

# *CredentialWV Fall 2025 Summit*

## *Themes, Insights, and Recommendations*

*October 8-10, 2025*  
*Charleston, West Virginia*

**Building a culture of faculty engagement is essential for successful microcredential adoption, and doing so requires intentional support structures, clear expectations, and empowered faculty champions.**

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## What we heard

### Insights:

- Faculty bandwidth, resistance, and limited incentives can delay or derail microcredential adoption.
- Engaged and empowered faculty champions can drive momentum and model success.
- Institutional structures, policies, and internal politics often conflict with agile or innovative credentialing approaches.

### Needs:

- Processes/strategies for supporting faculty engagement in microcredentialing work on campus
- Incentives, time, and recognition for microcredential work.
- Support for faculty champions who can model early wins.
- Alignment between academic affairs, policies, and innovation goals.
- Support faculty having 'meta-cognition' about the skills they are already teaching.

# Implementing microcredentials requires institutions to strengthen processes, policies, and infrastructure to support consistent and scalable delivery.

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## What we heard

### Insights:

- Tracking, reporting, and technology systems are often outdated or misaligned ("LMS integration, Banner/tracking, badging system, how do we track microcred?, reporting, lack of reliable data")
- Funding gaps and unclear financial models limit scalability and long-term sustainability.
- Time and human capacity constraints make it difficult to prioritize or maintain innovation efforts.

### Needs:

- Support in implementing data reporting, tracking, etc. recommendations + reliable data systems and standardized reporting practices.
- Support in implementing statewide guidance and leveraging shared definitions.
- Updated curricular and approval processes on campus
- External frameworks, shared tools, and statewide efforts reduce duplication and support coherence.
- Funding models that cover SME time, sustainability, and launch costs.
- Staff capacity and time to maintain innovation efforts.

# Practitioners want stronger cross-institution sharing and alignment to reduce duplication, improve quality, and build statewide coherence.

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## What we heard

### Insights:

- Strong desire for more collaboration across institutions in this work
- “Competition between two-year and four-year is a killer”
- Unclear or inconsistent processes slow down implementation and create duplication or confusion. (transferability between schools, duplicative offerings, creation/innovation process slow)

### Needs:

- More regular opportunities to connect, share examples, and learn (e.g., monthly meetings).
- “Practical development skills/learning what’s working at other institutions.”
- “I would like to see more collaboration between institutions”
- Open-source tools, shared content, and examples from other institutions.
- Less competition between two- and four-year institutions.
- Cross-department and cross-sector communication plans.

# **Creating a learner-centered credentialing ecosystem calls for seamless alignment across credit, non-credit, and prior learning pathways, which depends on clear policies and consistent processes**

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## **What we heard**

### **Insights:**

- Strong support for clearer processes and systems for CPL / transfer
- Institutions are wanting clearer non-credit to credit transfer processes.

### **Needs:**

- Clear guidelines for transferring non-credit microcredentials into credit programs.
- “State transfer agreement that all institutions abide by.”
- Clear statewide transfer agreements and shared definitions.
- Standardized CPL processes across institutions.
- Shared evaluation methods for determining credit equivalency.
- Policies that define eligibility, funding, and stackability.
- Systems that record and track CPL consistently across the state.

**Designing stackable pathways strengthens learner mobility and ensures credentials connect meaningfully to workforce needs, and practitioners need structured planning tools, early guidance systems, and consistent articulation processes to achieve this.**

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## What we heard

### Needs:

- Early and structured pathway planning embedded in K-12.
- Modular, low-risk entry points (e.g., short-term programs, funded course “try-outs”).
- Seamless recognition of military, non-credit, and prior learning.
- Clear, unified definitions of stackability to avoid learner confusion.
- Strong employer partnerships to shape industry-relevant pathways.
- Statewide agreements that ensure pathways stack across institutions.

# Recommended Working Group 1

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## Validation, Documentation, and Transcription of Microcredentials

- a. Establish shared / aligned processes and guidance for microcredential creation, issuance, tracking and reporting.
- b. Institutional capacity building: Provide workshops and technical assistance for institutional teams on best practices / support for microcredential creation, issuance, tracking and reporting.
- c. Credential Inventory System / Credential Registry: Operationalize a shared database of microcredentials and credentials of value across the state.

# Recommended Working Group 2

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## Prior Learning Assessment + Credit for Prior Learning (PLA/CPL)

- a. Ensure prior learning, regardless of where or how it was acquired, receives consistent, transparent recognition for academic credit across West Virginia institutions.
  - a. CPL Policy Alignment: Develop statewide guidance using CAEL standards for evaluating and awarding credit for prior learning across 2-year and 4-year institutions
  - b. Transferability of Microcredentials: Design transparent processes for articulating non-credit credentials into credit-bearing equivalents.
  - c. Resources for implementation: Create resources for institutional implementation such as common evaluation toolkit, crosswalk templates, model articulation agreements, etc.

# Recommended Working Group 3

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## Pathway Design and Stackability of Credentials

- a. Establish and expand pathway programs in priority industries across the state.
- b. Develop a playbook for embedding Durable Skills into existing credit and non-credit programs.
- c. Identify areas of opportunity for developing new pathway and opportunity programs in key regions (dual enrollment, workforce development).
- d. Build out stackability criteria for skills-based career pathways.

# Recommended Working Groups

- Three working groups to meet regularly to work toward goal throughout 2026.
- In addition to the three working groups, EDL, Strada, and AACRAO will continue as thought partners, providing technical support and ongoing strategic advisory as part of the Learning Mobility Collaborative.
- By joining the LMC, West Virginia joins a national discourse to connect with other states, like Arizona, who are moving through similar work.