



Madison College Digital Badge Program

Kathleen Radionoff
Madison College
kradionoff@madisoncollege.edu
(608) 258-2309

MADISON COLLEGE

MICRO-CREDENTIAL HISTORY

- Issued first non-credit badges in 2012
- 2015 NCCET award
- 2016 AACCC Right Signals grant
- 2017 League of Innovations award
- 2018 new program structure

UTILIZING BADGES DIFFERENTLY

Credit Badges	VS.	Non-Credit Badges
Courses transcribed (A, B, C...)		Courses transcribed (U/Satisfactory)
Earn at “Exceptional” level across <u>all</u> assessments		Earn an 80% or above within course and on assessments
Multiple skills/badges possible within one course		Each course = One badge/skill
Students may need to submit evidence/apply for digital badge		By taking the course, students are eligible to earn the digital badge

Within all classes (Credit/Non-Credit), students can still pass the class without having earned a badge.

CREDIT EXAMPLE



Medical Assistant Diagnostic and Procedural Coding

CAAHEP accreditation requires 100% of all medical assistant graduates to pass 100% of all competencies. In addition to passing 100% of all competencies, to earn this badge a student performed diagnostic coding and procedural coding at an exceptional level. As well as successfully complete the psychomotor, affective, and cognitive domain assessments as outlined below.



This badge is issued by Madison College: School of Health Education

SKILLS

Clinical Coding

Diagnostic Coding

ICD-10

Procedural Coding

WHAT IT TAKES TO EARN THIS BADGE



Earn an "Exceeds" on the in class activity "Procedures 18-4 Locating and ICD-10-CM Code" assignment.



Earns exceeds on both diagnostic and procedural coding competency verification. In addition, the learner must earn 93% or better on the written exam.

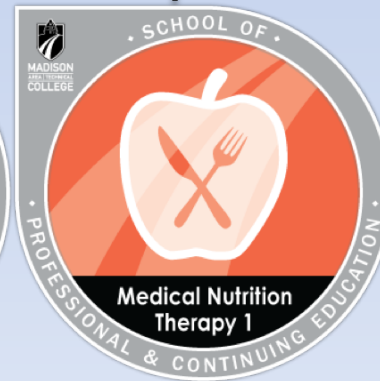
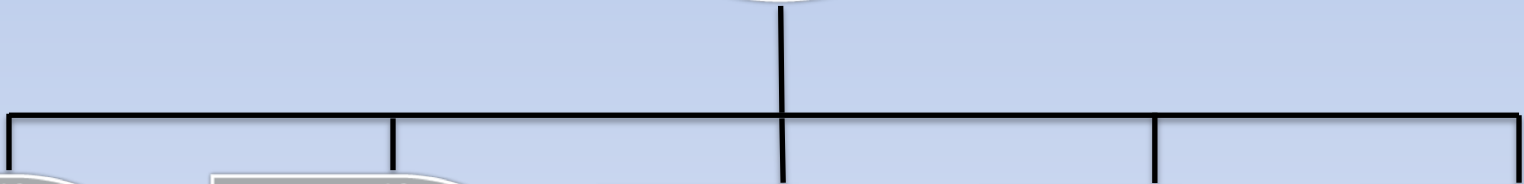
[View Additional Information >](#)

STANDARDS

IX Procedural and Diagnostic Coding

IX.P.1. Perform procedural coding

NON-CREDIT EXAMPLE



INSTITUTION BENEFITS

```
graph TD; A[Aligning badges with accreditation standards creates a transparent crosswalk] --> E((INSTITUTION BENEFITS)); B[Students stay connected to the institution] --> E; C[Students with older degrees can up-skill their credentials] --> E; D[Issuing alternate credentials throughout a program can encourage students to continue to the next credential.] --> E; F[Viral social media exposure can recruit potential students] --> E;
```

Aligning badges with accreditation standards creates a transparent crosswalk

Students stay connected to the institution

Viral social media exposure can recruit potential students

Issuing alternate credentials throughout a program can encourage students to continue to the next credential.

Students with older degrees can up-skill their credentials

STUDENT BENEFITS

```
graph TD; A[More people reaching out via Social Media networks (LinkedIn)] --> H((STUDENT BENEFITS)); B[Provide an "edge" over competition with similar degree credentials] --> H; C[Older degrees can be enhanced with new credentials] --> H; D[Up-skilling can be quick, as needed basis] --> H; E[Verifiable proof of knowledge, skills, abilities] --> H; F[Working harder to earn badges = better grades and engagement] --> H; G[Built-in talking points in interviews] --> H;
```

More people reaching out via Social Media networks (LinkedIn)

Provide an “edge” over competition with similar degree credentials

Older degrees can be enhanced with new credentials

Up-skilling can be quick, as needed basis

Verifiable proof of knowledge, skills, abilities

Working harder to earn badges = better grades and engagement

Built-in talking points in interviews

EMPLOYER BENEFITS

```
graph TD; A[Soft skill credentials align directly to potential leadership pathways] --> E((EMPLOYER BENEFITS)); B[Verified credentials allow the employer to align candidate with job that exploits interests/skills] --> E; C[Reduce HR time to look into transcripts and infer course names] --> E; D[Employees can update skills quickly, as needed] --> E; F[Talent management system] --> E;
```

Soft skill credentials align directly to potential leadership pathways

Verified credentials allow the employer to align candidate with job that exploits interests/skills

Reduce HR time to look into transcripts and infer course names

Employees can update skills quickly, as needed

Talent management system

WHAT WE'RE LEARNING

1. It is necessary to educate audiences to increase acceptance.
2. Badges work well at the community college level
3. Credit for prior learning opportunities
4. Value of micro-credentials
5. Employer engagement is critical

NEXT STEPS

- Convene Alternate Credential Advisory board
- Create badges that cross schools/departments
- Credential Engine Registry
- Align credit badges to specific Knowledge, Skill, and Ability
- Continue to find ways to educate audiences and increase acceptance