Credential As You Go
Creating a Formalized Incremental Credentialing System

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Purpose

Develop a nationally recognized, incremental postsecondary credentialing system that expands upon existing certificates and undergraduate and graduate degrees to increase the number of individuals who hold high-quality postsecondary credentials.
Current Higher Education Degree-Tiered System

- Doctorate
- Master's
- Bachelor's
- Associate
- Certificates
Degreed and Non-Degreed in the U.S.

Sources:
1Statistica.com
2National Student Clearing House
3U.S. Census Bureau
• 36 million adults have some college and no degree (National Student Clearing House, 2019).

• Current degree lengths can be unsurmountable for many students – it is too long of a stretch while focused on work, family & community.

• We do not recognize partial degrees – we treat these students as though they have no learning.

• We create barriers for that learning to come back into degree pathways, often not accepting what students already know.

• Lack of completion costs billions of dollars in financial aid, loans, and personal money.
Undocumented Learning

Prevents learners from being recognized – reduces job acquisition and advancement
Greatest impact is on equity groups
Learning recognition is an equity issue –
What knowledge is recognized – who with that knowledge is recognized – from where the source of learning is recognized?

Credentialing is an equity issue –
What knowledge is bundled – who is awarded that bundle – who issues that bundle?

Credential recognition is an equity issue –
Which credentials are recognized and valued - who with those credentials is recognized and valued - from which issuers are credentials recognized and valued?

The knowledge we count and credential defines who is included.

Equity is core

Incremental Credentials can recognize undocumented learning
Learners have their own cycles

Incremental credentialing brings higher education into the lives of the students.
Incremental Credentials: Credential As You Go

• Smaller credentials capture learning as it is acquired
• Stacks, augments, and/or recombines (re-bundles)
• Focused and/or broad
A nationally recognized incremental credentialing system will:

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Address equity differences - close the divide between those who do and do not have recognized, quality post-secondary credentials.</td>
</tr>
<tr>
<td>Provide</td>
<td>Provide credentials that recognize, capture, and bundle learning throughout the span of an individual’s life</td>
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<tr>
<td>Align</td>
<td>Align non-credit, workforce, and credit credentials - increase the number of stackable credentialing types.</td>
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</table>
Incremental credentialing system will...
(cont.)

<table>
<thead>
<tr>
<th>Support and encourage</th>
<th>Support and encourage a variety of pathways to high-quality postsecondary degrees and credentials.</th>
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<tbody>
<tr>
<td>Reduce</td>
<td>Reduce the confusion that has transpired from the vast number of non-credit credentials, micro-credentials and badges, and other pathways that have emerged to solve the lack of an incremental system.</td>
</tr>
<tr>
<td>Reduce</td>
<td>Reduce the negative stigma to individuals and barriers to a living wage resulting from the lack of a credential, while meeting national industry gaps in employment.</td>
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Grant Activities
Phase One

One Year Grant
Research so far...

- Looked at 41 States and Territories (more to complete)
- Gathered 87 projects – still gathering more and examining these
- Gathering articles and resources
## Emerging Themes

<table>
<thead>
<tr>
<th>Issues</th>
<th>Barriers</th>
<th>Change Points</th>
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</thead>
</table>
| Equity                  | • Lack of recognizing different types of knowledge & experiences, ways of knowing, and sources  
                           • Lack of cost solutions  
                           • Lack of access       | • Recognize, validate, and credential all learning  
                           • Connect & integrate learning at competency levels |
## Emerging Themes (cont.)

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<th>Change Points</th>
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<tr>
<td>Academic Trust</td>
<td>• Won’t accept learning verified externally to dept/institution</td>
<td>• Build co-developed curriculum and assessments</td>
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<tr>
<td></td>
<td>• Unable to identify learning at competency levels</td>
<td>• Integrate learning across curriculum, institutions, &amp; work</td>
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<tr>
<td>Assessment Strategies</td>
<td>• Not competency-based</td>
<td>• Provide competency-based assessments that focus on learning integration</td>
</tr>
<tr>
<td></td>
<td>• Fail to capture development of learning</td>
<td>• Co-design assessments across curriculum, institutions, &amp; work</td>
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<td></td>
<td>• Not inclusive of different types of knowledge &amp; ways of knowing</td>
<td>• Assess for transfer</td>
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<td></td>
<td>• Often lack assessment of deep learning or transfer of knowledge</td>
<td>• Provide incremental assessments that credential at different levels</td>
</tr>
<tr>
<td>Cost</td>
<td>• HE model built on knowledge delivery &amp; bricks &amp; mortar</td>
<td>• Develop lower cost educational models</td>
</tr>
<tr>
<td></td>
<td>• Costs pushed to learners</td>
<td>• Provide ways to recognize and credential all learning</td>
</tr>
<tr>
<td>Policies</td>
<td>• Built on traditional models of HE</td>
<td>• Develop policies that support learning recognition, incremental credentials, and transferability</td>
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<tr>
<td></td>
<td>• Designed to limit opportunities</td>
<td></td>
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<td></td>
<td>• Creates barriers to return</td>
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Credential As You Go

Personal Study & Experiences
Community Work
Workplace Learning
Military Learning
Formal Education

Competency Identification and Verification

Learner Competency Attributes

Linking, modularization, unbundling, re-bundling

Credential Competency Attributes

Additional Learning as Needed

Stack and recombine verified competencies to form credentials to meet demand
CAYG by Stakeholders

State & Federal
Accreditation/Licensing Boards
Institutions/Industries
Instructors/Trainers
Learners

Learning & Competencies
Process
Value
Impact
Incremental Credentials
### Final Report & Recommendations

<table>
<thead>
<tr>
<th>Research</th>
<th>Pilot</th>
<th>Engage</th>
<th>Expertise</th>
<th>Awareness</th>
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<tbody>
<tr>
<td>Incremental Credentialing – practices and related activities</td>
<td>Pilot transferable incremental credentialing pathways with two community colleges and a comprehensive college (SUNY)</td>
<td>Engage a dialogue with SUNY, CUNY and NYSED to examine opportunities for and barriers to an incremental credentialing system</td>
<td>Seek expertise from advisory board (national leaders) to continue the conversation and provide feedback</td>
<td>Provide 2 webinars to raise awareness of the findings and concepts</td>
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Thank You!!

Questions??
Comments !!
Input ...

Contact:
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