



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.

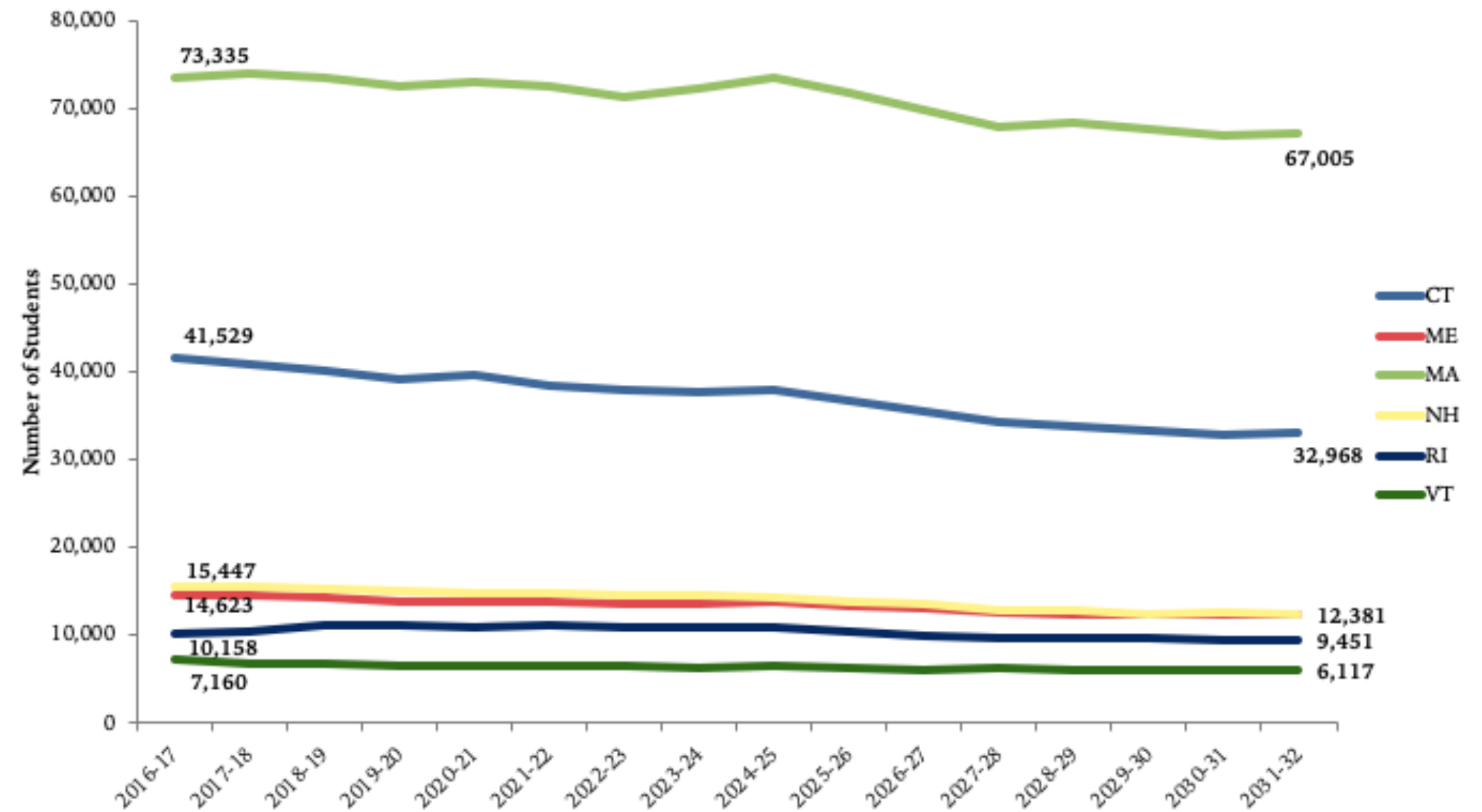
ALL LEARNING COUNTS

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.

Why is Recognition of Learning Important?

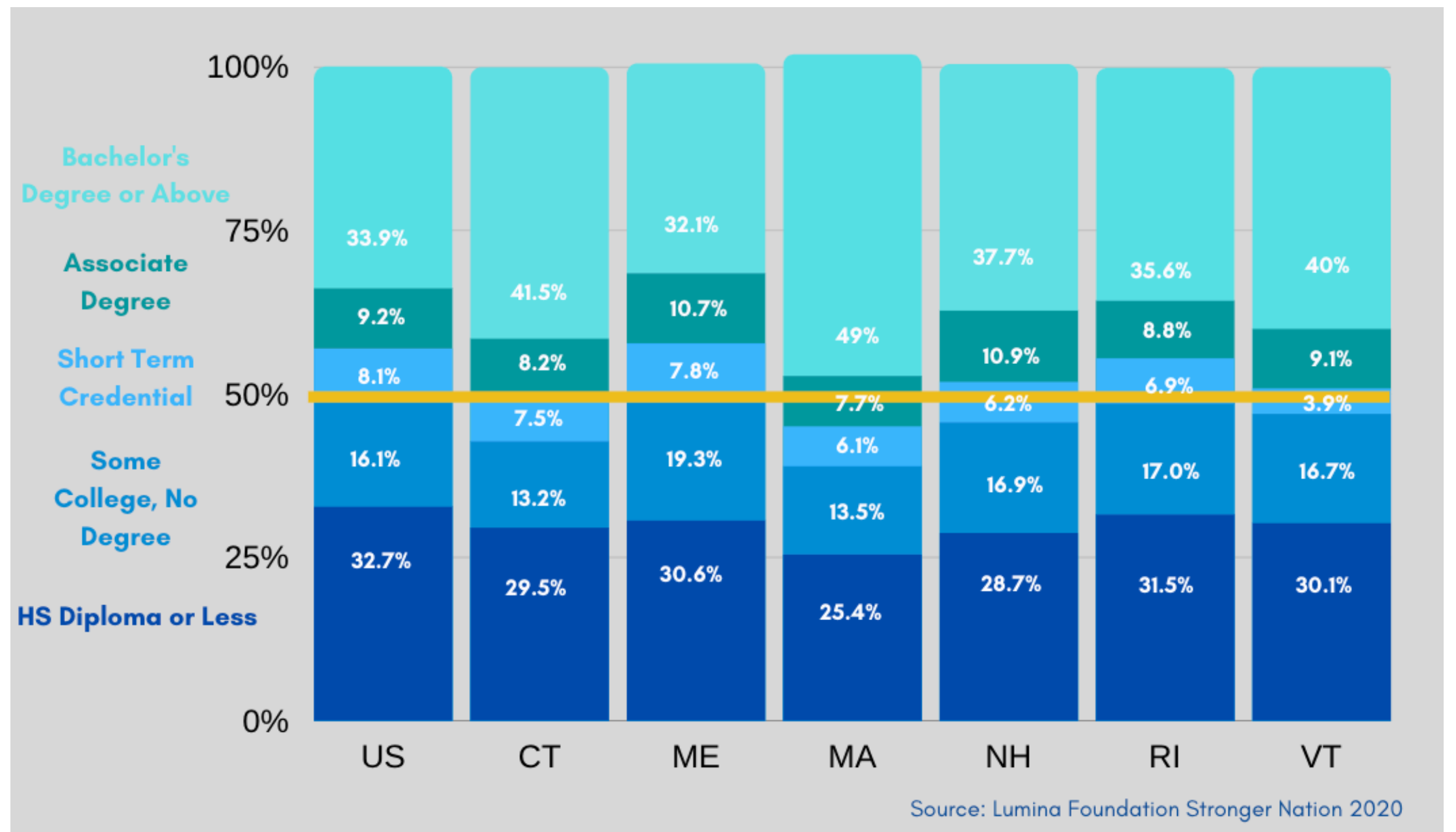


Source: NEBHE Analysis of WICHE's *Knocking at the College Door*

Declining Numbers of High School Graduates

The number of high school graduates is expected to decline 14% by 2032.

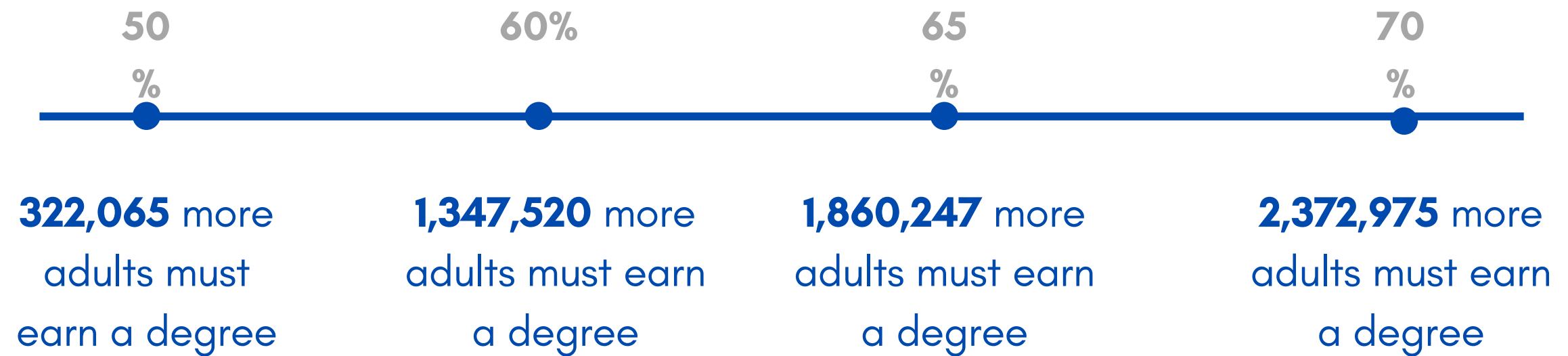
Why is Recognition of Learning Important?



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?

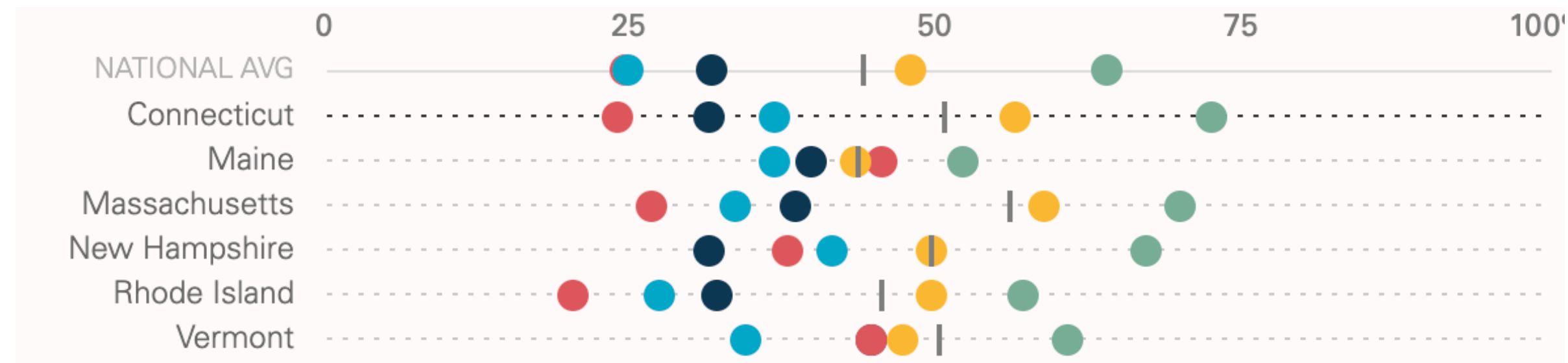


Source: NEBHE Analysis, American Community Survey

Attainment Goals

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

Why is Recognition of Learning Important?



Source: Lumina Foundation, Stronger National

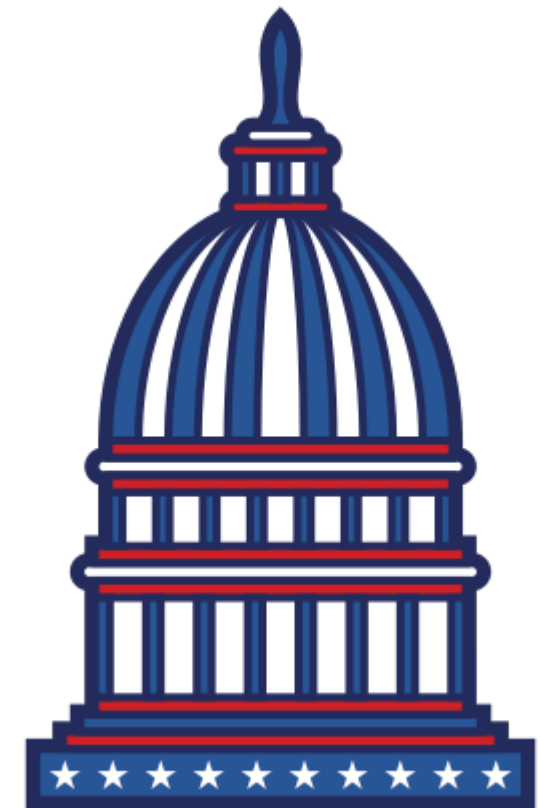
RACE AND ETHNICITY

- Asian and Pacific Islander
- African-American
- American Indian
- Hispanic
- White

Equity Gaps in Attainment

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

The State of Recognition of Learning in New England





Individuals' Experience

NEW ENGLAND BOARD
of HIGHER EDUCATION



Adult Learner Study
June 2020

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

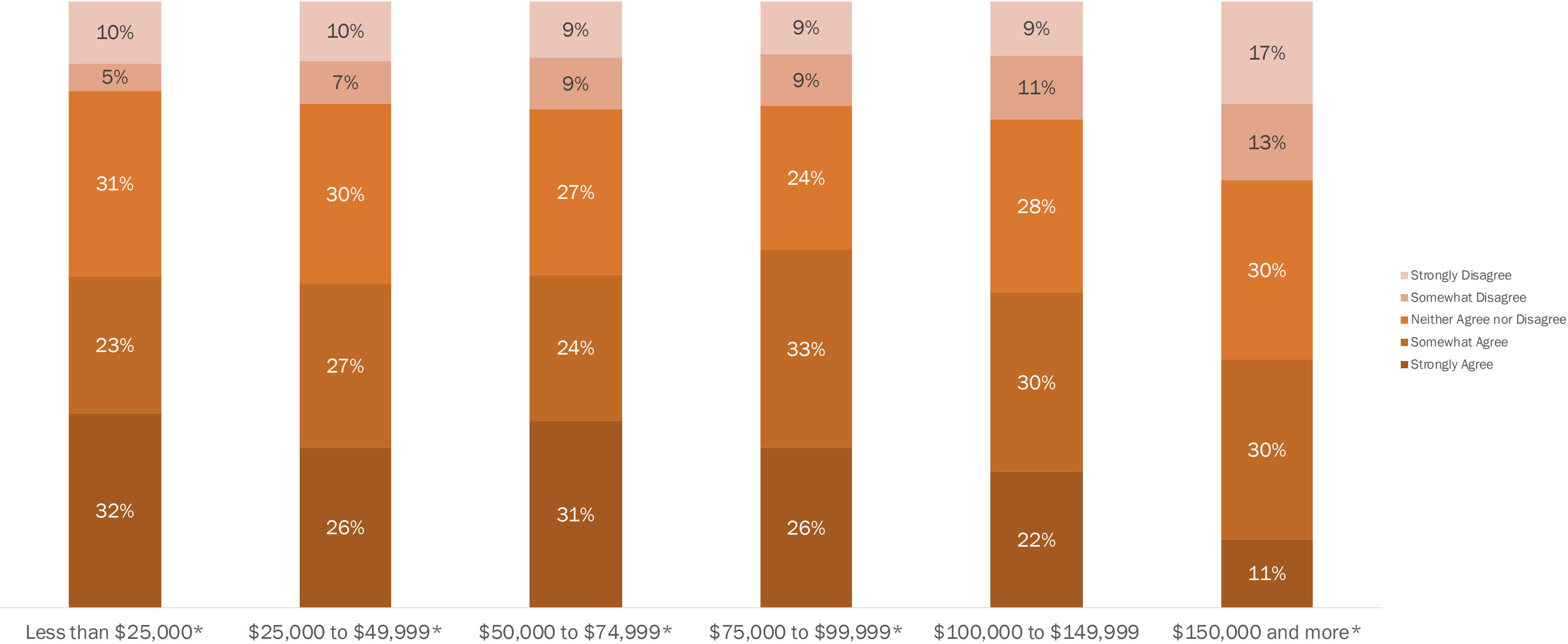
Current Course-taking Behavior of Respondents

Are you currently taking classes as part of a degree, certificate, or diploma program?	Number of Respondents (%)	Are you taking those courses as part of a full-time or part-time program?
Yes, taking courses for a degree program	135 (6.6%)	54.1% Full-Time
Yes, taking courses for a certificate program	74 (3.6%)	16.2% Full-Time
Yes, taking courses for a diploma program	24 (1.2%)	20.8% Full-Time
Yes, taking courses, but not for a degree certificate or diploma	Total of 288 (14.2%) respondents currently taking courses	10.9% 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.

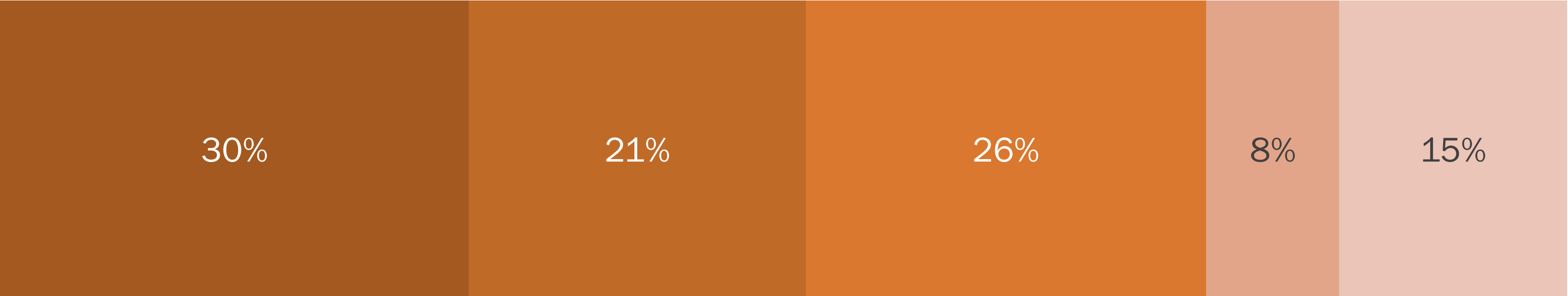


STATEMENT 2

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

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

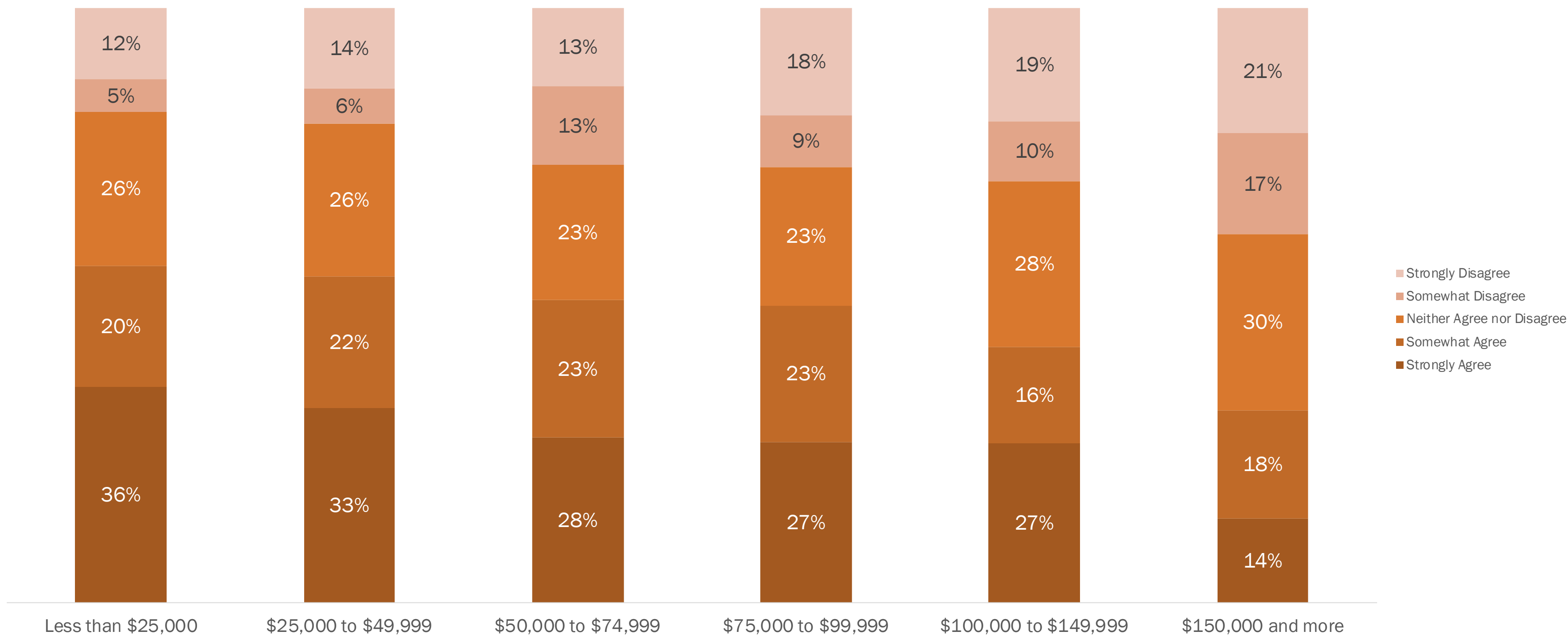
All Respondents



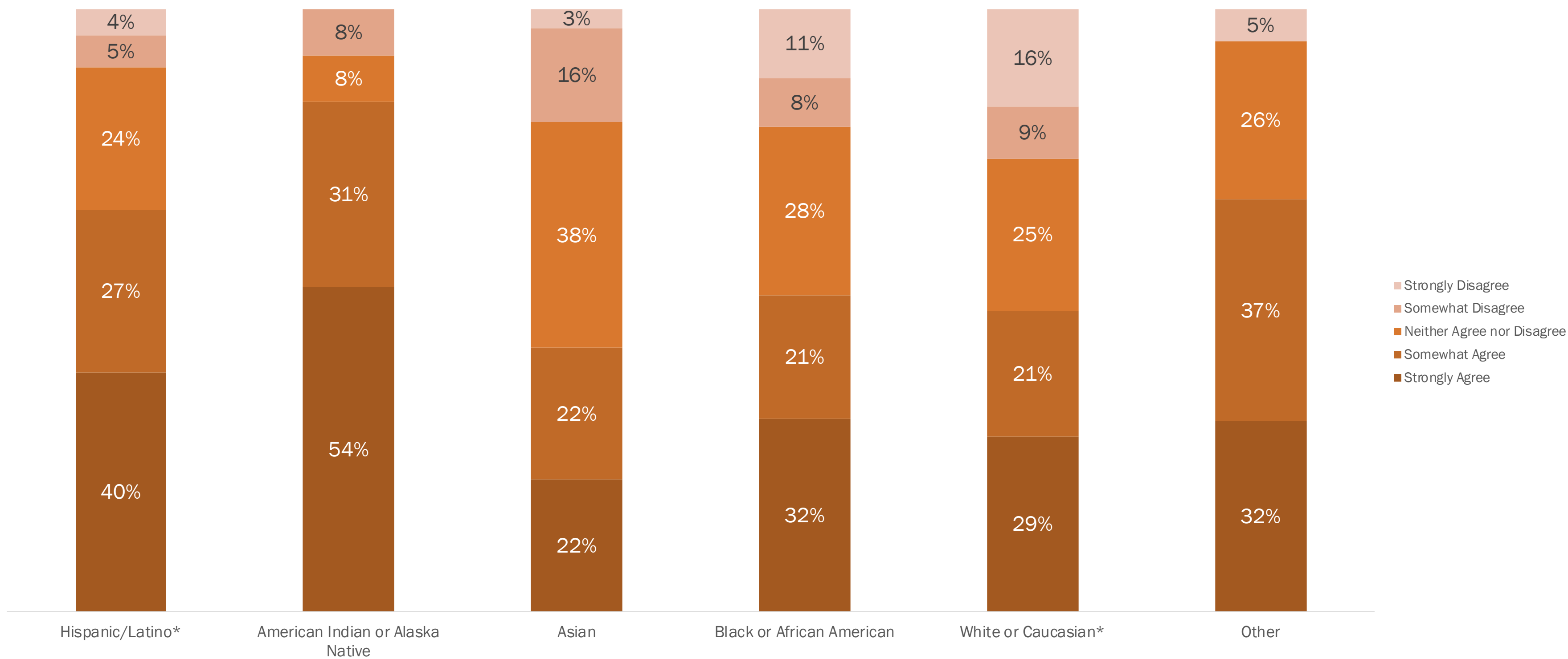
■ Strongly Agree ■ Somewhat Agree ■ Neither Agree nor Disagree ■ Somewhat Disagree ■ Strongly Disagree

Those with \$150,000 or more in household income agreed significantly LESS with this statement than any of the groupings below \$50,000.

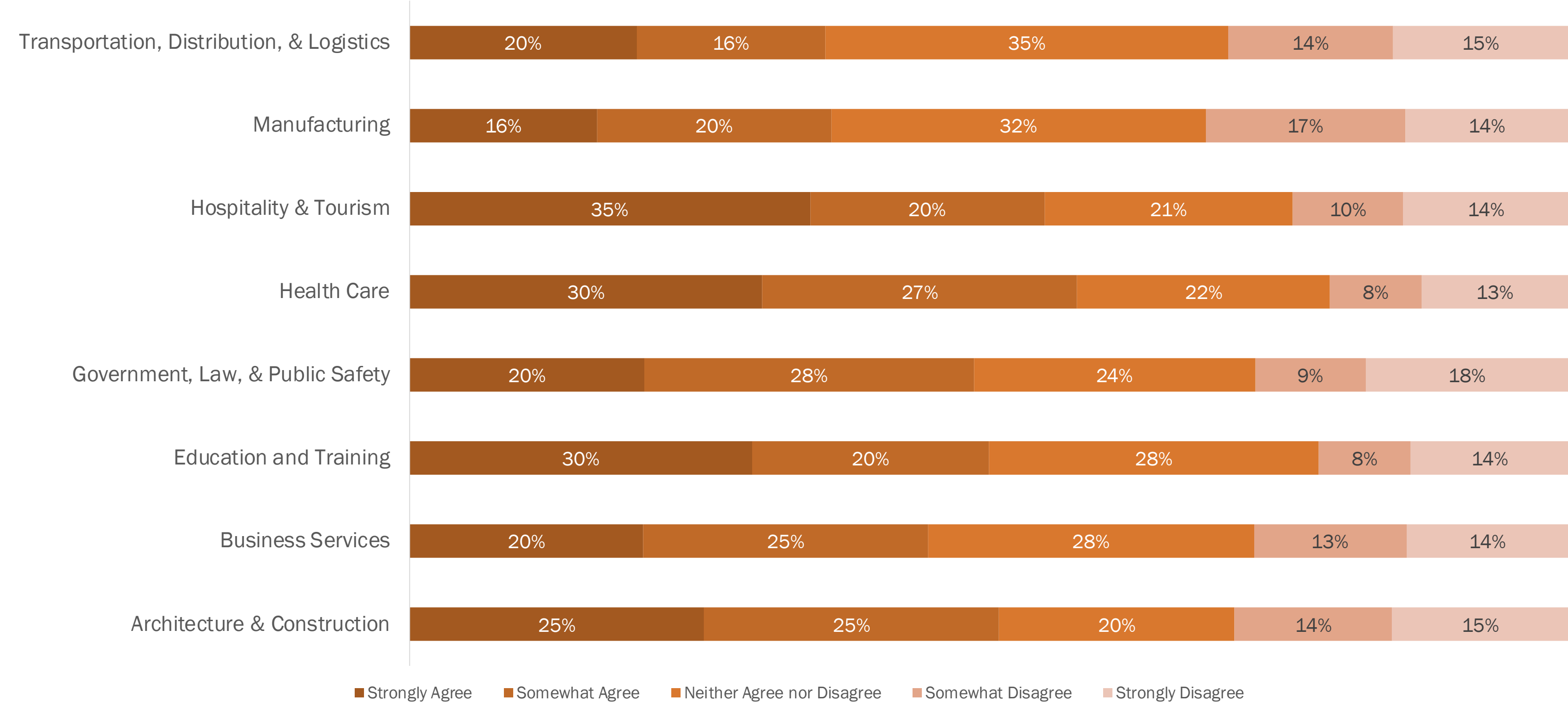
Those with \$100,000 - \$149,999 in income agreed significantly LESS with this statement than those with less than \$25,000 in income.



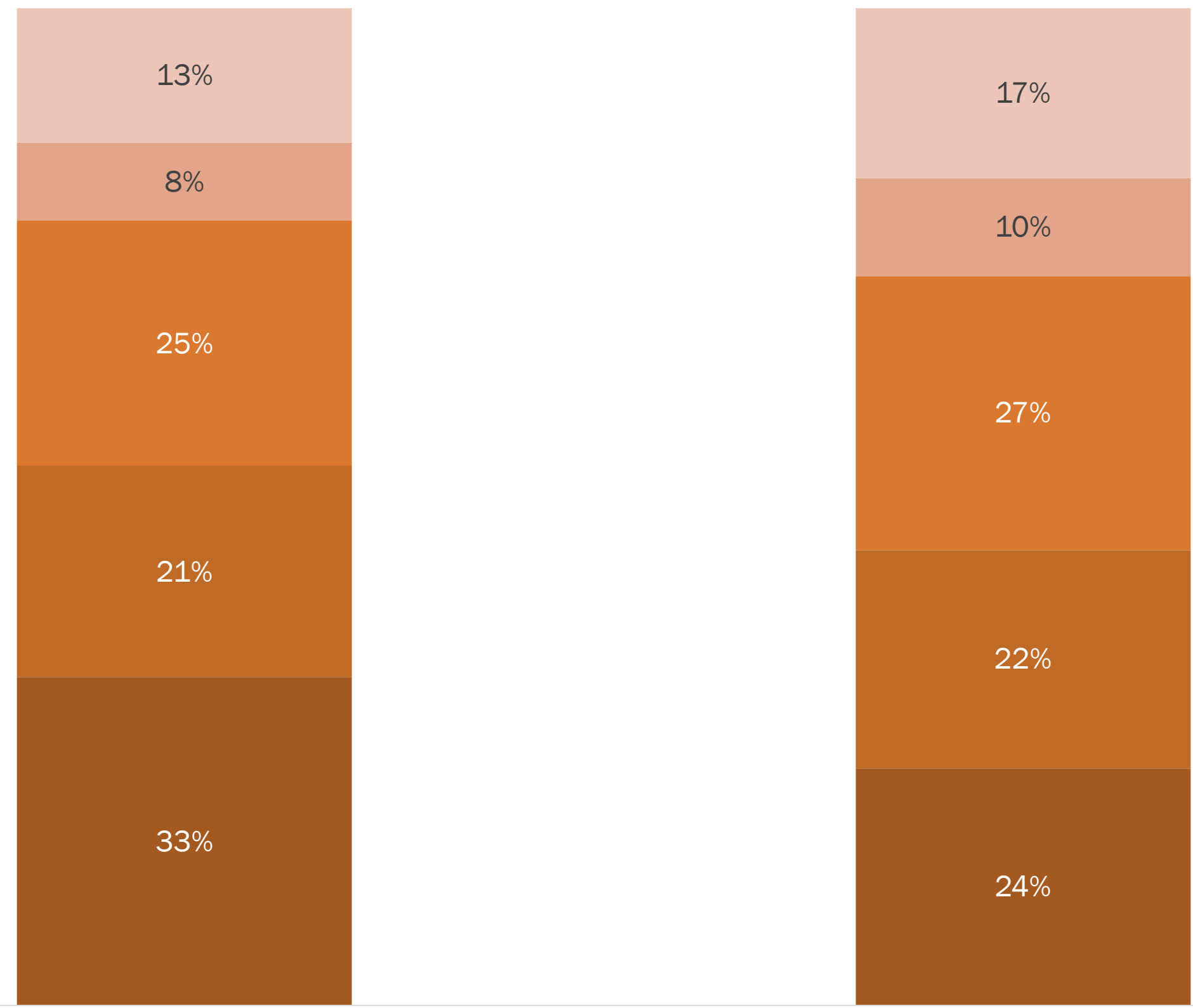
Hispanic/Latino respondents agreed significantly MORE with this statement than Caucasian respondents



Hospitality & Tourism, Health Care, and Education & Training agree MORE with this statement



Females agree significantly MORE with this statement than males



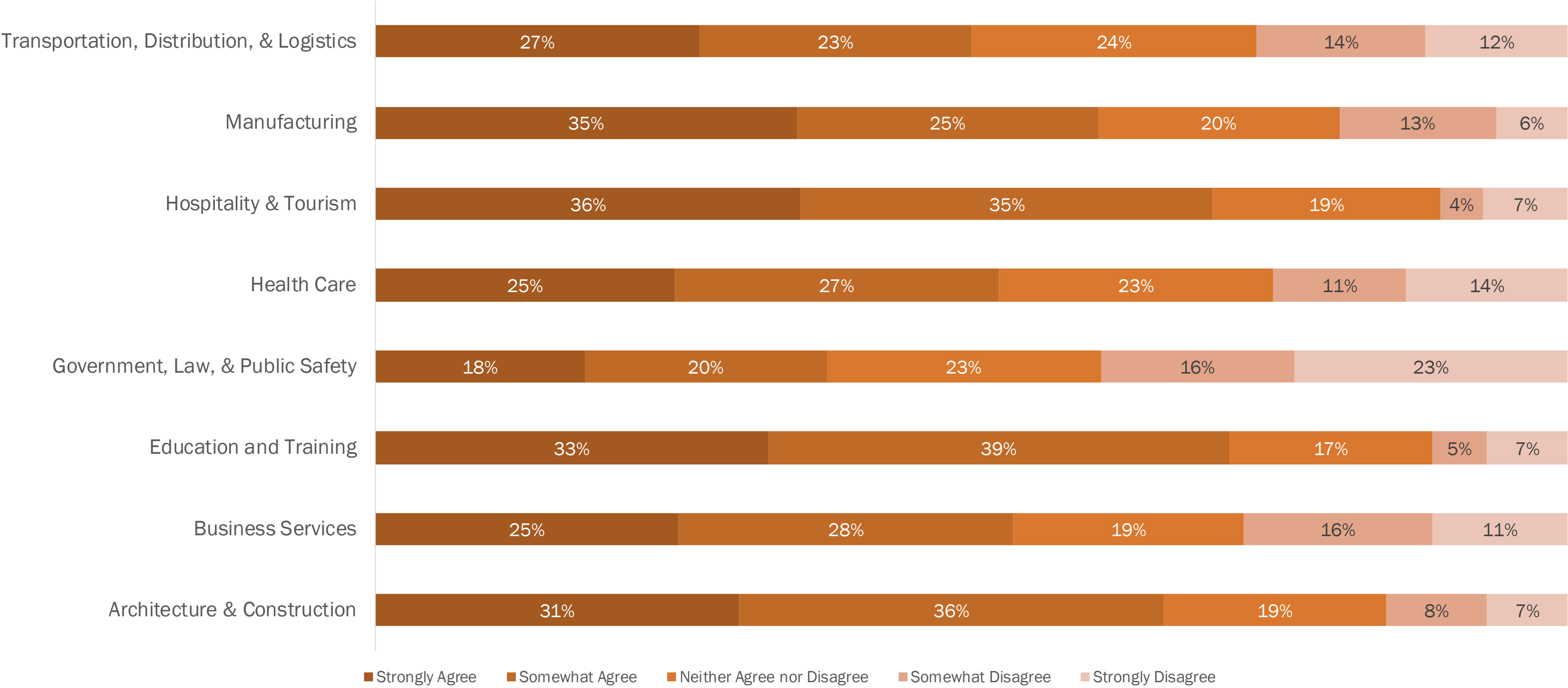
- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

STATEMENT 3

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

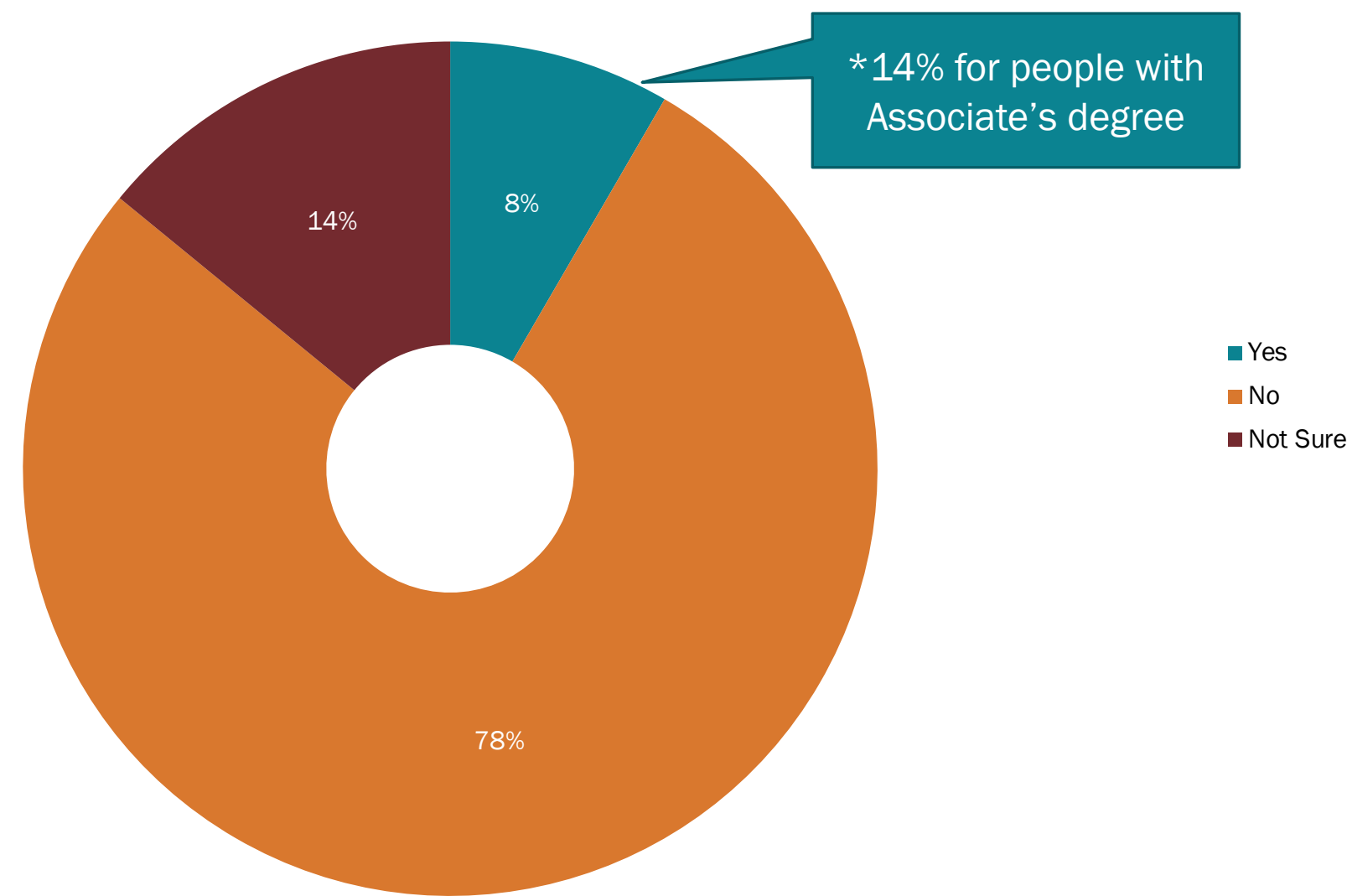
**" ... LOOKING TO CHANGE THE INDUSTRY IN
WHICH I AM EMPLOYED.”**

Manufacturing, Hospitality & Tourism, and Education & Training all agree with this statement MORE than other occupations

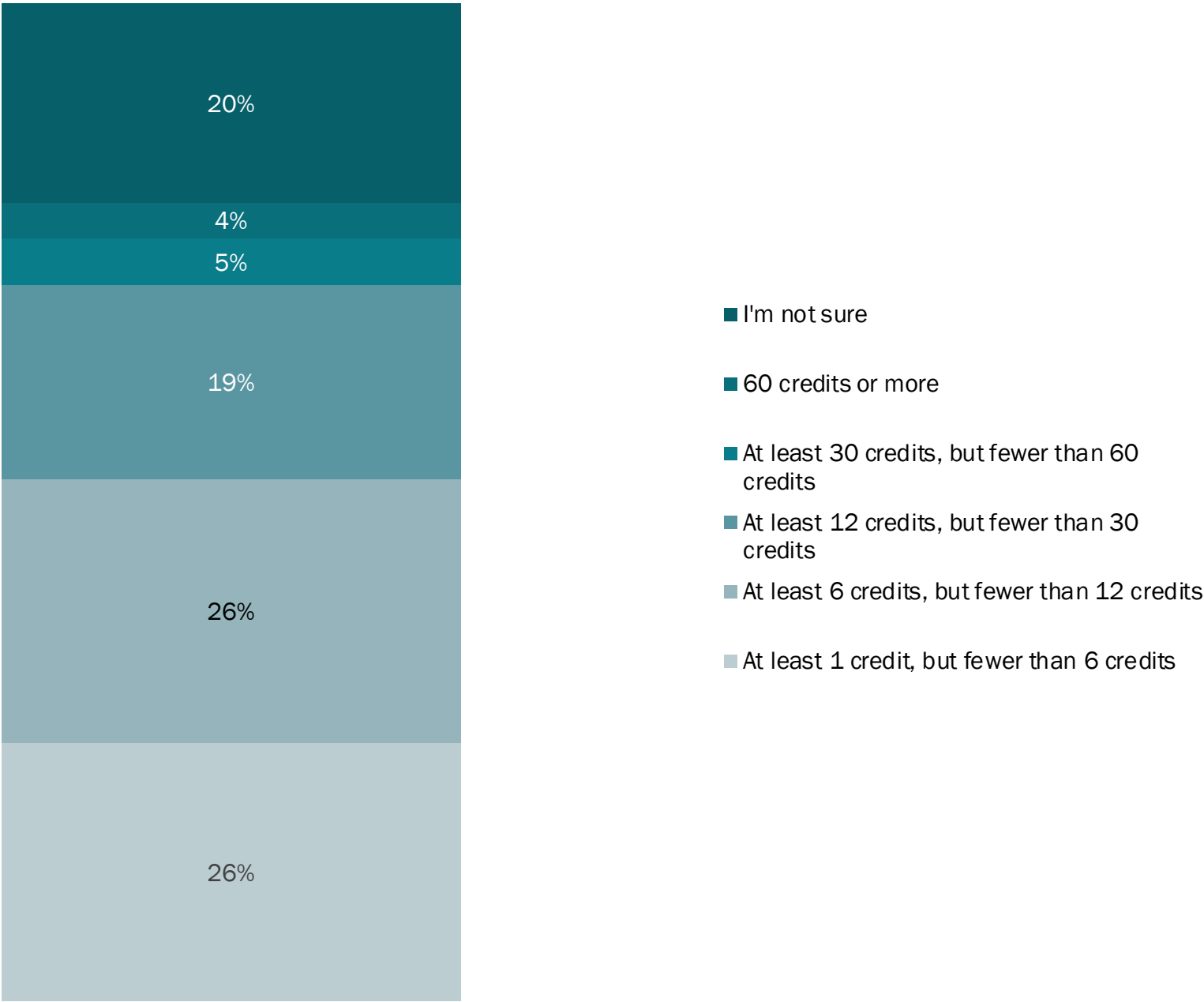


Less than 10% of respondents reported past experience with PLA. Over 50% of those who did have experience report fewer than the equivalent of 1 full year of study.

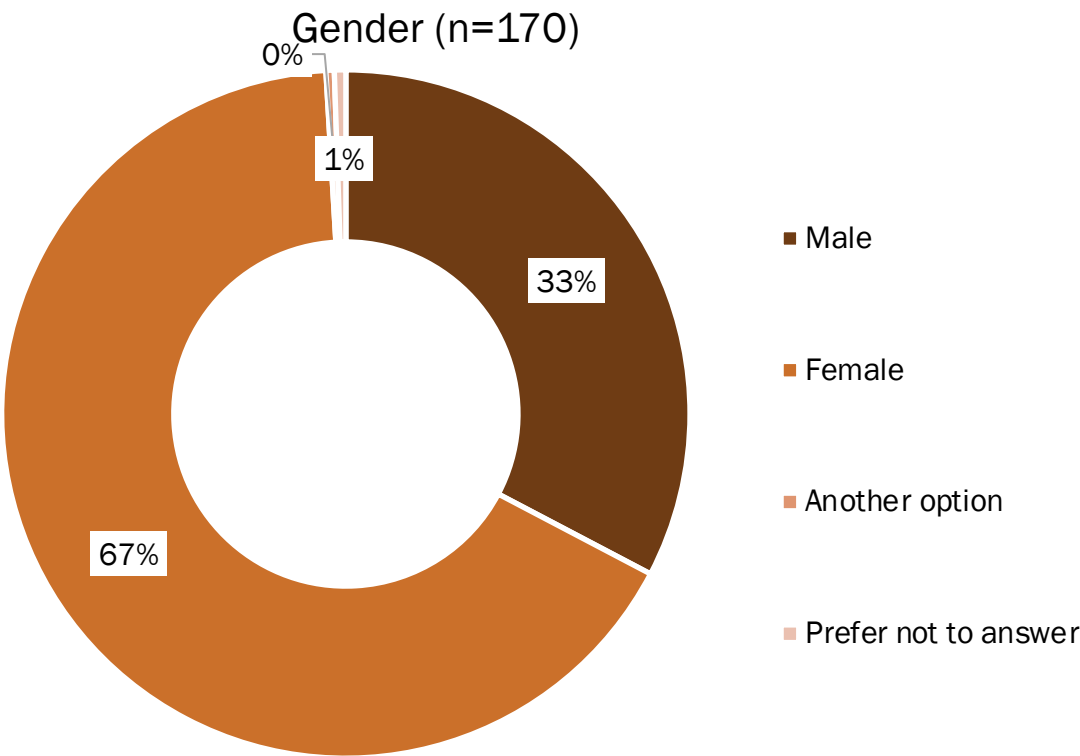
Have you ever received credit from a college or university through Prior Learning Assessment (PLA)? (n=2031)



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



PLA Experience – Profile



15% Hispanic/Latino
5% Black/African American
2% Asian

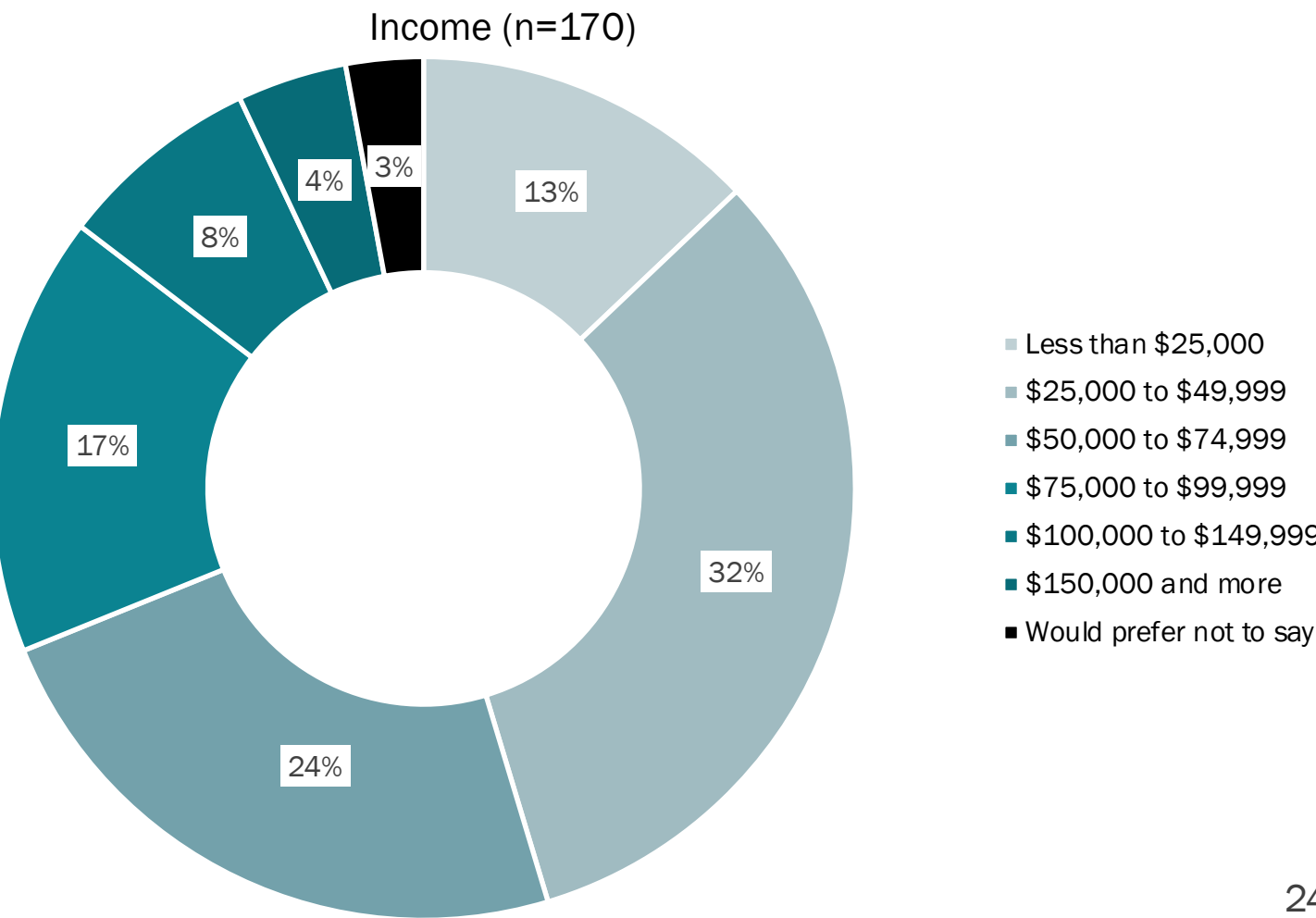
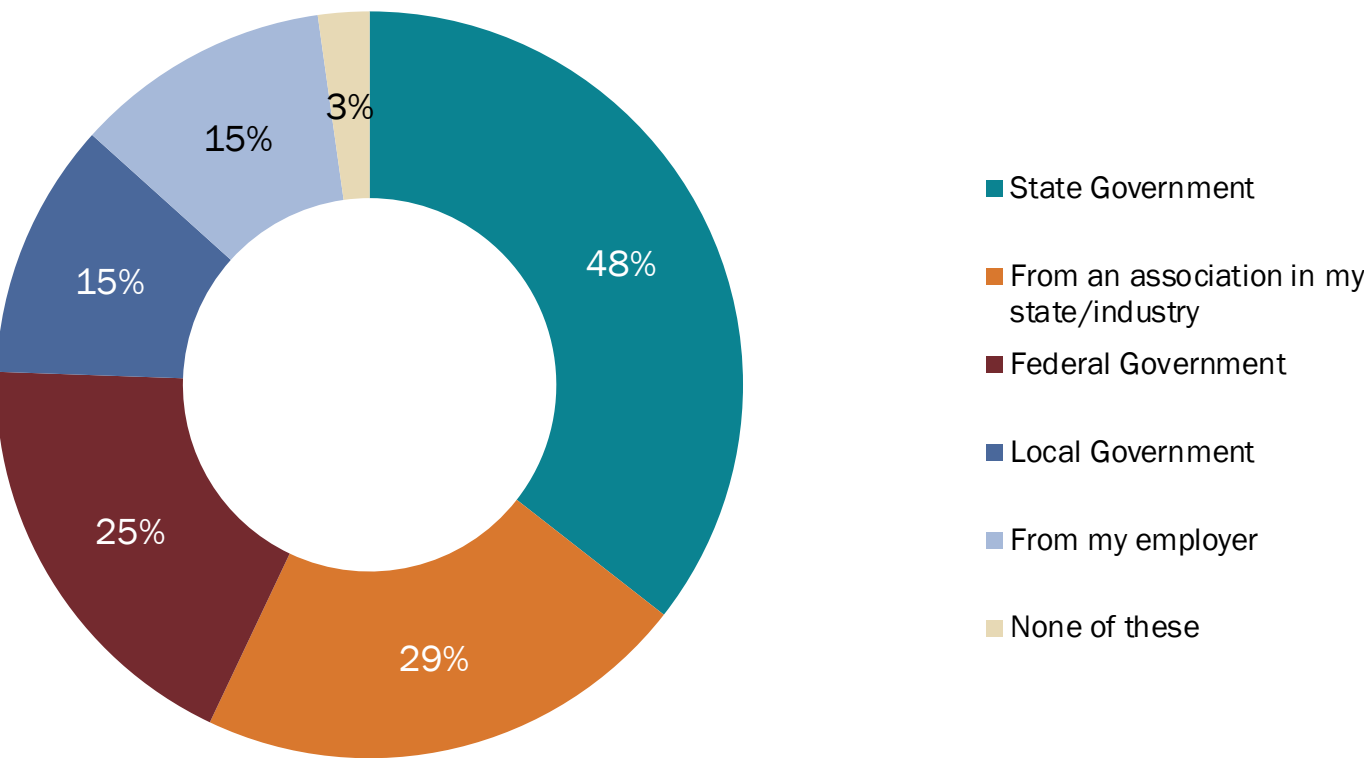
170
Respondents have PLA experience

59%
Employed Full Time

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

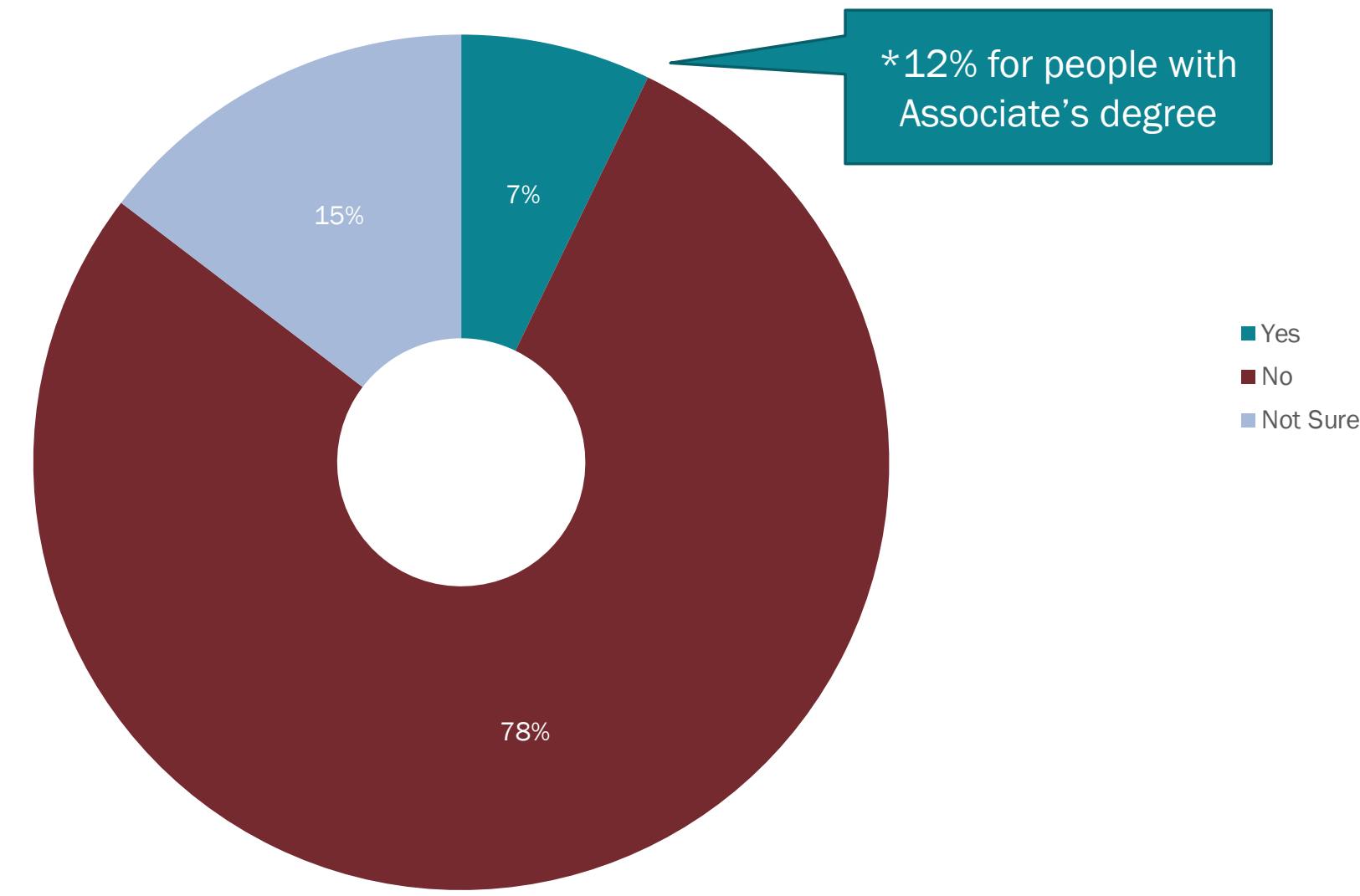
18%
Currently Pursuing Degrees

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



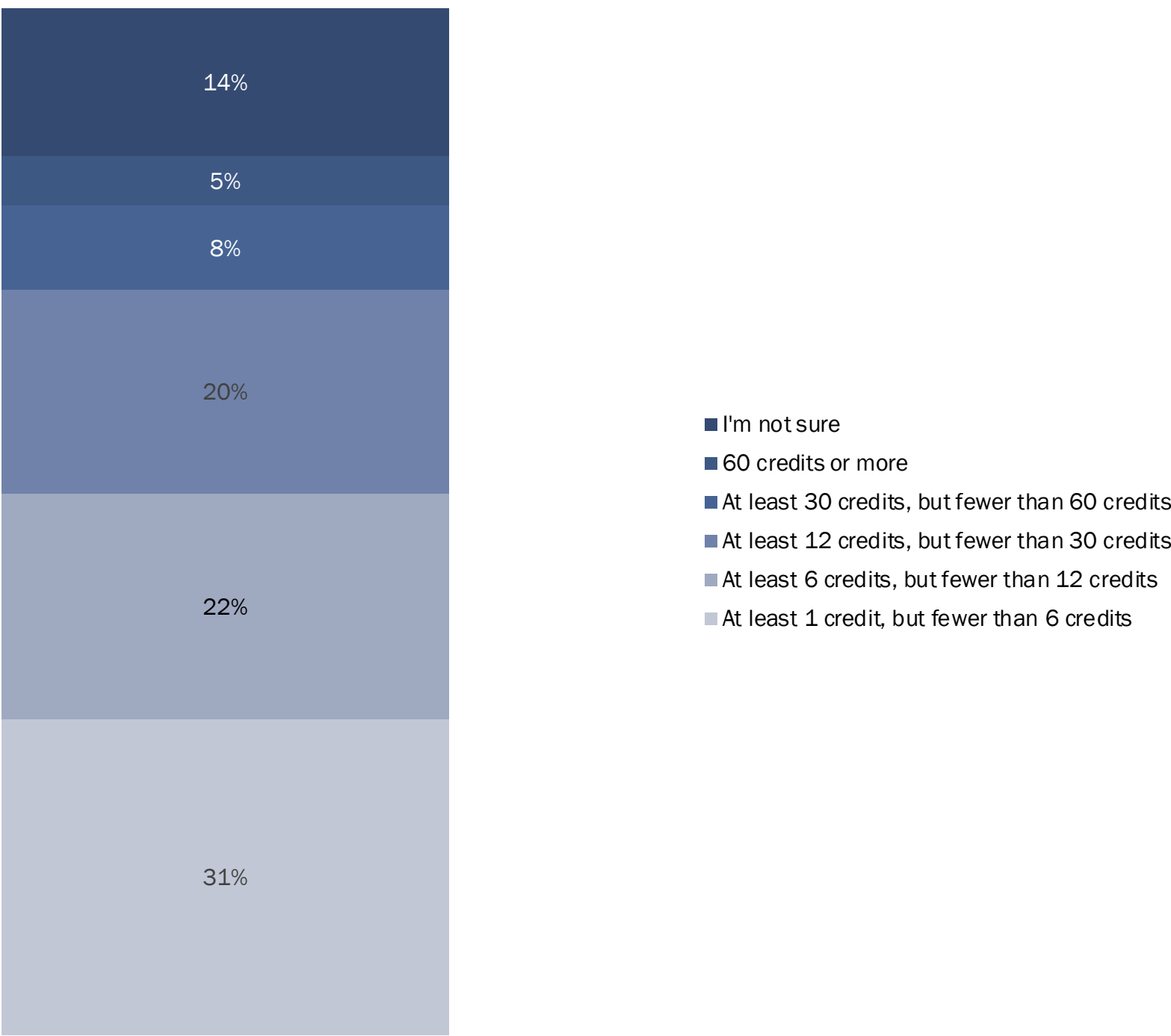
The difference in past CBE and PLA experience is about 3%. of respondents reported past experience with PLA. The percentage with experience between the ages of 30 and 34 is triple the percentage between ages 50 and 54.

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

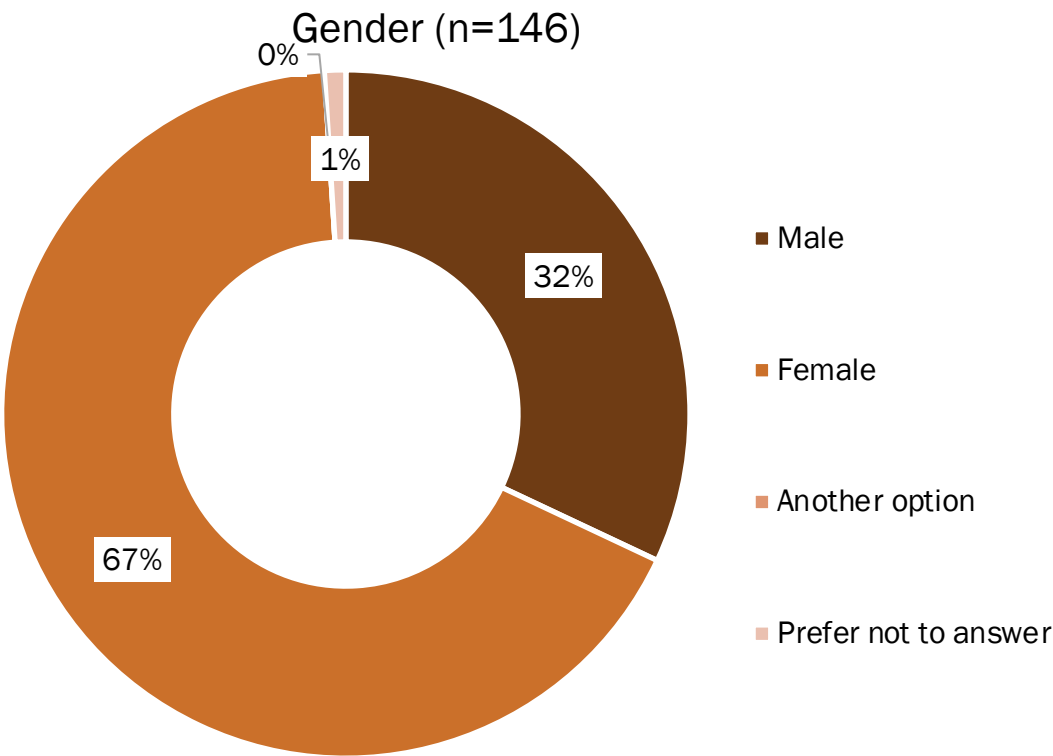


Answered yes: 12% age 30-34 vs 4% age 50-54.
Difference is statistically significant.

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



CBE Experience – Profile



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

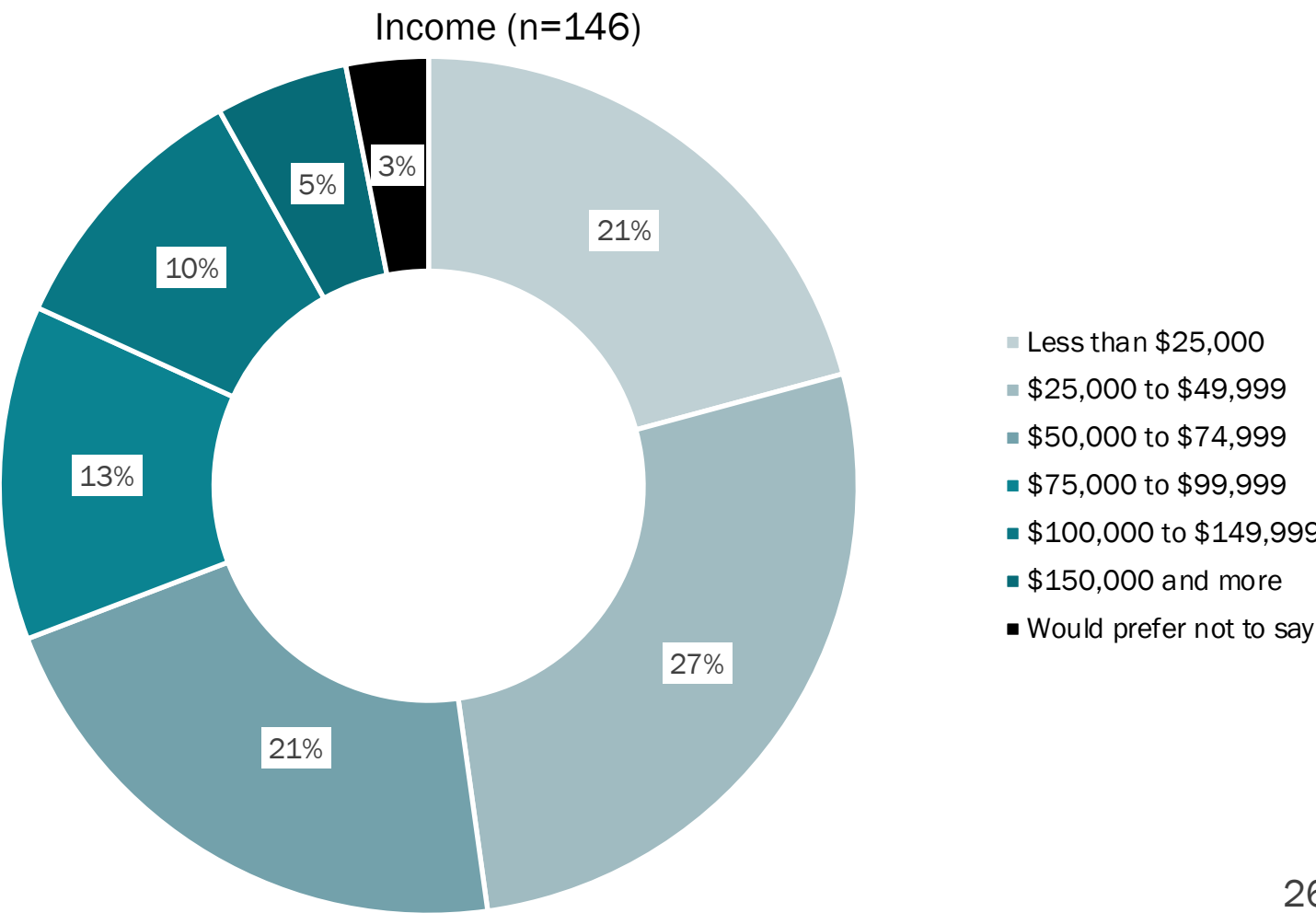
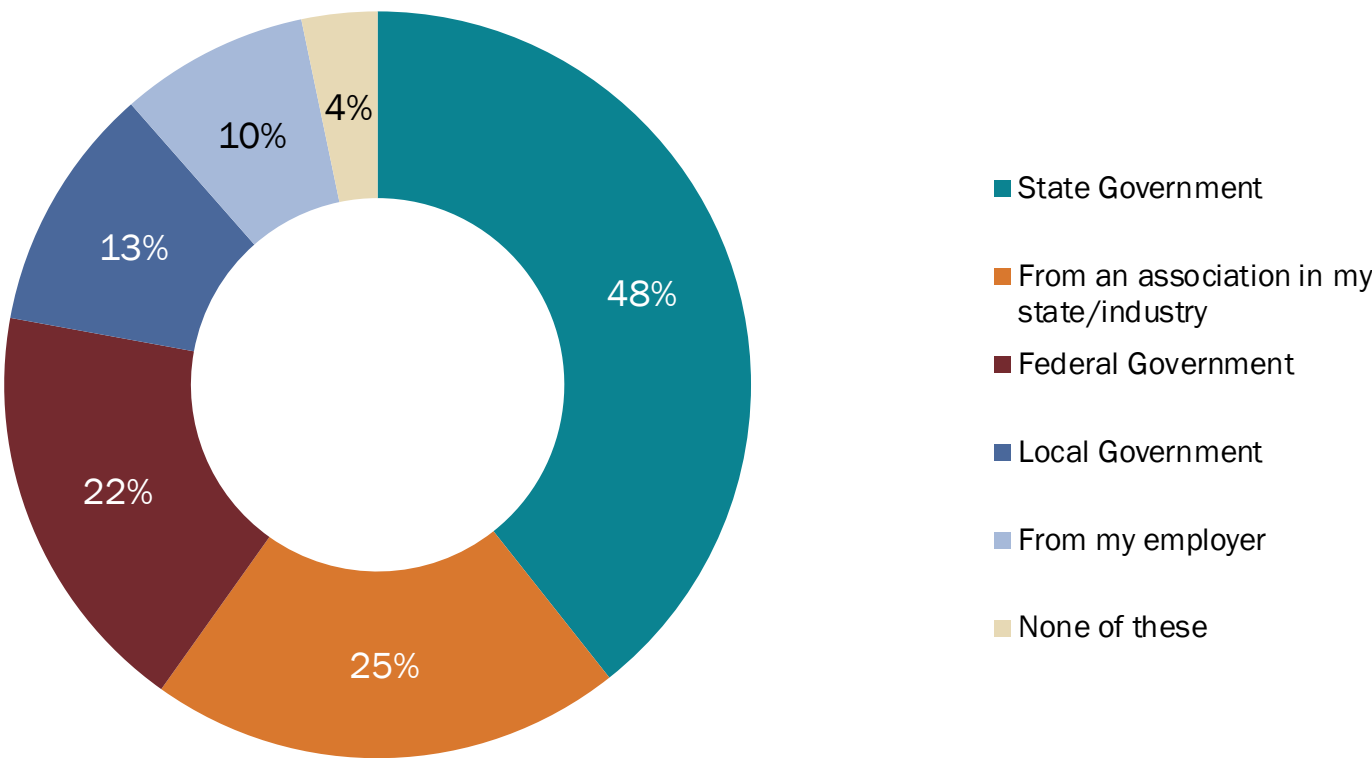
146
Respondents have CBE experience

50%
Employed Full Time

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

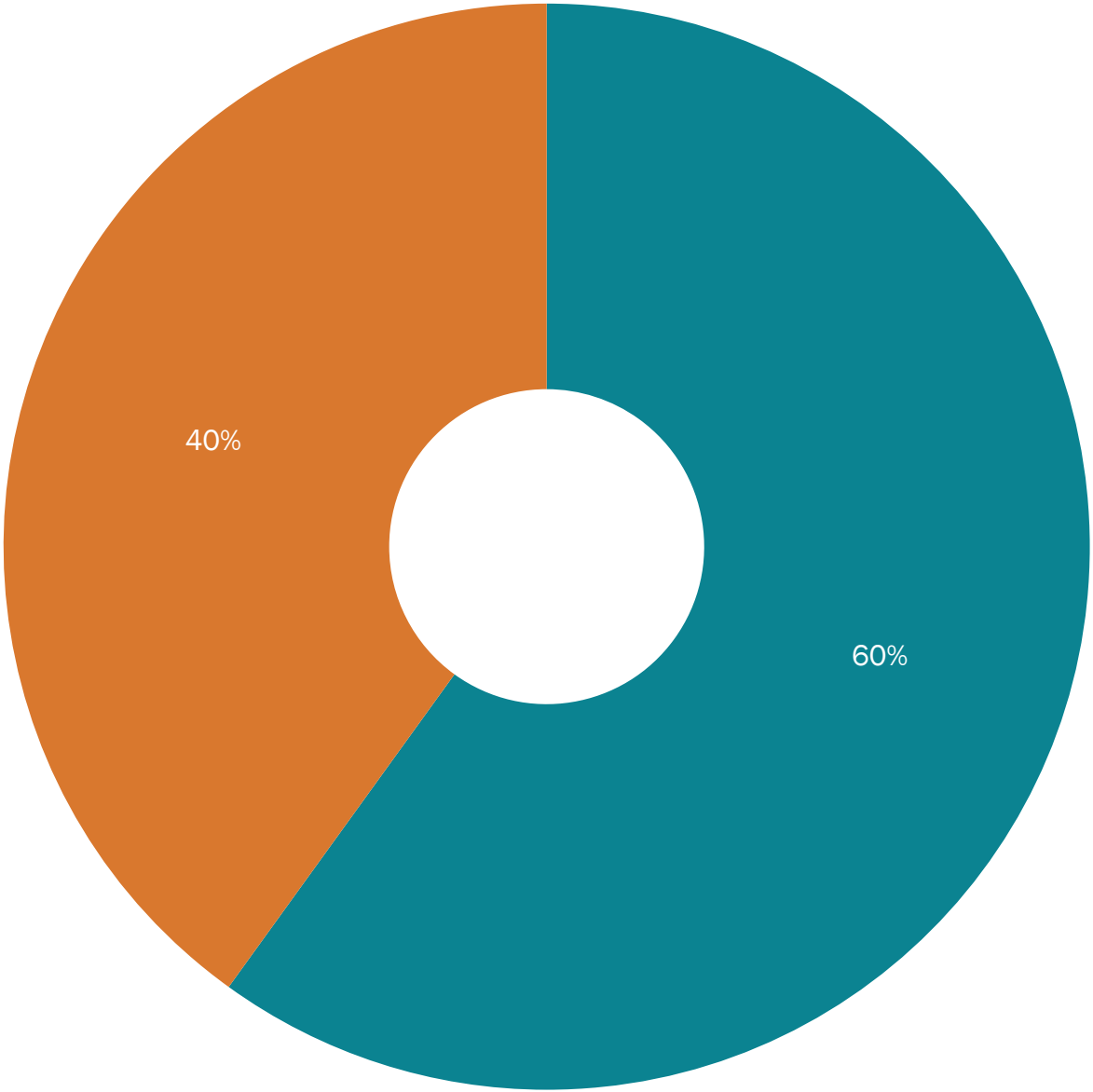
19%
Currently Pursuing Degrees

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



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
■ No, I have not taken any college or university courses for credit

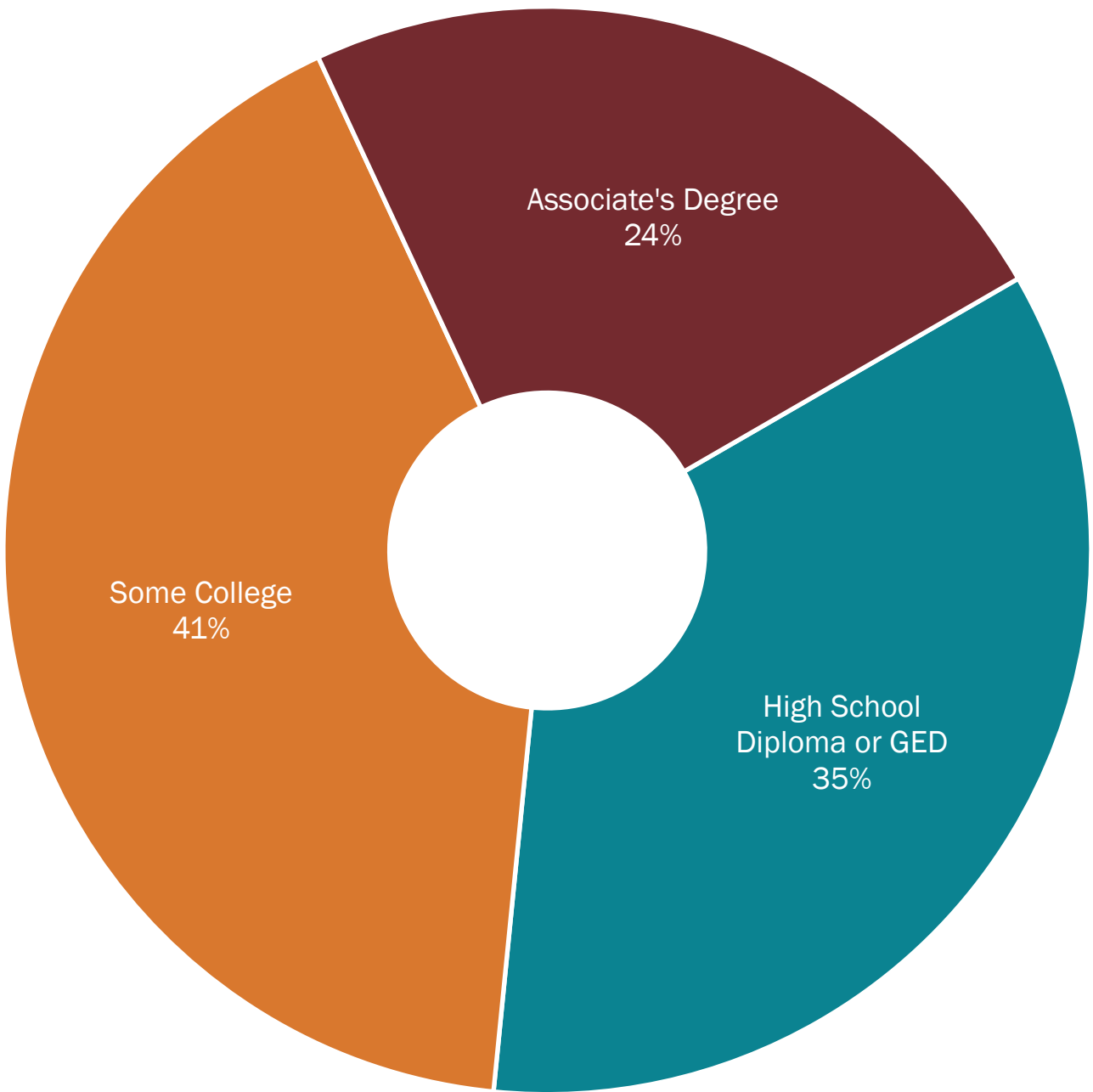
28% of those who have never taken a course for credit report incomes below \$25,000. This compares to only 18% amongst those with some past credit-taking behavior.

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

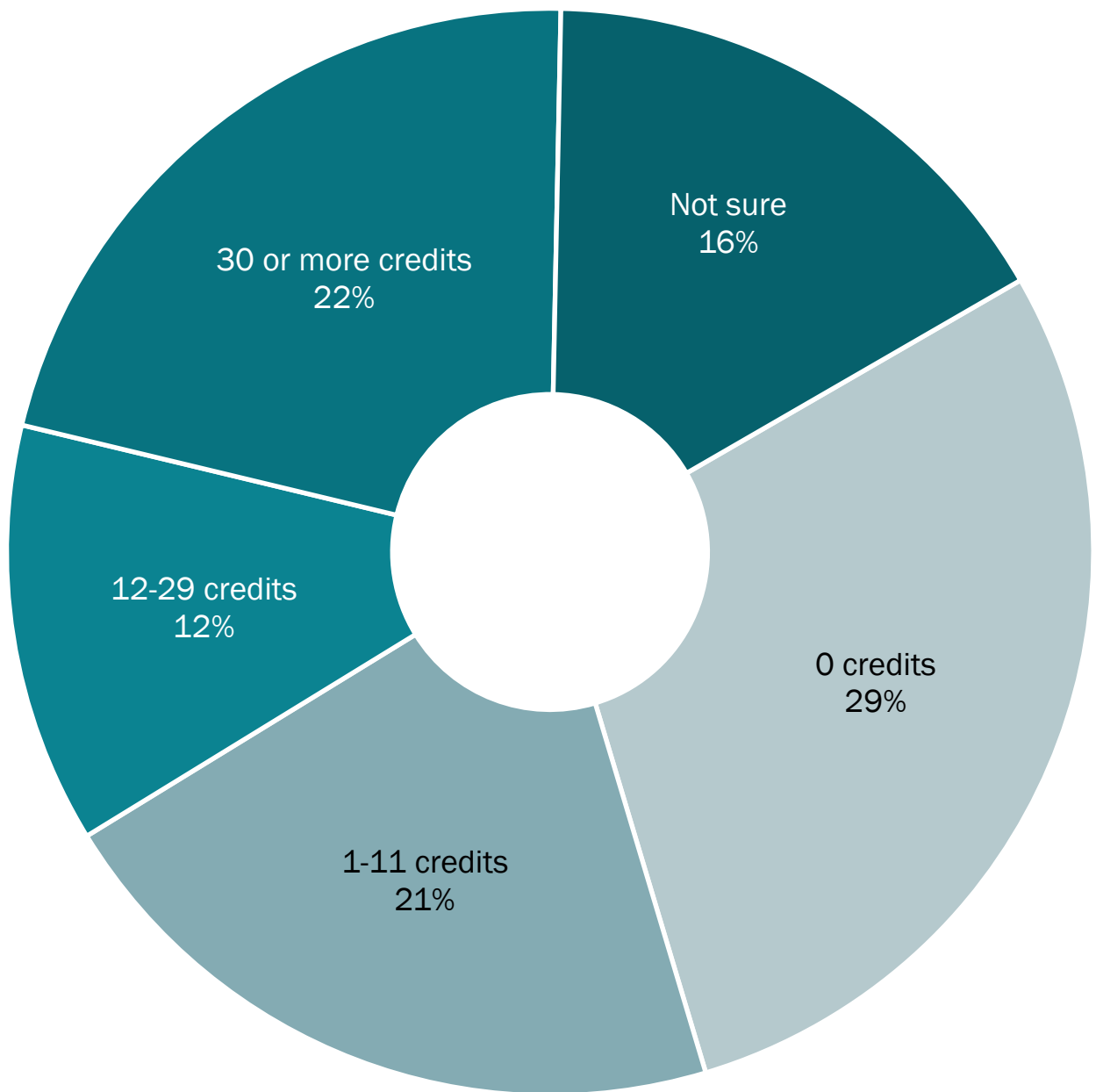
Nearly 50% of all respondents who have never taken a course for credit have at least 1 dependent at home. Over 1 quarter of respondents have 2 or more dependents.

Respondent Experience in Higher Education

What is the highest level of education you have completed?

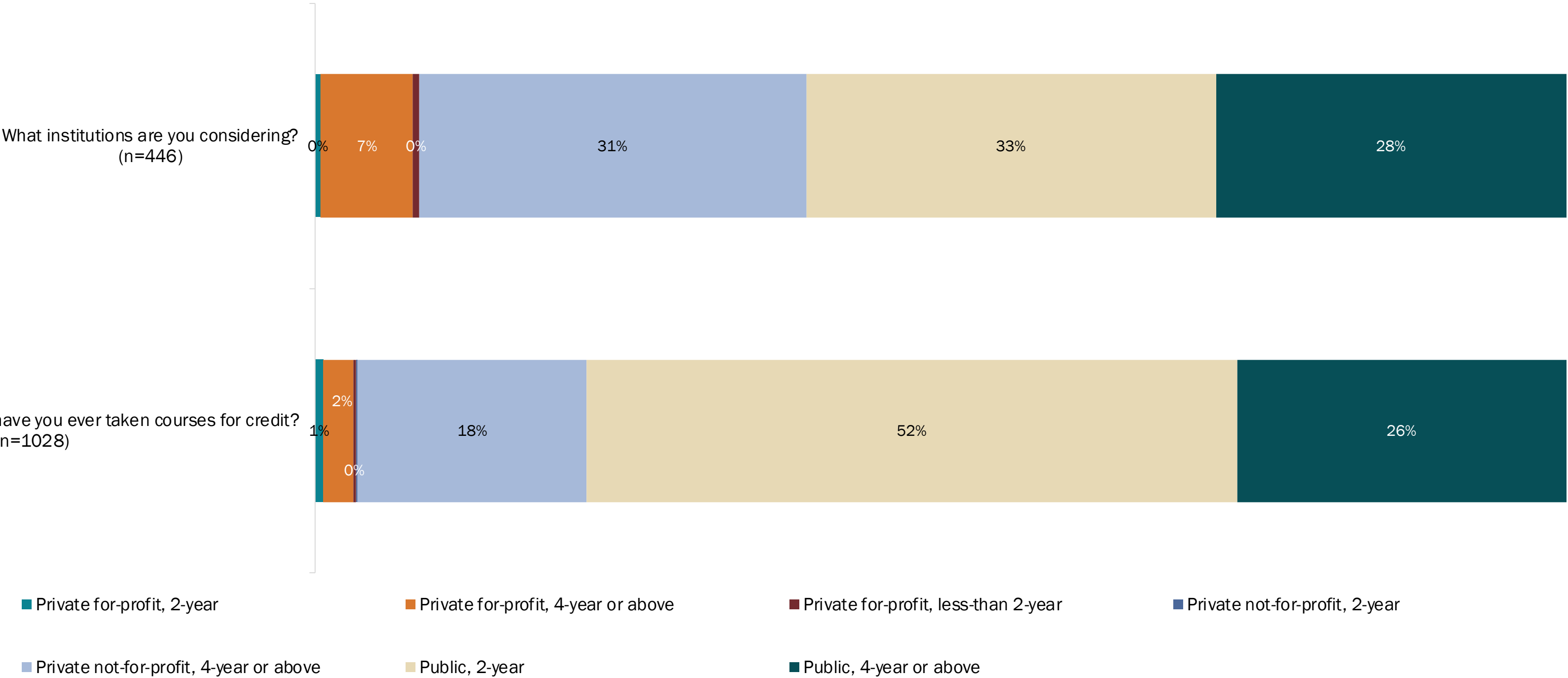


How many prior college or university credits have you earned?



Breakdown of Institution Type

What is the highest level of education you have completed?



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

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

1644
respondents not
interested in
pursuing courses

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%

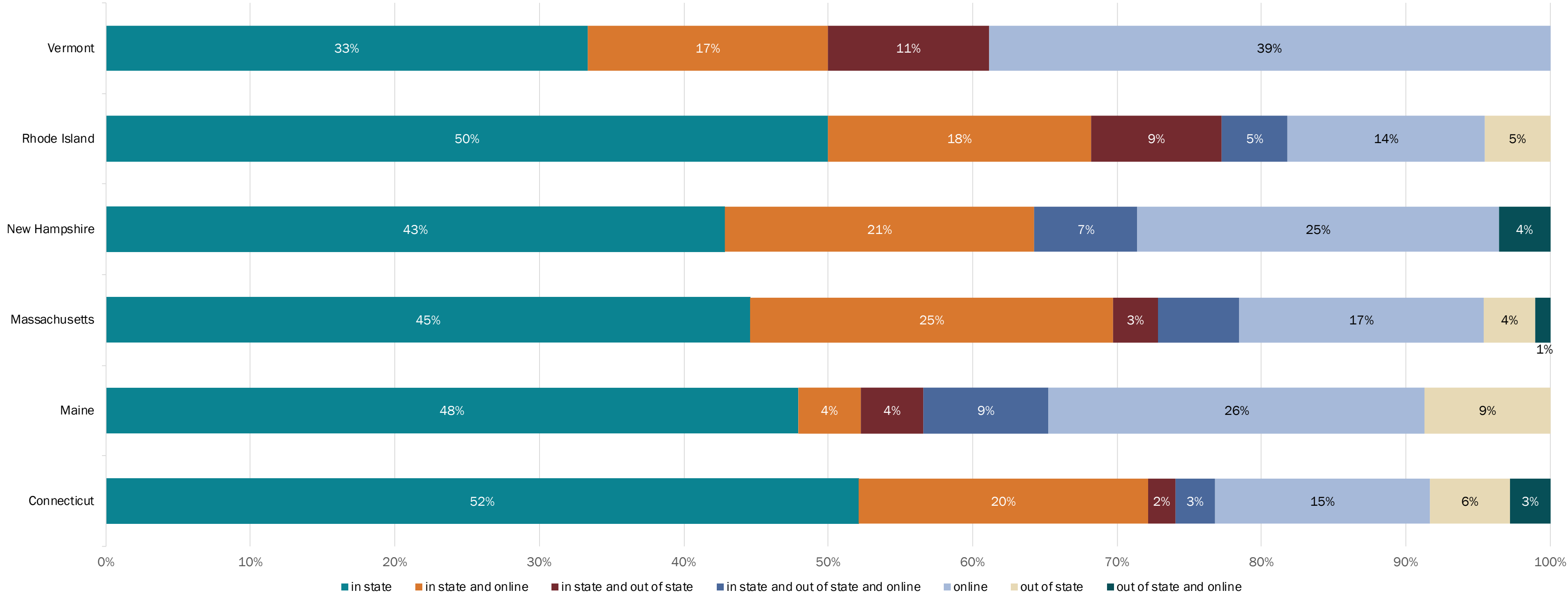
State by State intent to pursue courses in the next 3 years

Connecticut	21.8%
Vermont	21.8%
Massachusetts	20.3%
New Hampshire	15.9%
Maine	13.9%
Rhode Island	9.6%

387 respondents
interested in
pursuing courses

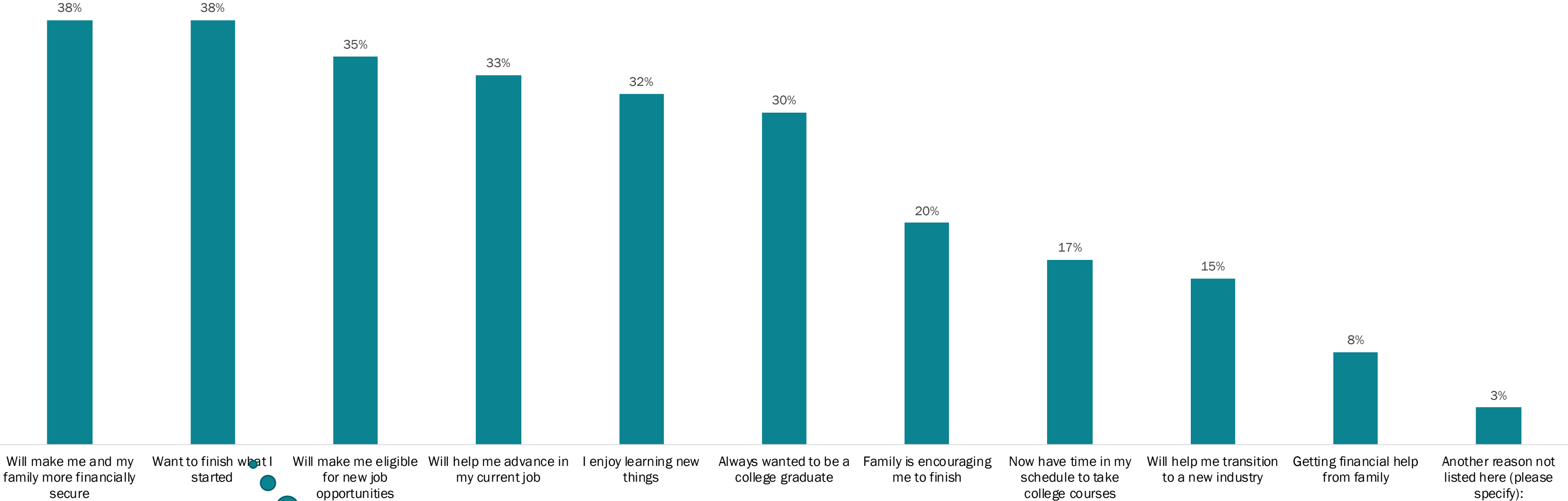
Comparing preferences across states, we see Vermonters with higher propensities for online study. MA, CT, and NH appear intentional about staying within their state.

Which of the following program locations are you considering? You may select all that apply.
Coded as mutually exclusive.



About 1 in 5 respondents stated they intend to start or continue taking courses in the next three years.

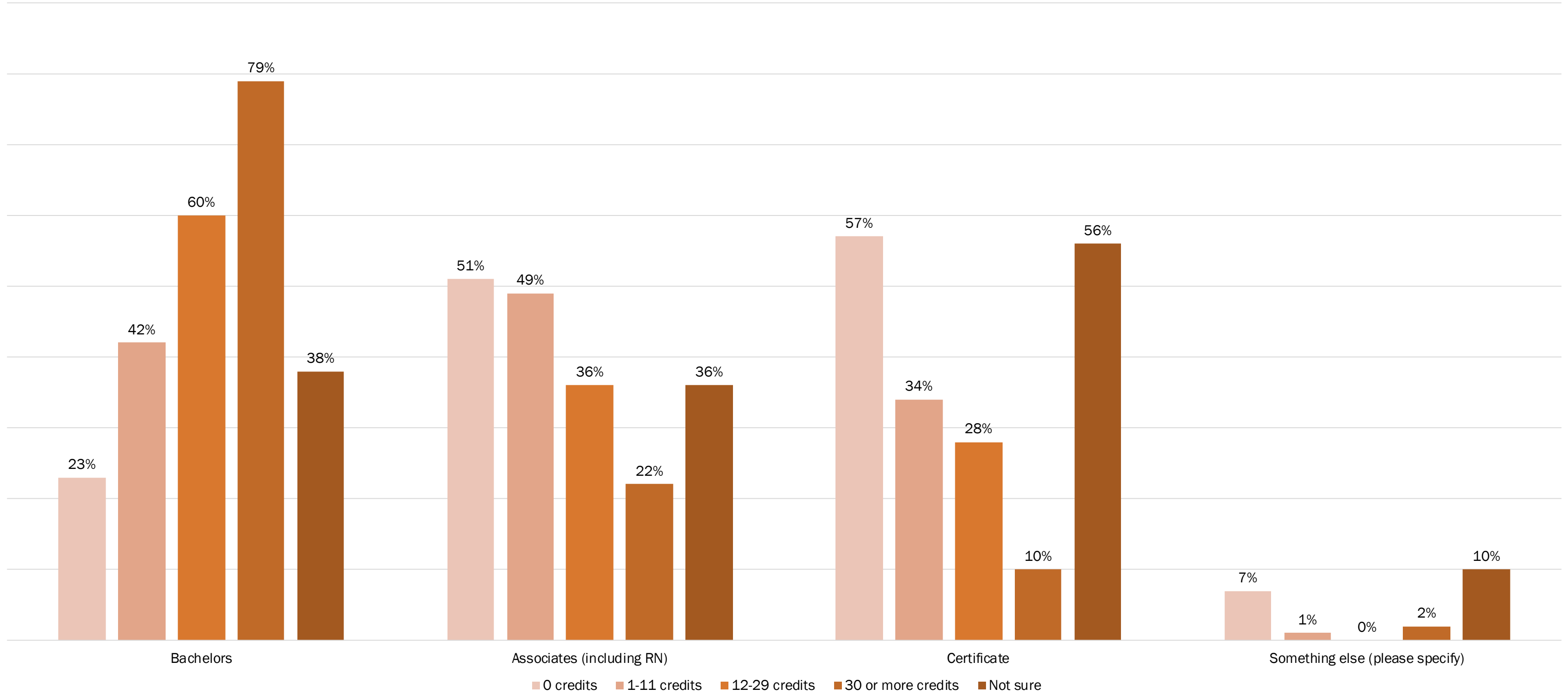
What are the main reasons why you are considering taking college courses in the future?
You may select all that apply



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

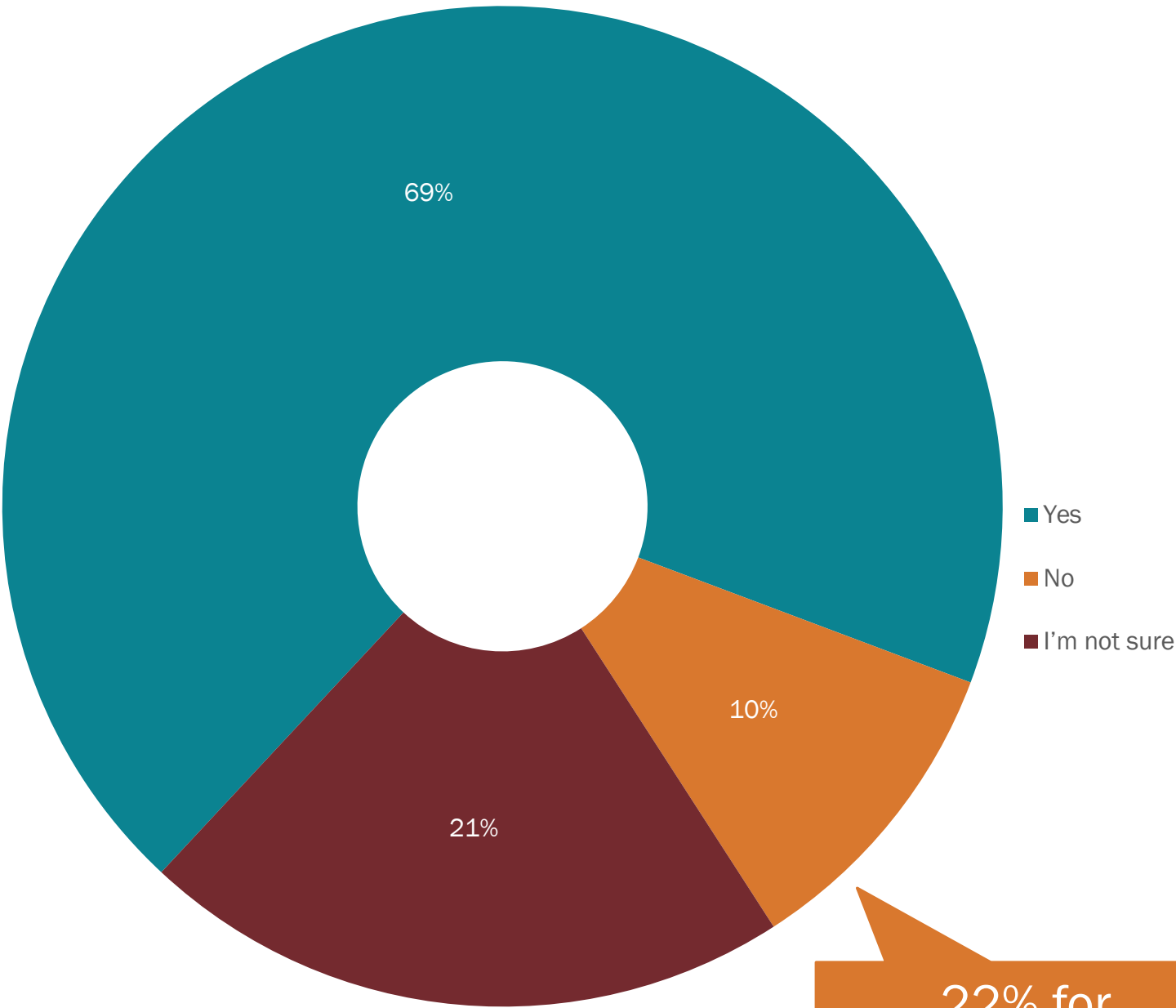
For those with at least 1 semester of full-time study (12-29 credits), the interest in a Bachelor's degree nearly triples compared to those with no prior credits.

Which of the following types of credential programs are you considering pursuing? You may select all that apply.



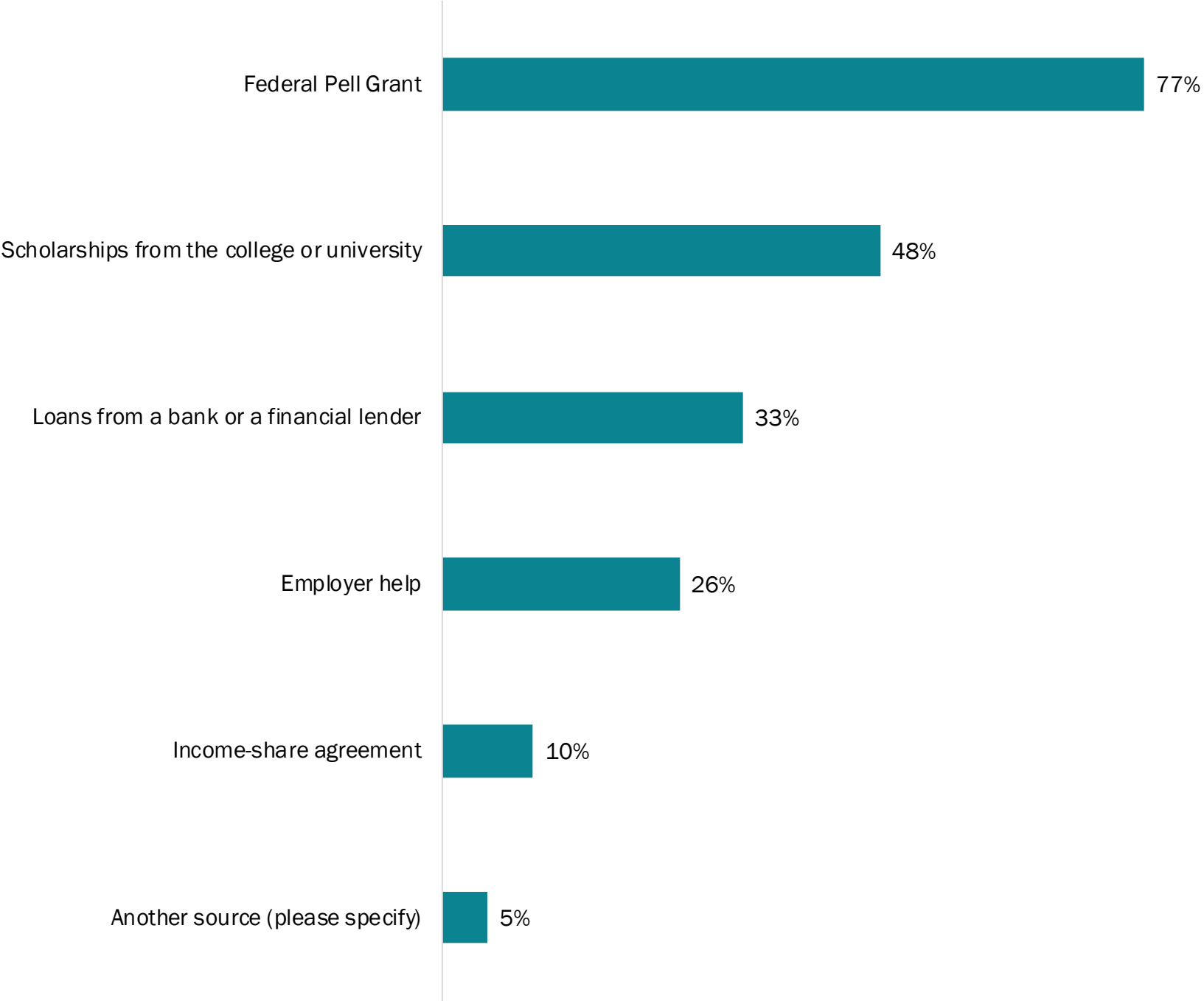
Nearly 70% of those pursuing additional education stated a need for financial assistance, with nearly half of all respondent hoping for university scholarships

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



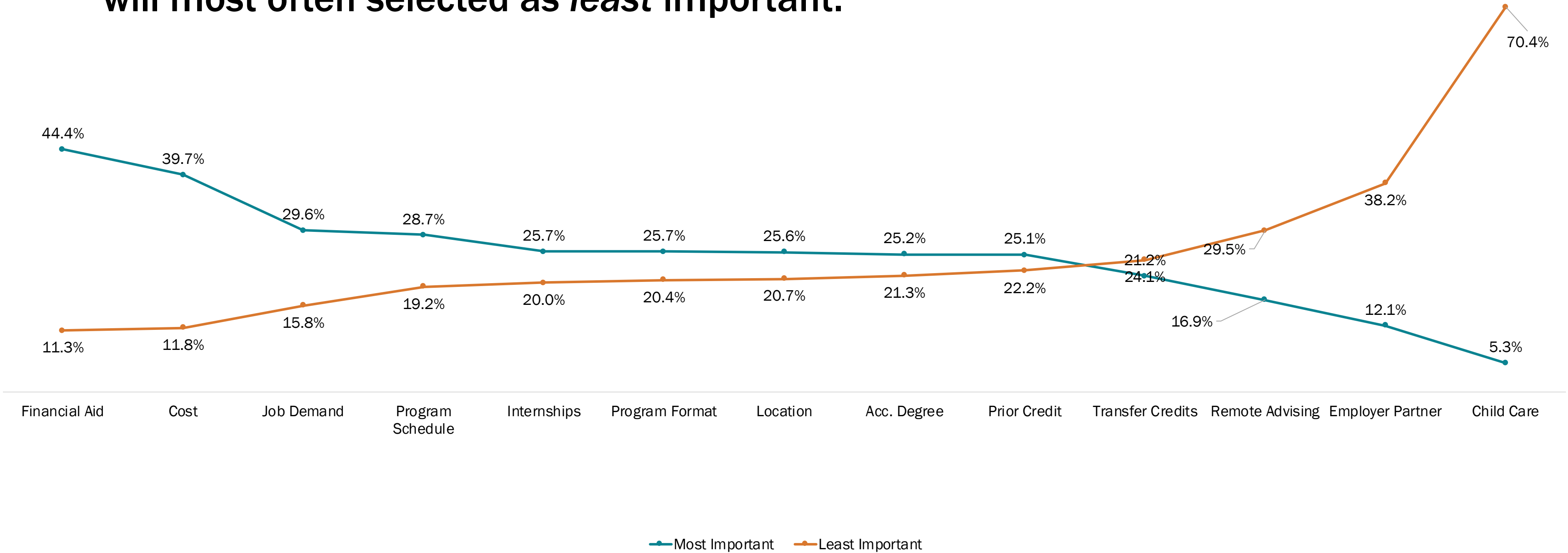
22% for respondents from Maine

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)



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.





Institutional Practices

- 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

STATE	POLICY	ADMINISTRATOR
Connecticut	<u>Title 10a: State Systems of Higher Education</u> Requires institutions proposing to institute prior experiential learning policies to adhere to a set of standards including portfolio development and assessment	Board of Governors
Maine	<u>PLA/Experiential Learning Portfolio</u> Defines PLA and experiential learning assessment for institutions within the University of Maine System. Of note, individual institutional policies may vary.	University of Maine System
Massachusetts	<u>My Experience Counts (interactive website)</u> State administered program that allows users to determine how their academic credit or work/life experience will translate to credit at in-state institutions.	MA Community Colleges
Vermont	<u>Transfer of Credit Policy</u> Allows institutions within the Vermont State Colleges System to award credit for work/life experience through VSC's formal assessment programs	Vermont State Colleges

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.

Best Practices

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.