

CREDENTIALS IN POSTSECONDARY EDUCATION


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CREDENTIALS WORKSHOP OUTLINE

- **Ask** the right questions.
 - **Plan** a Credential.
 - **Implement** a Credential.
 - **Evaluate** a Credential.
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ASK THE RIGHT QUESTIONS


1. **What** are we talking about?
 2. **Why** a credential?
 3. **What** are the do's & don'ts?
 4. **What** is the right balance or fit?
 5. **Are** we ready to start the planning process
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1. WHAT ARE WE TALKING ABOUT?

Credentials:

- Definitions
- Typical
- Atypical
- Federal Guidance

2. WHY ARE WE TALKING ABOUT THIS?

- Required in our application for funding
 - Concerned about students obtaining financial aid
 - Concerned our students cannot obtain a typical credential (or adaptation of)
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3. WHAT ARE THE DO'S?

Do:

- **Align** with the requirements of your PSE institution
- **Reflect** an Outcome (Valued or Enhanced Result)
- **Recognize** as valued within the PSE and community of exit

3. WHAT ARE THE DON'TS? (CONTINUED)


Do not:

- **Design** program before deciding on outcome (Credential)
 - **Develop** Credential based on perceptions of students abilities
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4. WHAT IS THE RIGHT BALANCE?

- **Gather** needs of community, institution, industry, and student.
- **Discuss** exit needs for areas of concern.
- **Ensure** exit integrity by seeking balance (value & enhancement gained).
- **Balance** needs of industry with individualized needs of student.

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PLAN A CREDENTIAL: PRE-PLANNING CONSIDERATIONS

- **Understand** clearly what you are talking about
 - **Understand** clearly why you are doing this
 - **Address** the do's & don'ts
 - **Obtain** the right balance or fit
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PLAN A CREDENTIAL – 4 STEPS

1. Formulate & convene credential planning team

- **Consider** the membership balance.
 - **Communicate** protocols & expected outcomes.
 - **Clarify** task at hand.
 - **Establish** guiding principles to follow.
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PLAN A CREDENTIAL – STEP 2

2. Determine program outcome & desired result.

- **Consider** institutional mission/outcomes
- **Review** other credentials offered
- **Consider** community expectations (employers, community members, support agencies)
- **Ensure** outcome will be valued within community and institution (not an outlier)

PLAN A CREDENTIAL – STEP 3

3. Review and discuss critical considerations.


- **Review** current institutional pathways & exit points.
- **Review/discuss** adaptations within current pathways and exit points.
- **Discuss** alternatives to current exits (added value and direct benefit, equity & equal chances).

PLAN A CREDENTIAL – STEP 4


4. Discuss nature of the effort to support attainment of the credential.

- **Align** all aspects – outcomes described with principles followed, institutional goals, community needs, & students' personal goals.
- **Ensure** framework & pathways leading to credential are clear.
- **Describe** credential plan explicitly clear for all audiences.


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IMPLEMENT CREDENTIAL STEP I: Marketing

- **Initiate** a recruitment process with potential participant sending entities
 - **Market** the effort with all potential participant sending entities
 - **Access** internal & external marketing pathways typically used
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IMPLEMENT CREDENTIAL STEP II: Build & Maintain Pathway Relationships

- **Identify and build** internal PSE pathway relationships (social, academic, vocational & supportive entities)
 - **Identify and build** external pathway & supportive relationships
 - **Establish** protocol for working together and very in written agreements
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IMPLEMENT CREDENTIAL STEP III: Establish & Maintain Participant Support Framework

- **Establish** access procedures for typical student supports
 - **Develop and implement** enhanced – individualized supports & services
 - **Enhance** student advising and tracking systems as needed ongoing
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EVALUATE CREDENTIAL STEP I: Determining Purposes

- **Define** what you want to know – does implementation adhere to intent? – does relationship of implementation adhere to outcomes & results?
- **Define** what you have to know to operate or maintain funding (numbers of participants, retention, completion)
- **Define** quality control and continuous improvement strategies
- **Develop** a list of critical questions to be answered

EVALUATE A CREDENTIAL STEP II: Collect Evaluation Data


- **Establish** an efficient, real time data gathering system which addresses all evaluation questions asked
 - **Involve** all persons in the effort including participants, and internal and external players
 - **Continuously** gather data augmented with intermittent validation is desired
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EVALUATE A CREDENTIAL STEP III: Data Utilization And Reporting

- **Analysis** which monitors and reports on program functioning is most important – leads to culture of continuous improvement
 - **Analysis** of effort outcome (credential) and result of outcome is critical
 - **Analysis** reporting on added value is critical
 - **Personalized** reporting is a critical element
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CREDENTIALS WORKSHOP OUTLINE

SUMMARY: WE HAVE

- **Asked** the right questions.
 - **Planned for** a Credential.
 - **Implemented** Steps for a Credential.
 - **Evaluated** a Credential.
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QUESTIONS & CONTACT INFORMATION

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