CONSIDERATIONS FOR LEARNING RECOGNITION AT YOUR INSTITUTION

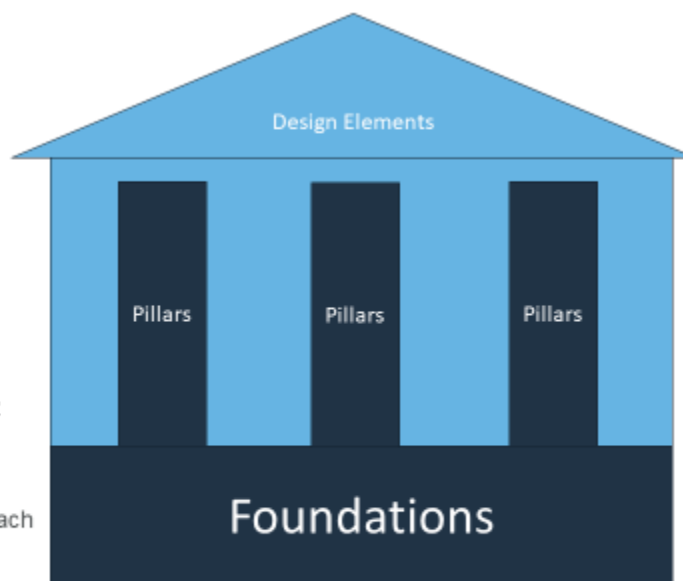**Link: Implementing Learning Recognition Video (23:47 minutes)**

(Please view video as you move through this document)

Learning Recognition encompasses the broader concepts of recognizing, validating and credentialing learning from all sources. This includes prior learning assessment, competency-based learning, workplace learning, and other forms of learning gained outside of the institution.

To inform meaningful design, implementation resources are organized around three main **Design Elements**: Equity, Communication, and Professional Development. The Design Elements are infused throughout the work. **Foundations** focus on the groundwork that is necessary for implementing learning recognition across any institution. Foundations include: Awareness and Value, Implementation Planning, Policy, and Stakeholder Engagement and Support. **Pillars** focus on the processes and practices that institutions can adopt to support and sustain learning recognition for all students. Pillars include: Infrastructure, Student Outreach and Support, Academic Integration, and Evaluation.

Toolbox Structure

- Design Elements:
  - Equity
  - Communication
  - Professional Development
- Foundations:
  - Implementation Planning
  - Awareness and Value
  - Policy
  - Stakeholder Engagement and Support
- Pillars
  - Infrastructure: Business and staffing models, technology, and student outreach
  - Student Supports
  - Academic Integration
  - Evaluation

Design Elements

Pillars   Pillars   Pillars

Foundations

Learning Recognition Collaborative | 13

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DESIGN ELEMENTS	KEY QUESTIONS
EQUITY All students, regardless of who they are or where their learning originated, should have access to and support for having their learning recognized.	1. How does your policy ensure equitable practices in the recognition and integration of learning into institutionally awarded credentials? Are policies and processes reviewed by a cross-section of the institution to minimize unintentional biases? 2. Are students having their learning recognized and counted toward credentials in equitable ways? Which students utilize processes to have their learning recognized and applied toward credentials? Which students do not? How will the institution identify and minimize barriers for all students to have their learning recognized and applied directly towards a credential? 3. How does the institution ensure that all students have equitable access to learning recognition information and resources? How is this information and resources discoverable and transparent to all students? 4. How are equity outcomes data collected and analyzed for learning recognition? How are these data impacting program improvement?
COMMUNICATION All stakeholders internal and external to the institution need to know about and understand the importance of and processes for learning recognition.	1. How does communication play a role in raising awareness of the value for learning recognition across the institution? 2. In what ways are the implementation of and any updates or changes in learning recognition policy and processes communicated to all constituents across the institution? 3. How is information on learning recognition discoverable and transparent to students, faculty, and staff?
PROFESSIONAL DEVELOPMENT All stakeholders need professional development to ensure the organization and individuals within have the capacity and support to undertake learning recognition.	1. Who participates in professional development? Who are all the constituents involved in the learning recognition processes? How does professional development support their roles and responsibilities? 2. In what ways are professional development opportunities provided? How often are these opportunities? What are the modalities of delivery and types of opportunities? Which topics regarding learning recognition are provided during professional development opportunities? 3. How are the professional opportunities financed?

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FOUNDATIONS	KEY QUESTIONS
AWARENESS & VALUE A strong foundation begins with stakeholder awareness of the value of recognizing and validating learning in ways that align with the institutional mission. Awareness and value includes audience specific value propositions, communication plans to raise awareness, and resources to ensure that those internal to the institution are aware of and supportive of the scaling the recognition and validation of learning.	1. In what ways does learning recognition bring value to your institution? What is your institution's value proposition? 2. What is the philosophy at your institution regarding the recognition, validation, and integration of institutional and non-institutional learning into institutionally awarded credentials? 3. How does the mission of your institution support the recognition, validation, and integration of institutional and non-institutional learning into institutionally awarded credentials? 4. With which existing efforts does the recognition of learning align and which areas still need to be engaged in order to develop a shared understanding of the value of recognizing learning?
IMPLEMENTATION PLANNING Implementation planning involves examining and planning out every aspect of the functionality, supports, opportunities, policy, and processes for learning recognition.	1. Is there a cross-functional team developing ways to implement and improve learning recognition strategies across the institution? 2. How are learning recognition strategies being designed, approved & implemented? 3. Are learning recognition strategies consistent with current policy and existing practices, or are their plans to bring policy and practices into alignment with learning recognition strategies? How will alignment be achieve? How do the learning recognition strategies provide for consistency, quality, integrity and equity? 4. In what ways do learning recognition strategies encourage widespread commitment to and involvement in learning recognition practices? 5. How will the planned strategies for learning recognition implementation be reviewed and evaluated?

FOUNDATIONS	KEY QUESTIONS
POLICY Policy ensures the quality, integrity, equity and transparency in the various ways that learning is recognized and applied toward credentials. Policy usually includes the different opportunities available to students and guiding principles that support procedures and practices that need to be in place. Many institutions also have a procedural document or statements that specify the ways in which learning is validated and recognized toward credentials, as well as criteria for validating learning and under whose authority learning recognition is awarded. There often is a separate fee structure policy.	1. What are your institutional procedures for developing, reviewing and updating policies? Is there policy in place to support the recognition and integration learning into institutionally awarded credentials? 2. How do your other academic policies align with this policy? With accreditation, state, and system policies? What other policy considerations need to be in place? 3. How does the policy ensure options and procedures are easily discoverable and transparent to students and do not create barriers or over complexities for students to be successful? 4. How does your policy provide for the financial support of learning recognition? 5. What is the appeal process for decisions regarding the recognition of learning and application of that learning into credentials? 6. How does the policy delineate roles and responsibilities and the professional develop to ensure all constituents are adequately informed and prepared? 7. What process is in place to review and revise this policy?
STAKEHOLDER ENGAGEMENT & SUPPORT Stakeholders are the administration, faculty, professional staff, support staff, and students across the institution, as well as external entities that will influence and/or interact with the recognition of learning.	1. Who are all the stakeholders? How are they informed of their role in recognizing learning? 2. In what ways are the various levels of stakeholders across the institution supportive of and engaged in learning recognition? How is this support being communicated across the institution? 3. What opportunities are available in which stakeholders can engage? 4. How is leadership provided to ensure the quality, integrity, and equity of learning recognition?

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PILLARS	KEY QUESTIONS

INFRASTRUCTURE

Infrastructure addresses ways in which institutions are able to provide and maintain learning recognition options for students, including the business model, staffing, marketing and website, and technology solutions. Which infrastructure elements are needed at your institution to successful manage and maintain learning recognition?

Business Models Business model presents different considerations for business models and return on investment (ROI) of learning recognition processes and practices when designed from a student-centered, equity-minded stance.	1. Which financial models can work within your institution? How does your financial model align with your value proposition? 2. How does the financial model support infrastructure? How do different offices and processes interface with the financial model? What needs to be in place to support fully faculty, staff and students to engage in and successfully implement the recognition of learning into academic credentials? 3. How are administrative and academic functions covered? How are faculty and staff compensated for supporting the learning recognition processes? How is the evaluation of learning (e.g., portfolios, challenge exams, and other forms) compensated? How are faculty compensated for developing the alignment of learning recognition to curriculum (e.g., competency crosswalks)? 4. What types of charges will students have to pay for the recognition of learning? How are these charges equitable and affordable?
Staffing Models Your institution's staffing model largely depends on the learning recognition model implemented. The staffing model can be as simple as a staff member in the Admissions Office who processes CLEP exams to a fully staffed learning recognition office.	1. Who support the different learning recognition processes? Who supports the students throughout the processes? How are the staff organized and fall within the institution? 2. What is the student workflow for the learning recognition process? How and when do students learn about different options for the recognition of learning? What is the entry-point into and other milestones for students through the learning recognition process? 3. What is the administrative workflow for the learning recognition process? Who is involved and at which points? What are the processes at each point? What does the day-to-day work look like?

Infrastructure (continued)	
Technology Technology explores decisions for institutions on technology solutions, housing of evidence, process choices, and possible areas of concern. Technology includes a look to emerging and future directions, placing the recognition of learning in a larger ecosystem of digitally discovering, documenting, tracking, and ensuring portability of learning from one educational setting to another.	1. What technologies are needed to support the learning recognition processes? How do these technologies support students? Faculty and staff? How can technology help maintain checks and balances throughout the workflow? 2. How are students' learning recognition engagement tracked and applied to credentials? How are the data collected and stored? How are the data entered within the student record, transcribed, and made available to the student?

PILLARS	KEY QUESTIONS
STUDENT OUTREACH & SUPPORT Student Outreach includes, but is not limited to: • Recruitment, including targeted and under-represented groups • Website and marketing materials are easily discoverable, accessible, and transparent • Information sessions (online and/or in-person) • Means of capturing (e.g., intake form) learning recognition options and opportunities that students have acquired. Student Supports includes, but is not limited to: • Advising • Degree and Career Planning • Helping students understand what knowledge they have, options for how to have it recognized and	1. What are the different messages used to inform students about learning recognition options? How do these messages change based on the student population? How do messages reach different groups of students? 2. How easily discoverable, accessible, and transparent is information on learning recognition options through the website and marketing materials? Through other outreach, support, and academic materials? 3. How are students determined eligible to have learning validated and recognized within credentials? 4. How are learning recognition students connected to advising? Support services? Academic programs? 5. How are advisors prepared to help students who have recognizable learning? 6. How are support services personnel prepared to help students who have recognized learning? 7. What types of degree and career planning are in place for students and how are these connected to learning recognition? 8. What technology, tools and resources are in place to support students through the learning recognition process? 9. How does the student record and transcription support the portability of earned learning recognition credits?

the value of the process. • Academic support services to assist students through the learning recognition process • Technology, tools, and resources to help students through the process, from first contact through credit completion	

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PILLARS	KEY QUESTIONS
ACADEMIC INTEGRATION Academic integration includes the processes for recognizing and validating learning, clear pathways for learning recognition to be used within the curriculum in meaningful ways and not just elective credits, and maps to industry credentials, military education and occupations, and other forms of learning recognition to provide pathways for students to use the learning directly into academic credentials.	1. What types of learning recognition are recognized and applied toward credentials? Within which academic programs can learning recognition be applied to credentials? 2. How does the institution determine the ways in which learning recognition is applied to academic programs? How is learning recognition mapped to credential requirements? In what ways are students able to use learning recognition in their academic programs? 3. How does the learning recognition policy and processes allow for flexibility to recognize different forms of knowledge and knowledge not previously identified in the curriculum? 4. How are the students' learning recognition knowledge and skills assessed? What criteria is used to assess the learning? How is college-level learning determined? How is currency and relevancy determined? How are the assessment processes equitable across students? 5. How does the institution determine the number of credits or competencies that are awarded to learning recognition? How are these credits or competencies applied to the academic programs. 6. How does the learning recognition policy and processes ensure transferability and portability? 7. How does the institution ensure consistency, quality, integrity, and equity in the assessment and application of learning recognition across the academic programs over time, modality, and personnel? 8. What processes do students need to go through to have their learning verified and recognized? What is required of the student 9. Whose authority makes the decision to apply learning recognition to a credential? 10. Which processes need further development?

PILLARS	KEY QUESTIONS
EVALUATION Evaluation includes identifying success metrics for assessing learning recognition in terms of quality, integrity, and equity. Specific outcomes are identified for learning recognition strategy uptake, integration, and utilization. Data are collected, analyzed and reported on an ongoing basis, including data from constituents' feedback and student success metrics (e.g., persistence, completion, use of learning recognition in credentials). learning recognition improvement is ongoing and informed by the outcomes assessed.	1. What metrics are identified for success? How are data collected, stored, and analyzed to determine the effectiveness of these metrics? How are the results of the data analyses used to inform the success metrics and strategies for improvement? Metrics may include data such as licensure exam pass rates, graduation rates, GPAs, GRE scores, tranfer rates, grad school admission rates, or other data identified. 2. How is feedback collected and analyzed from constituents, including students? How is the feedback used? 3. How are equity measures determined and strategies improved based on assessment results? 4. How do checks and balances underpin each stage of the learning recognition process? 5. How are the learning recognition policy and processes reviewed? How are the learning recognition policy and processes improved based on the results of their review and the analyses of the success metrics and feedback? 6. How are the results disseminated? 7. In what ways can the learning recognition evaluation process be improved?

Institution: _____

Implementation Planning - Considerations	Policy - Considerations	Stakeholder - Considerations

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