

HED Briefing: Meeting Our Learners Needs with Digital Credentials

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Market Insights Driving Change

- Prioritization of skills-based hiring vs degree is on the rise with 23% of employers making change in that direction; 39% exploring move to that direction (Gallagher, 2018)
- Pressure on higher education providers to use universal language with employers and make visible through a comprehensive student learner record capturing both skills acquired in their program, certificate, or professional development courses and those they earned through other education providers or prior life experiences (PLA/CLA)
- Employers struggling with retaining and finding talent and questioning the value of degrees



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Market Insights Driving Change

- Time starved student expectations of limiting activities they perceive to be useless or irrelevant, needed to re-focus work on program/certificate maps down to single skill units in courses (including general education courses) while cross walking with accreditor/regulator expectations
- Students are expecting for the price of the degree to get something more than a degree in a broad major, they want concrete outcomes (skills and competencies, digital credentials) that will lead to specific jobs, and they do not want to wait until the end of degree to get that next or better job
- Employers do not want badges without authentic evidence –authentic skills assessments are critical in curriculum to support badges



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Pre-Map Work – Program Creation

Academic Leaders: Visioning



Higher-ed and discipline benchmarking, conversations with colleagues, faculty, review of academic literature, vetting ideas with advisory council

Aligned Job Titles

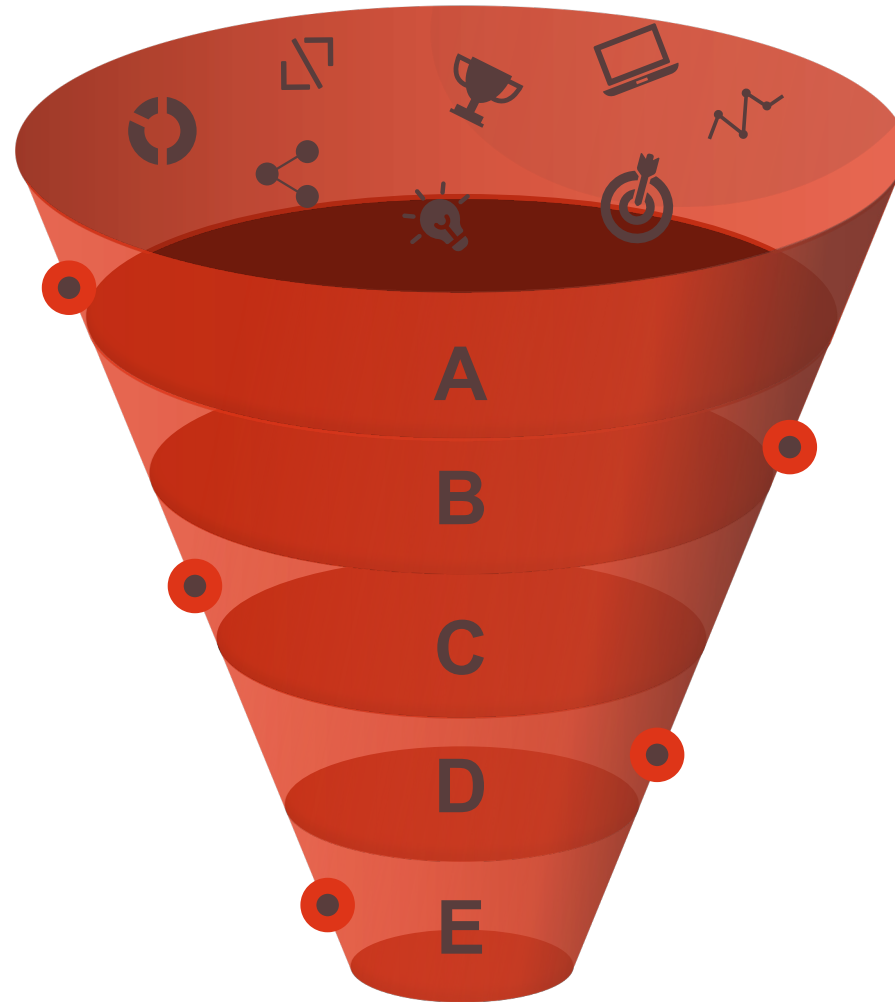


Ids for educational programs (CIP) and aligned to occupation codes (SOC). Based on CIP/COC identify appropriate job titles.

Advisory Council



Each College has a minimum of one industry council, seek input on degrees, trends, and skills/gaps we need to address



Program



College & Stakeholder Conversations

programmatic accretor requirements. Process for program design that involves market research and ROI, faculty councils



EMSI (Lightcast)

Captures current job posting data tied to titles, CIP/SOC and employer information and grabs skills for those areas allowing us to map programs to in demand skills

Key Stakeholders

- Deans, Faculty, Industry Advisory Councils
- Enrollment (Admissions) Advisors and Academic Counselors
- Instructional Designers
- Employers/Workforce Solutions Team
- Badging Partner
- Technology (Product Teams), Infrastructure including Learning Management System (LMS)
- Data Teams



Assessment?

NO

YES

	NO	YES		
BADGE TYPE	Milestone Badge	Academic Badge	Microcredential	Short Burst Learning
EVIDENCE TYPE	Attend event, Informal Milestone (Dean's List)	Demonstrate Skill or Apply Skill in Some Way.	Complete a Defined Group of Badged Skills	Complete a Self-Paced Course
LEVEL OF EVIDENCE		Measurable and Quantifiable. Aligned to Evidence that is Portable and Sharable. Could support early entry into career field.		
BADGE CLASSIFICATION	Celebration	Skill	Microcredential	Certificate of Completion/Badge
BENEFIT	Motivation. Affirmation of Accomplishments. Reinforcement of Decision.	Visual Representation of Relevant Industry Skill. Identify work pathways. Reinforce Value of Degree. Motivation. Metadata Linked to Jobs - Begin to see Opportunities Increase. Could Earn 3 Per Course	Longer to earn. Could Identify More Complex Level of Skills that Could Differentiate the Learner. (i.e. PSLOs that come at end of program).	Same as Academic Badge.

Key Enablers

- Technical infrastructure and standards
 - Program learning outcomes, course learning outcomes, badging outcomes, student achievements
- Learning management system and course design
- Data infrastructure



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Power of Data

- Evaluate effectiveness of curriculum design
- Evaluate program effectiveness
- Evaluate student progress and potential needs for support services
- Enables product teams to build key career tools
- Match students to employers
- Leverage data for marketing collateral on website and campaigns



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Student Insights

Value of Badge

- 70% - understand the professional benefit
- 66% - believe badging will help with advancing their career
- 68% - worked harder in the course because of the ability to earn a badge
- 75% - believe it will be easier to communicate their skills to potential employers with the badge
- 83% - thought it was easy to claim their badge
- 73% - are eager to start their next course (because of badges)
- 80% - have a strong desire to complete their program (because of badges)

Badge Sharing with Employers or Potential Employers

- 58% will share
- 15% won't share – mainly because they don't need them for their current position



<https://www.credly.com/organizations/the-university-of-phoenix/badges>

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