

# Incremental Credentialing

## IMS Comprehensive Learning Record Roundtable

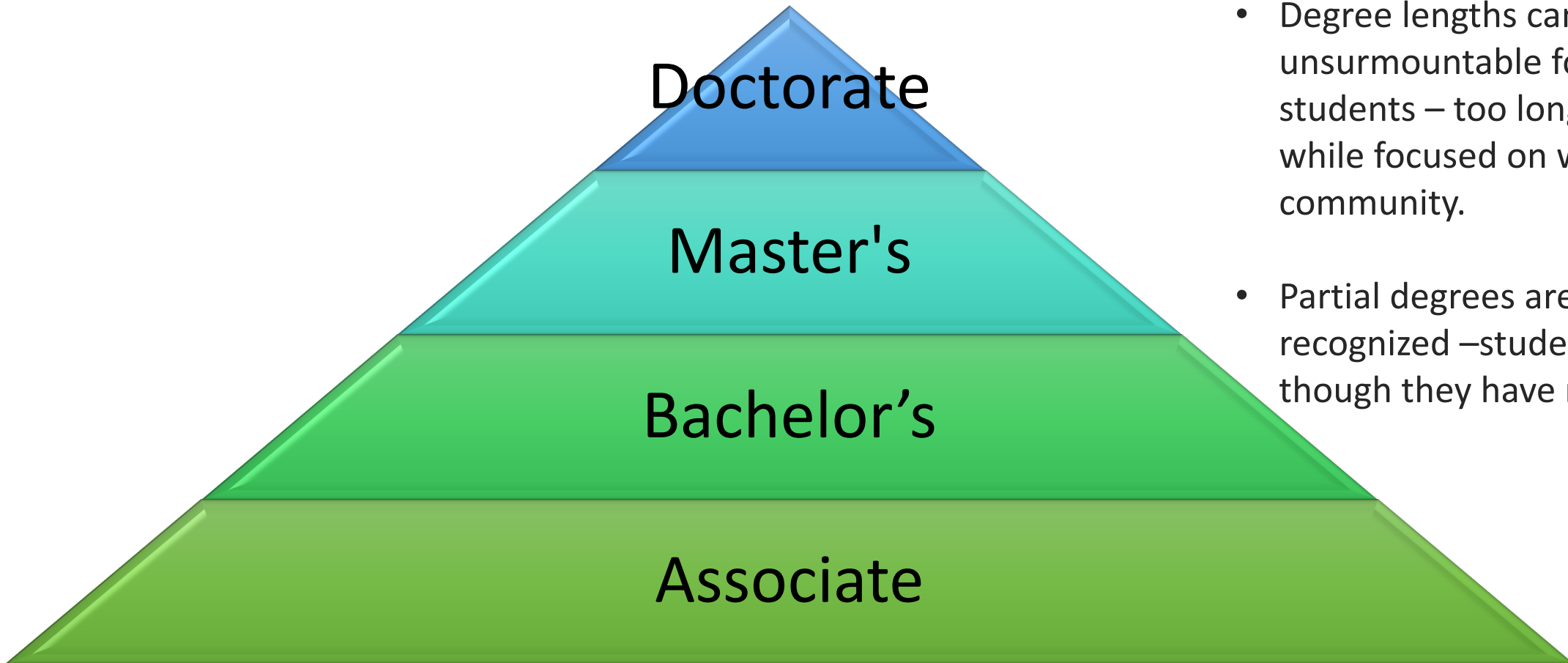
Dr. Nan Travers, Center for Leadership in Credentialing Learning, SUNY Empire State College

Dr. Gianina Baker, National Institute for Learning Outcomes Assessment, University of Illinois

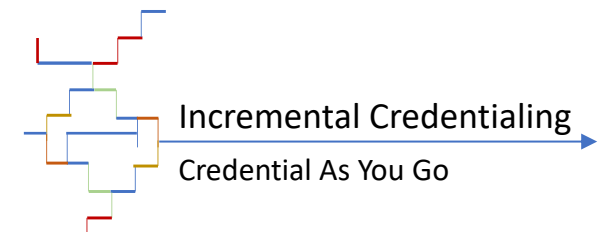
Dr. Holly Zanville, Program On Skills, Credentials & Workforce Policy, George Washington  
Institute of Public Policy

Larry Good, Corporation for a Skilled Workforce

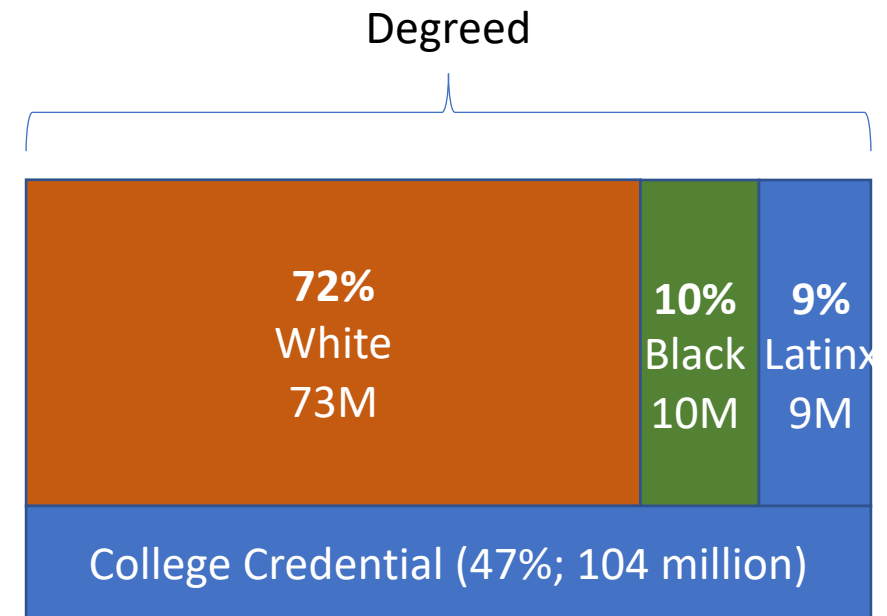
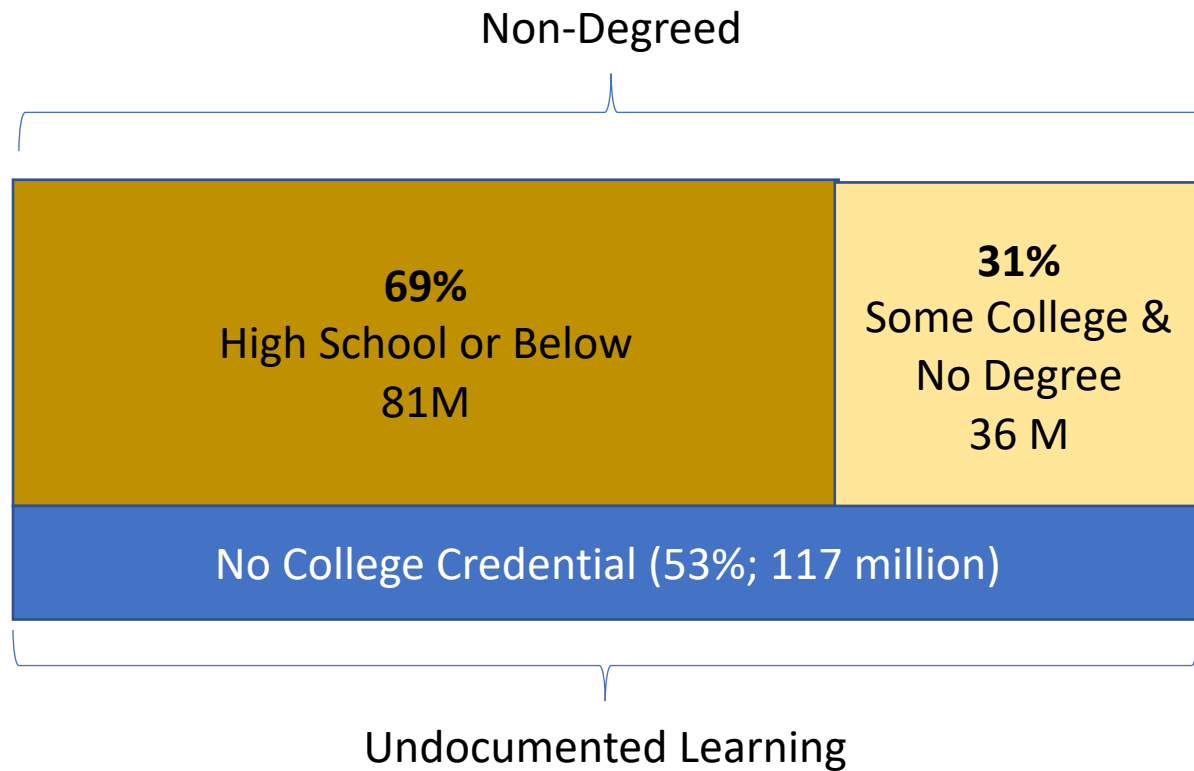
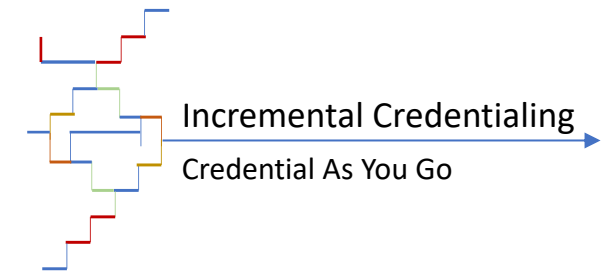
# Credentialing is in Crisis: Four-Tiered Degree System



- Degree lengths can be unsurmountable for many students – too long of a stretch while focused on work, family & community.
- Partial degrees are not recognized –students treated as though they have no learning.

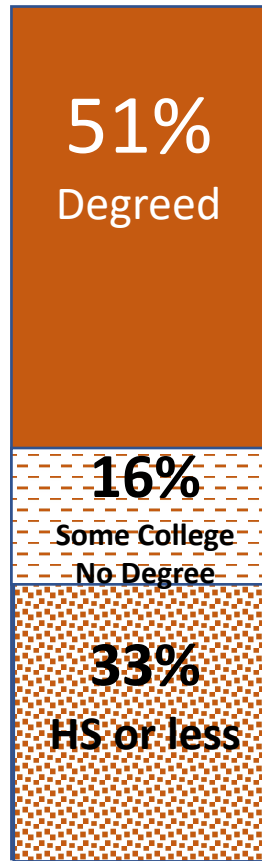
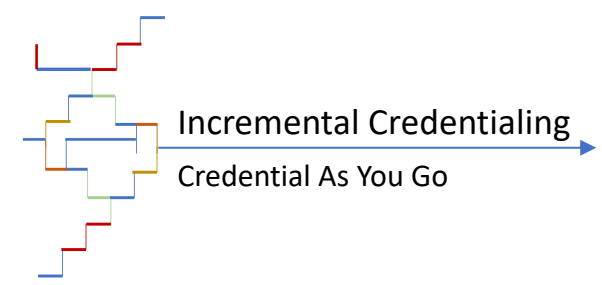


# Credentialing is an Equity Issue

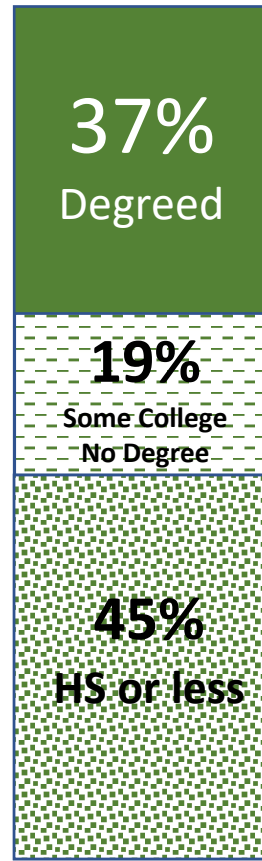


Across the total U.S. population, this represents 33% White, 5% Black, & 4% Latinx.

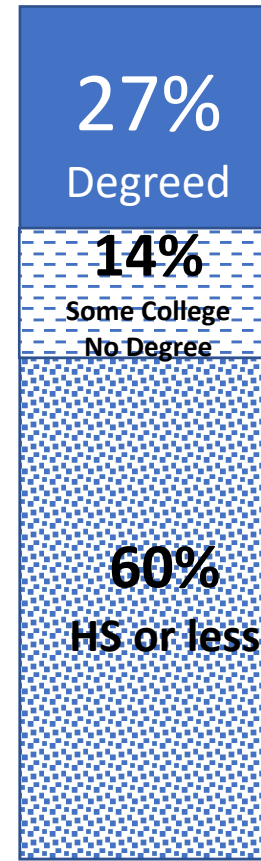
# Within Group Comparisons: Degreed & Non-Degreed



White Adults  
143M



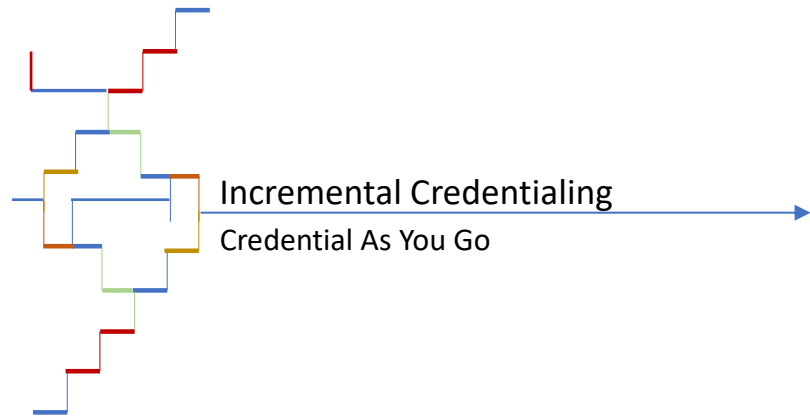
Black Adults  
27M



Latinx Adults  
35M



Undocumented Learning



# Credential As You Go

- Landscape analysis across 41 states (87 projects at state and system levels) – incremental credentialing and related projects
- Pilots with two community colleges and one comprehensive 4-year institution
- Looked at patterns of how incremental credentials were being developed and implemented.

