

#	Question	Answer(s)
1	Does mastery occur at the students pace and how does this align with the instructional calendar? Can a student attain mastery prior to the end of the semester or, for those who need more time, the following semester?	With mastery-based, or direct assessment, we would move away from the Carnegie Unit and the time limits of a “semester”. We are currently working on the development of CBE models, but are also using a direct assessment model in our noncredit offerings. Even when offered during a semester, our noncredit courses can be continued through subsequent terms to allow students to complete in a more flexible time frame.
2	Do the students like badges and how difficult is it to get transfer institutions to recognize these badges?	Students *get* badges in concept — They are prevalent in our popular culture, so the concept makes sense. Right now, we aren’t relying primarily on badges for transfer, but rather will start by using them in tandem to our current system. It will take a while to reach the point where they are ubiquitous enough to be the primary system.
3	How does this connect with how you assess SLOs? Do you have separate assessment data software or does this take the place of SLO assessment?	No additional software is needed for assessment. We are doing some great work with direct assessment and Canvas “mastery paths” as a possible method. This would not take the place of SLO assessment, but could be a mechanism for honing assessment practices.
4	I would love to hear more about how badges work for transfer.	Me too. :-) In an instance where a badge could represent more granular or higher resolution data about a course, two institutions could use that data to determine whether a class is equivalent based on specific learning outcomes. Of course, this is still a while down the road — We have to build badges to the point where two institutions are able to have that conversation.
5	How do badges align with program and institutional learning outcomes?	We are using faculty expertise to align badges with outcomes and objectives at a course level. As our assessment practices evolve and become more tightly integrated with instruction, it will allow us to evaluate knowledge and performance for the purpose of assessment at the same time we are awarding badges.
6	What about security of the badges? Could they be easily duplicated? Also, would they be a secondary ‘certification’. alongside GPAs and transfer requirements?	For security, the authenticity of a badge is verified through the badge provider (in our case, Badgr). They are almost impossible to forge. They will start out as a “secondary” certification. If my work is successful, they will be able to grow in this secondary role until they are universal and trusted enough to become a primary measure. :-)
7	Have students, employers, and transfer institutions like the UC and CSU expressed interest in Badges? How have they reacted?	Like the CCC, there are pockets of interest. We are looking at this as an evolutionary, rather than a revolutionary change. This underscores the importance of mapping to an existing system, rather than seeking to replace it from the beginning. Badges bring significant value, even as a secondary system, which we can use to keep forward momentum until we gain critical mass.
8	Does the badge replace transcript and how have you validated it as evidence of student's completion to employers and or higher institutions for higher degrees?	It is a viable replacement, but needs to become more universal for that to happen. The skills data we are attaching to the badges is immediately useful and valuable. Employers are using these skills databases to hire employees right now.