IMS GLOBAL
Learning Consortium
Better Learning From Better Learning Technology ®

Digital Credentials: A Key Tool for Community College Success

A Collaboration between the League for Innovation and IMS Global Learning Consortium

![IMS GLOBAL Learning Consortium — Better Learning From Better Learning Technology ®]

Speakers

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The State University of New York (SUNY)

SUNY is the largest comprehensive system of public higher education in the U.S.

- 64 campuses under one Board of Trustees

- Community colleges, technology colleges, comprehensive colleges, specialized doctoral, R1 research universities

- 415,000 students (fall 2019)

- 1.4 million students (2017-18)

- ~ 7,000 degree & certificate programs

- $1.7M research portfolio

- 3 million alumni
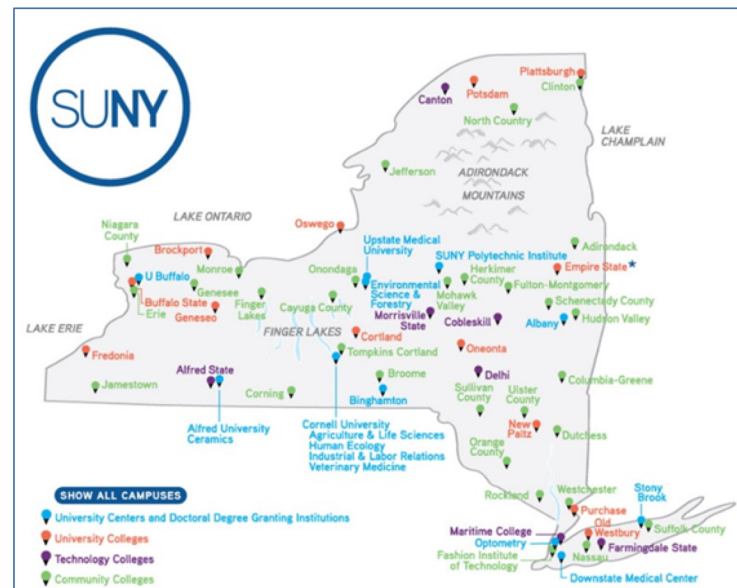
What are Micro-Credentials?

- *Credentials* that are generally smaller than a minor, certificate, or degree

- Awarded to recognize that specific skills and competencies have been mastered

- Often comprised of courses from registered degree programs or non-credit programs

- Can be online, in the classroom or both

- Often represented by a Digital Badge (IMS Global Open Badge Standard)

- Examples:

    - Three or four for-credit courses;

    - Two for-credit courses plus an applied learning experience;

    - A full degree program broken into 4-5 micro-credentials;

    - Several non-credit courses or a non-credit program or boot camp (*that have been evaluated for academic credit)

Why Micro-Credentials?

A Multi-Faceted Tool With So Many Different Uses

Motivate Existing Students

Upskill Incumbent Workers

Add Complementary Skill Sets

SUNY Micro-Credentials

Ongoing Professional Development

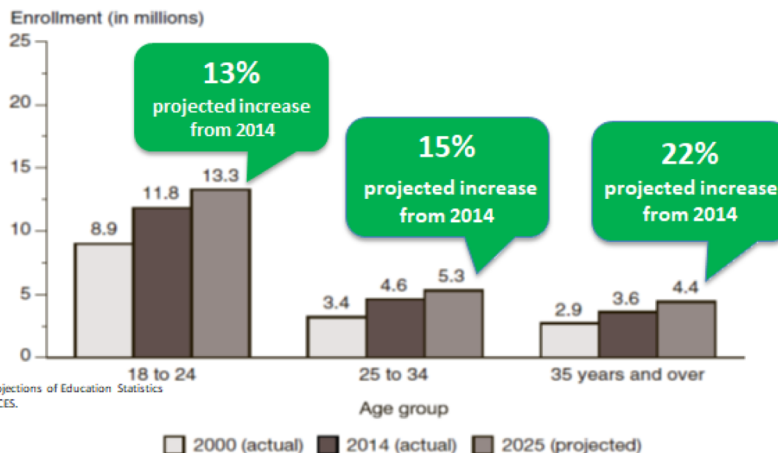A New Access Point to or Back to Higher Education

Re-Training

Address Emerging Employer Needs

Why Micro-Credentials?

A Changing Student Population

Figure 17. Actual and projected numbers for total enrollment in all degree-granting postsecondary institutions, by age group: Fall 2000, fall 2014, and fall 2025

Enrollment (in millions)

13% projected increase from 2014

15% projected increase from 2014

22% projected increase from 2014

18 to 24: 8.9, 11.8, 13.3
25 to 34: 3.4, 4.6, 5.3
35 years and over: 2.9, 3.6, 4.4

Source: Projections of Education Statistics to 2025, NCES.

Age group

☐ 2000 (actual) ■ 2014 (actual) ☐ 2025 (projected)

The Demand for Life-Long Learning

"The concept of a 'career' is being shaken to its core, driving companies toward 'always-on' learning experiences that allow employees to build skills quickly, easily, and on their own terms."

Source: Rewriting the Rules for the Digital Age, 2017 Deloitte Global Human Capital Trends

Closing the Skills Gap

"60% of executives and hiring managers think most college grads ready for entry-level positions; only 33% of execs and 25% of hiring managers feel grads have the skills or knowledge to advance."
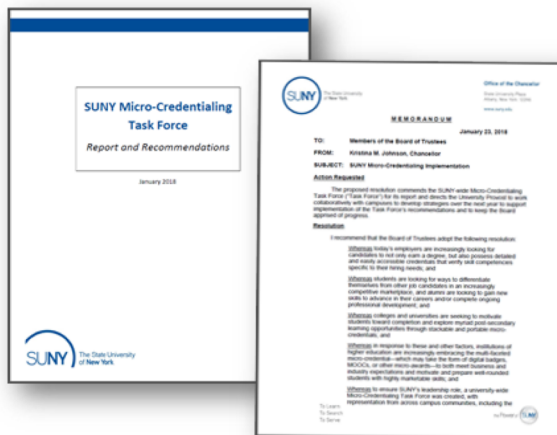
Source: AACU/ Newman's Own Foundation, May 2018

New Yorkers Need Credentials

"Nearly 6 million New Yorkers age 25 and over have their high school diploma (or equivalency) and have not earned a college degree." Source: U.S. Census Bureau

SUNY Micro-Credential Policy

✓ **Adopted by the SUNY Trustees Jan. 2018**

✓ **Endorsed the Work of a U-Wide Task Force**

✓ **Applies to All SUNY Campuses**

www.suny.edu/microcredentials

SUNY Policy Framework

Key Components of Policy Framework

1. SUNY-Specific Definition & Taxonomy
2. Guiding Principles for Micro-Credential Development
3. Allows for Multiple Micro-Credential Types
4. Process for Local Approval via Faculty Governance
5. Collaborative Development
6. Transparency & Effective Communication

1. SUNY-Specific Definition

SUNY Micro-credentials:

1	**Verify Specific Skills & Competencies Earned** *(learning outcomes, assessments, examples of student work)*
2	**Are Endorsed by the Issuing Campus** *(dept., provost, president sign-off)*
3	**Have Been Developed through Establish Faculty Governance Processes**
4	**Are Meaningful and High Quality** *(strategic, portable & stackable, IMS Global Open Badge Standard and meta-data matters)*

2. Guiding Principles for SUNY Micro-Credential Development

- ✓ Academic Quality is Paramount
- ✓ Faculty Governance Participation Required
- ✓ Consistent with Campus Mission
- ✓ Informed by Market Data
- ✓ Aligned with Field/Industry Standards
- ✓ Flexible and Innovative
- ✓ Maximize Partnerships
- ✓ Portable and Stackable

A sampling of SUNY Community College micro-credentials
see: www.suny.edu/microcredentials for the full list!

Micro-Credential	Description	Campus
UAS (Drone) Programming	One of five NSF-funded micro-credentials centered on drone use across industries; pathway to an associate degree in Remotely Piloted Aircraft Systems	Mohawk Valley CC
Kitchen Competencies	One of a series developed for local employers requiring highly trained kitchen, cafeteria and kiosk workers; pathway to to an associate degree in Culinary Arts	Mohawk Valley CC
Small Business Management	Provides students with the skills needed to create, launch, and manage a small business or to work within an entrepreneurial venture with an emphasis on the foundations of business, small business management principles and marketing; pathway to an associate degree in Business Admin or Business Management	Dutchess CC
Direct Support	Developed with a local service provider, focuses on the skills needed for direct care of individuals with disabilities; pathway to an associate degree in Human Services	Tomkins Cortland Community College

- SUNY Ulster & microcredentials
- SUNY System framework
- Process & presentation to Senate
- Business Department microcredentials -- credit side
- Advanced Manufacturing -- non-credit side
- Opportunities, challenges & next steps

Washington State Board for Community & Technical Colleges

- SBCTC advocates, coordinates and directs Washington state's system of 34 public CTCs

- 363,000 students [170,000 FTE] in CTE, Basic Ed, Adult Ed, certificates, AA degrees and AA transfer degrees

- Ed Division: Workforce, EdTech, Basic and Adult Ed, Student Success, Research

WA CTC Locations

What is a Digital Badge?

- Digital representation of a skill, learning achievement, experience and involvement in formal or informal learning.

- Badges provide concrete evidence and proof of skills and achievements.

- They create a more complete representation of an individual's learning and experience.

What is an OPEN Digital Badge?

- It is an agreed upon, public technical specification about what information is in a badge and how that information should be referenced.

- Any badge that conforms to the Open specification can be shared with any software that handles Open badges.

- Open Badge earners can take their badges anywhere, they are not confined to the system that created the badge.

Badges as Micro-Credentials

- Badges can represent any accomplishment at any grain size, but typically document more discrete achievements

- Badges are contrasted with grades, increasingly considered relatively meaningless, grades signal nothing of the content of the learning.

- Badges are "talkative credentials" (Rughinis, 2013), representing all information to make sense them.

Badges for Professional Development

- Professional development participation largely hidden, badges are a way to make what was previously invisible VISIBLE and valued

- Badges allow recognition for learning both inside and outside official channels (increasing opportunities for outsiders)

- A way to track and highlight professional engagement, for learners and those charged with ensuring proficiency.

Faculty Professional Development

Adjuncts should be allowed to get the same certifications that you would offer to full-time instructors... to count the completion of some kind of "How to teach online" certification from another school, with the addition… your own policies and LMS use.

For adjuncts… it is very hard to keep up with taking "How to teach online" courses at every school.

Maria H. Andersen, post to WCET listserv Feb. 13, 2020

SBCTC Badges to Date

- Licensed Badgr Pro for all 34 of our CTCs

- Nearly 2000 badges earned since July of 2019

- Badges can be earned in three areas:

    – Document Accessibility (including HTML)

    – Open Educational Resource licenses, creation and use

    – Online course design and technology in Canvas

Example Badges

Description

This badge is awarded to participants who have successfully completed the micro-course Understanding Accessibility. This micro-course is a prerequisite for the Accessibility Skills modules. This micro-course addresses: the difference between access and accommodation, disabilities and barriers, an introduction to assistive technology, and a brief discussion of the laws and policies in WA State that address accessibility in higher ed. The micro-course takes approximately 3 hours to complete.

Criteria

To earn the badge the participant needs to receive an 80% or higher on a quiz that covers the core concepts.

The quiz requires participants to demonstrate the following:

- Differentiate between examples of access from accommodations.
- Identify common types of assistive technology.
- Identify common technology barriers for people with disabilities.
- Differentiate laws and policies around accessibility in higher ed and accessible technology.

Description

This badge is awarded to participants who have successfully completed the micro-course Accessible Word 1.

This course addresses accessibility tools in Microsoft Word, determining what level of accessibility is in a Word document (using the automated checker and manual checks), using the tools to create an accessible document or remediate an inaccessible document.

As a beginner-level course, the following topics are addressed: headings, alt text, formatting (lists, paragraph spacing, columns), and tables.

The micro-course takes approximately 3 hours to complete.

Criteria

Successful completion of this micro-course requires earning 80% or higher on a quiz that covers the core concepts. The quiz requires participants to demonstrate the following:

- Identify the appropriate use and application of headings.
- Determine if alt text is included for an image and if it is appropriate.
- Evaluate the accessibility of formatted text by using the list, columns, and paragraph spacing tools available in MS Word.
- Determine if a table is used appropriately.
- Use the Microsoft Accessibility Checker and manual checks to identify accessibility errors in a document.

Pathway
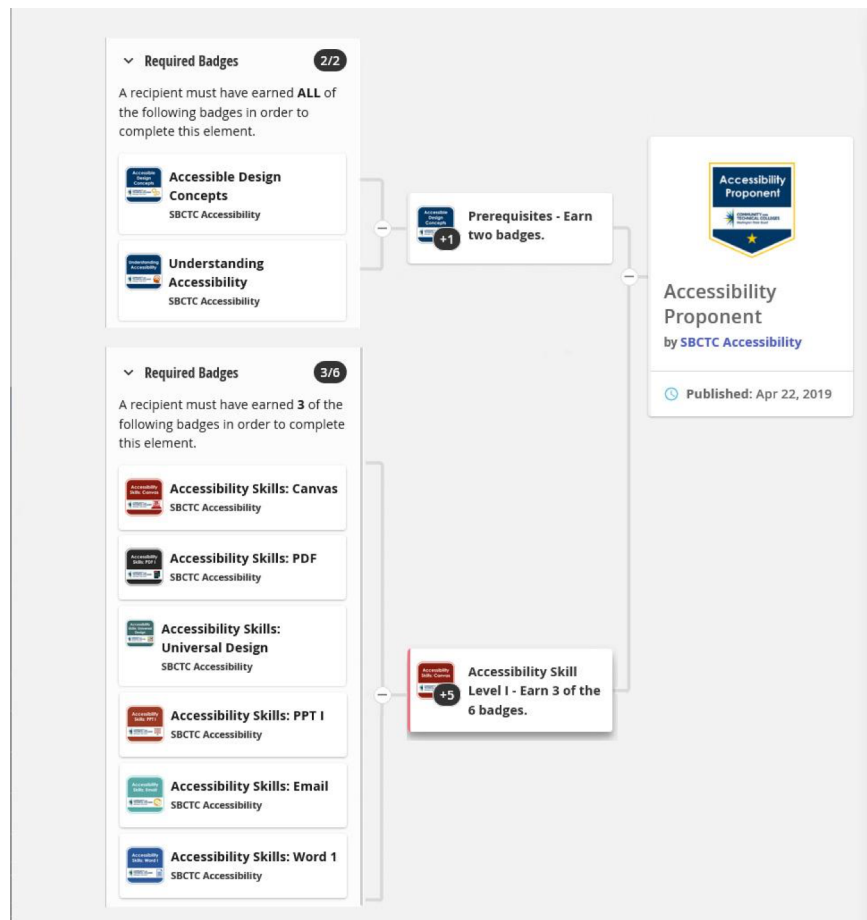
DIGITAL BADGE TAXONOMY

This chart describes the types of badges supported by the SBCTC system.

Types of Badges

Classification	Participation	Knowledge	Skill	Application	Completion
Activity	Attend a presentation, workshop, seminar, etc.	Complete an assignment or quiz	Demonstrate or apply a skill	Demonstrate knowledge and skill in a realistic context	Complete a track of learning activities
Assessment	Little to none, attendance, motivation	Recalling information via testing	Observable testing of proficiencies	Complete an assessable artifact or performance	Pathways, certificates, or trainings completed
Example	Issuer *Achievment Description* Participation	Issuer *Achievment Description* Knowledge	Issuer *Achievment Description* Skill	Issuer *Achievment Description* Application	Issuer *Achievment Description* Completion

contact: elearning@sbctc.edu

www.imsglobal.org | @learningimpact

Looking Ahead: CLR, CASE

- The IMS CLR closely follows guidance from AACRAO (registrars and admissions officers) and NASPA (student affairs professionals), leveraging the IMS Open Badges and CASE standards with those of the W3C.

- Tech Beat February 10, 2020: Credential Engine Achieves IMS Certification (CASE consumer)

- SBCTC's badge effort will expand to examine the use of CASE, CLR, and pathways

www.imsglobal.org

@LearningImpact

Mission

Advance teaching and learning through technology that can affordably scale to improve educational access and attainment

**Better Learning
From
Better Learning
Technology®**

Advancing **Educational Insight, Attainment & Planning**

Assessment Enhancement with Digital Technology

Digital Credentials & Competecy-Based Innovation

Educational Pathways, Portfolios, & Learning Maps

Learning Analytics

Student Success & Outcomes-Based Learning Support Services

Advancing **Teaching & Learning Innovation**

Adaptive Learning & Online Homework

Digital Resource, eText and Learning App Innovation

e-Collaborative Learning

Gaming, Simulation, & Immersive Learning

Scaling Pedagogical Knowledge and Practice

Advancing **Learning Environment Infrastructure**

Blended Learning Optimization

Digital Learning Networks

Educational Accessibility & Personalization

Educational Application, Content & Media Infrastructure

Evolution to Next Generation Digital Learning Environments

Integrated Digital Curriculum & Assessment to Enable Student-Centered Learning

https://www.imsglobal.org/lia/2019/report
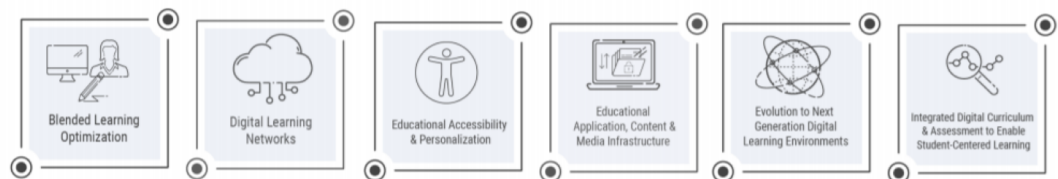
IMS Overview

- International **non-profit** education technology collaborative
- **545+** member partners representing K12, Higher Education, Corporate, and Ed-Tech suppliers
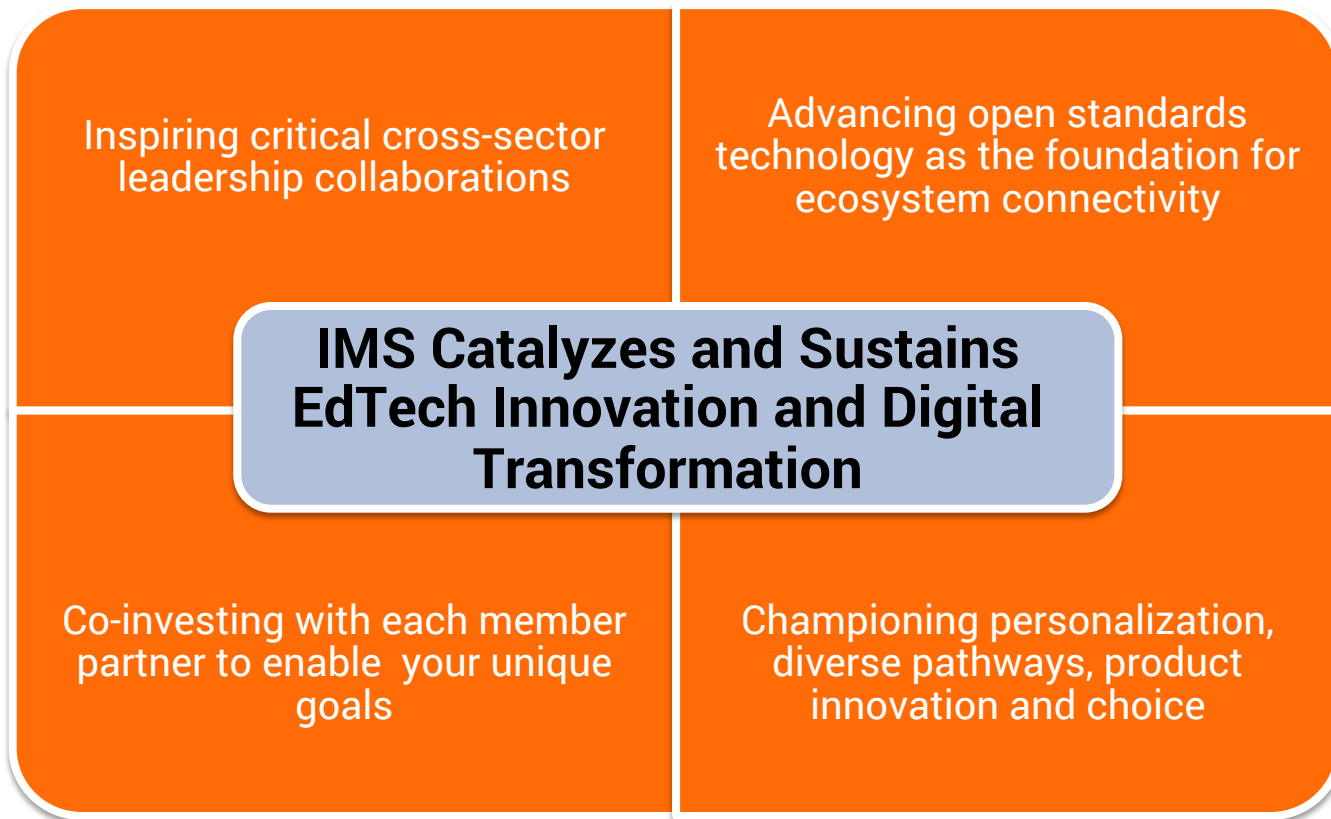- **80+** leading Higher Education institutions and state/national systems
- **75+** leading K12 districts, state/national DOEs
- **300+** EdTech suppliers and corporate partners

IMS Global Learning Consortium Growth
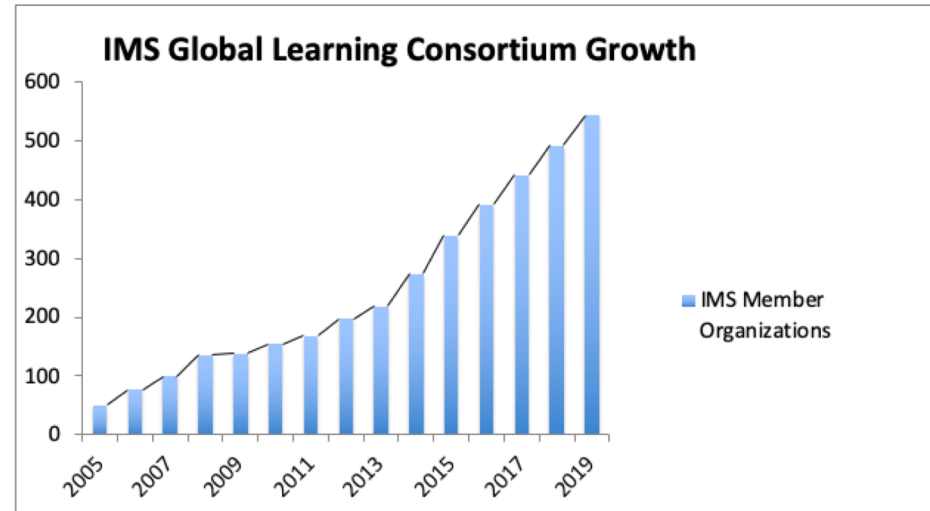
Enabling and Transforming the EdTech Ecosystem for the Success of Every Faculty and Student: Together!

Inspiring critical cross-sector leadership collaborations

Advancing open standards technology as the foundation for ecosystem connectivity

IMS Catalyzes and Sustains EdTech Innovation and Digital Transformation

Co-investing with each member partner to enable your unique goals

Championing personalization, diverse pathways, product innovation and choice

Five Strategic Focus Areas

| DIGITAL MICRO-CREDENTIALS | LEARNING DATA & ANALYTICS | INTEGRATED ASSESSMENT | LEARNING PLATFORMS, APPS & TOOLS | ADAPTIVE DIGITAL CURRICULUM |

Critical digital transformation innovations that need to work together!

Foundations for Digital Credentials

Open Badges

Achievement

Comprehensive Learner Record

Collection of Achievements

Competencies & Academic Standards Exchange (CASE)

Alignment with and across Frameworks

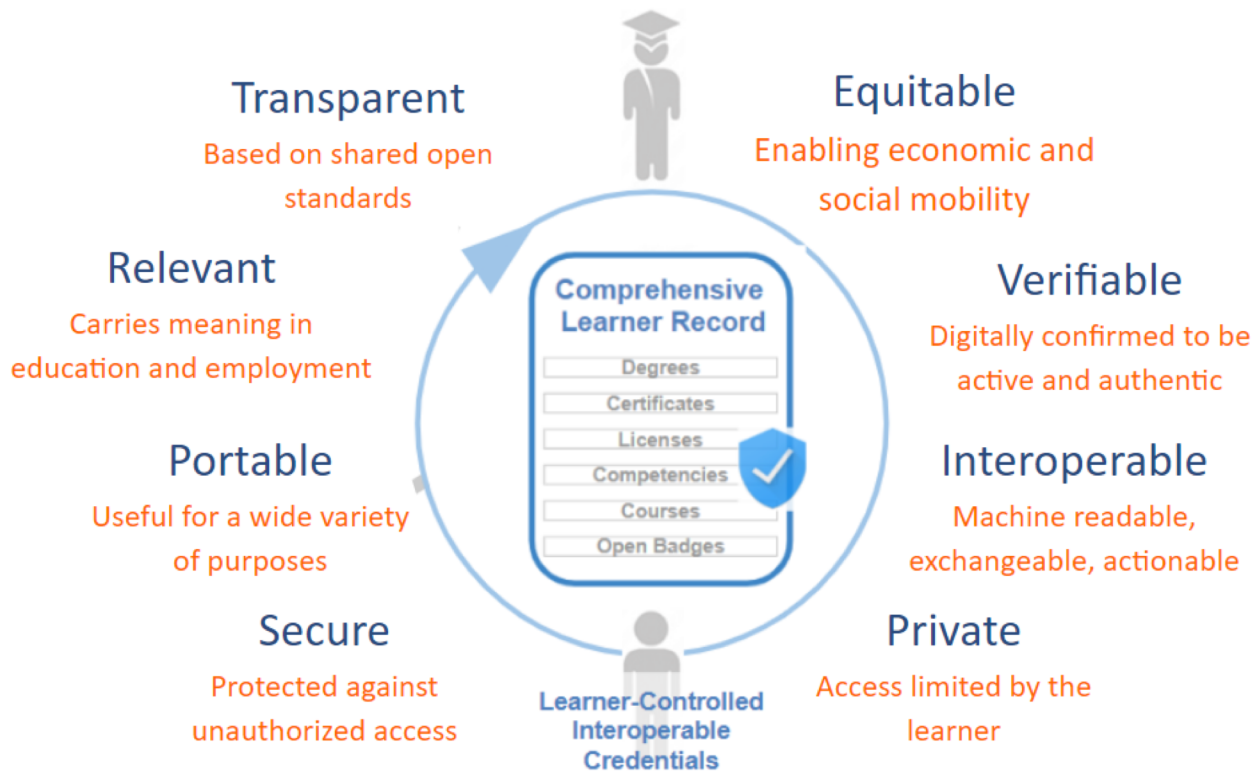IMS Standards Enable an Interoperable Ecosystem

Open Badges

There's *data* inside!

A digital form of credential containing a verifiable assertion of mastery, achievement or participation with supporting evidence when available.

- *Machine Readable*
- *Scalable*
- *Verifiable*
- *Stackable*

- *Learner Controlled*
- *10's of millions issued*
- *and Securable via digital signature or blockchain*
- *Forming a Comprehensive Learner Record*
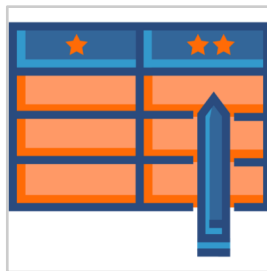
CLR Design Principles

Transparent
Based on shared open standards

Equitable
Enabling economic and social mobility

Relevant
Carries meaning in education and employment

Verifiable
Digitally confirmed to be active and authentic

Portable
Useful for a wide variety of purposes

Interoperable
Machine readable, exchangeable, actionable

Secure
Protected against unauthorized access

Private
Access limited by the learner

Comprehensive Learner Record
Degrees
Certificates
Licenses
Competencies
Courses
Open Badges

Learner-Controlled Interoperable Credentials

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Competencies & Academic Standards Exchange (CASE)

A data format for publishing and exchanging frameworks

| Competencies | Rubrics | Associations Among Standards |

Discussion and Q&A

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Thank you

- Look for our presentation at the Innovations Conference in March 1-4, 2020: www.league.org/inn2020
- Upcoming IMS Global Events www.imsglobal.org/events
  – Learning Impact Leadership Institute, May 18-21, 2020
  – Digital Credentials Summit, February 2021
- Community College Innovation Leadership Network