Innovation in Student Records: Expanding Learning Records Beyond the Traditional Transcript

Tom Green, Ph.D., Associate Executive Director, Consulting and SEM

May 18, 2017
Today’s Webinar

1. Why Innovate?
2. Learning beyond the classroom
3. Models from the CSR Project
4. Guidance on developing new records
5. Discussion
The academic transcript

1. Chronological record of enrollment (Black, 2015)

2. Started as a ledger of enrollment that was kept in a large ledger book:
   - Manual entries by faculty to document student enrollment and eventually outcomes/failures

3. Carnegie units (1905) began to standardize enrollment around time on task:
   - Quality movement to improve teaching and learning.
   - Also measured faculty production as a means toward retirement benefits (the precursor of TIAA-CREF)
Machine Age transcripts

1. Replicated manual ledger transcripts

2. Started with the use of pre-printed forms and typewriters

3. Moved to computer versions that largely sought to replicate the format of prior transcript versions

4. Provide:
   – Degree tracking (sought) or degree earned
   – Enrollment by institutionally-defined terms
   – Listing of course data (ID, title, credits)
   – Outcomes (grading system)
What is missing?

1. Learning outcomes:
   – What was learned versus what was taken?

2. Learning that may occur outside the structure of the academic course catalog:
   – Many internships and study abroad courses have places within the course catalog

3. Skills and competencies that are mastered by students during a degree or certificate program:
   – Learning outcomes are one form of these

4. Ways to record learning in competency-based education (CBE)
Transcript utility

1. Highly valued and necessary when communicating between institutions

2. Carnegie Unit standardization is the backbone of student transfer in the United States

3. Very limited value outside of higher education:
   - Degree certification

4. Employers in virtually every recent inquiry found transcripts inadequate for their needs:
   - Not used in most hiring processes beyond degree verification
Learning beyond the classroom

1. Growing and widespread acceptance that students learn through experiences outside the classroom setting (online or live):
   – Internships
   – Leadership opportunities
   – Global study (study abroad)
   – Civic engagement/service

2. Much of the work to record experiences outside the course catalog has fallen to student affairs/student life offices:
   – Faculty supervision of or engagement with this learning is uneven.
Learning beyond the classroom

3. Faculty engagement with learning requires/demands a critical partnership with student affairs areas:
   – Common understandings of what constitutes learning and learned persons
   – Synergies of academic and co-curricular experiences

4. Capturing and measuring learning is developing outside the course catalog but requires greater development, generally
AACRAO – NASPA CSR Project

1. 18-month project to accelerate the development of innovative student records models

2. Funded by $1.56M USD from Lumina Foundation

3. Engaged 12 American colleges and universities to develop model records along one or more areas:
   – Learning outcomes
   – Competency-based education
   – Learning outside the classroom

4. All records must be digital with consideration of portability in the future
## Institutional participants

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Location</th>
<th>Enrollment size</th>
<th>Control</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough of Manhattan Community College</td>
<td>New York, NY</td>
<td>31,482</td>
<td>Public</td>
<td>2-year community college</td>
</tr>
<tr>
<td>Brandman University</td>
<td>Irvine, CA</td>
<td>7795</td>
<td>Private, non-profit</td>
<td>4-year comprehensive</td>
</tr>
<tr>
<td>Central Oklahoma University</td>
<td>Edmond, OK</td>
<td>16,840</td>
<td>Public</td>
<td>4-year comprehensive regional</td>
</tr>
<tr>
<td>Dillard University</td>
<td>New Orleans, LA</td>
<td>1185</td>
<td>Private, non-profit</td>
<td>4-year undergraduate focus, HBCU</td>
</tr>
<tr>
<td>Elon University</td>
<td>Elon, NC</td>
<td>6483</td>
<td>Private, non-profit</td>
<td>4-year undergraduate focus</td>
</tr>
<tr>
<td>Indiana University Purdue University Indianapolis</td>
<td>Indianapolis, IN</td>
<td>30,000</td>
<td>Public</td>
<td>4-year doctoral research</td>
</tr>
<tr>
<td>LaGuardia Community College</td>
<td>Long Island City, NY</td>
<td>20,231</td>
<td>Public</td>
<td>2-year community college</td>
</tr>
<tr>
<td>Stanford University</td>
<td>Palo Alto, CA</td>
<td>16136</td>
<td>Private, non-profit</td>
<td>4-year extensive AAU research I</td>
</tr>
<tr>
<td>University of Houston Downtown</td>
<td>Houston, TX</td>
<td>14439</td>
<td>Public</td>
<td>4-year comprehensive regional</td>
</tr>
<tr>
<td>University of Maryland University College</td>
<td>College Park, MD</td>
<td>54032</td>
<td>Public</td>
<td>4-year extensive research I</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>Columbia, SC</td>
<td>32972</td>
<td>Public</td>
<td>4-year extensive research I</td>
</tr>
<tr>
<td>University of Wisconsin Extension and Wisconsin Colleges</td>
<td>Madison, WI</td>
<td>300 - 1000</td>
<td>Public</td>
<td>4-year extensive research I; 2-year community colleges</td>
</tr>
</tbody>
</table>
Model convergence – about five types

1. Visualizations
2. Widgets – 3-dimensional data
3. Competency-based Education (CBE) records
4. Institutional reporting/tracking
5. Data capture of outside-the-classroom activity
Visualizations – Elon and IUPUI

ELON EXPERIENCES VISUAL TRANSCRIPT

Elon University validates all information presented on a student’s Elon Experiences Transcript. Validation occurs within each program responsible for the experiences and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of Elon University. For more information about the Elon Experiences Transcript visit our site.

STUDENT INFORMATION

NAME | JOHN S. DOE
DEGREE | B.SC
MAJOR | APPLIED MATHEMATICS
COMPUTER SCIENCE
COMPLETE | 28TH OF NOVEMBER 2016

SUMMARY OF ELON EXPERIENCES

| RESEARCH | 6 TERMS |
| INTERNSHIP | 400 HRS |
| SERVICE | 180 HRS |
| GLOBAL EDUCATION | 2 TERMS |
| LEADERSHIP | 1 TERM |

EXPERIENCE TIMELINE

2013
- HONORS RESEARCH SPRING

2014
- ELONTHON SPRING
- FOREIGN EXCHANGE SUMMER
- COMMUNITY SERVICE HACKATHON FALL
- SAS - DATA SCIENCE INTERN FALL

2015
- AUSTRALIA/NEW ZEALAND ELR WINTER
- EGO-REPS SPRING
- UNDERGRADUATE RESEARCH CONFERENCE SPRING
- CENTER FOR LEADERSHIP SPRING
- GLEN RAVEN FALL
- ERNST AND YOUNG - DATA MODELING INTERNSHIP FALL

2016
- UNDERGRADUATE RESEARCH CONFERENCE SPRING
- KIDS WHO CODE BOOTCAMP SPRING
- ALPHA PHI OMEGA FALL
- GLEN RAVEN FALL

Innovation in Student records, PACRAO, 5/18/2017
Visualizations – Elon and IUPUI

Global Engagement
- Global experience #88888888888888888888 - International Fisherman
  Niger’s Capital, Agadez NER - 3 Semesters
- <experience info …………………………….> - 2 Semesters

Internships
- Information Technology Intern
  MISO, Carmel IN USA - 780 Hours
- Accounting Intern
  Eli Lilly, Indianapolis IN USA - 560 Hours

Leadership
- Fraternity Treasurer, Phi Delta Theta
  IUPUI, Indianapolis IN USA - 4 Semesters
- Fraternity Vice President, Phi Delta Theta
  IUPUI, Indianapolis IN USA - 2 Semesters

Research Hours
- 255
- 195
- 135
- 55

Service Hours
- Family, School & Neighborhood Engagement
- Alternative Break
- Trip Leader
- Community Service Leaders
- Alternative Break Co-Coordinator
- Community Service Scholars

Diversity
- Coordinator - Disability Awareness Week
  IUPUI, Indianapolis IN - 60 Hours
- Diversity Experience Title that takes up a really
  whole lot of room on page
  Someplace, Indianapolis Indiana - 50 Hours
- Multicultural Leadership Empowerment Program
  40 Hours
- Diversity Experience Title #2 takes up a really
  whole lot of room on page
  Carbondale, IL - 25 Hours

Some Other Research Program
- Multidisciplinary Undergraduate Research Institute
- Summer Diversity Scholars Research Program

Official record page 2 of 2 created on <mm/dd/yyyy> for <student name> <student ID>
Visualization – University of Central Oklahoma
Widgets – three-dimensional records: LaGuardia Community College badges

Career Readiness Meta Digital Badge
Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

LaGuardia Core Competencies: Inquiry and Problem Solving and Global Learning
Student Affairs Developmental Experiences: Teaching Behaviors for Personal and Professional Success
Widgets – three-dimensional records: LaGuardia Community College badges

1. Embedded content available by clicking on the badge to see links to additional information

2. E-portfolio used at LGCC to record student achievements

3. Some of the assets available are video reflections by students that capture the learning outcomes of internship and other experiences
Widgets - three-dimensional records: Stanford
CBE records: UM University College

Innovation in Student records, PACRAO, 5/18/2017
CBE records: UM University College

Innovation in Student records, PACRAO, 5/18/2017
CBE records: UW Extension

PSY 202 - Introductory Psychology

Competencies (6 complete, 6 total)

- Explain the basic methods of research used by psychologists and the reasons for these
- Apply knowledge of physiology to human abilities and limitations
- Apply basic concepts from development, personality, and social psychology to real-life situations
- Apply principles of learning and memory theory to everyday life
- Articulate various dimensions of the nature-nurture question
- Apply basic theoretical perspectives to real-world problems

BIOL 141 - Heredity

Order a transcript
Print
CATEGORIES OF COMPREHENSIVE STUDENT RECORD

1. UNIVERSITY VERIFIED
   - Automatic direct feed from Banner to CSR
     - Degree(s), Academic Program/Major, Competencies & Courses Completed, Badges Earned, University Addressed Certifications

2. UNIVERSITY VERIFIED
   - Student submitted docs verified by applicable school official thru workflow
     - University Internships, Organization Memberships

3. UNVERIFIED
   - Student submitted docs unverified (Disclaimer included)
     - Portfolio, Professional/Military/Work Citations, Civic & Volunteer Activities, Non-University Certifications
Official University Record (verified)

Summary view with click to open metadata:
- Description
- Criteria
- Evidence
Student Loaded (Unverified)

Professional profile & portfolio
Externally shareable links & printable
Ability to create multiple versions tailored for unique career fields

Profile

BIO
I am an experienced mid-career professional pursuing a Bachelor's of Science in Nursing. I am building on my past several years of experience working in the nursing and healthcare fields, pursuing my passion for serving people.

EDUCATION
Brandman University
2015 - 2017 • Bachelor of Science in Nursing • Nursing & Health Professions Department

WORK EXPERIENCE
Nursing Assistant
Grand View Healthcare - Outpatient Care Center, Los Angeles, CA • 2012 - 2014
Assisted nurses and doctors with wide range of treatment and care processes.

SKILLS
- Nursing
- Hospital Unit Administration
- Bedside Procedures
- Patient Care

ACCOLADES
Nursing Assistant of the Year Award - Grand View Healthcare, 2014

LINKS
Facebook
LinkedIn
Twitter
Recording and Tracking: University of South Carolina

The student selects the records she/he would like to display on the Experiential Learning Transcript ELR)
Recording and Tracking: University of South Carolina

Beyond The Classroom Matters (BTCM)

BTCM Records Total: 5,945

<table>
<thead>
<tr>
<th>Term</th>
<th>Campus</th>
<th>Engagement</th>
<th>College</th>
<th>Major</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>USC Atlanta</td>
<td>Success CASP Consultation</td>
<td>College of Arts and Sciences</td>
<td>Accounting</td>
<td>Female</td>
<td>2 or More Races</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>USC Beaufort</td>
<td>Success CASP Consultation</td>
<td>College of Arts and Sciences</td>
<td>Advertising</td>
<td>Male</td>
<td>American Indian</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>USC Columbia</td>
<td>Success CASP Consultation</td>
<td>College of Arts and Sciences</td>
<td>Architecture</td>
<td>Female</td>
<td>Alaska Native</td>
</tr>
</tbody>
</table>

Program providers can consider the extent to which they are engaging target populations.

Colleges / schools can consider how their students are engaged in support and/or enrichment programs.

Dataset behind the dashboard can be analyzed to determine relationships among involvement in support and enrichment programs and institutional metrics - retention rates, graduation rates, and employment outcomes.
Recording and tracking: Dillard University

<table>
<thead>
<tr>
<th>Academic Year 2014-2015: SPRING</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU-SE-IE</td>
<td></td>
<td>Personal Finance 101</td>
<td>Independence</td>
<td>Self-directed; Free from emotional dependency</td>
</tr>
<tr>
<td>ECU-TC-BV</td>
<td></td>
<td>Voter Registration Drive</td>
<td>Social Responsibility</td>
<td>Social consciousness, Helpful</td>
</tr>
<tr>
<td>ECU-CN-RS</td>
<td></td>
<td>Love Shouldn't Hurt: Getting Your Friend Help</td>
<td>Problem Solving</td>
<td>Find solutions when emotions are involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2015-2016: FALL</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU-SP-BR</td>
<td></td>
<td>Man in the Mirror</td>
<td>Assertiveness</td>
<td>Communicating feelings, beliefs; Non-offensive</td>
</tr>
<tr>
<td>ECU-SE-AG</td>
<td></td>
<td>Dillard Self-Defense Workshop: Women in the Workplace</td>
<td>Assertiveness</td>
<td>Communicating feelings, beliefs; Non-offensive</td>
</tr>
<tr>
<td>ECU-CN-PZ</td>
<td></td>
<td>Brain Food Spring 2016</td>
<td>Reality Testing</td>
<td>Objective: See things as they really are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2016-2017: SPRING</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU-SP-PY</td>
<td></td>
<td>What's Your Major? Where Does That Lead?</td>
<td>Flexibility</td>
<td>Adapting emotions, thoughts and behaviors</td>
</tr>
<tr>
<td>ECU-CN-SP</td>
<td></td>
<td>Get It All Out</td>
<td>Stress Tolerance</td>
<td>Coping with stressful situations</td>
</tr>
<tr>
<td>ECU-CN-TC</td>
<td></td>
<td>Social Media Shakedown</td>
<td>Impulse Control</td>
<td>Resist or delay impulse to act</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2016-2017: FALL</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU-CN-NG</td>
<td></td>
<td>Can You See Your Vision?</td>
<td>Optimism</td>
<td>Positive attitude and outlook on life</td>
</tr>
<tr>
<td>ECU-CN-IA</td>
<td></td>
<td>What's Your Spiritual Gift?</td>
<td>Self-Actualization</td>
<td>Pursuit of meaning, Self-improvement</td>
</tr>
<tr>
<td>ECU-CN-EC</td>
<td></td>
<td>When Push Comes to Shove: Emotional Intelligence at Home</td>
<td>Emotional Self-Awareness</td>
<td>Understanding own emotions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Information:</th>
<th>Major(s)</th>
<th>Minor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marketing</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>
Recording and tracking: Borough of Manhattan Community College
Guidance on developing innovative student records

1. Data integration is the greatest challenge

2. Learning frameworks matter
   – Faculty – student affairs partnerships are essential for the development of consistent learning outcomes
   – Third-party frameworks (DQP, LEAP, NACE, etc.) provide validation and consistency

3. Lifelong access to student records
Questions and Discussion
Thank you!

Tom Green, Ph.D.
Associate Executive Director
Consulting and SEM
Tom.Green@aacrao.org

aacrao.org/record
naspa.org/rpi/comprehensive-student-record