Equity Advisory Council

REPORT AND RECOMMENDATIONS

JUNE 2023

ABOUT CREDENTIAL ENGINE

Credential Engine is a non-profit whose mission is to map the credential landscape with clear and consistent information, fueling the creation of resources that empower people to find the pathways that are best for them. Credential Engine provides a suite of web-based services that creates for the first time a centralized Credential Registry to house up-to-date information about all credentials, the Credential Transparency Description Language (CTDL) a common description language to enable credential comparability, and a platform to support customized applications to search and retrieve information about credentials.

Learn more about Credential Engine at: credentialengine.org.

To find additional resources on how you can publish your equity data, click here.

ACKNOWLEDGMENTS

PLEASE CITE AS:

Credential Engine. (2023). *Equity Advisory Council Report and Recommendations* Washington, DC: Credential Engine.

We envision a future where millions of people worldwide have access to information about credentials that opens their eyes to the full range of opportunities for learning, advancement, and meaningful careers.

Why Focus on Equity in Credential Data?

Evidence demonstrates that the United States' current education, training and employment systems create particularly burdensome barriers to success for Black, Hispanic/Latino, Asian American and Pacific Islander and Native American students, returning adults, and students from low-income backgrounds.[1] To achieve its vision and dismantle inequities in education and employment access and outcomes, Credential Engine seeks to advance the universal adoption of transparent, open data to give people clear and consistent information that empowers them to find, evaluate and obtain the skills and credentials—and to navigate pathways across those skills and credentials that maximize the likelihood of equitable outcomes.

Credential Engine's work is centered around data transparency. Transparent, linked, open data has been identified as a particularly valuable tool for revealing inequities, understanding their root causes, and then informing and driving systemic change in a number of areas, including postsecondary education and training. Credential Engine understands that in a society rife with inequities, a commitment to open data use alone is not sufficient.

To support the intentional identification and publishing of key data to aid the field in assessing equitable pathways, transfer, and the recognition of learning, Credential Engine convened a broad coalition of equity-focused thought leaders, called the Equity Advisory Council (EAC).

Transparent, linked, open data has been identified as a particularly valuable tool for revealing inequities, understanding their root causes, and then informing and driving systemic change in a number of areas, including postsecondary education and training.

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1 See for example, National Student Clearinghouse Research Center, Completing College, 2022, https://nscresearchcenter.org/completing-college/; Lumina Foundation, A Stronger Nation, 2022, https://www.luminafoundation.org/stronger-nation/report/#/progress; Jessica Shakesprere, Batia Katz, and Pamela Loprest, Racial Equity and Job Quality, (Urban Institute, September 2021), https://www.urban.org/sites/default/files/publication/104761/racial-equity-and-job-quality.pdf; Ashley Bozarth, "Racial Disparities in the Labor Market," Workforce Currents, (Federal Reserve Bank of Atlanta, February 28, 2018), https://www.atlantafed.org/cweo/workforce-currents/2018/02-racial-disparities-in-the-labor-market-2018-02-28.aspx

The Equity Advisory Council comprised subject matter and technical experts, including:

BETTINA CELIS
Maricopa Community Colleges, acting Vice Chancellor and Provost of Academic and Student Affairs

KATHLEEN DELASKI
Education Design Lab, Founder & Board Chair

DHANFU E. ELSTON
Complete College America, Chief of Staff & Senior Vice President for Strategy

ERNEST EZEUGO
Lumina Foundation, Strategy Officer for Federal Policy

LINDA GARCÍA
Center for Community College Student Engagement, Executive Director

TINA GRIDIRON
ACT Center for Equity in Learning, Vice President

DEBRA HUMPHREYS
Lumina Foundation, Vice President of Strategic Engagement

RICHARD IRWIN
University of Memphis Global, Executive Dean

SU JIN GATLIN JEZ
California Competes, Executive Director

ALISON KADLEC
Sova, Senior Partner and Co-founder

JOHN LANE, State Higher Education Executive Officers, Vice President for Academic Affairs and Equity Initiatives

TAMERA MARESH-CARVER
FedEx Express, Managing Director of Development, Innovation & Organizational Strategies

ELENA QUIROZ-LIVANIS
Massachusetts Department of Higher Education, Chief of Staff and Assistant Commissioner for Academic Policy & Student Success

ROBERT RUFFINS
The Education Trust, Assistant Director, State Advocacy

LOUIS SOARES
American Council on Education, Chief Learning and Innovation Officer

DAVID R. TROUTMAN
Texas Higher Education Coordinating Board, Deputy Commissioner for Academic Affairs and Innovation

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In keeping with Credential Engine's overall commitment to transparency and inclusion, meetings of the EAC were open, and input was invited and welcomed from all who chose to engage and participate. The EAC formed a Charter to guide its work and met nine times starting in January, 2022 and concluding in April, 2023.

The focus of the EAC was two-fold:

- Identify data points that help to a) describe how education and training opportunities are intentionally designed for equity, and b) demonstrate that equitable outcomes are being achieved; and

- Elevate principles for the appropriate and effective use of these data to support students' discovery and successful navigation of pathways and transfer to achieve optimal and equitable outcomes.

With the development of new technologies and capabilities, and through the utilization of linked, open, and interoperable data, we have the opportunity to move beyond what was possible, and incorporate new ways to support students, workers, employers and educators and help empower them to make their own, best decisions.

We now have the capacity to ensure that all possible pathways – and the essential information about all the providers, credentials, skills, assessments, quality indicators, outcome measures, transfer values, and links to job skills critical to understanding and building those pathways – can be made fully open, transparent and interoperable so that a new generation of tools to custom pathways to meet everyone's individual need.

Truly equitable pathways are built on open, comparable, and actionable information about all available options and opportunities, allowing individuals to make their most informed decisions to design and navigate a journey best suited for them to reach the most equitable outcome.

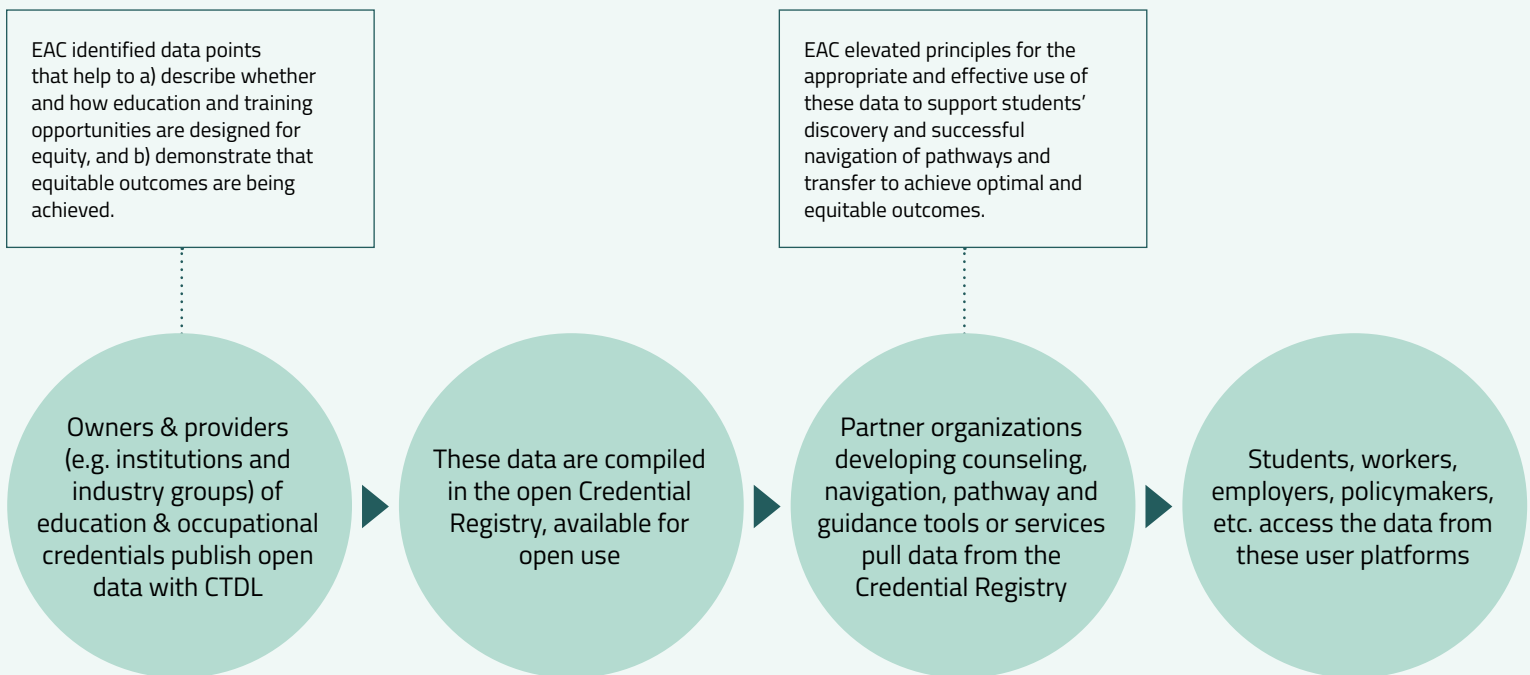# Transparency, and Areas of Focus for the Equity Advisory Council

To guide its charge, the EAC leveraged its expertise and defined equity as:

The intentional acknowledgment of, and action to dismantle, systemic barriers that disproportionately affect populations that have been historically and persistently racially minoritized and/or marginalized. In addition to people who experience racial minoritization or discriminatory practices such as ableism, other characteristics of populations that are marginalized include but are not limited to disadvantaged socioeconomic status, age, gender, status as a first generation college student, populations that are affected by the intersection of these categories, and many others who are not served well by the current education and training systems.

To support these efforts, the EAC further advocated:

Working to achieve equity requires eliminating the manifestations of differential outcomes by providing targeted resources and supports to ensure differences no longer act as powerful predictors of how an individual fares. Ultimately, equity work requires prioritizing the establishment of systems and structures that value and sustain a sense of belonging among all individuals including those with various values, knowledge, skills and abilities, beliefs, and backgrounds; creating access to a robust educational community; and maintaining a clear commitment to evidence of equitable outcomes.

FIGURE 1: Data Flows with Credential CD Loop

EAC identified data points that help to a) describe whether and how education and training opportunities are designed for equity, and b) demonstrate that equitable outcomes are being achieved.

EAC elevated principles for the appropriate and effective use of these data to support students' discovery and successful navigation of pathways and transfer to achieve optimal and equitable outcomes.

Owners & providers (e.g. institutions and industry groups) of education & occupational credentials publish open data with CTDL

These data are compiled in the open Credential Registry, available for open use

Partner organizations developing counseling, navigation, pathway and guidance tools or services pull data from the Credential Registry

Students, workers, employers, policymakers, etc. access the data from these user platforms

Anchoring the EAC's shared lens in this definition was essential to the success of the work. It allowed for the intentional acknowledgement that data play a critical role, but the power of data rests in analysis that is disaggregated by race/ethnicity, income, gender and other key characteristics across numerous entities. That disaggregation is required to identify key trends, progress and unintended consequences. The efforts of the EAC were designed to provide guidance on how to address inequities directly through data – by ensuring providers adequately capture critical data points, and that those organizations that in turn place data in the hands of students, workers, educators, and employers adhere to a set of principles for equitable data use. The EAC's approach reflected the belief that "equity is not just an end goal, but also a framing for all data work from start to finish."[2]

While equity in credential data is the focus of the EAC, we are cognizant of the tremendous amount of equity work being done by entities within the credential landscape mobilizing to close opportunity gaps and build equitable systems through policy, direct student supports and other key strategies. The goal of this work is to provide a resource to provide strategic guidance on the appropriate data points and effective use to drive systemic change.

2 Data.org, "What is Data Equity and Why Does it Matter?", (Rockefeller Foundation 2023), https://data.org/resources/what-is-data-equity-and-why-does-it-matter/

What are the Critical Equity Data Points?

TIER 1

No Excuses

These are data points that all providers should be able to analyze and publish now.

TIER 2

Time to Stretch

These are data points that all providers should be actively working on being able to analyze and publish.

TIER 3

Future Forward

These are data points that point to where the field is headed, and providers should be assessing how to build capacity to analyze and publish them.

Through robust discussions, input in open meetings, and guidance from technical experts, Credential Engine's Equity Advisory Council is recommending that a set of critical data points be published as linked, open, interoperable data in order to advance understanding and action about equitable pathways, transfer and recognition of learning. These data help to indicate if pathways are achieving robust outcomes for a racially and economically diverse community of learners. As these data points are used, it is essential to disaggregate all metrics by key characteristics such as race/ethnicity, gender, age, income, etc. to concretely understand what populations are or are not faring well - this includes disaggregating by any characteristics that might be specific to the population a provider serves.

The EAC identified and considered a wide range of data points and has prioritized a number of them into three principal tiers for action by credential, competency, and pathway providers and governance bodies, including workforce development and training providers, educational institutions, education and training systems, state agencies and commissions, state legislatures and governors, federal agencies and the Administration, and Congress. And while the EAC has opted to prioritize the data elements in these three tiers in the recognition of providers' ability to make transparent such data, and the field's ability to appropriately define, capture and manage such data, the EAC supports all developments to ensure that all identified data be made available to learners, workers, employers, educators, and policymakers as open, transparent data.

NO EXCUSES. These are data points that all providers should be able to analyze and publish now.

Data points in Tier 1 create a strong foundation and should be standard reporting practices for all users and providers. They reflect that equitable pathways are not simply defined by access but must also encompass student centered supports that lead to persistence, retention, and completion. These data build a strong foundation and will aid in adopting an equity minded culture to better serve students.

COST CONSIDERATIONS
- Cost of tuition / program
- Full cost of attendance / completion

ADVISORY SUPPORTS
- Academic advising offered/ required at key milestones
- Early career assessments that guide program choice and course registration

COMPLETION INFORMATION
- Credits to completion
- Time to completion

EARNINGS INFORMATION
- Earnings at 6, 12, 36 and 60 months following completion (as appropriate)

OUTPUTS
- Enrollment rates
- Persistence rates
- Completion rates
- Pass rate for licensure or credentialing exams

PLACEMENT INFORMATION
- Placement rates at 6, 12, 36 months following completion (as appropriate)

FINANCIAL ASSISTANCE CONSIDERATION
- Students in program are eligible for federal or state financial assistance
- Students in program are eligible for institutional or other financial assistance

TRANSFER PATHWAYS
- Program transfer pathways are illustrated in a student- and advisor-facing map

TIME TO STRETCH. These are data points that all providers should be actively working on being able to analyze and publish.

Once a firm baseline and consistent data practices are established, Tier 2 data points help entities to grow in needed areas to better assess if pathways are leading to equitable outcomes. Providers and users may not be prepared to capture or utilize each of this tier's data points, but given current developments in the field, providers should be making a concerted effort to move towards Tier 2 becoming standard practice.

SECURE, DIGITAL STUDENT RECORDS

- Provider supports students and learners developing consumable digital records and resumes

CREDENTIAL TRANSPARENCY

- Provider uses standardized language around assessing skills and competencies (e.g., aligning offerings to hirable competencies), in addition to credentialing

SUPPORT SERVICES

- Appropriate and relevant wrap around support services, based in data about student needs, are readily available
- Program courses are offered at times that accommodate students managing work and life responsibilities

PROGRAM DESIGN

- Program offered in multiple modalities to accommodate different learning styles (e.g., online, in person)

QUALITY ASSURANCE

- Accreditation status
- Name of accrediting body

FINANCIAL RETURN ON INVESTMENT

- Debt of graduates analyzed alongside wages

STACKABLE CREDENTIALS

- Stackable credentials illustrated in a student- and advisor-facing program map

CREDENTIAL ACQUISITION

- Acquisition of related industry recognized credential (certification, license, etc.)

COMPLETION INFORMATION

- Number of transfer / prior learning credits the program will apply to completion

PLACEMENT INFORMATION

- Average length of time to initial job placement

FUTURE FORWARD. These are data points that point to where the field is headed, and providers should be assessing how to build capacity to analyze and publish them.

As entities and the field grow in their data practices, there is a need to be responsive to the changing needs of learners and innovations that support their success. Tier 3 represents considerations that should be top of mind in coming years. In creating equitable pathways, there must be a consistent assessment of what is working well and what is relevant. As the needs of students change, these data points may also shift but this tier represents the need to be forward thinking and constantly assess what equitable outcomes require.

ADVISORY SUPPORTS

- Advisor to student ratio

FINANCIAL ASSISTANCE CONSIDERATION

- Aid packaging and disbursements are designed to maximize value for the recipients

SUPPORT SERVICES

- Tutoring offered to support learners in program

TRANSFER AND CREDIT MOBILITY

- Number of transfer credits that were accepted and applied by a subsequent provider
- Provider has a student-facing tool with real time, personalized information for students on credit mobility and transfer that allows students to run "what if" scenarios to understand how to maximize credit applicability
- Existence of institutional policy on reverse transfer

FINANCIAL RETURN ON INVESTMENT

- Provider is creating social mobility over time for its graduates
- Learner receives wage increase based on credential

OUTPUT: JOB READINESS AND CAREER OUTCOMES

- How many (and which) careers is the credential applicable to (i.e., can the learner apply to just one area?)

PLACEMENT INFORMATION

- Job placement in desired field

The EAC recognizes that this is an evolving and emerging field, and that these data points and tiers will also evolve and adjust over time. The above data recommendations are also not assumed to be fully comprehensive, and therefore Credential Engine will convene equity experts to review these recommendations periodically to ensure that they are accurate, relevant, and attainable.

The EAC does believe, however, that making these data elements transparent through linked, open data is essential to helping students, workers, educators and others improve equitable access and outcomes.

Centering Equity in the Use of Open Credential Data

To ensure that equity is fully considered and approached as both an essential input to transparency of credential and skills data, as well as a critical element of a new generation of better tools and services built around the benefits of linked, open data, there must be equal focus on both transparency and use.

This implicates not only the owners and providers of credentials and competencies, but also commitment from companies, states and other entities that play a role in putting data into the hands of people to best equip them to make their most informed decisions with the goal of helping them reach equitable outcomes.

The first set of recommendations from the Equity Advisory Council focuses on identifying what data elements should be made transparent in support of advancing equity. And our call to action of the owners and providers of credentials and skills is to have them make those data elements open, linkable, and interoperable through the use of the Credential Transparency Description Language (CTDL). But realizing that transparency only gets us half the way to our goal. Truly equitable data practices should create transparency for the most important users - students, workers and job-seekers. Without understanding all the nuances of inputs and outputs, students should be able to easily digest relevant information to aid them in selecting credential pathways best poised to support their desired goals and success.

As data practices become intentionally anchored in equity, there must be a willingness to hold entities accountable to make adjustments if data trends show consistent shortcomings and unintended consequences. Equitable data practices cannot be maintained without clear guiding principles and the identification of critical data points. Such principles allow for appropriate and effective use of these data to support students' discovery and successful navigation of pathways and transfer to achieve optimal and equitable outcomes.

Therefore we are calling on the developers of tools, services, platforms and resources that deliver exploration, guidance, counseling, or navigation of educational or occupational credentials and skills in any way to examine their fundamental approaches to the use of all data, including but not limited to those data elements identified above. We also call upon them to leverage the fundamental and intentional benefits of linked, open, interoperable data in order to address and advance equity.

Finally, those entities purchasing and using such tools, services, platforms and resources, such as schools, education systems and districts, city, county and state agencies, colleges and universities, workforce boards, and community-based organizations, should include the following principles as requirements or considerations in their procurement, evaluation, and reevaluation processes.

Through its work, the EAC identified the below key principles. The EAC is mindful that this list of principles is not all encompassing. Based on organizational context and who is being served, additional principles may be needed to ensure an equitable approach.

1

An intentional focus on equity is required to create an environment that **improves outcomes for all learners**

- **USE** data to confirm or indicate that improvements are occurring and creating the intended outcomes.

- **COMMIT** to long-term equitable data use and consistently review and assess data equity practices to ensure they reflect a commitment to equity and a keen understanding of how to apply an equity lens.

- **MANAGE** workflows in ways that consistently elevate attention to equity in data use and ensure ongoing intentionality about how to use data to mitigate inequities.

2

Disaggregation of data is essential to understand outcomes for both key populations (e.g., adults, local/regional residents) and all learners served

- **ENSURE** that appropriately disaggregated data are publicly available (in ways that protect student privacy) so that learners, workers and job-seekers can see information that is relevant to their individual experiences (e.g. credentials, skills, programs, or pathways that are relevant for certain populations such as adults and student parents; the specific earnings and employment outcomes of credentials, programs, or pathways for different specific populations, such as black women in a particular region; credentials, programs, or pathways that align to particular employment requirements).

- **ELEVATE** a clear emphasis on racial equity. Finely disaggregate data, name specific populations of focus, and avoid using proxies (e.g., low-income) that do not reveal disparate outcomes even when learners have similar types of experiences.

- **ESTABLISH** baselines around racial equity outcomes and transparently chart growth over time.

- **PROVIDE** contextual data that allows users to understand if providers are serving their target populations well. For example, when providing information on racial outcomes via disaggregated data, consider including the context regarding what is possible.

3

Credentials must be **relevant and valuable** for learners

- **ENSURE** that data make clear and transparent:

  - The range of credentials and pathways available to learners (e.g., certificates, apprenticeships, certifications, licenses, two- and four-year degree programs, and the various combinations of those that constitute high quality and effective pathways), including ensuring local/regional availability for learners.

  - The full value of credentials (e.g., labor market value, interest alignment, range of occupations to which the credential can lead, stackability and transfer options, etc.).

- **FOCUS** on credentials of value, including connecting credentials to common career pathways that are locally/regionally available.

  - Ensure that users accessing the data are able to view and understand all the performance measures and indicators of value available, relevant, valid, and used.

4

Clear user **design practices**[3] must be identified and followed

- **LISTEN** to learners and other data users to understand what they want and need from data and consistently respond to feedback.

- **AVOID** jargon, use clear and concise language, and use standardized language (when possible/appropriate).

- **ENSURE** tools are designed to be accessible and inclusive.

- **INCORPORATE** advanced technology into tools to assure the tools are learning and adapting to user identity (e.g., an equity audit algorithm).

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3 See the Universal Design for Learning Framework, Accessed April 5, 2023, https://udlguidelines.cast.org/

5

Guidance and/or professional development is required for professionals interacting with, presenting and/or using the data for an intentional culture and commitment to equitable approaches

- **APPROACH** equitable data use and analysis practices with a positive view of learners and the assets they bring (e.g. use data terms such as "high-priority" as opposed to "high-risk").

- **ENSURE** that counselors/advisers are able to explain a range of critical information to learners (e.g., how salary increases interact with benefits cliff; any prerequisites/ foundational skills needed).

- **PROVIDE** ongoing anti-bias and asset-based professional development, and embed guidance and professional development into daily activities, for those interacting with the data and in particular for those who counsel student populations.

6

Leverage the value of CTDL and **linked, open data** to help counselors, students, workers and others search for, discover, explore, understand, build and navigate pathways that lead to equitable outcomes

- **COMMIT** to the integration and use of data using linked, open, interoperable formats in student, worker and employer-facing tools, services and platforms.

- **ENSURE** that such use of linked, open data maximizes the ability of students and workers themselves to search, discover, understand and navigate providers, programs, credentials, skills, and pathways for themselves.

- **UTILIZE** the inherent connectivity of linked, open data to allow for the expansive customization of equitable pathways consisting of high quality credentials and skills from a wide variety of sources to give students and workers a wide range of options to meet their goals, given life circumstances.

Call to Action

As a result of its work, the Equity Advisory Council issues the following calls to action:

1   All owners and providers of educational and occupational credentials should use CTDL to publish the data elements in Tiers 1 and 2.

2   Credential Engine, relevant stakeholders, policymakers, and system leaders should work to clarify and address the requirements to be able to publish clear, reliable, and verifiable data for the elements in Tier 3.

3   Developers of counseling, guidance, pathway and navigation tools, services, platforms and resources should incorporate the data use principles into their products.

4   Purchasers of tools, services, platforms and resources, such as schools, education systems and districts, city, county and state agencies, workforce boards, colleges and universities, and community-based organizations, should include the following principles as requirements or considerations in their procurement, evaluation, and reevaluation processes.

We believe that taking these steps will help meaningfully advance our collective work to bring about a more equitable education and training marketplace.

Mapping and Publishing these Data Points using CTDL

For those who are committed to publishing the data elements listed in this report related to addressing equity through credential data transparency, the following can be a resource in helping you publish the recommended terms using CTDL data.

The following list of CTDL terms can be used to describe a wide range of credentials, learning opportunities, programs, courses, assessments, and credentialing organizations. To delve deeper into the specifics of these terms, the CTDL Benchmark Models offer comprehensive information. Rather than providing an exhaustive list of terms, we have focused on the specific data points in column 2. It is important to note that the CTDL is a dynamic language that is subject to changes over time. To stay up to date with the latest CTDL terms, please visit https://credreg.net and the Equity Benchmark Model.

The status of the CTDL Terms, listed in column 6 is subject to change. At the time of publication, terms are identified as (Required) based on the Credential Registry Minimum Data Policy. Terms identified as (Pending) have been identified by the Credential Transparency Description Language development team as to be researched and resolved with future CTDL updates. CTDL Concept Schemes are followed with a note indicating they support numerous concepts in a controlled vocabulary.

To find additional resources on how you can publish your equity data, click here.

TIER 1

NO EXCUSES. These are data points that all providers should be able to analyze and publish now.

Data points in Tier 1 create a strong starting point and should be standard reporting practices for all users and providers. They reflect that equitable pathways are not simply defined by access but must also encompass student centered supports that lead to persistence, retention, and completion. These data build a strong foundation and will aid in adopting an equity minded culture to better serve students.

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Cost Considerations	Cost of tuition / program	Public Information (CTDL/Registry)	Information is commonly available	Covered	**COST PROFILE** • Description (Required) • Cost Details (Required) • Price • Currency • Direct Cost Type • Cost Type – Includes numerous types of costs. • Tuition
	Full cost of attendance / completion	Public Information (CTDL/Registry)	Information is commonly available	Covered	**COST PROFILE** • Description (Required) • Cost Details (Required) • Price • Currency • Direct Cost Type • Cost Type – Includes numerous types of costs. • Tuition • Aggregate Cost
Financial Assistance Consideration	Students in program are eligible for federal or state financial assistance	Public Information (CTDL/Registry)	Information is commonly available	Covered	**FINANCIAL ASSISTANCE PROFILE** • Name (Required) • Description (Required) • Financial Assistance Value • Subject Webpage • Financial Assistance Type • Financial Assistance - Includes numerous types of financial assistance

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Advisory Supports	Academic advising offered/required at key milestones	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**SUPPORT SERVICE** • CTID (Required) • Description (Required) • In Language (Required) • Life Cycle Status Type (Required) • Name (Required) • Owned By or Offered By • Support Service Type • Support Service Category – Includes numerous types of support services. • Academic Advising
	Early career assessments that guide program choice and course registration	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**SUPPORT SERVICE** • CTID (Required) • Description (Required) • In Language (Required) • Life Cycle Status Type (Required) • Name (Required) • Support Service Type • Support Service Category – Includes numerous types of support services. • Career Assessment • Skill Mapping
Completion Information	Credits to completion	Public Information (CTDL/Registry)	Information is commonly available	Covered	**VALUE PROFILE** • Description • Value • Credit Level Type • Credit Unit Type • Credit Unit – Includes different types of credit units. • Audience Level – Includes multiple academic levels.
	Time to completion	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**DURATION PROFILE** • Description (Required) • Exact Duration • Minimum Duration • Maximum Duration

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Transfer Pathways	Program transfer pathways are illustrated in a student- and advisor-facing map	Public Information (CTDL/Registry)	Information exists but is not commonly available	Partial	**TRANSFER VALUE PROFILE** ■ CTID (Required) ■ Description (Required) ■ Life Cycle Status Type ■ Name (Required) ■ Owned By (Required) ■ Subject Webpage (Required) ■ Transfer Value (Required) ■ Credit Level Type ■ Credit Unit Type ■ Value ■ End Date ■ Start Date ■ Transfer Value For ■ Transfer Value From ■ Pathway ■ CTID (Required) ■ Description (Required) ■ Name (Required) ■ Owned By or Offered By (Required) ■ Subject Webpage ■ Has Destination Component ■ Preceded By ■ Pathway Component - This includes multiple types of components.
Outputs	Enrollment rates	Public Information (CTDL/Registry)	Information exists but is not commonly available	Partial	**DATA SET PROFILE** ■ CTID (Required) ■ Data Provider (Required) ■ Description (Required) ■ Name (Required) ■ Data Set Time Period ■ Data Suppression Policy ■ Source **DATA PROFILE** ■ Description (Required) ■ Enrollment Rate (Pending)
	Persistence rates	Public Information (CTDL/Registry)	Information exists but is not commonly available	Partial	**DATA SET PROFILE** ■ CTID (Required) ■ Data Provider (Required) ■ Description (Required) ■ Name (Required) ■ Data Set Time Period ■ Data Suppression Policy ■ Source **DATA PROFILE** ■ Description (Required) ■ Persistence Rate (Pending)

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
	Completion rates	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**DATA SET PROFILE** ■ CTID (Required) ■ Data Provider (Required) ■ Description (Required) ■ Name (Required) ■ Data Set Time Period ■ Data Suppression Policy ■ Source **DATA PROFILE** ■ Description (Required) ■ Holders In Set ■ Pass Rate
Output: Job readiness and career outcomes	Pass rate for licensure or credentialing exams	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**DATA SET PROFILE** ■ CTID (Required) ■ Data Provider (Required) ■ Description (Required) ■ Name (Required) ■ Data Set Time Period ■ Data Suppression Policy ■ Source **DATA PROFILE** ■ Description (Required) ■ Pass Rate **ASSESSMENT PROFILE** ■ CTID (Required) ■ Description (Required) ■ In Language (Required) ■ Life Cycle Status Type (Required) ■ Name (Required) ■ Owned By or Offered By (Required) ■ Subject Webpage (Required)
Earnings Information	Earnings at 6, 12, 36 and 60 months following completion (as appropriate)	Student Level Information	Information exists but is not commonly available	Covered	**DATA SET PROFILE** ■ CTID (Required) ■ Data Provider (Required) ■ Description (Required) ■ Name (Required) ■ Data Set Time Period ■ Data Suppression Policy ■ Source **DATA PROFILE** ■ Description ■ Monetary Amount ■ Currency ■ Earnings Amount ■ Post Receipt Month

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Placement Information	Placement rates at 6, 12, 36 months following completion (as appropriate)	Student Level Information	Information exists but is not commonly available	Covered	**DATA SET PROFILE** ▪ CTID (Required) ▪ Data Provider (Required) ▪ Description (Required) ▪ Name (Required) ▪ Data Set Time Period ▪ Data Suppression Policy ▪ Source **DATA PROFILE** ▪ Description (Required) ▪ Employment Rate ▪ Post Receipt Month

TIME TO STRETCH. These are data points that all providers should be actively working on being able to analyze and publish.

Once a firm baseline and consistent data practices are established, Tier 2 data points help entities to grow in needed areas to better assess if pathways are leading to equitable outcomes. Providers and users may not be prepared to capture or utilize each of this tier's data points, but given current developments in the field, providers should be making a concerted effort to move towards Tier 2 becoming standard practice.

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Secure, Digital Student Records	Provider supports students and learners developing consumable digital records and resumes	Public Information (CTDL/Registry)	Information exists but is not commonly available	Gap*	**VERIFICATION SERVICE PROFILE** ▪ CTID (Required) ▪ Description (Required) ▪ Offered By (Required) ▪ Verified Claim Type ▪ Claim Type – Includes multiple types of claims including Badge Claim and Verified Claim
Credential Transparency	Provider uses standardized language around assessing skills and competencies (e.g., aligning offerings to hirable competencies), in addition to credentialing	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**COMPETENCY** ▪ CTID (Required) ▪ Competency Text ▪ Is Part Of **COLLECTION** ▪ CTID (Required) ▪ Description (Required) ▪ Name (Required) ▪ Owned By (Required) ▪ Life Cycle Status Type (Required) ▪ hasMember or isMemberof ▪ In Language **COLLECTION MEMBER** ▪ Proxy For (Required) ▪ Start Date and/or End Date (Required) **COMPETENCY FRAMEWORK (REQUIRED)** ▪ CTID (Required) ▪ Description (Required) ▪ Has Top Child or Is Top Child Of Required) ▪ In Language (Required) ▪ Name (Required) ▪ Publisher (Required) ▪ Publication Status Type (Required) ▪ License ▪ Source

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Support Services	Appropriate and relevant wrap around services, based in data about student needs, are readily available	Public Information (CTDL/Registry)	Information is commonly available	Covered	**SUPPORT SERVICE** • CTID (Required) • Description (Required) • In Language (Required) • Life Cycle Status Type (Required) • Name (Required) • Support Service Type • Support Service Category – Includes numerous types of support services. • Support Coordination
	Program courses are offered at times that accommodate students managing work and life responsibilities	Public Information (CTDL/Registry)	Information is commonly available	Covered	**SCHEDULED OFFERING** • Available At (Required) • CTID (Required) • Delivery Type Description • Delivery Type (Required) • Offered By (Required) • Schedule Frequency Type or Schedule Timing Type or Offer Frequency Type (Required) • Delivery – Includes multiple types of delivery. • Estimated Duration • Schedule Frequency – Includes multiple frequency types. • Schedule Timing – Includes multiple timing types.

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Program Design	Program offered in multiple modalities to accommodate different learning styles (e.g., online, in person)	Public Information (CTDL/Registry)	Information is commonly available	Covered	**LEARNING PROGRAM** • CTID (Required) • Description (Required) • In Language (Required) • Life Cycle Status Type (Required) • Name (Required) • Subject Webpage (Required) • Owned By or Offered By (Required) • Delivery Type Description • Delivery Type (Available for Assessment Profile, Course, Learning Opportunity Profile, Learning Program and Scheduled Offering) • Delivery – Includes multiple types of delivery. **SCHEDULED OFFERING** • Available At (Required) • CTID (Required) • Delivery Type Description • Delivery Type (Required) • Offered By (Required) • Schedule Frequency Type or Schedule Timing Type or Offer Frequency Type (Required) • Delivery – Includes multiple types of delivery. • Estimated Duration • Schedule Frequency – Includes multiple frequency types.
Quality Assurance	Accreditation status	Public Information (CTDL/Registry)	Information is commonly available	Partial	**QA CREDENTIAL ORGANIZATION** • Agent Type • Schedule Timing – Includes multiple timing types.

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
					- CTID (Required) - Description (Required) - Name (Required) - Subject Webpage (Required) - Contact Information Address or Email (Required) - Accredits – This provides a link to the Course, all types of Credentials, Credential Organization, Learning Opportunity Profile or Learning Program this is Accredited By the QA Credential Organization. **QUALITY ASSURANCE CREDENTIAL** - CTID (Required) - Name (Required) - Description (Required) - Credential Status Type (Required) - Credential Status - Subject Webpage (Required) - QA Status (Pending) - Credential Organization can indicate Accredited By the QA Credential Organization - Description (Required) - Subject Webpage (Required)
	Name of accrediting body	Public Information (CTDL/Registry)	Information is commonly available	Covered	**QA CREDENTIAL ORGANIZATION** - Agent Type - CTID (Required) - Description (Required) - Name (Required) - Subject Webpage (Required) - Contact Information Address or Email (Required) - Accredits – This provides a link to the Course, all types of Credentials, Credential Organization, Learning Opportunity Profile or Learning Program this is Accredited By the QA Credential Organization. **CREDENTIAL ORGANIZATION CAN INDICATE ACCREDITED BY THE QA CREDENTIAL ORGANIZATION** - Description (Required) - Subject Webpage (Required)

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Stackable Credentials	Stackable credentials illustrated in a student- and advisor-facing program map	Public Information (CTDL/Registry)	Information is aspirational	Covered	**CREDENTIAL TYPES** ▪ Credential Status Type (Required) ▪ CTID (Required) ▪ Description (Required) ▪ In Language (Required) ▪ Name (Required) ▪ Owned By or Offered By (Required) ▪ Subject Webpage (Required) ▪ Advanced Standing From ▪ Corequisite ▪ Has Part ▪ Is Advanced Standing For ▪ Is Part Of ▪ Is Preparation For ▪ Is Recommended For ▪ Is Required For ▪ Precedes ▪ Preparation From ▪ Prerequisite ▪ Recommends ▪ Requires
Completion Information	Number of transfer / prior learning credits the program will apply to completion	Public Information (CTDL/Registry)	Information is commonly available	Covered	**TRANSFER VALUE PROFILE** ▪ CTID (Required) ▪ Description (Required) ▪ Life Cycle Status Type ▪ Name (Required) ▪ Owned By (Required) ▪ Subject Webpage (Required) ▪ Transfer Value (Required) ▪ Credit Level Type ▪ Credit Unit Type ▪ Value ▪ End Date ▪ Start Date ▪ Transfer Value For ▪ Transfer Value From

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Credential Acquisition	Acquisition of related industry recognized credential (certification, license, etc.)	Public Information (CTDL/Registry)	Information exists but is not commonly available	Covered	**CERTIFICATE CERTIFICATION LICENSE** • Credential Status Type (Required) • CTID (Required) • Description (Required) • In Language (Required) • Name (Required) • Owned By or Offered By (Required) • Subject Webpage (Required) • Advanced Standing From • Corequisite • Has Part • Is Advanced Standing For • Is Part Of • Is Preparation For • Is Recommended For • Is Required For • Precedes • Preparation From • Prerequisite • Recommends • Requires
Financial Return on Investment	Debt of graduates analyzed alongside wages	Student Level Information	Information exists but is not commonly available	Partial	**DATA SET PROFILE** • CTID (Required) • Data Provider (Required) • Description (Required) • Name (Required) • Data Set Time Period • Data Suppression Policy • Source **DATA PROFILE** • Description (Required) • Average Debt Amount (Pending) • Loan Percent (Pending) • Loan Wage Ratio (Pending)

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Placement Information	Average length of time to initial job placement	Student Level Information	Information is aspirational	Covered	**DATA SET PROFILE** - CTID (Required) - Data Provider (Required) - Description (Required) - Name (Required) - Data Set Time Period - Data Suppression Policy - Source **DATA PROFILE** - Description (Required) - Time to Employment (Pending)

FUTURE FORWARD. These are data points that point to where the field is headed, and providers should be assessing how to build capacity to analyze and publish them.

As entities and the field grow in their data practices, there is a need to be responsive to the changing needs of learners and innovations that support their success. Tier 3 represents considerations that should be top of mind in coming years. In creating equitable pathways, there must be a consistent assessment of what is working well and what is relevant. As the needs of students change, these data points may also shift but this tier represents the need to be forward thinking and constantly assess what equitable outcomes require.

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Advisory Supports	Advisor to student ratio	Public Information (CTDL/Registry)	Information is commonly available	Partial	**DATA SET PROFILE** ▪ CTID (Required) ▪ Data Provider (Required) ▪ Description (Required) ▪ Name (Required) ▪ Data Set Time Period ▪ Data Suppression Policy ▪ Source **DATA PROFILE** ▪ Description (Required) ▪ Advisor to Student Ratio (Pending)

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Financial Assistance Consideration	Aid packaging and disbursements are designed to maximize value for the recipients	Public Information (CTDL/Registry)	Information is aspirational	Covered	**FINANCIAL ASSISTANCE PROFILE** • Name (Required) • Description (Required) • Financial Assistance Value • Financial Assistance Type • Financial Assistance – Includes numerous types of financial assistance **SUPPORT SERVICE** • CTID (Required) • Description (Required) • In Language (Required) • Life Cycle Status Type (Required) • Name (Required) • Support Service Type • Support Service Category – Includes numerous types of support services. • Benefits Support • Support Coordination
Support Services	Tutoring offered to support learners in program	Public Information (CTDL/Registry)	Information is commonly available	Covered	**SUPPORT SERVICE** • CTID (Required) • Description (Required) • In Language (Required) • Life Cycle Status Type (Required) • Name (Required) • Support Service Type • Support Service Category – Includes numerous types of support services. • Tutoring

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Transfer and Credit Mobility	Number of transfer credits that were accepted and applied by a subsequent provider	Public Information (CTDL/Registry)	Information is aspirational	Partial	**DATA SET PROFILE** ▪ CTID (Required) ▪ Data Provider (Required) ▪ Description (Required) ▪ Name (Required) ▪ Data Set Time Period ▪ Data Suppression Policy ▪ Source **DATA PROFILE** ▪ Description (Required) ▪ Transfer Credit Acceptance Rate (Pending)
	Provider has a student-facing tool with real time, personalized information for students on credit mobility and transfer that allows students to run "what if" scenarios to understand how to maximize credit applicability				**TRANSFER VALUE PROFILE** ▪ Owned By (Required) ▪ Name (Required) ▪ Description (Required) ▪ CTID (Required) ▪ Life Cycle Status Type ▪ Subject Webpage (Required) ▪ Transfer Value (Required ▪ Life Cycle Status - Includes each status in a life cycle.) ▪ Start Date ▪ End Date ▪ Transfer Value For ▪ Transfer Value From
	Existence of institutional policy on reverse transfer	Public Information (CTDL/Registry)	Information is aspirational	Covered	**CREDENTIAL ORGANIZATION** ▪ Address or Email (Required) ▪ CTID (Required) ▪ Description (Required) ▪ Name (Required) ▪ Subject Webpage (Required) ▪ Agent Type (Required) ▪ Organization Type – Includes multiple types of organizations. ▪ Agent Sector Type (Required) ▪ Transfer Value Description ▪ Transfer Value Statement

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Output: Job readiness and career outcomes	How many (and which) careers is the credential applicable to (i.e., can the learner apply to just one area?)	Public Information (CTDL/Registry)	Information is commonly available	Covered	**CREDENTIAL TYPES** ▪ Credential Status Type (Required) ▪ CTID (Required) ▪ Description (Required) ▪ In Language (Required) ▪ Name (Required) ▪ Owned By or Offered By (Required) ▪ Subject Webpage (Required) ▪ Occupation Type ▪ Occupational Category ▪ Target Job ▪ Target Occupation
Placement Information	Job placement in desired field	Student Level Information	Information is aspirational	Covered	**DATA SET PROFILE** ▪ CTID (Required) ▪ Data Provider (Required) ▪ Description (Required) ▪ Name (Required) ▪ Data Set Time Period ▪ Data Suppression Policy ▪ Source **DATA PROFILE** ▪ Description (Required) ▪ Employment Definition ▪ Employment Rate ▪ Insufficient Employment Criteria ▪ Meet Employment Criteria ▪ Related Employment ▪ Unrelated Employment

Data Category Description	Specific Data Points	Data Type	Information Availability	CTDL Coverage	CTDL Term
Financial Return on Investment	Provider is creating social mobility over time for its graduates	Public Information (CTDL/Registry)	Information is aspirational	Partial*	**DATA SET PROFILE** ▪ CTID (Required) ▪ Data Provider (Required) ▪ Description (Required) ▪ Name (Required) ▪ Data Set Time Period ▪ Data Suppression Policy ▪ Source **DATA PROFILE** ▪ Description (Required) ▪ Employment Definition ▪ Employment Rate ▪ Insufficient Employment Criteria ▪ Meet Employment Criteria ▪ Related Employment ▪ Unrelated Employment ▪ Earnings Amount ▪ Earnings Definition ▪ Earnings Distribution
	Learner receives wage increase based on credential	Student Level Information	Information exists but is not commonly available	Covered	**DATA SET PROFILE** ▪ CTID (Required) ▪ Data Provider (Required) ▪ Description (Required) ▪ Name (Required) ▪ Data Set Time Period ▪ Data Suppression Policy ▪ Source **DATA PROFILE** ▪ Description (Required) ▪ Earnings Amount ▪ Earnings Definition ▪ Earnings Distribution ▪ Earnings Threshold

*Meaning is not defined

Credential Engine is a non-profit whose mission is to map the credential landscape with clear and consistent information, fueling the creation of resources that empower people to find the pathways that are best for them. Credential Engine provides a suite of web-based services that creates for the first time a centralized Credential Registry to house up-to-date information about all credentials, the Credential Transparency Description Language (CTDL) a common description language to enable credential comparability, and a platform to support customized applications to search and retrieve information about credentials.

Learn more about Credential Engine at:
credentialengine.org

To find additional resources on how you can publish your equity data, click **here.**