Explore, Empower & Innovate with Digital Credentials

1EdTech Higher Ed Briefing on Digital Credentials

November 2022
Session Outcomes

◆ Identify partners and opportunities
◆ Elevate courses, faculty, and staff
◆ Provide resources and support
◆ Apply lessons learned for scaling efforts
About UMBC

- University of Maryland, Baltimore County - Founded in 1966
- One of 12 institutions in the University System of Maryland
- 14,000 FTE students (80% FT)
- 925 FT/PT faculty
- Designated R1 - one of three research universities in USM
- Community-engaged University by the Carnegie Foundation
- Number-one university producing Black and minority PhD and MS students
Vision

“We take pride in calling ourselves, an Honors University in Maryland. How do we ensure that all students, not just our scholars, leave UMBC with the academic and co-curricular experiences to give them the skills to succeed when they leave UMBC?”

– Dr. Diane Lee, Vice Provost and Dean of Undergraduate Education, Emeritus
From Transcript to Comprehensive Learner Record

Why digital credentials?

- Shift from *static educational records* & transcripts to *online, digital credentials* focused on achievement or skills
- Central to the “unbundling” of degrees into shorter-form credentials that can stack into a larger *lifelong curriculum*
- **Market is demanding** higher ed move beyond bachelor’s degrees toward more *nimble, lower-priced, credentials*
- Move away from *one-and-done degrees* and towards *lifelong learning and upskilling*
Pilots, Partners & Initiatives
Greater Washington Partnership (GWP)

“Pilot of the Pilots”

→ The “what” and “why”

→ Pathways for earning badges
  ◆ Curricular
  ◆ Co-Curricular
  ◆ Stackable credentials to itemize knowledge, skills, and abilities

→ Awarded dozens of Digital Tech badges since 2020
Badging & Promoting Equity

The conferral of a bachelor's degree requires the completion of a series of courses; a series of badges can compose a pathway to earn a stackable badge.
Lessons Learned

➔ Buy-in
  ◆ Program director, faculty

➔ Instructional design support
  ◆ Specific, measurable learning outcomes (LOs)
  ◆ Alignment between external KSAs and our graduate courses

➔ Assessment support
  ◆ Student artifacts appropriately measure stated LOs

➔ Time and training
  ◆ Learning management system/platform
  ◆ Assessment management tool to capture student achievements
STEM Ready Initiative

● Pathways for incoming 11th grade students at Montgomery County Public Schools for STEM related-majors offered at UMBC at USG

● Competencies acquired through curricular, co-curricular, and extracurricular activities

● Badges are tracked and follow learners throughout high school, community college, the four-year institution, and beyond

● Individualized learning - students complete competencies that are right for them
Lessons Learned

➔ Does our current technical infrastructure identify and collect data we need for non-UMBC students?
➔ What will be our internal processes in issuing badges for students along the journey?
A Strategic (R)Evolution
People - Partners and stakeholders

- Career Center (GWP)
  - Badging specific and discrete technology skills

- Academic programs
  - Mapping curriculum to industry
  - Center for Teaching & Learning Sciences

- Experiential learning
  - Center for Democracy and Civic Life experience and achievement
  - The Shriver Center
Process - A flexible infrastructure

➢ Institution
➢ Partners
➢ Learners
Product - Promote the pathways
Lessons Learned - How Will You Proceed?

- Not one-size-fits-all
- Buy-in and added value
- Identify, collaborate with existing programs or departments
- Define your processes
Thank you!

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