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Does Credential Outcomes Data Actually Reflect Reality?

Micro-chat: November 3, 2022

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This Webinar is Being Recorded



Connecting credentials,
competencies, careers, customers

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Thank you for joining today's Micro-chat! This session is being recorded and will be shared broadly after the call.

Please mute yourself, and remain muted unless recognized to speak.

During the discussions, you can add comments and questions in the chat box, or use the “raise your hand” function to be recognized to speak.

Preview of the Discussion Questions

- Does this data reflect your experience of certification outcomes?
- What additional outcomes data should be collected? Or what other outcomes questions would you like addressed?
- Are there any other data sources we need to know about?

Definition of Credential Outcomes Data

- Data offers insight on:
 - Number of holders and prevalence of credentials
 - Which credentials have market value
- Impact on or link to:
 - Education
 - Employment status
 - Wages
 - Occupational changes
- Value:
 - Personal satisfaction
 - Cost/benefit analysis

Importance of Credential Outcomes Data to Policymakers, Funders, and Employers

- Policymakers:
 - Access to federal funds
 - Policies directing funds
- Funders:
 - Additional research on outcomes
- Employers:
 - Better understand how credentials support hiring and promotion
 - Better understand how credentials support equitable hiring and a diverse workforce

Importance of Outcomes Data to Certification Bodies

- Market the certification to a wider audience and target certification to specific sub-populations
- Access federal funding tied to credentials of value (e.g., State Eligible Training Provider lists)
- Benchmark against other non-degree credentials and credential issuers

Sources of Existing Data on Certification

- Government-funded survey research
 - Bureau of Labor Statistics and Census Bureau Current Population Survey (CPS)
 - U.S. Department of Education's 2016 Adult Training and Education Survey (ATES)
- Foundation-funded research
 - Public Viewpoint (Strada Center for Education Consumer Insights)
 - Edge Research (Research conducted on behalf of the Bill & Melinda Gates Foundation)
- Other sources/on-going efforts
 - Workcred data-linking work with certification bodies, National Student Clearinghouse, and Census Bureau
 - Texas 2036
 - Institute for Credentialing Excellence (I.C.E.)

Government-funded Survey Research: CPS

- CPS is a monthly survey of households focused on employment and the labor force
 - Pros: Survey of a large, representative sample with significant demographic detail
 - Cons: Limited data on certifications; combines certification and license
- 2021 annual average outcomes data for certification and licensure for employed persons 16+
 - Prevalence
 - Wages (median weekly earnings)

Sources: <https://www.bls.gov/cps/cpsaat51.pdf> and <https://www.bls.gov/cps/cpsaat54.pdf>

Government-funded Survey Research: CPS Continued

- Prevalence varies by demographics (sex and race/ethnicity), educational attainment, industry, and occupation

	Number of persons (in thousands)		
Total, 16+ years (152,582 employed)	With a certification or license		
	Total	Certification	License
Number	36,871	3,385	33,485
Percent distribution	24.2%	2.2%	21.9%
Men	21.2%	2.4%	18.8%
Women	27.6%	2.0%	25.6%
Educational attainment (25 years+)	26.4%	2.4%	23.8%
Less than high school diploma	7.3%	0.8%	6.5%
High school, no college	14.0%	1.4%	12.7%
Some college no degree	21.7%	2.5%	23.9%
Associate degree	33.0%	3.0%	30.2%
Bachelor's degree	27.0%	2.7%	24.3%
Advanced degree	48.6%	3.5%	45.1%

Sources: <https://www.bls.gov/cps/cpsaat51.pdf> and <https://www.bls.gov/cps/cpsaat54.pdf>

Government-funded Survey Research: CPS Continued

Total, 16+ years FT (114,316 employed)	Median Weekly Earnings			
	With a certification or license			No certification or license
	Total	Certification	License	
	\$ 1,229	\$ 1,288	\$ 1,223	\$ 931
Men	\$ 1,357	\$ 1,400	\$ 1,352	\$ 1,017
Women	\$ 1,135	\$ 1,150	\$ 1,134	\$ 829
Educational attainment (25 years+)	\$ 1,257	\$ 1,332	\$ 1,251	\$ 987
Less than high school diploma	\$ 765	\$ 756	\$ 768	\$ 621
High school, no college	\$ 937	\$ 995	\$ 928	\$ 796
Some college no degree	\$ 975	\$ 1,027	\$ 966	\$ 882
Associate degree	\$ 1,023	\$ 1,012	\$ 1,024	\$ 928
Bachelor's degree	\$ 1,342	\$ 1,564	\$ 1,321	\$ 1,331
Advanced degree	\$ 1,628	\$ 1,872	\$ 1,611	\$ 1,702
White men	\$ 1,378	\$ 1,398	\$ 1,377	\$ 1,043
White women	\$ 1,154	\$ 1,179	\$ 1,153	\$ 895
Black or African American men	\$ 1,140	\$ 1,281	\$ 1,132	\$ 784
Black or African American women	\$ 937	\$ 819	\$ 941	\$ 743
Asian men	\$ 1,743	\$ 1,924	\$ 1,668	\$ 1,409
Asian women	\$ 1,347	\$ 1,342	\$ 1,348	\$ 1,079
Hispanic or Latino ethnicity men	\$ 1,147	\$ 1,126	\$ 1,148	\$ 785
Hispanic or Latino ethnicity women	\$ 937	\$ 852	\$ 942	\$ 688

- There is a wage premium for certification which mostly (but not uniformly) holds for different demographic groups

Sources: <https://www.bls.gov/cps/cpsaat51.pdf> and <https://www.bls.gov/cps/cpsaat54.pdf>

Government-funded Survey Research: ATEs

- ATEs meant to address questions on prevalence and characteristics of non-degree credentials
 - Pros: Survey of a large, representative sample with significant demographic detail
 - Cons: Only allows an individual to report on one or two non-degree credentials (“most important”); groups certifications with licenses (“work credentials”)
- 2016 data for adults (16+) who hold a non-degree credential
 - Prevalence
 - Tenure
 - Perceived usefulness

Source: <https://nces.ed.gov/nhes/ates.asp>

Government-funded Survey Research: ATEs Continued

- Prevalence varies by demographics (sex and race/ethnicity), educational attainment, earnings, and occupation

Number of persons (in thousands)		With a certification or license			
Total (196,343 employed+unemployed)		With a certification or license			
	Any non-degree credential	Total	Certification	License	Postsecondary certificates
Percent distribution	27%	21%	6%	18%	8%
Men	24%	19%	6%	15%	8%
Women	29%	23%	6%	20%	8%
Educational attainment					
Less than high school diploma	7%	5%	2%	4%	2%
High school, no college	17%	11%	3%	9%	7%
Some college no degree	29%	18%	6%	15%	15%
Associate degree	42%	30%	9%	25%	17%
Bachelor's degree	31%	27%	8%	23%	5%
Advanced degree	49%	48%	10%	43%	3%
Annual earnings					
\$0-\$20,000	19%	14%	4%	11%	7%
\$20,001-\$50,000	31%	24%	6%	20%	10%
\$50,000+	41%	37%	11%	31%	7%

Source: <https://nces.ed.gov/nhes/ates.asp>

Government-funded Survey Research: ATEs Continued

- 35% of certifications are held for 11+ years

Number of years since credential was first obtained	Most important work credential		
	Any	Certification	License
0-5 years	34%	44%	31%
6-10 years	18%	21%	18%
11-15 years	14%	13%	14%
16-20 years	11%	10%	11%
20+ years	23%	12%	26%

Source: <https://nces.ed.gov/nhes/ates.asp>

Government-funded Survey Research: ATEES Continued

- High perceived labor market value

	With a certification or license			Postsecondary certificates	Work experience program
	Total	Certification	License		
Getting a job					
Not useful	7%	14%	5%	24%	12%
Somewhat useful	12%	26%	8%	27%	24%
Very useful	82%	60%	87%	49%	64%
Keeping a job					
Not useful	8%	17%	5%	n/a	n/a
Somewhat useful	12%	29%	8%	n/a	n/a
Very useful	80%	54%	87%	n/a	n/a
Keeping you marketable					
Not useful	6%	10%	5%	n/a	n/a
Somewhat useful	13%	26%	10%	n/a	n/a
Very useful	81%	64%	85%	n/a	n/a
Improving work skills					
Not useful	10%	13%	9%	17%	7%
Somewhat useful	24%	31%	22%	29%	27%
Very useful	66%	55%	69%	54%	66%
Increasing your pay					
Not useful	n/a	n/a	n/a	42%	38%
Somewhat useful	n/a	n/a	n/a	28%	25%
Very useful	n/a	n/a	n/a	30%	37%

Privately Funded: Public Viewpoint Survey

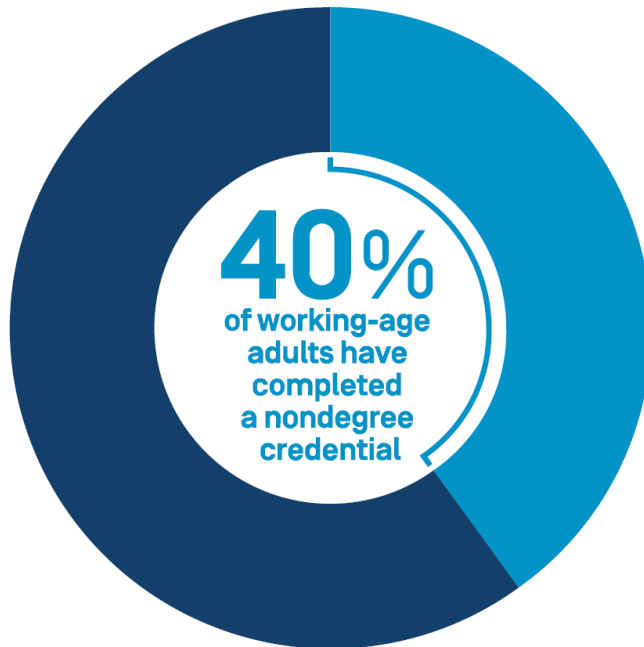
- Strada Center for Education Consumer Insights has been analyzing data from national surveys since March 2020
 - Pros: Large, representative data set collected monthly
 - Cons: Focus on all non-degree credentials, groups certifications with licenses, focus on perceived value
- Main takeaways:
 - College graduates with non-degree credentials rate their experience highly
 - Non-degree credential issuers are highly diverse
 - Value/satisfaction ratings vary by issuer type

Source: <https://cci.stradaeducation.org>

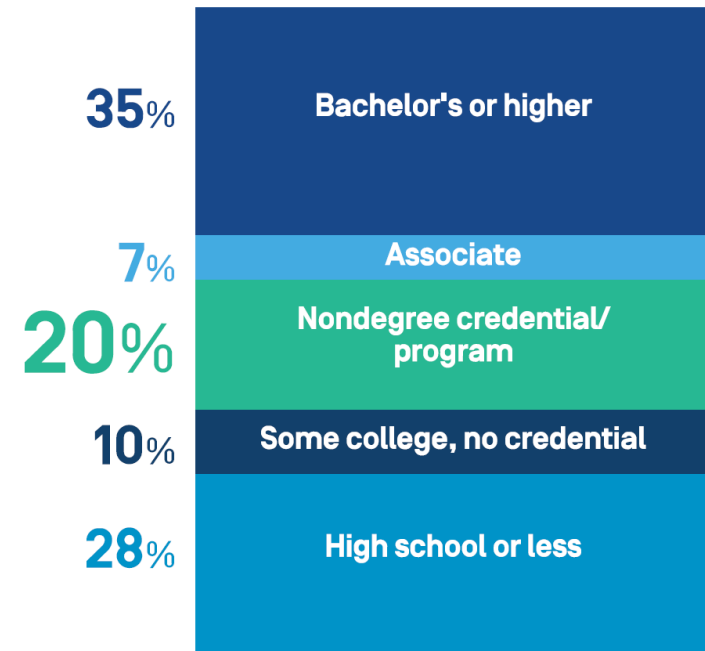
Privately Funded: Public Viewpoint Survey Continued

- 1 in 5 adults report a non-degree credential as their highest level of education

Nondegree credential attainment



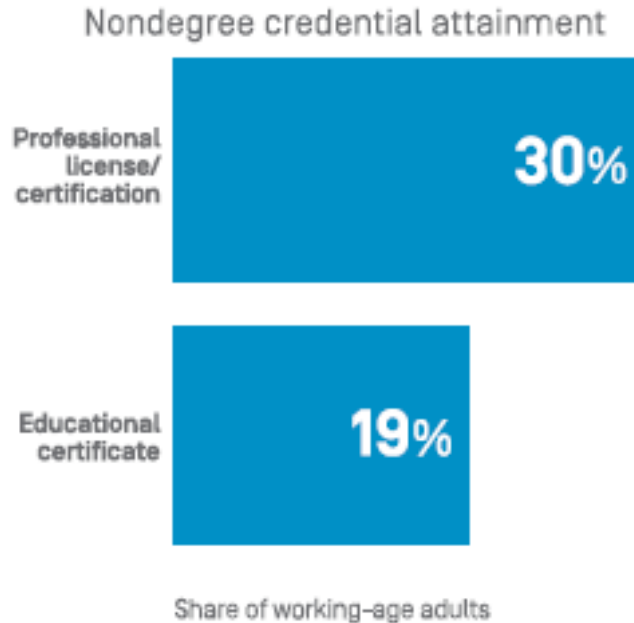
Highest level of education



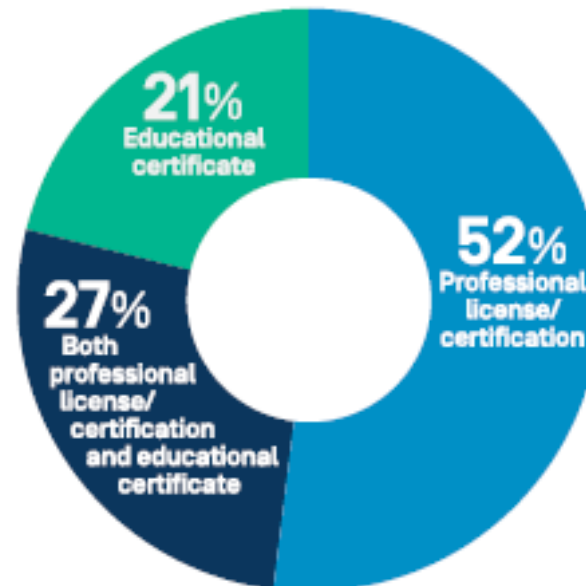
Source: <https://cci.stradaeducation.org>

Privately Funded: Public Viewpoint Survey Continued

- Many individuals hold both certificates and professional licenses/certifications

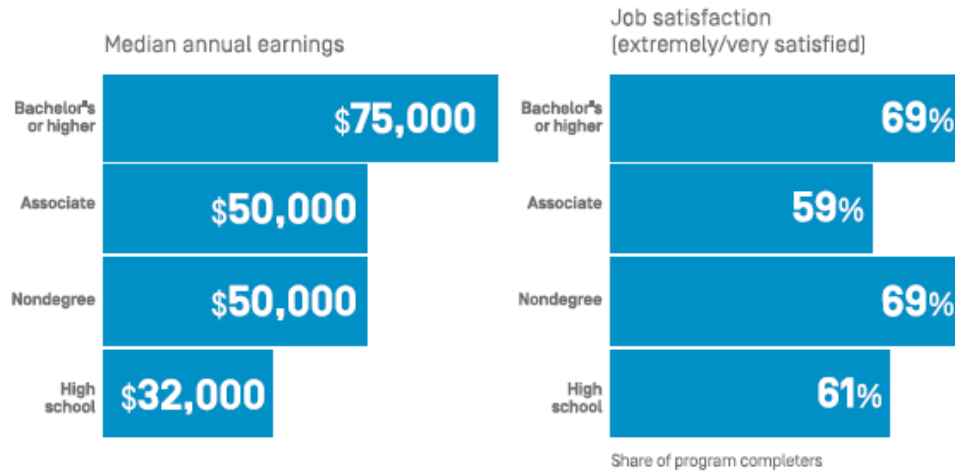


Share of working-age adults among nondegree credential holders



Source: <https://cci.stradaeducation.org>

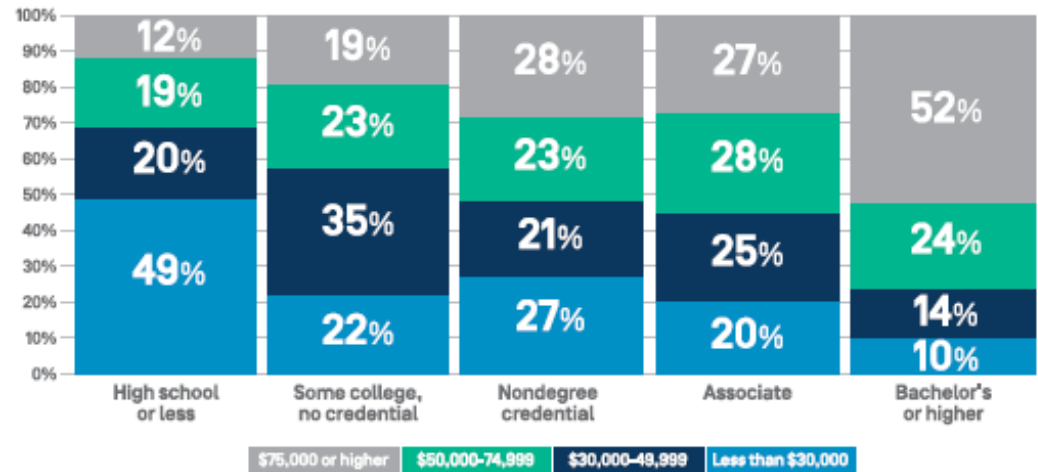
Privately Funded: Public Viewpoint Survey Continued



*Note: "Bachelor's or higher" and "Associate" categories are inclusive of individuals who may have additionally completed a nondegree credential. "Nondegree" is inclusive of individuals who completed a nondegree credential but not a degree.

- Non-degree credentials result in wages similar to an Associate degree

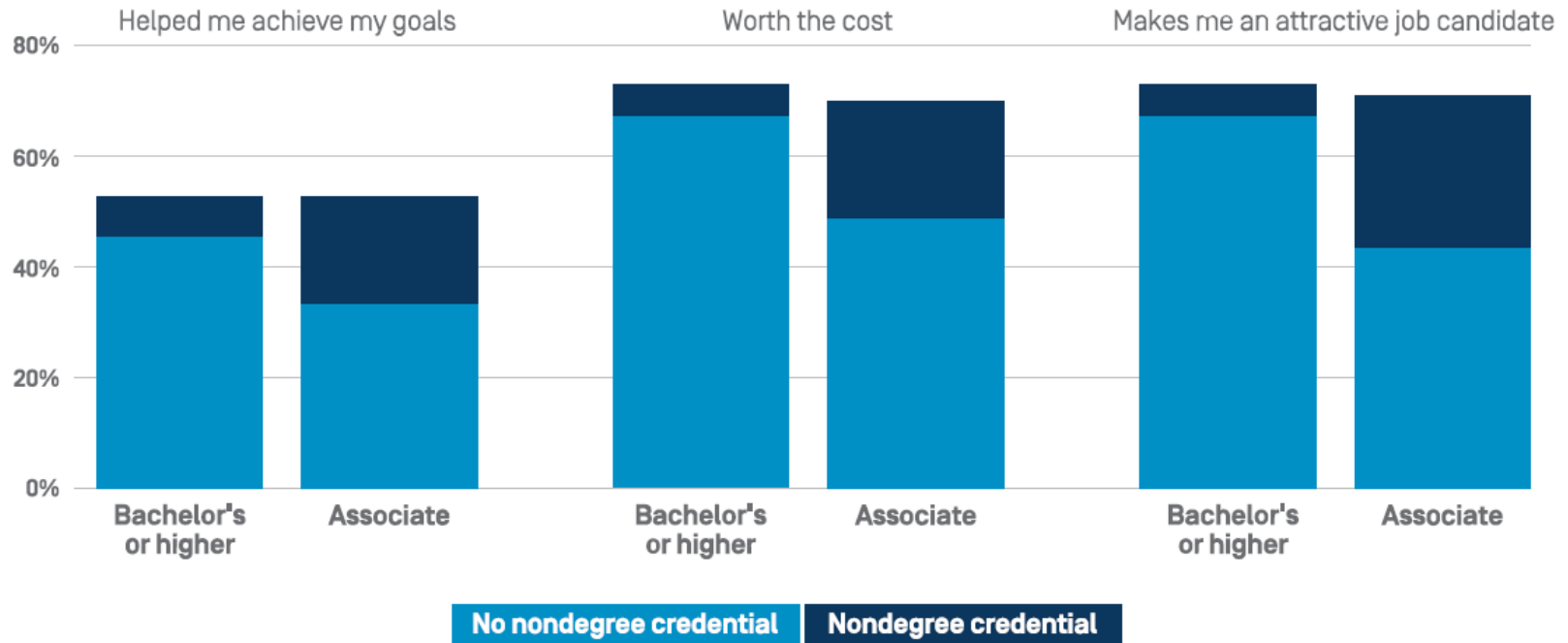
Distribution of annual earnings



Source: <https://cci.stradaeducation.org>

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Alumni ratings [strongly agree/agree]

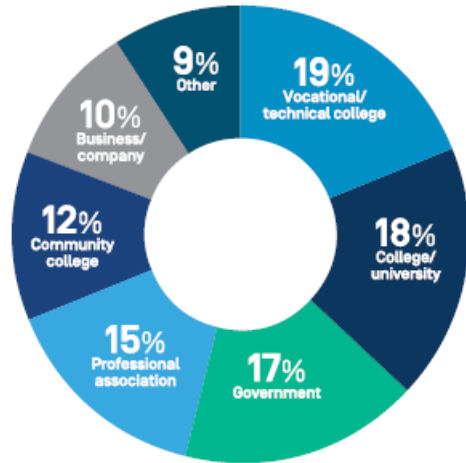


- Non-degree credentials + degrees are rated more highly than degrees alone

Source: <https://cci.stradaeducation.org>

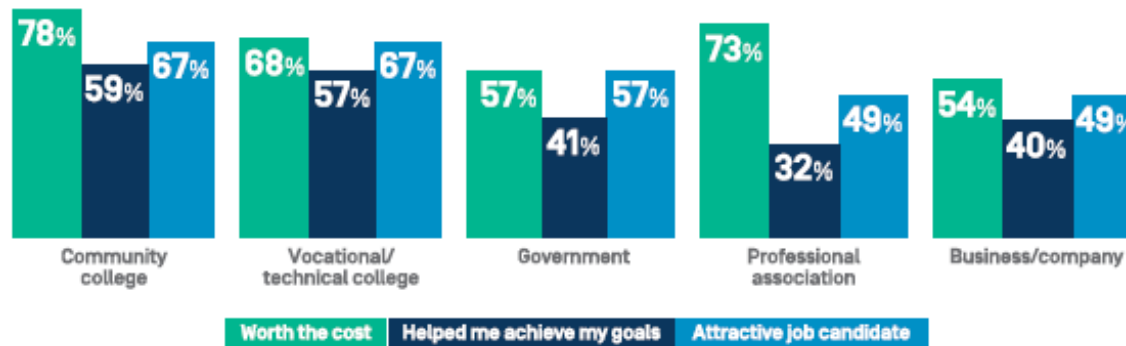
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Issuers of nondegree credentials



Diverse set of credential issuers

Alumni ratings (strongly agree/agree) by provider type



Source: <https://cci.stradaeducation.org>

Privately Funded: Edge Research

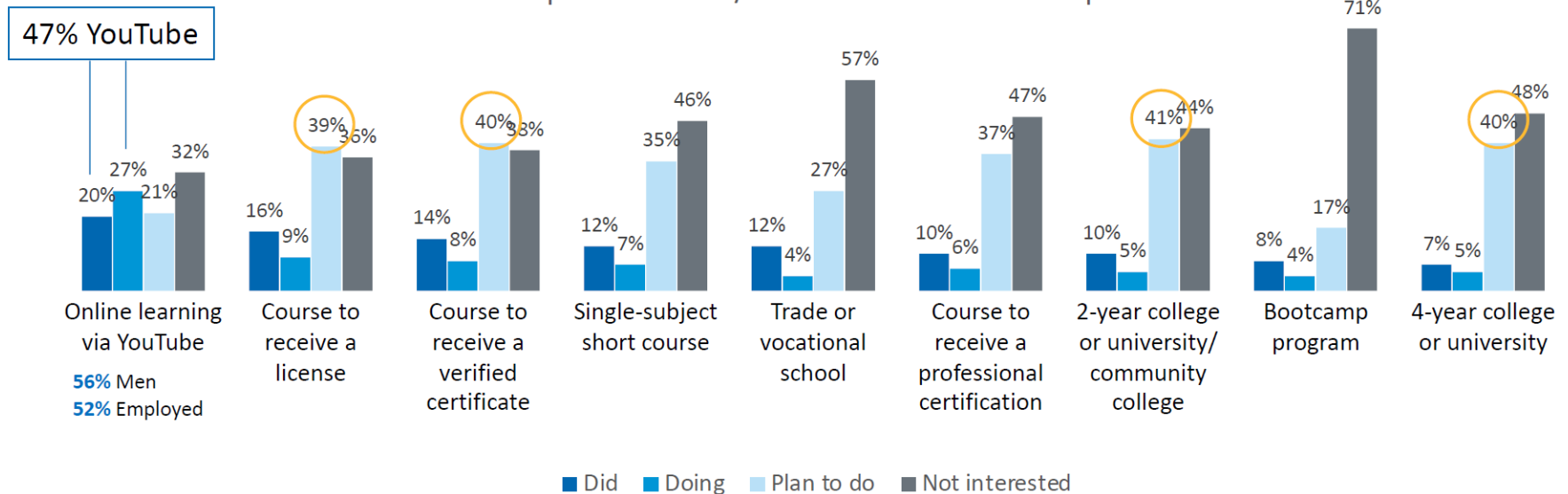
- Bill & Melinda Gates Foundation funded research to examine pathways of 18-30 year old high school graduates with no college or some college, no degree (SCND)
 - Pros: Distinguish between certifications and other credentials
 - Cons: Focus on education; includes future plans (not only outcomes); focus on perceived value
- Main takeaways:
 - Individuals make decisions based on a perceived value, tradeoffs, and required investment
 - Individuals are open to many different pathways to achieve their goals
 - Certifications are valued similarly to other credentials

Source: <https://edgeresearch.com/wp-content/uploads/2022/09/HCM-EDGE-Research.pdf>

Privately Funded: Edge Research Continued



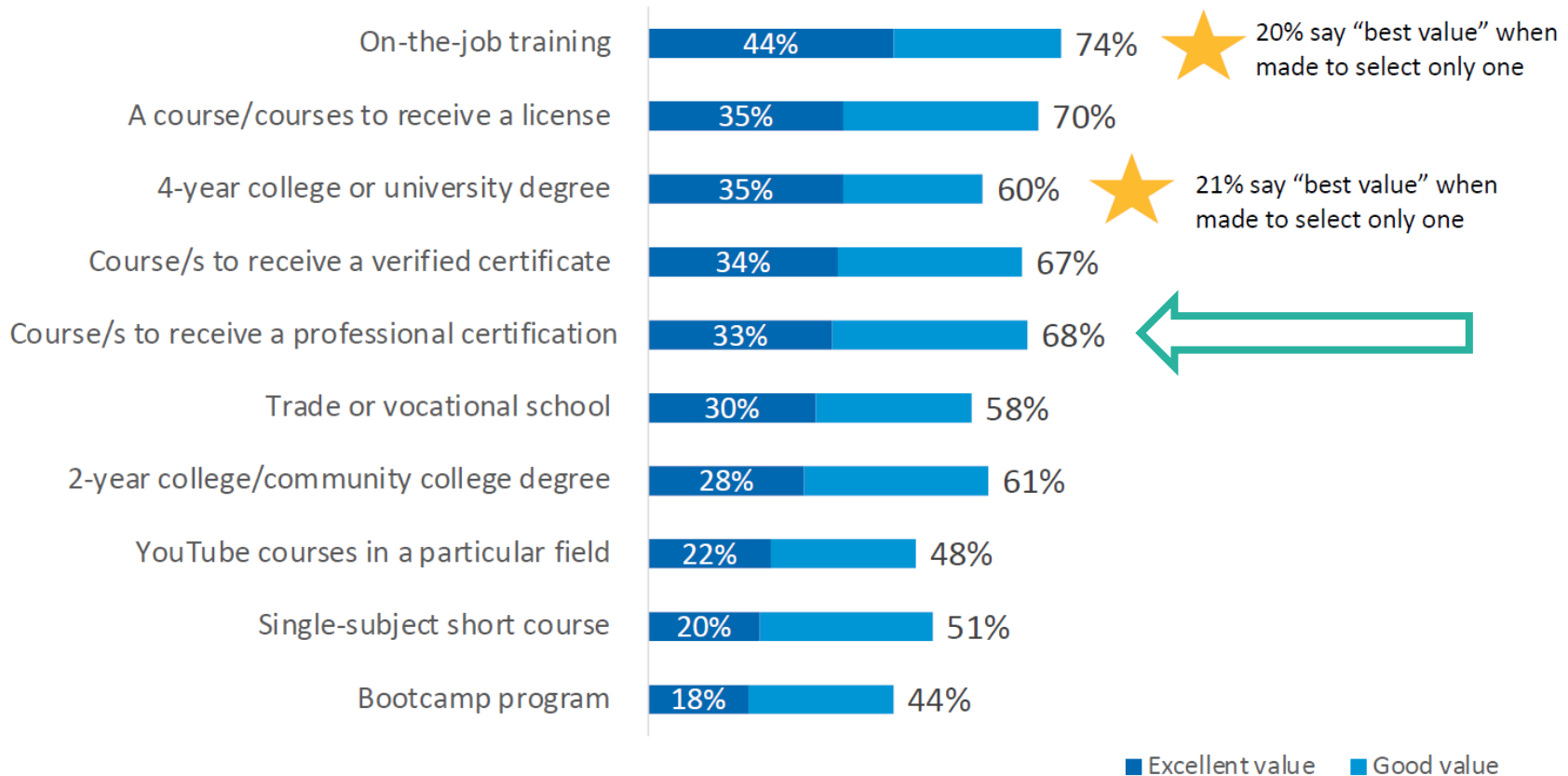
Experience with/Interest in Educational Options



Source: <https://edgeresearch.com/wp-content/uploads/2022/09/HCM-EDGE-Research.pdf>

Privately Funded: Edge Research Continued

Value of Additional Education and Training Opportunities



Source: <https://edgeresearch.com/wp-content/uploads/2022/09/HCM-EDGE-Research.pdf>

Discussion Questions

- Does this data reflect your experience of certification outcomes?
 - Prevalence?
 - Impact on wages?
 - Value?
- What additional outcomes data should be collected? Or what other outcomes questions would you like addressed?
 - Gaps in certification-specific wage and employment outcomes data
 - Gaps in data on prevalence and value focused only on certification
- Are there any other data sources we need to know about?

For More Information

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