

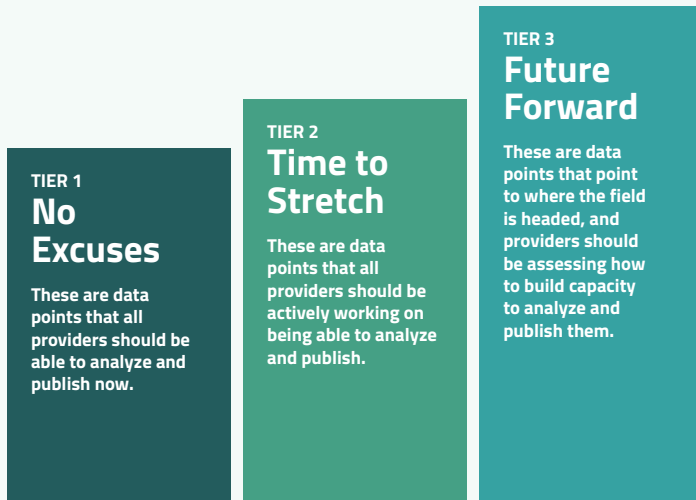


# What are the Critical Equity Data Points?

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.



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

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## 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 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.

<b>Data Category Description</b>	<b>Specific Data Points</b>
<b>Cost Considerations</b>	Cost of tuition / program
	Full cost of attendance / completion
<b>Financial Assistance Consideration</b>	Students in program are eligible for federal or state financial assistance
	Students in program are eligible for institutional or other financial assistance
<b>Advisory Supports</b>	Academic advising offered/required at key milestones
	Early career assessments that guide program choice and course registration
<b>Completion Information</b>	Credits to completion
	Time to completion
<b>Transfer Pathways</b>	Program transfer pathways are illustrated in a student- and advisor-facing map
<b>Outputs</b>	Enrollment rates
	Persistence rates
	Completion rates
	Pass rate for licensure or credentialing exams
<b>Earnings Information</b>	Earnings at 6, 12, 36 and 60 months following completion (as appropriate)
<b>Placement Information</b>	Placement rates at 6, 12, 36 months following completion (as appropriate)

## TIER 2

**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
<b>Secure, Digital Student Records</b>	Provider supports students and learners developing consumable digital records and resumes
<b>Credential Transparency</b>	Provider uses standardized language around assessing skills and competencies (e.g., aligning offerings to hireable competencies), in addition to credentialing
<b>Support Services</b>	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
<b>Program Design</b>	Program offered in multiple modalities to accommodate different learning styles (e.g., online, in person)
<b>Quality Assurance</b>	Accreditation status Name of accrediting body
<b>Stackable Credentials</b>	Stackable credentials illustrated in a student- and advisor-facing program map
<b>Completion Information</b>	Number of transfer / prior learning credits the program will apply to completion
<b>Credential Acquisition</b>	Acquisition of related industry recognized credential (certification, license, etc.)
<b>Financial Return on Investment</b>	Debt of graduates analyzed alongside wages
<b>Placement Information</b>	Average length of time to initial job placement

## 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.

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

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.