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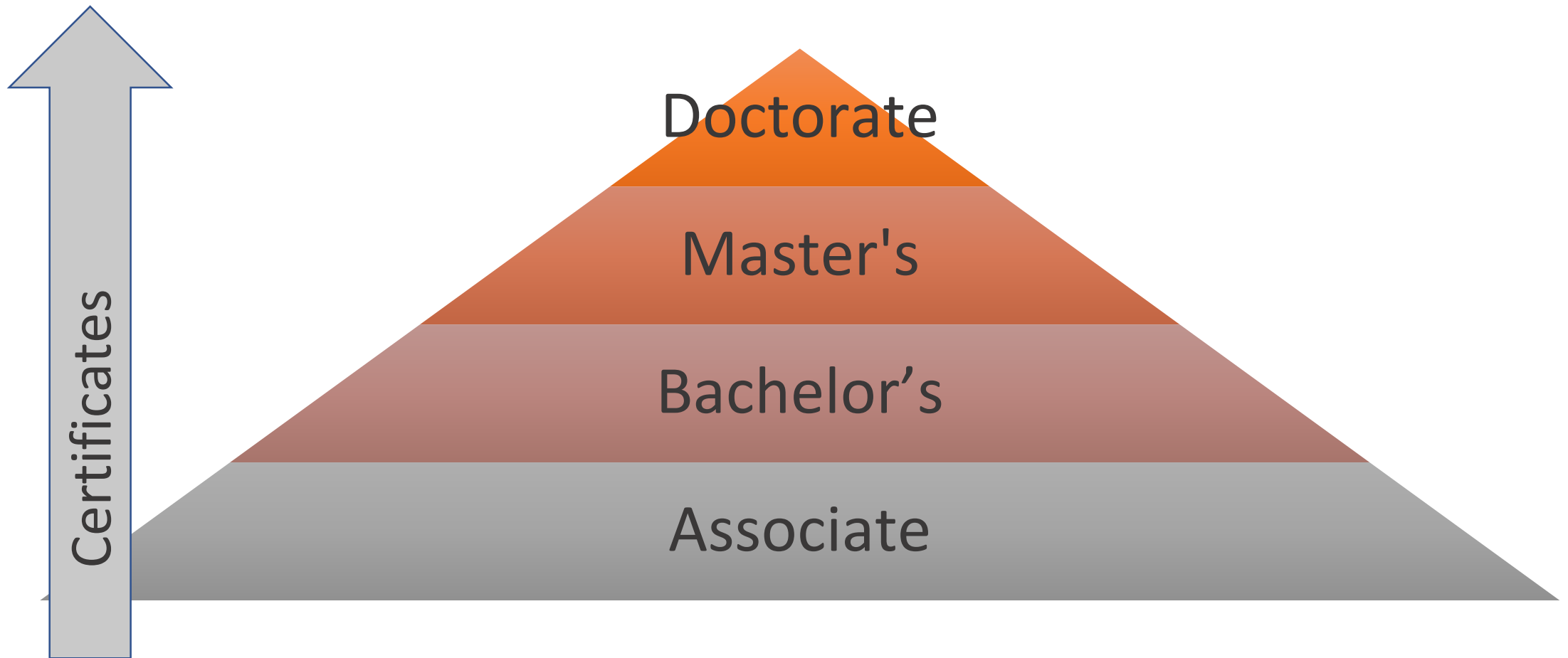
Credential As You Go

Creating a Formalized Incremental Credentialing System

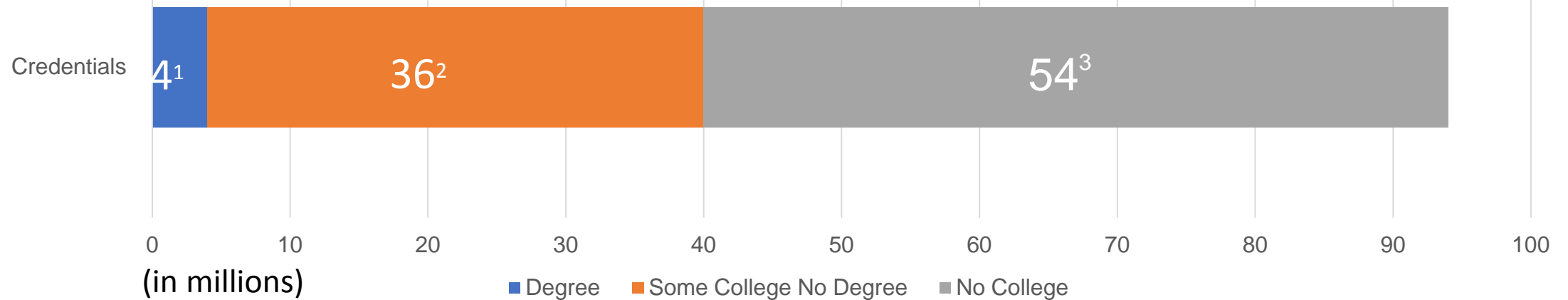
Purpose

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



Degreed and Non-Degreed in the U.S.



Sources:

¹Statistica.com

²National Student Clearing House

³U.S. Census Bureau

Issues

- 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

The knowledge we count and credential defines who is included.

Equity is core

Incremental Credentials
can recognize undocumented learning

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 –

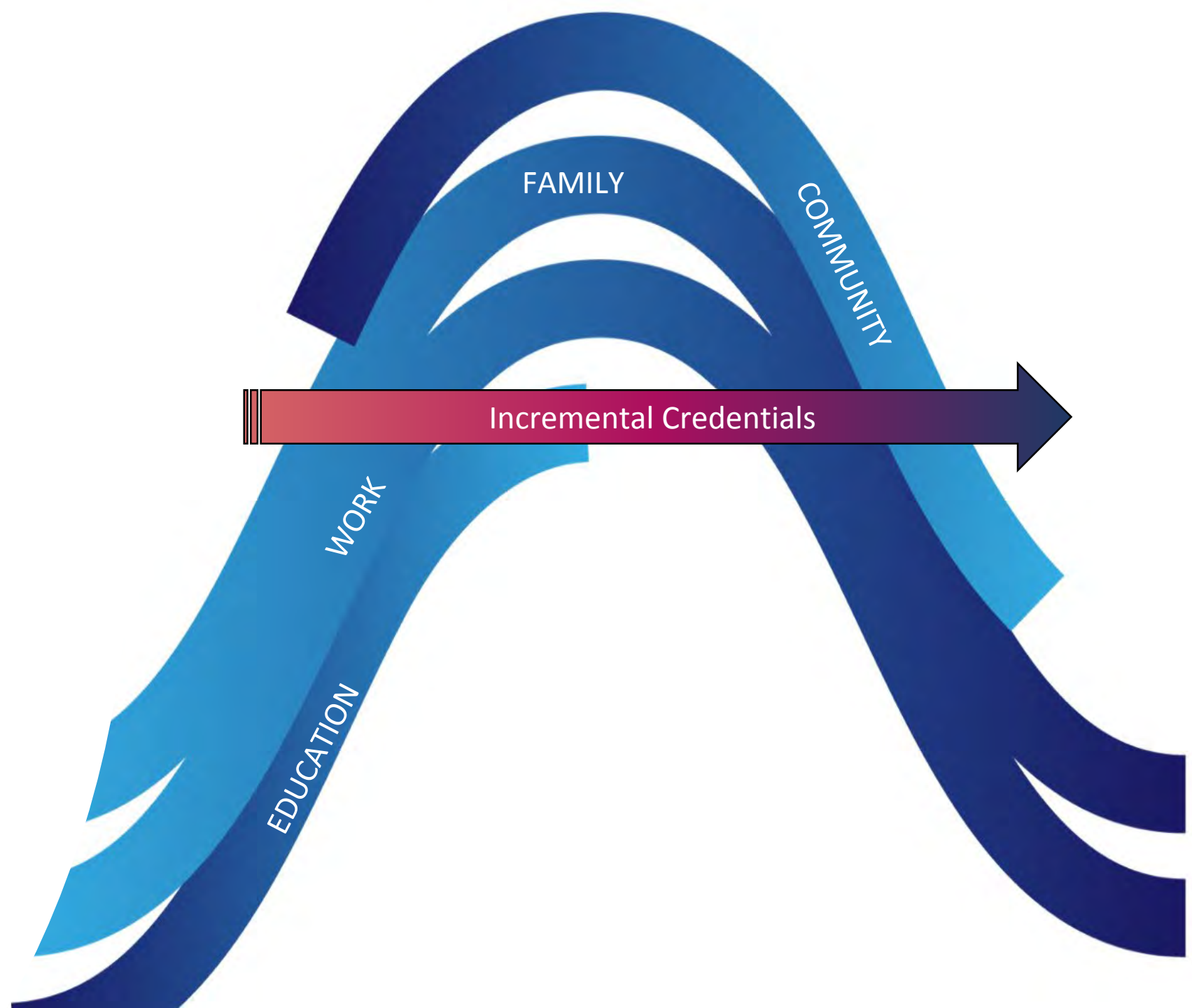
What knowledge is bundled – who is awarded that bundle – who issues that bundle?

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 ?

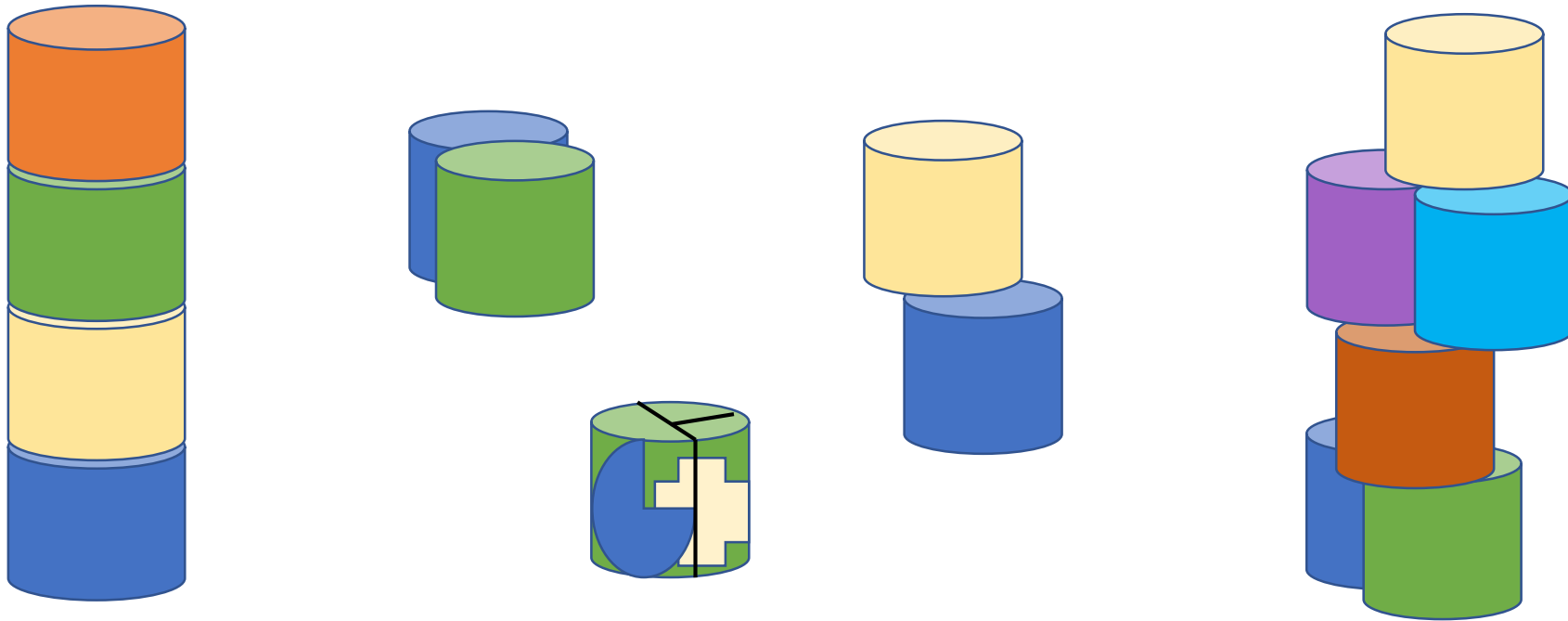
Learners have their own cycles

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:

Address	Address equity differences - close the divide between those who do and do not have recognized, quality post-secondary credentials.
Provide	Provide credentials that recognize, capture, and bundle learning throughout the span of an individual's life
Align	Align non-credit, workforce, and credit credentials - increase the number of stackable credentialing types.

Incremental credentialing system will... (cont.)

Support and encourage	Support and encourage a variety of pathways to high-quality postsecondary degrees and credentials.
Reduce	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.
Reduce	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.

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



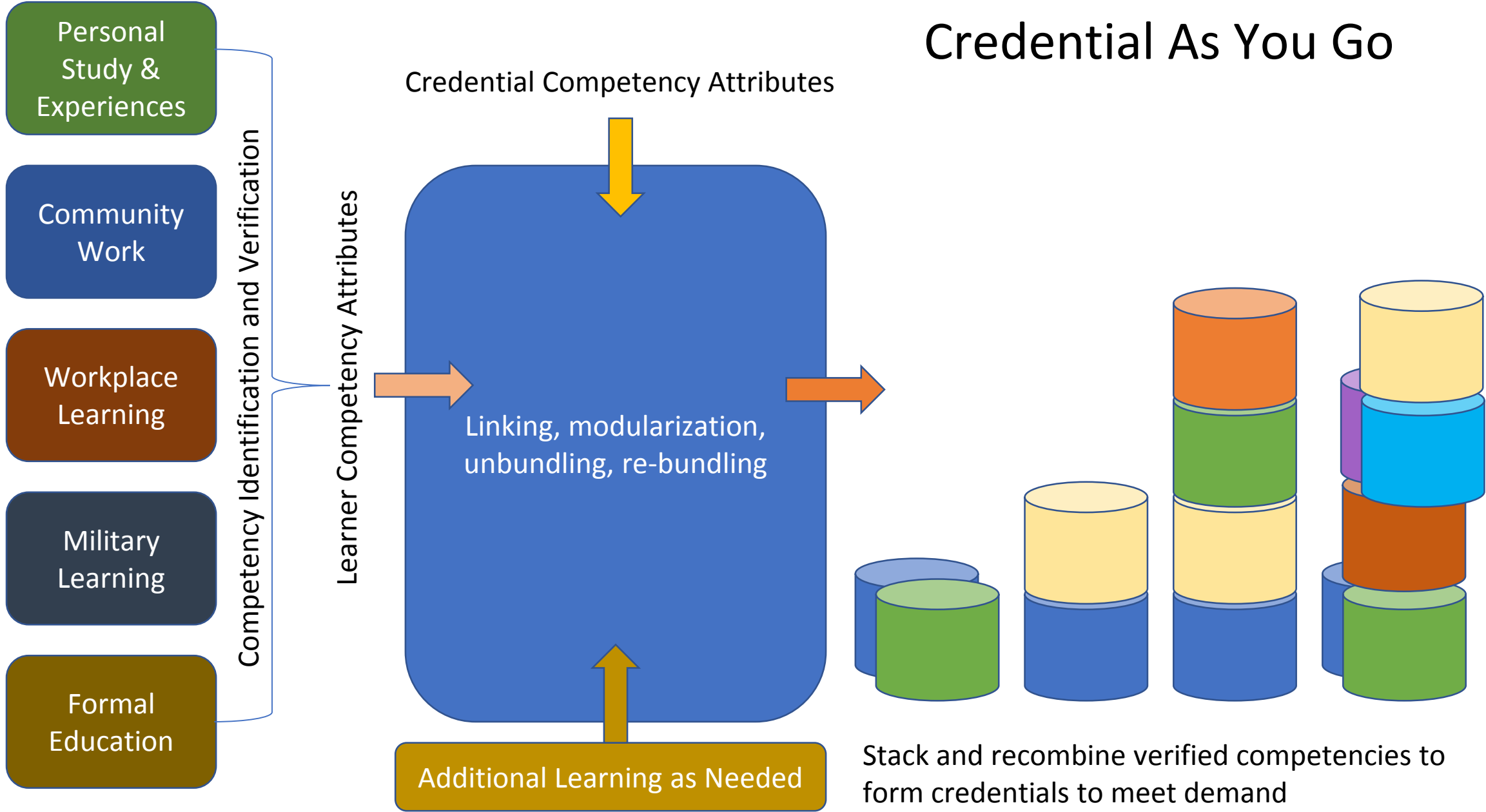
Emerging Themes

Issues	Barriers	Change Points
Equity	<ul style="list-style-type: none"> • Lack of recognizing different types of knowledge & experiences, ways of knowing, and sources • Lack of cost solutions • Lack of access 	<ul style="list-style-type: none"> • Recognize, validate, and credential all learning • Connect & integrate learning at competency levels
Access	<ul style="list-style-type: none"> • Access criteria exclude groups of learners 	<ul style="list-style-type: none"> • Increase the number of and types of incremental pathways
Persistence & Completion	<ul style="list-style-type: none"> • Do not formally capture learning until it is sealed into a credential 	<ul style="list-style-type: none"> • Provide incremental credentialing • Improve transferability
Workforce Preparation	<ul style="list-style-type: none"> • Lack of connections between workforce & education • Formal education not taught to transfer 	<ul style="list-style-type: none"> • Greater integration of workplace and HE competencies • Provide ways for learning in one environment to count for other environments
Transparency	<ul style="list-style-type: none"> • Have not identified learning expectations at a competency level uniformly • Transcripts & credentials do not provide competencies or transparencies of learning 	<ul style="list-style-type: none"> • Clear messaging about what a learning knows and can do at competency levels • Greater connection across learning sources and competencies • Provide more information about the learning assessed within credentials

Emerging Themes (cont.)

Issues	Barriers	Change Points
Academic Trust	<ul style="list-style-type: none"> • Won't accept learning verified externally to dept/institution • Unable to identify learning at competency levels 	<ul style="list-style-type: none"> • Build co-developed curriculum and assessments • Integrate learning across curriculum, institutions, & work
Assessment Strategies	<ul style="list-style-type: none"> • Not competency-based • Fail to capture development of learning • Not inclusive of different types of knowledge & ways of knowing • Often lack assessment of deep learning or transfer of knowledge 	<ul style="list-style-type: none"> • Provide competency-based assessments that focus on learning integration • Co-design assessments across curriculum, institutions, & work • Assess for transfer • Provide incremental assessments that credential at different levels
Cost	<ul style="list-style-type: none"> • HE model built on knowledge delivery & bricks & mortar • Costs pushed to learners 	<ul style="list-style-type: none"> • Develop lower cost educational models • Provide ways to recognize and credential all learning
Policies	<ul style="list-style-type: none"> • Built on traditional models of HE • Designed to limit opportunities • Creates barriers to return 	<ul style="list-style-type: none"> • Develop policies that support learning recognition, incremental credentials, and transferability

Credential As You Go



CAYG by Stakeholders

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

Learning &
Competencies

Process

Value

Impact

Incremental
Credentials

Final Report & Recommendations

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



Thank You!!

Questions??

Comments !!

Input ...

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