Leveraging Micro-Credentialing and Student Records to Support Comprehensive International Education Program Outcomes

Forum Annual Conference 2019
What we are here to do

- Explore possible avenues for creating, implementing, and assessing international education-specific micro-credentials and comprehensive student records.
- Provide diverse examples of processes of micro-credentialing systems based on the needs and opportunities of the campus or program.
- Build a strategy using existing resources and program learning outcomes to create a detailed action plan to align the session attendees’ work with these technological and philosophical shifts in higher education.
Broadening the Circle of Education Abroad

- Pedagogical and philosophical shifts in education, aided by technology
- Innovation rooted in student success
- Shift toward competency based education
- Practice already happening on campus! How can you capitalize on the momentum?
- Integrating international experience into standardized curricula
Craig R. Harmelin
Assistant Director, Study Abroad
Office of International Affairs
University of California, Merced
Rodney Parks
University Registrar and Director of the Summer College
Elon University
Chelsea Kindred
Director of Alumni Development and Research
Academic Programs International (API)
Defining micro-credentials

- What is a credential?
- What types of things do we credential in higher education?
- Badging is more than just an image
- Helps direct learning + display an outcome
Aligning micro-credentials and outcomes

- Directed pathway to certifying meaningful engagement with learning objectives
- Affirm student engagement outside of transcript grades
- A way to support assessment
Your Action Plan

- Interested? Learn from our case studies as we go along and consider each section of the action planning document
- We will highlight various areas of the action plan where we found challenge and opportunity
UC Merced Case Study
Study Abroad & GE Intellectual Experiences

Background: The campus’ reaccreditation was predicated on redesign of general education program in 2017. The new GE program was intended to look holistically at undergraduate education and deeply embed previously disparate high-impact intellectual experiences.

UC Merced background:
- 2005: campus opened
- 2011: initial campus accreditation
- 2017: first campus reaccreditation
Study Abroad & GE Intellectual Experiences

Opportunity: With the new GE program, a series of 11 Intellectual Experience requirements became embedded in degree requirements. These could be fulfilled via coursework or co-curricular experiences. International Affairs identified the Global Awareness badge requirement and its outcomes as closely aligning with intended study abroad outcomes.

Intellectual Experiences required:

A. Scientific Method
B. Literary and Textual Analysis
C. Media and Visual Analysis
D. Quantitative and numerical analysis
E. Societies and cultures of the past
F. Diversity and identity
G. Global awareness
H. Sustainability
I. Practical and applied knowledge
J. Ethics
K. Leadership, community, and engaging the world
Study Abroad & GE Intellectual Experiences

Institutional mission / values: The 5 Hallmarks of the UC Merced Baccalaureate Degree informed the GE development process, including 5 GE Program Learning Outcomes. GE PLOs underpin 11 Intellectual Experience requirements among others.
Study Abroad & GE Intellectual Experiences

GE PLOs 3-5 seem to be particularly well aligned with international education opportunities:

- (#3) Communication: Explaining and persuading
- (#4) Cultural and global awareness: Engaging with differences
- (#5) Citizenship: Contributing to the public good
Study Abroad & GE Intellectual Experiences

All GE PLOs underpin GE Intellectual Experiences, but PLOs 3-5 align particularly well with int’l ed:

- (#3) Communication: foreign language study
- (#4) Cultural and global awareness & (#5) Citizenship: GE Intellectual Experience

**GE PLOs**

3. Communication: Explaining and persuading
4. Cultural and global awareness: Engaging with differences
5. Citizenship: Contributing to the public good

**Intellectual Experiences**

G. Global awareness
K. Leadership, community, and engaging the world
Study Abroad & GE Intellectual Experiences

Challenge: Education abroad does not fit neatly into either coursework or co-curricular experience. And as campus international office does not administer its own programs, requiring assessment activities without leverage creates challenge of measuring, demonstrating student learning.
Study Abroad & GE Intellectual Experiences

Challenge: Education abroad does not fit neatly into either coursework or co-curricular experience. And as campus international office does not administer its own programs, requiring assessment activities without leverage creates challenge of measuring, demonstrating student learning.
**Study Abroad & GE Intellectual Experiences**

Resources: Use or propose institutional resources. If you can't find a template, suggest one. Utilize AAC&U assessment rubrics.

---

**GLOBAL LEARNING VALUE RUBRIC**

<table>
<thead>
<tr>
<th>Course</th>
<th>Value</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Core</td>
<td><strong>Global Self-Awareness</strong></td>
<td>Evaluates the global impact of one’s major and other specific liberal arts in one’s career and life goals.</td>
</tr>
<tr>
<td>GE Core</td>
<td><strong>Prosperity-Engaged</strong></td>
<td>Evaluates the global impact of one’s major and other specific liberal arts in one’s career and life goals.</td>
</tr>
<tr>
<td>GE Core</td>
<td><strong>Global Citizenship</strong></td>
<td>Evaluates the global impact of one’s major and other specific liberal arts in one’s career and life goals.</td>
</tr>
<tr>
<td>GE Core</td>
<td><strong>Global Engagement</strong></td>
<td>Evaluates the global impact of one’s major and other specific liberal arts in one’s career and life goals.</td>
</tr>
</tbody>
</table>

**Defining Global Learning**

Global learning is critical because of its focus on engagement with complex, interconnected global systems and issues such as cultural, social, political, economic, and environmental dimensions of life. It involves the development of skills and competencies that enable students to think critically, communicate effectively, work collaboratively, and navigate diverse cultural contexts. Global learning is essential for fostering a global perspective and preparing students to be effective participants in a rapidly globalizing world.
Academic Programs International (API): Learning and Engagement Digital Badge Program
API Learning and Engagement Digital Badges

- 5 badges reflect core competencies of API experience, 21 activities each give participants 105 activities to engage in for meaningful skill development
- Career Development, Community Engagement, Intercultural Learning, Leadership and Mindful Travel
- Mindful Travel highest enrolled badge, Leadership lowest enrolled
- Intercultural Learning most adopted badge
API Learning and Engagement Digital Badges

- GenZ participants value ownership over experience, can choose badges and activities within the badge, less prescribed than previous methods of instruction
- Assess participant engagement and award the badge credential to affirm engagement with the competency
- Achieve API’s goals for internationalization with directed learning, support institutional partners’ goals
Thank you for participating in the API Learning and Engagement digital badge program.

If you have completed seven activities across the three learning phases (Mini-Learning Assignments), your digital badge will demonstrate your intentional engagement with these competencies. Fewer than 10% of American students spend meaningful time abroad, and this digital badge will further enhance your ability to share your experience with others, whether it be a passive visitor to your personal website, family and friends, and more.

Click on the below resource guide for more information on how to display your badge and the resource guide. If you believe you have earned a badge and your badge is not displayed, please contact badges@apiabroad.com for assistance.

**How to Display Badges - Resource Guide**

Download instructions for how to display your digital badges here.

The learner displaying this badge earned an API digital badge by completing activities that demonstrated commitment toward proactive and meaningful engagement with their immediate community, whether at home or abroad.

Earned in the academic year 2017-2018

Dr. Vija G. Mendelson
Chelsea Kindred
Recent Achievements

Issued
1513379407

Issuer Details
Name: API Abroad
URL: http://moodle.apiabroad.com

Badge Details
Name: Community Engagement
Description: The learner displaying this badge earned an API digital badge in Community Engagement for completing activities that displayed commitment toward proactive and meaningful engagement with their immediate community, whether at home or abroad. To earn an API digital badge, the learner must complete activities throughout their international experience in a variety of learning phases: map, explore, and discover. *The MAP phase of this digital badge is designed to occur during the preparatory stages of the international experience. In this phase, learners complete one or more of the following activities: set goals for community engagement; find the international at home; learn about peers’ community engagement experiences abroad; consider the role of tech in travel; research their host city to maximize community engagement; evaluate news sources for veracity; and read up on local events in the host community. This learner has appropriately mapped opportunities for
Certifications

Experiential Education Academy Certificate of Achievement
Oct 2015 – Present
National Society for Experiential Education

See certificate

API Career Development Digital Badge
License 1513366250
Academic Programs International (API)

See certificate

LinkedIn

backpack.openbadges.org

Share an update
I just earned a digital badge in Career Development from Academic Programs International (API)!

Share with: Public

Post to groups
Send to individuals

Share
Digital Badges: Challenges and Opportunities

- Challenge: Prolonged student engagement with badges
- Opportunities:
  - Embedding digital credentials into existing syllabi and coursework
  - Tying digital credentials to credit
  - Achieving buy-in from stakeholders on campus to create a badging culture
  - Articulating the value of microcredentials
Elon Case Study
Elon’s Visual Experiential Profile
Visual eXP
Education

Elon University
Bachelor of Arts (B.A.), Psychology and Neuroscience
2010 – 2014

Activities and Societies: President of the Phoenix Pals Club, Treasurer of the Neuroscience Club, Fire of the Carolinas Drumline

Elon University Experiences Transcript

Elon University CeDiploma
Congratulations Elon University Class of 2017

With graduation only days behind us, we expect your celebrations are just getting started! As you begin the next chapter of your life, we wanted to share some new and exciting ways to market all of your achievements and experiences here at Elon.

The CeDiploma

Elon is one of a select few institutions that have launched the new Certified Electronic Diploma (CeDiploma). With this new electronic diploma, graduate schools, embassies, employers, friends, and family can view your diploma as proof that you have finished your degree—anytime, anywhere. The CeDiploma is a fast and secure way of showing the world your degree without having to provide a copy of your transcript. Each CeDiploma features a unique Diploma ID that allows independent verification through an Elon website by any recipient.

Soon after graduation, you will receive an email with instructions to download your own CeDiploma.

Visualize Your Experiences

By now, many of you know about the Elon Experiences Transcript, but did you know that we have given it a new look? The Visual Experiential Profile (Visual EXP) takes your experiences and generates a dynamic infographic tailored to you. You can now request an official copy of your Visual EXP through our online ordering system. You can even combine it with your Academic Transcript to give employers a more complete view of your college experience. Just like the CeDiploma, you can quickly and easily share your Visual EXP by email or through social media and networking sites.

Take a look at what employers are already saying:

- "I liked all of the information that was included on the experiential transcript. Along with the academic transcript, it provides a total story of the student." [The EET]
- "The combined information displays the versatility of a candidate and may display into an interview that might serve to give one candidate the edge they need to stand out against the other." [The EET]
- "The EET shows more of a full picture of the candidate—not just that they get great grades, but that they were interested in various other aspects of life.” [The EET]

Market Your Accomplishments

After you download your electronic credentials, take a moment to upload them directly to your social media.

Combine your CeDiploma and Visual EXP on networking sites like LinkedIn to better market yourself to potential employers. With your credentials prominently displayed on your profile, institutions and employers can easily verify that you are the right candidate for the job.

You will be among the first students in the nation with access to these electronic credentials, so display them with pride! If you have any questions about these innovations, please do not hesitate to contact the Office of the Registrar at registrar@elon.edu.

Congratulations, graduate!
Data Collection Process – It Takes a Village

Offices Involved:
- Office of the Registrar
- Global Education Center
- Kernodle Center of Service Learning
- Office of Research
- Student Affairs
- Experiential Education Committee
- Center for Leadership
- Student Professional Development Center (College Staff)
- Institutional Research
- Application Technologies
- The Faculty
This data is the latest from survey of graduated students at 9 month out from graduation.

Graduate School for Graduates - Class at 9 Month Report

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad School Level</td>
<td>Doctorate</td>
<td>Masters</td>
</tr>
<tr>
<td>2016</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>2017</td>
<td>164</td>
<td>189</td>
</tr>
</tbody>
</table>

Employment for Graduates - Class at 9 Month Report

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not for Profit</td>
<td>93</td>
<td>19</td>
</tr>
<tr>
<td>Government</td>
<td>26</td>
<td>129</td>
</tr>
<tr>
<td>Entrepreneurial</td>
<td>129</td>
<td>342</td>
</tr>
<tr>
<td>Education</td>
<td>89</td>
<td>46</td>
</tr>
<tr>
<td>Corporate For Profit</td>
<td>148</td>
<td>361</td>
</tr>
<tr>
<td>(missing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grad School Level | 2016 | 2017 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Employer Org Type | 2016 | 2017 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Strings Productions</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A Bar A Ranch</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A Bartenski Rent A Car Group</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A Big Idea Group</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AAA Carolinas</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ABC News</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Abrams Artists Agency</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Action Plan
Session Debrief/Wrap Up