Comprehensive Student Records Project

Summer 2016 Convening

July 12-13, 2016

Summary

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Introduction

The twelve participating institutions in the Comprehensive Student Records (CSR) project, co-sponsored by AACRAO and NASPA and supported by a grant from Lumina Foundation, met in Anaheim, California, on July 12-13, for a 24-hour exploration of their work. This convening was developed in direct response to the institutions' requests to understand what other participants were doing to develop their records and to have the chance to dialog with them about the approaches, technologies and challenges.

The format of the convening grouped institutional participants into four sets of three institutions. Each institution gave a 10 to15-minute overview of the project, including any challenges that they have encountered, the project's current status and lessons learned along the way. This was followed by 10-15 minutes of questions and discussion with the other eleven institutions' teams. Also in attendance were the AACRAO and NASPA consultants, as well as the AACRAO Technology Advisory team.

Informal discussions over breaks, dinner and breakfast were encouraged. The participants took full advantage of this. Many of the participants had never met their peers, as the institutions were added to the projects in three phases. This allowed for new connections to be made across the teams.

Each institution's presentation slides were stored in a shared Dropbox folder. All teams will have access to the folder as resources for their own project development. The highlights of the presentation are captured in the following report. At the end of the report are some cross-cutting themes that emerged from the event.

Conrad Walker, LaGuardia Community College

The focus of the project is digital badging. There are rubrics and rigor that have been developed to ensure that these badges are based upon objective standards and measured against them. One example was the career readiness badge, based upon NACE Career Readiness Competencies. About 25 students are nearing eligibility for this badge.

LGCC serves a very large number of low-income students. Their programs are intended to support their specific needs. The project focuses on those students who participate in LGCC's Federal Work-Study program. There have been initial surveys of students and employers to determine the perceived value of badges. Students are being trained to use these badges in both social media (I.e., LinkedIn) and in combination with traditional resumes.

The badges are supported by Credly. They are clickable, so that the person viewing it can see more detail about the badge from a website, even a social media site.

Jeff King and Cheryl Hines, University of Central Oklahoma

UCO launched a campus-wide program, Student Transformative Learning Record (STLR), that encompasses learning in the curriculum and co-curriculum. They are based on the rubrics in the AAC&U LEAP/Value frameworks. Faculty and staff who evaluate students are trained on these rubrics. The six tenets of transformative learning are measured/assessed along three levels of achievement: Exposure, Integration and Transformation. The opportunities are designed for the student population of UCO, meaning that commuter students who work and have outside commitments have opportunities to earn the STLR badges.

Students can track progress toward any one of the six tenets in a dashboard. UCO has been in conversation with various vendors to help the University develop a digital token or badge to display or use. The student-facing elements are in place today and UCO developed a mock-up of what a digital document that is outward facing may look like. Ideally, the student would be able to highlight some achievements or hide others, as needed for a specific use.

Data extraction has been a challenge. The data lives in the D2L software and this has been difficult to access. There is some recent movement on this front. They are also hoping at some point that course sections will be tagged with the tenets, so that students can choose sections that help them meet some of the levels of achievement.

Laurie Dodge, John Snodgrass, Lee Johnston, Katy Kurameng, Sara Zaker and Dan Ellington, Brandman University

Brandman selected its B.S. in IT for the CSR project. They received Department of Defense and Department of Education approval as an experimental site for CBE and financial aid, one of only six US institutions to receive this designation. This program aligns competencies to credit hour awards. Competencies are being stored/tagged in Banner.

The CSR will reside in the Student Career Development portal. Brandman selected TenLegs as the technology vendor for their project. The digital document will reside in a portal to which the student has lifelong access. The CSR includes information that has been verified by the University and information that the student provides that is not verified by the University. The CSR includes tabs that the students may customize. One is the student's portfolio, which may include links to social media sites. The other is a student portfolio, where the student may load work product or other student work examples. The last tab will be the University-verified

information, which includes drill-downs into greater details. The student will be able to create customized versions that create a URL that can be shared.

Credly is being used for badges. These are stackable credentials and aligned with the numerous rubrics from AAC&U, DQP, etc. Brandman laid out a timeline for model creation that may be problematic with the timeline for the project, as the model needs to be completed before December 2016.

Tom Black, Stanford University

The University is working to develop and implement electronic certificates. Tom discovered that over 100 certificates were being offered by Stanford but none of these were issued by the Registrar's Office; they were being created and issued by academic departments. Stanford developed the eCertificate as a way to lure in these academic partners and provide them a PESC-compliant PDF document.

The credential is validated on a Stanford site through Credentials, Inc., as the vendor. The site allows for drill-down into learning outcomes for the credential. These are validated by the faculty, as they are for any other academic program.

Stanford has a paradigm for its academic credentials. The highest level of credentials and courses are those approved by the faculty senate. These are certificates, degrees and courses that are eligible for inclusion on the transcript. Below this are certificates and other credentials or courses that are largely used for professional development or continuing education.

PESC standards include those for transcripts and course inventory, which are helpful but incomplete for Stanford's certificates. The new Common Credential standard being developed allows for greater information about learning outcomes. This includes a large payload of data about academic learning and academic endorsement, as well as instructor and outcomes.

Mary Beth Myers, IUPUI

IUPUI is focusing their project on a student achievement record for work outside the classroom. The University has focused on holistic learning and assessment for a long time. The learning will be verified and delivered by the Registrar, which adds institutional legitimacy to the record. The CSR will be linked to the digital academic transcript for now but may in the future be an independent document. The document is intended to leverage the work already done on the principles of undergraduate learning (PULs) with the principles of co-curricular learning (PCLs).

The CSR project is now the top priority for IU, along with a cover sheet on the official transcript. The name of the record is the Student Achievement and Experience Record (SEAR). Institutions across the IU System will be eligible to create SEARs, if desired.

There are five Phase One experiences that are eligible for the CSR/SEAR: service, internship, study abroad, undergraduate research and diversity. There are others that are queued for later development in Phase Two and beyond. A system for governance and verification has been mapped to a business process to complete this. The process is supported by workflow automation and approvals. The information will ultimately update PeopleSoft tables, where all information on the student's achievement resides. This required new SIS tables and security roles to be created.

The visualization of the record resembles and is inspired by the Elon Visual Experiences Transcript (EXP). Drill-down capabilities are desired. The CSR/SEAR will be marketed to the entering class this fall, as well as current students. Marketing is planned for parents, too. Internal presentations are being planned in conjunction with Student Affairs. The goal is to get the rest of the IUPUI community as excited about the SEAR as the teams that have been working on it to date.

Sara Kent and Robert Mitchell, Dillard University

Dillard University serves a largely low-income population with 90% of their 1187 students Pell-eligible. The project focuses on Emotional Intelligence Quotient (EIQ). It utilizes Accutrack card reader system and Jenzabar SIS, supported by a portal application, MyDU. EIQ was already in use at Dillard prior to the project and evolved from an evaluation of Dillard's student population. Areas within emotional intelligence (EI) were identified as the greatest deficiencies of students and the greatest needs to foster and support their success.

Emotional Intelligence is combination of emotional and social skills needed to navigate the world of work. Unlike some inventories, the skills in EI are coachable. An inventory of 160 items is taken at entry and a summary report of these is reviewed during academic advising.

The card reader system was recently implemented and will be used to track student participation in services, events, etc. Student leadership training is also being planned to help student groups program to the EIQ framework. Faculty and others may have programs or courses that qualify for EQi programs. A process map has been developed to show how the courses or events may be counted toward attainment or participation.

Qualifying events will be branded with EQi banners, stamps, etc. Students who scan their ID's will have that data pushed into Jenzabar EX. That data can then be translated into a "DU Difference" transcript about emotional intelligence. This will likely require some consulting help from Three Rivers, the Jenzabar software vendor. Training for new systems just took place and they are working to implement the systems and instruments, at this time.

Rodney Parks and Julie White, Elon University

Elon's Visual Experiences Transcript (VEXT) is now live. Elon uses Ellucian Colleague as its SIS. There is a version of the co-curricular transcript that resembles an academic transcript with terms, courses, etc. The visualization is another version of the same data that is rendered in graphic form.

A data file is extracted from Colleague and transferred to Parchment, the vendor for the visualization. Some customization was done to Colleague to capture the experiential data; specific study abroad locations can now be entered, for examoke. One challenge was the Semester at Sea course, where there was no one place that a student was located for the experience. There are now multiple locations, representing the ports of call for the term. Internships also carry a location with them.

To date, 341 students have requested the VEXT since its launch this May. Feedback from students has been generally positive. Students were sent some suggestions/instructions on how the VEXT could be used in social media formats. A transcript ordering screen was updated on the Elon website to reflect the new options for ordering transcripts/VEXT from the University.

Surveys were sent to employers to ask them about the new VEXT. Some of the most positive responses from the 139 employers noted that the document paints a different picture of the student. However, some of the larger institutions aren't sure what to do with the document, as it doesn't integrate with their existing resume systems. Many want even more information on student work, leaderships and internships.

Elon is marketing the VEXT to several groups in several ways. Some of the marketing is by students to other students through groups and ambassadors. Other marketing is to parents of students, which has been powerful. Elon has received several calls/contacts from parents, asking questions about information on their child's VEXT.

Future plans are to embed experiential data into the student's degree audit. This can be used by students and advisers. The student professional development center, advisers and others can print an VEXT on campus for student use. The project is now moving to the Elon Law School. This will use different experiences that are applicable to that academic program; Law Review, clerkships, etc. Other graduate programs are asking to have this available for their programs and students.

Discussions with Parchment have started about creating templates for general use in higher education. These may make adoption easier. There is also some discussion about embedding learning artifacts into the digital document. These artifacts would be stored by Elon's Library. Early discussion with the Library will cap the number of artifacts to five per student, based on storage capacity.

Dan Kellogg and Larry Graves, University of Wisconsin Extension/Wisconsin Colleges

This partnership program encompasses the UW System institutions. There are participants from upper-division institutions, the UW universities, as well as the two-year colleges within the System. The Extension Office has its own registrar and recently was granted degree-granting rights of its own; it has previously only been able to aggregate coursework from other institutions. The first one will be its business degree program.

This is a competency-based degree program. Students may start any month of the year on a subscription basis. The blending of academic policies and processes across the System makes what appears to be a seamless process quite complex.

Systems in play for the project are Oracle's PeopleSoft and Salesforce. Campus partners use Oracle and UW Extension uses Salesforce. The data comes into Salesforce, where it is being used to track student progress to degree and create transcripts/student records. This is complicated by information being stored in a learning management system, D2L. Information will be brought from these systems into a data mart but that technology has yet to be resolved.

Some of the challenges involve multiple systems but others are the way in which competencies were designed by faculty. It was organic in nature and led to some broad ranges in design. Some programs have over 40 competencies to be measured. The project has been focused in scope to the Associate of Arts degree program.

Learning Objects is the vendor being used to accelerate the rendering of a visual transcript. This is the same vendor that is working with University of Maryland University College (UMUC).

Marva Craig and Harry Mars, Borough of Manhattan Community College (BMCC)

BMCC is in lower Manhattan. Since its inception, the neighborhood around it has changed dramatically. The new wealth of the area means that some 99% of the students do not live in that section of Manhattan, TriBeCa.

Because of the emphasis on engagement outside the classroom at BMCC, the College has focused its project on the co-curricular transcript. In 2009, work was already underway to encourage co-curricular engagement and create a co-curricular transcript (CCT). This started with engagement of the faculty and research into learning outside the classroom. Other institutions were studied in the U.S., as well as Canada. Focus groups were held within the college among students and faculty.

The CCT is focused on six areas of activity and learning: Clubs/Orgs, Achievements/Awards, Athletics, Community Service, Leadership Involvement and Workshops/Seminars. Much of the information is captured by OrgSync software. As an early adopter, they had high levels of access for changes to the software. As more clients came on to the software, that access shrank.

The process for adding approved activities mimics the course development and approval process at BMCC. This results in a catalog of approved co-curricular elements that may be placed onto a CCT.

To market the CCT, a logo and print media were created. As students started to participate, the process required that the student uploaded or updated their own accounts in OrgSync. This results in some activities that are not verified or approved by BMCC. It requires constant student training on how to enter information. Still, they could place information into OrgSync in one of three places and sometimes placed inaccurate information, requiring corrections.

To date, about 2100 OrgSync entries have been made and about 300 CCT's were printed in 2015. The project will focus on how this work can be automated by swipe cards and work flow. Activities are being mapped against NACA competencies for student leadership and activities.

The goal is to create an integrated CCT that uses PeopleSoft EMPLID information and student data, linked to OrgSync data. It is print for now but will be digital soon.

JoEllen Shendy, University of Maryland University College

UMUC serves a unique audience of veterans and post-traditional students around the world. They are multi-tasking and university studies are just one of those tasks. UMUC seeks to change the nature of records for these students from static to dynamic information. The record should send signals to employers that start a conversation, are transparent about learning, potable, transferable/stackable, and discoverable.

UMUC's project seeks to transcript/express CBE programs. The work is project-based, packaged into courses. These are aligned to career pathways and competencies. Students must pass to proceed.

The project is linked collaboratively with UWEX and Capella, as well as with Learning Objects. This helps all three institutions advance toward an outcome that is shared technologically but unique by institution and program.

Ultimately, the project seeks to create multiple versions of the record, so that students can create the view that works best for their needs, at that time. However, there are challenges.

Program level mapping, data integration and archiving, competency articulation to other institutions or platforms, and SIS limitations are among them.

UMUC has a prototype built for its MBA program. Each competency has its own coding structure, so that they can be tracked. The code will be open-source, so that other institutions can benefit from UMUC's work. It will go live this fall. There may be about 1200 students in the pilot of the program.

Pam Bowers, Amber Falluca and Bob Askins, University of South Carolina (USC)

USC's project is focused on a co-curricular transcript and is more of a data project than a transcript project, per se. The project focuses on work at the flagship campus in Columbia but hopes to incorporate work at other institutions in the system.

Much of the work on this project is based upon Alexander Astin's work on what matters in college. Inputs and environment affect outcomes. To that end, USC seeks to create a holistic educational program and integrates work from "the main show," academic programs, with the work done outside the classroom. Hence, their program is called "Beyond the Classroom Matters,"

Student information is typically kept in two different ways. Academic work is centered around the student, while co-curricular data centers on programs or activities. The first step was to reorganize the co-curricular data to similarly center on the student's record.

Banner is the SIS at USC. There is a long list of systems that are used to collect information on the student affairs side of the University. This creates problems in verifying student information/identify and validating information within each system.

The data integration to date provides a wide range of information on how students are aligned with CAS standards and other competencies. The data integration was home-grown, using an SQL database. This creates a single point at which to administer these activities. Using Cognos, a dashboard can be created and displayed.

The student may select what engagements she/he may wish to display or hide in creating a custom record of her/his activities. This not only allows the student to highlight those activities that are most relevant to the use of the CSR, but also to suppress any activities that may be controversial and not appropriate for the first contact with a prospective employer.

University of Houston Downtown (UHD)

UHD could not be present at the convening but did send a report. NASPA Consultant Gail DiSabatino and AACRAO Consultant Howard Shanken provided a brief overview of the project to support some of the slides in the report.

The Elite Scholars program is the combination of curricular and co-curricular work by students who seek to distinguish themselves upon degree completion. UHD's close ties to its community and its urban setting place high value on community service and community engagement outside the classroom. Urban issues and social justice are two issues that receive focus inside the classroom through the UHD curriculum.

The project will award digital, stackable badges to students seeking the Elite Scholars designation. These can be earned by taking courses designated in the course catalog in Banner (soon to be PeopleSoft) as meeting the standards and emphasis on community/urban issues. These courses are flagged in Banner by course attributes. Activities outside the classroom are added to the student record in Banner; OrgSync captures some of this involvement or activity data.

UHD has pushed through the project in light of SIS changes from Banner to PeopleSoft, and through leadership changes with a new president coming on board. There have been many challenges to the project but they remain focused on its successful completion this year.

Overarching Themes

There were several issues or themes that emerged from the presentations of the twelve institutions attending the 24-hour event. They include:

- ⇒ Integration of data between systems
- ⇒ Three-dimensional nature of the record, allowing the receiver to drill down into greater detail or simply skim the surface of the information.
- ⇒ Customization by the student
- ⇒ Validation of student identity
- ⇒ Buy-in of faculty
- ⇒ Employer responses and desires are being surveyed to increase the usefulness and relevance of the document
- ⇒ Marketing to internal and external audiences
- ⇒ Collaboration between Academic Affairs and Student Affairs
- ⇒ Career Planning integration
- ⇒ Solution of student learning that is relevant/evidence based