Innovation in Student Records: Learning-Centric Approaches

Tennessee HIP Statewide Conference

January 11, 2018

Tom Green, Ph.D.
About AACRAO

1. Higher Education association headquartered in Washington, DC

2. Exist to meet the academic and enrollment service needs of our members:
   - Registrars
   - Admissions Officers
   - Chief Enrollment Management Officers

3. 107 years old

4. 11,000 members in over 40 countries

5. Largest provider of content on proven and leading practices in these areas in the world
What are student records?

1. By law, anything that we collect, record, report or store in any means or mechanism related to a student’s enrollment, activities, behavior, progress, outcomes or earned credentials.

2. We choose to report only the enrollment history of the student in terms of courses attempted, outcomes of those courses and any earned certificates or degrees.

3. Our commitment is to ensure that the official report (the transcript) is accurate and secure.

4. The diploma is also produced but only as a ceremonial document in the United States.
Why are records evolving?
The movement toward competency-based or learning outcomes-based education

1. Rooted in efforts to reform teacher education programs in the 1960’s (Brown, as cited by Ford, 2014)
   - Built upon “mastery models” used in U.S. higher education in the 1920’s and 1930’s

2. Minimal impact in changing higher education but “not dead” for the past 50 years

3. Gaining traction today as a means to align higher education with labor-market needs/desires/demands for an educated workforce
Greater pressure for accountability

1. Costs of higher education have consistently outpaced family incomes for over 30 years (and approaching 40 years)

2. Governments worldwide are less willing to pay the costs of higher education:
   - Disinvestment by many/most states
   - Free higher education ending in many countries
   - Debate over public versus private good of higher education
   - This passes costs to individuals (as well as institutions)

3. Public perception (or misperception) that higher education does not prepare graduates for work:
   - “Bachelor’s degree baristas”
Confusion between the attainment of credits and learning

1. The Carnegie unit/credit hour helped U.S. higher education develop a consistent, national system of shared information:
   – Explicit relationships between time of instruction and credit hours
   – Framework for transfer of credit
   – Basis for all financial aid qualifications

2. It has also contributed to misperceptions about the nature of a certificate or degree:
   – Credits as hurdles to be jumped
   – Some credits are to be “gotten out of the way” in order to get to the important credits in the major
   – Scaffolding of learning and mastery of concepts only seen through pre-requisites
So, where is learning in all of this?

1. Individual course syllabi
   – The most universal location, given the requirements of accrediting bodies for these

2. General education outcomes
   – Common

3. Program, major or degree-level outcomes
   – Less common to rare

4. Co-curricular learning
   – Growing in its appearance
   – Not often tied to institutional learning outcomes
Assumptions about learning and credentials have eroded over time

1. The official transcript is a chronological history of enrollment and its related results
   – Expressed in credits and grades
   – Often terribly abbreviated to meet limitations of information systems
   – Of greatest value to those within higher education
   – Of little value to those outside of higher education

2. A degreeed individual was assumed to have certain mastery:
   – Communication skills
   – Critical reasoning
   – Mastery of a specific area of study (since the late 1800’s)
Some causes of the erosion

1. A greater share of Americans now have higher education experiences than any generation before them:

2. The elite and the masses

3. Employers are imposing greater expectations for job training on higher education than in the past

4. Technology expectations are ever-evolving and present in virtually every field of work today

5. Popular questioning of the value of a degree
How can competency or learning outcome-based records aid students?

1. Demonstrate progress toward and mastery of knowledge and skills valued outside higher education:
   - This could impact the decisions students stay in or leave higher education

2. Allow students to reflect upon their accomplishments during their time in higher education:
   - This is an area where many students struggle today, as they may not associate certain activities, projects, accomplishments with desired outcomes in job-search, graduate school and other post-collegiate pursuits
How can competency or learning outcome-based records aid students?

3. Combines learning, where and when it occurs, into a single document:
   - Acknowledges the role that learning outside the classroom plays in the overall education of a student
   - Demonstrates how both course-based learning and co-curricular learning contribute to institution-wide learning frameworks and learning outcomes

4. Provides employers with a richer profile of student achievement and career readiness

5. Provides students with secure digital credential that they can distribute independent of the institution’s control
The Comprehensive Learner Records Project

1. Joint project by AACRAO and NASPA started in 2015 to accelerate the development of new records models:
   - Largely in response to the momentum of new record development by our member institutions that lacked common voices, approaches

2. Informed by several records sources already in development:
   - United Kingdom Higher Education Achievement Record (HEAR)
   - Certified Electronic Diploma (Stanford)
   - Co-curricular transcripts
   - Visual Experiential Transcript (Elon/Parchment)

3. Funded by an initial grant from Lumina Foundation

4. Developed 12 records models among a highly diverse group of American colleges and universities
### 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</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.

SUMMARY OF ELON EXPERIENCES

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>INTERNSHIP</th>
<th>SERVICE</th>
<th>GLOBAL EDUCATION</th>
<th>LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 TERMS</td>
<td>400 HRS</td>
<td>180 HRS</td>
<td>2 TERMS</td>
<td>1 TERM</td>
</tr>
</tbody>
</table>

EXPERIENCE TIMELINE

2013
- HONORS RESEARCH SPRING

2014
- ELONTHON SPRING
- FOREIGN EXCHANGE SUMMER
- COMMUNITY SERVICE HACKATHON FALL
- GLEN RAVEN FALL
- SAS DATA SCIENCE INTERNSHIP FALL

2015
- AUSTRALIA/NEW ZEALAND ELR WINTER
- ECO-REPS SPRING
- UNDERGRADUATE RESEARCH CONFERENCE FALL
- 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

STUDENT INFORMATION
NAME: JOHN S. DOE
DEGREE: B.S.C
MAJOR: APPLIED MATHEMATICS
COMPUTER SCIENCE
COMPLETE: 28TH OF NOVEMBER 2016

Innovation in Student Records, TN BOR, 1/2018
Visualizations – Elon and IUPUI

Global Engagement
- Global experience #88888888888888888888888888888888 - 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

Research Hours
- 255
- 195
- 135
- 55

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

Service Hours

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

Official record page 2 of 2 created on <mm/dd/yyyy> for <student name> <student ID>

AACRAO
Advancing Global Higher Education
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

OFFICIAL TRANSCRIPT

Peyton Andrews
Student id: 94194633
Status as of: 06/30/2016

MASTER OF BUSINESS ADMINISTRATION
Organizational Leadership

Organize document or presentation clearly in a manner that promotes understanding

- Present material in clear and/or logical order appropriate to task
- Articulate thesis and purpose clearly
- Create coherent progress from introduction through conclusion
- Distinguish clearly between main points and supporting details
- Support thesis and purpose fully
- Transition smoothly and develop connections from point to point

Create and employ multimedia supports, visual aids and/or documents appropriate to the needs of the project, the message and the audience

- Create coherent progress from introduction through conclusion
- Create neat, clear, and professional document and/or multimedia aids
CBE records: UM University College
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
  - Mastery
- Apply knowledge of physiology to human abilities and limitations
  - Mastery
- Apply basic concepts from development, personality, and social psychology to real-life situations
  - Mastery
- Apply principles of learning and memory theory to everyday life
  - Mastery
- Articulate various dimensions of the nature-nurture question
  - Mastery
- Apply basic theoretical perspectives to real-world problems
  - Mastery

BIOL 141 - Heredity

Credits: 3  Grade: IP
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
Examples

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

<table>
<thead>
<tr>
<th>Profile</th>
<th>BIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>Brandman University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015 - 2017 • Bachelor of Science in Nursing • Nursing &amp; Health Professions Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK EXPERIENCE</th>
<th>Nursing Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grand View Healthcare - Outpatient Care Center, Los Angeles, CA • 2012 - 2014</td>
</tr>
<tr>
<td></td>
<td>Assisted nurses and doctors with wide range of treatment and care processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Hospital Unit Administration</td>
</tr>
<tr>
<td>Bedside Procedures</td>
</tr>
<tr>
<td>Patient Care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCOLADES</th>
<th>Nursing Assistant of the Year Award - Grand View Healthcare, 2014</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Facebook]</td>
</tr>
<tr>
<td>[LinkedIn]</td>
</tr>
<tr>
<td>[Twitter]</td>
</tr>
</tbody>
</table>
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)

- Campus: USC Alien
- Engagement: success mapped, consultation, supplemental instruction, peer leader, transfer success consultation, undergraduate research
- College: College of Arts and Sciences, College of Education
- Major: Accounting, Advertising

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

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

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

<table>
<thead>
<tr>
<th>Academic Year 2014-2016: SPRING</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>E11-EE-IE</td>
<td>EE1</td>
<td>Personal Finance 101</td>
<td>Independence</td>
<td>Self-directed; Free from emotional dependency</td>
</tr>
<tr>
<td>E21-EC-EC</td>
<td>EC2</td>
<td>Voter Registration Drive</td>
<td>Social Responsibility</td>
<td>Social consciousness; Helpful</td>
</tr>
<tr>
<td>E11-CH-EC</td>
<td>CH1</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>E11-EE-EE</td>
<td>EE1</td>
<td>Man in the Mirror</td>
<td>Self-Regard</td>
<td>Respecting oneself; Confidence</td>
</tr>
<tr>
<td>E11-EC-EC</td>
<td>EC2</td>
<td>DU Fitness Self-Defense Workshop: Women in the Workplace</td>
<td>Assertiveness</td>
<td>Communicating feelings, beliefs; Non-offensive</td>
</tr>
<tr>
<td>E11-CM-EC</td>
<td>CM1</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 2015-2016: SPRING</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>E11-EE-EE</td>
<td>EE1</td>
<td>What's Your Major? Where Does That Lead?</td>
<td>Flexibility</td>
<td>Adapting emotions, thoughts and behaviors</td>
</tr>
<tr>
<td>E11-CH-CH</td>
<td>CH1</td>
<td>Get It All Out</td>
<td>Stress Tolerance</td>
<td>Coping with stressful situations</td>
</tr>
<tr>
<td>E11-CM-EC</td>
<td>CM1</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>E11-CH-CH</td>
<td>CH1</td>
<td>Can You See Your Vision?</td>
<td>Optimism</td>
<td>Positive attitude and outlook on life</td>
</tr>
<tr>
<td>E11-ID-IL</td>
<td>IL1</td>
<td>What's Your Spiritual Gift?</td>
<td>Self-Actualization</td>
<td>Pursuit of meaning; Self-improvement</td>
</tr>
<tr>
<td>E11-SF-IC</td>
<td>SF1</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>Academic Year 2016-2017: SPRING</th>
<th>CODE</th>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>SKILL DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>E11-EE-IE</td>
<td>EE1</td>
<td>Café Noir: Spoken Word Night</td>
<td>Emotional Expression</td>
<td>Constructive expression of emotions</td>
</tr>
<tr>
<td>E11-OC-OC</td>
<td>OC1</td>
<td>Take Back the Night</td>
<td>Empathy</td>
<td>Understanding, appreciating how others feel</td>
</tr>
<tr>
<td>E11-ID-IR</td>
<td>IR1</td>
<td>Pajamas, Popcorn &amp; Pearls</td>
<td>Interpersonal Relationships</td>
<td>Mutually satisfying relationships</td>
</tr>
</tbody>
</table>

Degree Information:
- Major(s): Marketing
- Minor(s): Computer Science

Office of Student Affairs
Dean of Student Affairs
Recording and tracking: Borough of Manhattan Community College
Some of the lessons learned from our first phase of work

1. Leadership in academic affairs, student affairs, student records and information technology are critical to success of the work

2. Data integration is the greatest challenge

3. 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

4. Lifelong access to student records will be essential
What comes next?

1. Expansion of record development and implementation of a model or models:
   - “We cannot pilot our way to adoption”

2. Expansion of existing models to ensure they include all learning from courses and outside of courses

3. Standardization of content for competency-based education certificates and degrees

4. Alignment of higher education priorities for learning with employer desires and needs for greater information on career readiness
The Tennessee Project

1. AACRAO and NASPA will work with the TN BOR to develop a common learner record that will span a student’s enrollment across institutions that utilize a CLR.

2. This will encompass learning inside and outside the classroom when the student engages in courses or activities that are declared by the college or university to contribute to learning.

3. Of great interest will be the transfer of competencies or learning outcomes when a student moves from one institution to another.

4. Work with the project team starts tomorrow!
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