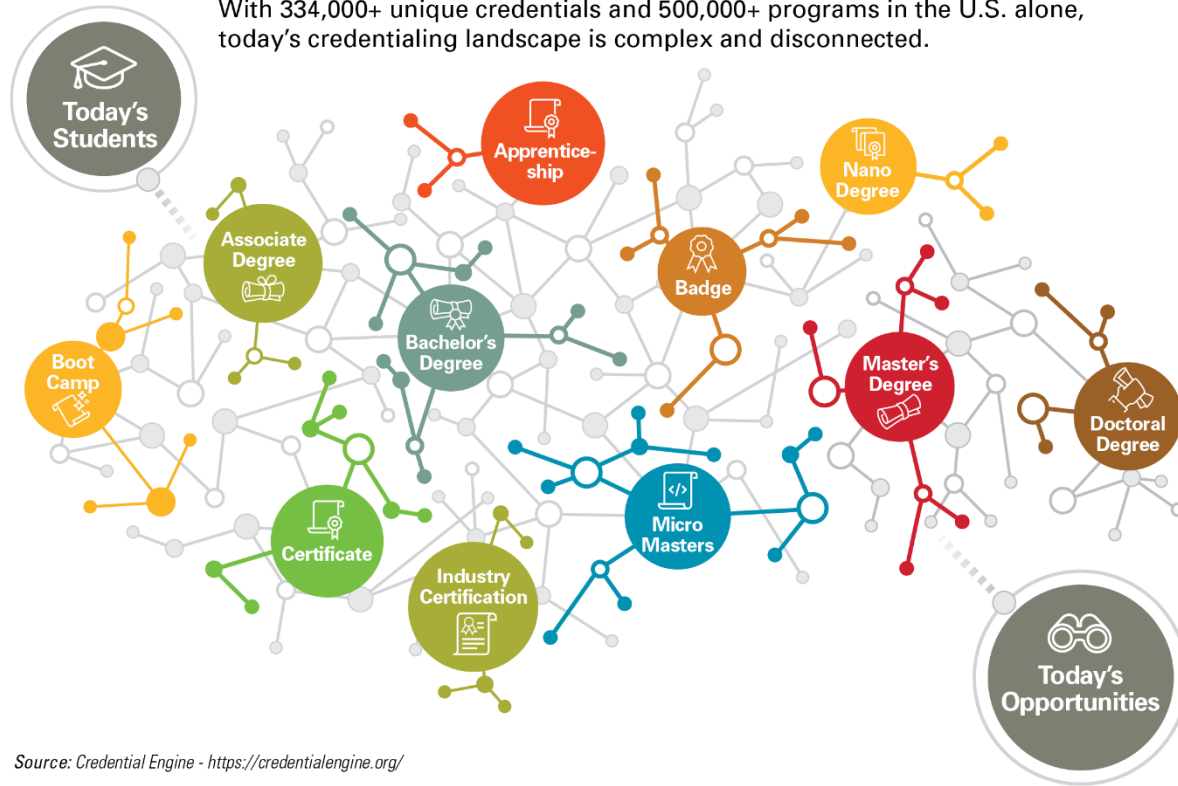


47% of U.S. workers hold jobs likely to be automated

Sources: America's Divided Recovery: College Haves and Have Nots, Center on Education and the Workforce, 2016 — Labor Department Report, June, 2017 — Career Readiness/Skill Survey, Cengage, September 2018 — The Future of Jobs Report, World Economic Forum, 2016 — "The Future of Employment: How susceptible are jobs to computerization?" Frey and Osborne, University of Oxford

TODAY'S CREDENTIALING LANDSCAPE

With 334,000+ unique credentials and 500,000+ programs in the U.S. alone, today's credentialing landscape is complex and disconnected.



Source: Credential Engine - <https://credentialengine.org/>



TODAY'S INEQUITIES

Education and training after high school is the surest path to economic stability and opportunity. Yet the promise of American opportunity has always been undercut by a legacy of discrimination and oppression.

EDUCATION



45% of black and American Indian students from low-income families delay starting college vs. 32% of similar white students



11% of young adults from low-income families earn bachelor's degrees by age 24, compared with 57% from high-income families



70% of black students who earn bachelor's degrees and have student loan debt could end up in default



85% of blacks, **69%** of whites **66%** of Latinos, and **45%** of Asian Americans graduate with loan debt

PUBLIC FUNDING



38% of two-year college students are people of color. Community colleges receive the lowest revenue per student annually



The per-student expenditure averages are **\$16,512** at two-year public institutions, **\$44,965** at four-year public institutions, and **\$58,794** at four-year private nonprofit institutions

WORK + EARNINGS



Compared to white individuals, black individuals are twice as likely to be unemployed, and earn nearly **25%** less when employed

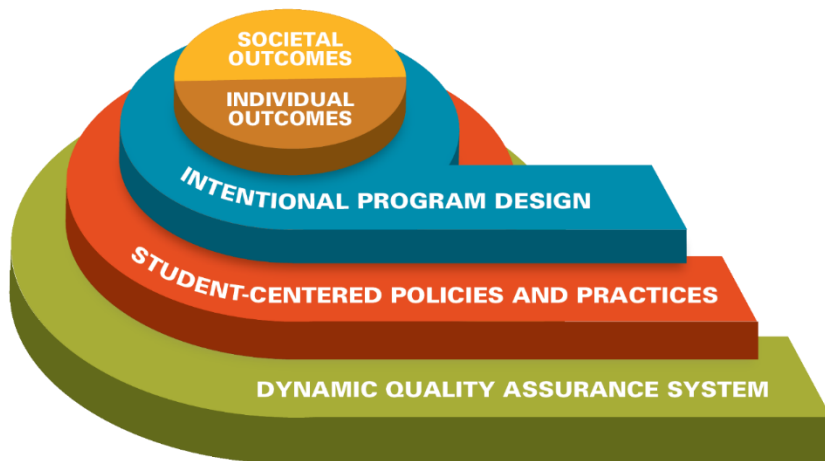


Average wealth of white families was more than **\$500,000** higher than that of black families in 2013; whites in 2015 earned \$25.22 hourly, on average, compared with \$18.49 for blacks

Sources: <https://www.povertyactionlab.org/evaluation/discrimination-job-market-united-states>
<https://equitablegrowth.org/how-rising-u-s-income-inequality-exacerbates-racial-economic-disparities/>
<https://www.nextavenue.org/retirement-crisis-facing-african-americans/>
Scott-Clayton, J. (2018)

The Urgent Need

A Next Generation Model to Define
Quality, Drive Improvement and
Responsible Innovation, and Hold
Ourselves Accountable in Rigorous and
Fair Ways



From Design to Outcomes

Mapping and addressing both what a quality credential really is and what it takes to produce one.

THE NEW FOUNDATIONAL SKILLS FOR THE DIGITAL ECONOMY



Source:
*The New Foundational Skills of the Digital Economy:
Developing the Professionals of the Future (2019)*

*Redesigned and used with permission
from Burning Glass Technologies*

The Continuing Relevance of the Liberal Arts: It isn't Either/Or

“The New Foundational Skills...speak to the cultures and values of both the education and business sectors. The central role of Human and Business Enabler Skills reduces emphasis on...’vocational training’ ...antithetical to the mission of the academy...the value of Human Skills...is only fully actualized when combined with the more Digital Building Block and Business Enabler Skills.”

The Continuing Relevance of the Liberal Arts: It isn't Either/Or

“...a framework that bridges between the values of creativity and critical thinking that are the bedrock of higher education and the practical capabilities that individuals will need to accrue in the workplace, over the course of their careers.”

The Continuing Relevance of the Liberal Arts: It isn't Either/Or

“A liberal arts education is not dead, nor is it necessarily a dead end. Rather a good liberal arts education must provide students with a strong set of foundational analytic and communications skills. But students need to consider how to add identifiable practical or technical skills to that foundation in order to make family-sustaining wages and advance to high-paying job opportunities, while colleges need to ensure they do all they can to get them there.”

Source: *Saving the Associate of Arts Degree: How An AA Degree Can Beyond a Better Path to Labor Market Success*. Burning Glass, 2018.

Lumina Commitments to Quality and Equity

Close	Close Racial/Ethnic Gaps as we Increase Attainment
Assure	Assure Quality Experiences and Advance Quality Outcomes for All Students
Dismantle	Dismantle Two-Tier System of Access to Quality
Uncover and Reverse	Uncover and Reverse Internal Inequities within Institutions
Catalyze	Catalyze Policies to Direct Resources + Quality for African American, Latino, and American Indian Students