NEW ENGLAND BOARD OF HIGHER EDUCATION

ALL LEARNING COUNTS

Legislative Advisory Committee
September 22, 2020
What does All Learning Counts mean?

CREDIT FOR PRIOR LEARNING

Academic credit granted for demonstrated college-level equivalencies outside of the classroom.

PRIOR LEARNING ASSESSMENT

Methods to validate prior learning and award credit. Typically portfolio assessment or credit by exam.

ALL LEARNING COUNTS

A system of learning beyond high school where all learning can be validated and valued regardless of where it happens.

RECOGNITION OF LEARNING

Credit for Prior Learning 2.0: Implementation of recognition models based on demonstrated skills and competencies.
Declining Numbers of High School Graduates

The number of high school graduates is expected to decline 14% by 2032.
Why is Recognition of Learning Important?

Postsecondary Attainment of Adults

53% of adults in New England have no college degree. 25% have some college experience or an associate's degree.
Why is Recognition of Learning Important?

To make progress toward states’ attainment goals and meet labor market demands, significant numbers of adults in New England must earn postsecondary credentials.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Additional Adults Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>322,065 more adults must earn a degree</td>
</tr>
<tr>
<td>60%</td>
<td>1,347,520 more adults must earn a degree</td>
</tr>
<tr>
<td>65%</td>
<td>1,860,247 more adults must earn a degree</td>
</tr>
<tr>
<td>70%</td>
<td>2,372,975 more adults must earn a degree</td>
</tr>
</tbody>
</table>

Source: NEBHE Analysis, American Community Survey
Why is Recognition of Learning Important?

Equity Gaps in Attainment

In states like Connecticut, Massachusetts and Rhode Island, attainment gaps are as large as 30 percentage points.

Source: Lumina Foundation, Stronger Nation 2020
The State of Recognition of Learning in New England
Survey Methodology

Maguire Associates and NEBHE engaged survey takers who met each of the following criteria:

- Currently living in one of the six New England states;
- Over the age of 25; and
- Have achieved a minimum educational level of a High School diploma or GED, but do not hold a Bachelor’s degree.

Survey deployed beginning 5/7/20 and closed on 5/18/20

- Total valid responses: 2,031; margin of error at 95% confidence is 2%
- Median survey completion time: 12 minutes
<table>
<thead>
<tr>
<th>Are you currently taking classes as part of a degree, certificate, or diploma program?</th>
<th>Number of Respondents (%)</th>
<th>Are you taking those courses as part of a full-time or part-time program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, taking courses for a degree program</td>
<td>135 (6.6%)</td>
<td>54.1% Full-Time</td>
</tr>
<tr>
<td>Yes, taking courses for a certificate program</td>
<td>74 (3.6%)</td>
<td>16.2% Full-Time</td>
</tr>
<tr>
<td>Yes, taking courses for a diploma program</td>
<td>24 (1.2%)</td>
<td>20.8% Full-Time</td>
</tr>
<tr>
<td>Yes, taking courses, but not for a degree certificate or diploma</td>
<td></td>
<td>Total of 288 (14.2%) respondents currently taking courses</td>
</tr>
</tbody>
</table>

1.2% Full-Time
STATEMENT 1

"THE SPREAD OF CORONAVIRUS AND ITS EFFECT ON MY STATE AND THE ECONOMY, MY JOB, AND MY FAMILY HAS IMPACTED MY PERCEPTION OF THE NEED FOR ADDITIONAL EDUCATION AND TRAINING."
Those with $150,000 or more in household income agreed significantly LESS with this statement than any of the groupings below $100,000.

This graphic excludes those who chose not to answer for visual purposes.
STATEMENT 2

“AS A RESULT OF THE CORONAVIRUS, I AM…”

" ... IN NEED OF ADDITIONAL FINANCIAL ASSISTANCE TO PURSUE FURTHER EDUCATION."
All Respondents

- Strongly Agree: 30%
- Somewhat Agree: 21%
- Neither Agree nor Disagree: 26%
- Somewhat Disagree: 8%
- Strongly Disagree: 15%
Those with $150,000 or more in household income agreed significantly LESS with this statement than any of the groupings below $50,000.

Those with $100,000 - $149,999 in income agreed significantly LESS with this statement than those with less than $25,000 in income.

This graphic excludes those who chose not to answer for visual purposes.
Hispanic/Latino respondents agreed significantly MORE with this statement than Caucasian respondents.

This graphic excludes those who chose not to answer for visual purposes.
Hospitality & Tourism, Health Care, and Education & Training agree MORE with this statement

<table>
<thead>
<tr>
<th>Sector</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation, Distribution, &amp; Logistics</td>
<td>20%</td>
<td>16%</td>
<td>35%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>16%</td>
<td>20%</td>
<td>32%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>35%</td>
<td>20%</td>
<td>21%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Health Care</td>
<td>30%</td>
<td>27%</td>
<td>22%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Government, Law, &amp; Public Safety</td>
<td>20%</td>
<td>28%</td>
<td>24%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Education and Training</td>
<td>30%</td>
<td>20%</td>
<td>28%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Business Services</td>
<td>20%</td>
<td>25%</td>
<td>28%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

This graphic excludes those who answered “Other” via textbox for visual purposes.
Females agree significantly MORE with this statement than males

- Female:
  - Strongly Disagree: 13%
  - Somewhat Disagree: 8%
  - Neither Agree nor Disagree: 25%
  - Somewhat Agree: 21%
  - Strongly Agree: 33%

- Male:
  - Strongly Disagree: 17%
  - Somewhat Disagree: 10%
  - Neither Agree nor Disagree: 27%
  - Somewhat Agree: 22%
  - Strongly Agree: 24%

This graphic excludes a very small # of non-binary respondents.
STATEMENT 3

“AS A RESULT OF THE CORONAVIRUS, I AM...”

"... LOOKING TO CHANGE THE INDUSTRY IN WHICH I AM EMPLOYED."
Manufacturing, Hospitality & Tourism, and Education & Training all agree with this statement MORE than other occupations.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation, Distribution, &amp; Logistics</td>
<td>27%</td>
<td>23%</td>
<td>24%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>35%</td>
<td>25%</td>
<td>20%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>36%</td>
<td>35%</td>
<td>19%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Health Care</td>
<td>25%</td>
<td>27%</td>
<td>23%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Government, Law, &amp; Public Safety</td>
<td>18%</td>
<td>20%</td>
<td>23%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>Education and Training</td>
<td>33%</td>
<td>39%</td>
<td>17%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Business Services</td>
<td>25%</td>
<td>28%</td>
<td>19%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>31%</td>
<td>36%</td>
<td>19%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

This graphic excludes those who answered “Other” via textbox for visual purposes.
Less than 10% of respondents reported past experience with PLA. Over 50% of those who did have experience report fewer than the equivalent of 1 full year of study.

Have you ever received credit from a college or university through Prior Learning Assessment (PLA)? (n=2031)

- Yes: 78%
- No: 14%
- Not Sure: 8%

*14% for people with Associate’s degree

How many credits have you received through Prior Learning Assessment? (n=170)

- At least 60 credits: 20%
- At least 30 credits, but fewer than 60: 19%
- At least 12 credits, but fewer than 30: 26%
- At least 6 credits, but fewer than 12: 26%
- At least 1 credit, but fewer than 6: 5%
- I'm not sure: 4%
PLA Experience – Profile

170 Respondents have PLA experience

59% Employed Full Time

47% Have a currently active professional certification or a state or industry license

18% Currently Pursuing Degrees

15% Hispanic/Latino

5% Black/African American

2% Asian

From what entities were your certifications issued? Select all that apply.

- State Government
- From an association in my state/industry
- Federal Government
- Local Government
- From my employer
- None of these

Income (n=170)

- Less than $25,000: 8%
- $25,000 to $49,999: 17%
- $50,000 to $74,999: 13%
- $75,000 to $99,999: 32%
- $100,000 to $149,999: 24%
- $150,000 and more: 4%
- Would prefer not to say: 13%
The difference in past CBE and PLA experience is about 3%. of respondents reported past experience with PLA. The percentage with experience between the ages of 30 and 34 is triple the percentage between ages 50 and 54.

Q16 Have you ever earned credit at a college or university through Competency-Based Education (CBE)? (n=2031)

- Yes: 78%
- No: 7%
- Not Sure: 15%

*12% for people with Associate’s degree

Answered yes: 12% age 30-34 vs 4% age 50-54. Difference is statistically significant.

Q17b How many credits have you received through Competency-Based Education? (n=146)

- I'm not sure: 31%
- 60 credits or more: 14%
- At least 30 credits, but fewer than 60 credits: 22%
- At least 12 credits, but fewer than 30 credits: 5%
- At least 6 credits, but fewer than 12 credits: 8%
- At least 1 credit, but fewer than 6 credits: 20%
CBE Experience – Profile

146 Respondents have CBE experience

50% Employed Full Time

46% Have a currently active professional certification or a state or industry license

19% Currently Pursuing Degrees

16% Hispanic/Latino
7% Black/African American
1% Asian

From what entities were your certifications issued? Select all that apply.

- State Government
- From an association in my state/industry
- Federal Government
- Local Government
- From my employer
- None of these

Income (n=146)

- Less than $25,000
- $25,000 to $49,999
- $50,000 to $74,999
- $75,000 to $99,999
- $100,000 to $149,999
- $150,000 and more
- Would prefer not to say
About 3 in 5 respondents have some experience with taking a course for credit. Those with some experience are also about 10% more likely to have plans to take more courses in the next three years.

Have you ever taken courses for credit at a college or university?

- Yes, I have taken at least one college or university course for credit (60%)
- No, I have not taken any college or university courses for credit (40%)

- Students who had some college experience are more likely to be female (72%) than those without college experience (63%)

- Nearly 50% of all respondents who have never taken a course for credit have at least 1 dependent at home. Over 1 quarter of respondents have 2 or more dependents.

- 28% of those who have never taken a course for credit report incomes below $25,000. This compares to only 18% amongst those with some past credit-taking behavior.
Respondent Experience in Higher Education

What is the highest level of education you have completed?

- Some College: 41%
- High School Diploma or GED: 36%
- Associate's Degree: 24%
- Not sure: 16%

How many prior college or university credits have you earned?

- 0 credits: 29%
- 1-11 credits: 21%
- 12-29 credits: 12%
- 30 or more credits: 22%
- Not sure: 16%
Breakdown of Institution Type

What is the highest level of education you have completed?

- Private for-profit, 2-year: 0%
- Private for-profit, 4-year or above: 33%
- Private for-profit, less-than 2-year: 18%
- Private not-for-profit, 2-year: 26%
- Private not-for-profit, 4-year or above: 52%
- Public, 2-year: 0%
- Public, 4-year or above: 28%

At which college or university have you ever taken courses for credit? (n=1028)

- Private for-profit, 2-year: 0%
- Private for-profit, 4-year or above: 31%
- Private for-profit, less-than 2-year: 7%
- Private not-for-profit, 2-year: 0%
- Private not-for-profit, 4-year or above: 0%
- Public, 2-year: 1%
- Public, 4-year or above: 33%

What institutions are you considering? (n=446)

- Private for-profit, 2-year: 0%
- Private for-profit, 4-year or above: 31%
- Private for-profit, less-than 2-year: 7%
- Private not-for-profit, 2-year: 0%
- Private not-for-profit, 4-year or above: 0%
- Public, 2-year: 1%
- Public, 4-year or above: 33%

28%
Interest in taking courses is divided across states, and some feel their current education level is satisfactory, but questions of affordability loom.

State by State intent to pursue courses in the next 3 years

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>21.8%</td>
</tr>
<tr>
<td>Vermont</td>
<td>21.8%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>20.3%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>15.9%</td>
</tr>
<tr>
<td>Maine</td>
<td>13.9%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

Example: 21.8% of respondents from Connecticut intend to pursue courses in the next 3 years.

What are your top reasons for not taking courses in the next 3 years? Select all that apply

- Already happy with my current education level: 25.7%
- Cant afford more college education: 26.2%
- Not sure it would be worth it: 20.4%
- Dont need more college courses to advance in my job/profession: 16.4%
- Dont have time to take college courses: 16.2%
- Another reason (please specify): 9.3%
- Havent found a program that fits my schedule: 8.2%
- Already owe too much in college student loans: 6.4%
- No courses in my desired format (in-person, online, distance, etc): 4.9%
- No program near my location: 3.4%
Comparing preferences across states, we see Vermonters with higher propensities for online study. MA, CT, and NH appear intentional about staying within their state.
About 1 in 5 respondents stated they intend to start or continue taking courses in the next three years.

What are the main reasons why you are considering taking college courses in the future?
You may select all that apply

- Will make me and my family more financially secure: 38%
- Want to finish what I started: 38%
- Will make me eligible for new job opportunities: 35%
- Will help me advance in my current job: 33%
- I enjoy learning new things: 32%
- Always wanted to be a college graduate: 30%
- Family is encouraging me to finish: 20%
- Now have time in my schedule to take college courses: 17%
- Will help me transition to a new industry: 15%
- Getting financial help from family: 8%
- Another reason not listed here (please specify): 3%

n=60

Nearly 25% of ALL respondents have already attained 30 credits or more!

Only asked to those who intend to continue to a new college degree program.
For those with at least 1 semester of full-time study (12-29 credits), the interest in a Bachelor’s degree nearly triples compared to those with no prior credits.

Which of the following types of credential programs are you considering pursuing? You may select all that apply.
Nearly 70% of those pursuing additional education stated a need for financial assistance, with nearly half of all respondent hoping for university scholarships.

In pursuing your college program, will you need financial aid to help pay for your college studies? (n=394)

- Yes: 69%
- No: 10%
- I’m not sure: 21%

Which of the following financial aid sources will you pursue to help pay for your college program? You may select all that apply. (n=394)

- Federal Pell Grant: 77%
- Scholarships from the college or university: 48%
- Loans from a bank or a financial lender: 33%
- Employer help: 26%
- Income-share agreement: 10%
- Another source (please specify): 5%

22% for respondents from Maine
The factors selected as *most* important are cost related, but building skills in line with job demand and the program schedule are also important.

Access to child care, 24/7 remote advising, and partnerships with employers will most often selected as *least* important.
Community and Completion Colleges are the primary source for CPL

Costs are not standard

Transparency around CPL application processes and costs is uneven

Institutions have not addressed the stackability of microcredentials or industry-recognized credentials
Employers

- Recognize degrees and industry-recognized credentials as signals for skills and competencies

- Do not have capacity map employees’ skills to academic pathways

- Can better support employees to pursue and earn additional credentials through partnerships and upskilling programs
State Policy

- Allows institutions to provide CPL
- Asks institutions to provide policies and procedures for awarding CPL
- Requires CPL guidelines for military veterans
### State Policy

<table>
<thead>
<tr>
<th>STATE</th>
<th>POLICY</th>
<th>ADMINISTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>Title 10a: State Systems of Higher Education</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Requires institutions proposing to institute prior experiential learning policies to adhere to a set of standards including portfolio development and assessment</td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td>PLA/Experiential Learning Portfolio</td>
<td>University of Maine System</td>
</tr>
<tr>
<td></td>
<td>Defines PLA and experiential learning assessment for institutions within the University of Maine System. Of note, individual institutional policies may vary.</td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>My Experience Counts (interactive website)</td>
<td>MA Community Colleges</td>
</tr>
<tr>
<td></td>
<td>State administered program that allows users to determine how their academic credit or work/life experience will translate to credit at in-state institutions.</td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td>Transfer of Credit Policy</td>
<td>Vermont State Colleges</td>
</tr>
<tr>
<td></td>
<td>Allows institutions within the Vermont State Colleges System to award credit for work/life experience through VSC’s formal assessment programs</td>
<td></td>
</tr>
</tbody>
</table>
TRANSPARENCY + ACCESS
Tennessee Reconnect allows adults to access counselors, financial aid information and credit equivalency tools all in one place.

AFFORDABILITY
Indiana allows scholarships and grants to be used toward the cost of PLA.

CREDIT ACQUISITION
Florida's Department of Education lists all industry certifications that translate to credit in degree programs.
KEY QUESTIONS FOR STATE POLICY-MAKERS

What barriers exist to developing and implementing broader ROL policies in your state?

- How can states assist institutions in developing and implementing low- or no-cost ROL programs?

- How can the state ensure that ROL is used to bridge equity gaps in the attainment of high value postsecondary credentials?
NEBHE'S ROLES

- **Survey of Adult Learners**
  To understand how improving Recognition of Learning would impact decisions to pursue education.

- **Policy & Research Reporting**
  To identify gaps and opportunities in state policy and institutional practice.

- **Implementers’ Meeting**
  To establish networks of stakeholders and build momentum.

- **Policy Summit**
  To widely share best practices and connect New England policymakers and higher education leaders with national experts.