Comprehensive Student Record Project:

Final Report

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Introduction

In 2015, conversations among members of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Personnel Administrators, were filled with questions about the nature and future of student records. In the AACRAO sphere, registrars were realizing the limitations of current records to convey the nature of learning in courses. The transcript, according to Stanford University Vice Provost and Registrar Tom Black, is "a chronological record of enrollment." Fixed in form for decades along conventions developed by registrars, it contains information vital to other registrars and admissions officers. Degree program, degree earned, terms where credit was attempted, course codes and titles, credits attempted and resulting grades, are listed in a condensed format to minimize the amount of paper needed to transmit the information between academic institutions.

To be certain, this information is still vital among institutions of higher education. Its relevance to those outside higher education, however, is questionable. A panel of employers at the 2015 AACRAO Technology and Transfer Conference noted that none of them use a transcript to hire employees. They rely upon their own evaluations of student ability to determine if there is a fit for open positions. The sole use of the transcript, if ever requested, was to confirm a degree. Other mechanisms, such as the National Student Clearinghouse's degree verification service, allow employers to confirm degrees reported by job applicants without requiring a transcript.

At NASPA, the conversation was centered on the growing number of options to create co-curricular transcripts. As most registrars had eschewed these as non-academic certificates, student affairs professionals were left to develop their own mechanisms to capture and report student activities and learning outside the classroom. One important element of these records was the opportunity to use the process as a reflective exercise for students, allowing them to summarize a multi-year learning experience in ways they could communicate those experiences

to employers, graduate admissions offices or others in preparation for life after college. Some even became formative experiences, where students could think about how they might acquire experiences that would help them upon graduation.

What constitutes student learning in American higher education? Is it only those topics covered by the syllabus of a course or does it extend to experiences outside those courses? There is already evidence that experiences outside the physical or virtual classroom of the institution are valued for institutional recognition, such as study abroad and internships. The growth and regularity of these types of out-of-classroom experiences and the strong impression they make on students who engage in them have expanded the acceptance of out-of-classroom learning. There is wider acceptance that learning is not limited to faculty-student interactions in a course but that students learn through a broader set of experiences that are part of many students' college experiences.

In records and student affairs spheres, technology was racing ahead of both associations. AACRAO pioneered the standardization of digital records transmission in 1992 and helped launch the Post-Secondary Electronic Standards Council (PESC) in 1997 (now known as the P-20 Electronic Standards Council). Companies, such as Credentials Solutions and Parchment, as well as non-profit NSC, picked up these standards and began to form networks that allowed institutions to transmit traditional student records data across them. The spread of digital technologies allowed for information beyond the basic information contained on the transcript to be created in records. Institutional practitioners in both organizations began to experiment with these ideas and the companies began to see possibilities for new ways to express information, as well. As these ideas grew and spread, both organizations received requests from members for guidance and even standards on what to include on such documents. None existed, as there was not enough practice to determine what may or may not be possible or desirable.

AACRAO and NASPA approached Lumina Foundation for support to accelerate the development of model records. This resulted in a successful proposal for funding to support the work with an initial group of eight institutions, followed by a second round of funding to support an additional eight institutions. The project would support these institutions as they worked to create what came to be known as Comprehensive Student Records (CSRs). It was important to distinguish the name from what was initially referred to as the "extended transcript." This was not a project to upend the information that is widely used and standardized across American higher education. That information is highly valuable in the exchange of student records between institutions. It was a way to expand beyond that information to demonstrate that a college education is more than that chronological enrollment summary, allowing students and those with whom they choose to share their records to see and understand what was learned.

A timeline and process for the project was developed prior to the institutions starting their work to guide them toward successful results. The twelve institutions in the CSR project were supported through a series of group meetings/convenings, onsite and remote support. Experienced campus leaders from AACRAO and NASPA were selected as consultants to advise the institutions and keep them on track toward completion of a model, according to the project schedule.

During the project, information was shared with both AACRAO and NASPA association members, as well as higher education groups, generally. Presentations at conferences and meetings were provided by project team members. Articles and news releases were created and distributed by both organizations. AACRAO and NASPA created web pages on their sites to distribute information and allow anyone interested in this topic to see information about the institutions and their projects, as they progressed.

Project Methods and Processes

The CSR project was organized around guiding principles and several process steps that were used to guide the institutions toward completion of student record models. These started with the selection process, as the identification of eight American colleges and universities from among the thousands of possible options required focus on those most ready to start this work. When the funding expanded to include four additional institutions, this same method was followed.

Project Goals:

⇒ Accelerate the creation of a comprehensive student record.

⇒ Develop a framework for the development of these records.

⇒ Document the operational and policy considerations for registrars, student affairs officers and other higher education professionals to share with their campuses.

⇒ Document ways in which the credit hour limits or fails to limit the development of student records, especially in light of competency-based education.

⇒ Directly assist a group of twelve institutions to develop models of comprehensive student records that may include:

  o Competency-based education;

  o Learning outcomes for programs/majors/degrees; and/or

  o Co-curricular learning records and outcomes.

⇒ Communicate the results of the project to higher education audiences, generally:

  o During the project to discuss challenges, progress, results.

  o At the conclusion of the project to provide models that institutions may choose to emulate.

The selection process started with a goal to represent the breadth and variety of American higher education. Institutions vary by control, size and type. Among public universities, for

example, there are differences in how regional public universities differ from flagship institutions in the same state. Independent or private colleges and universities also have wide variety of mission, size, students served and instructional delivery modes. It was important to also consider the students served by institutions, so that those who serve traditional, residential students were complemented by institutions that serve working adults, online students, veterans, commuters, first-generation, etc.

The two associations, AACRAO and NASPA, formed a small work team of leaders to consider how it would select institutions and manage the project. AACRAO and NASPA leaders of the project included:

⇒ Kevin Kruger, President, NASPA

⇒ Amelia Parnell, Vice President for Research and Policy, NASPA

⇒ Mike Reilly, Executive Director, AACRAO

⇒ Tom Green, Associate Executive Director, Consulting and SEM, AACRAO

Early discussions between AACRAO and NASPA on selection resulted in the creation of criteria that would be used in the selection process (Appendix A). Three possible areas of practice were considered for development of comprehensive records:

⇒ Learning outside the classroom (co-curricular learning)

⇒ Competency-Based Education (CBE)

⇒ Learning outcomes as part of the CSR

Institutions may be working in one or more of the three areas. All in some way are working with learning outcomes and it was important that the institutions have well-defined learning outcomes before starting the work of CSR development. Otherwise, the entire project timeline may expire before learning outcomes were identified. Whether these learning outcomes were

developed within the framework of courses and/or curricular programs or they were developed in co-curricular areas, faculty needed to have a voice in the development and approval of those outcomes. Student affairs professionals regularly identify learning outcomes in their work to develop co-curricular programs. At this juncture in American higher education, there was some concern that the recognition of that work may not be broadly understood and that those programs that included a faculty partner in the development of learning outcomes may be more readily acknowledged as constituting learning by the institution, as well as those outside the institution.

The infrastructure for building a CSR was another important consideration in the selection of institutions. The role of faculty, as noted above, was one aspect of infrastructure. The strength of the institution's Registrar and Student Affairs leaders was another, as this project would require strong leadership to execute the institution-wide participation inherent in a comprehensive view of student learning. As the record would be digital and all student records are based upon some type of student information, most of which is kept electronically, the strength of information technology (IT) resources was another consideration in the selection of institutions.

Balancing all these factors, AACRAO and NASPA leaders discussed institutions that were already known to be working in this space from association meetings and discussions that were noted in the introduction. Some of these would be possible candidates and phone interviews with each institution were conducted to determine how well they may fit the desired institutional profile and their willingness to take on such a project at that time. Continued communication among the small group leading the efforts at both institutions resulted in a smaller list of possible institutions, as well as a group of possible institutions that were less ready to begin this work and/or represented institutional types and characteristics that were already present in institutions in the chosen group.

Table 1. Initial Selection Group

Institution Name	Location	Enrollment size	Control	Type
Elon University	Elon, NC	6483	Private, non-profit	4-year undergraduate focus
Indiana University Purdue University Indianapolis	Indianapolis, IN	30,000	Public	4-year doctoral research
Quinsigamond Community College	Worcester, MA	8453	Public	2-year community college
Stanford University	Palo Alto, CA	16136	Private, non-profit	4-year extensive AAU research I
University of Houston Downtown	Houston, TX	14439	Public	4-year comprehensive regional
University of Maryland University College	College Park, MD	54032	Public	4-year extensive research I
University of South Carolina	Columbia, SC	32972	Public	4-year extensive research I
University of Wisconsin Extension and Wisconsin Colleges	Madison, WI		Public	4-year extensive research I; 2-year community colleges

A letter offering participation was sent to each institution, requiring a positive acceptance of the position in the project via email or letter. After all eight institutions in the initial group accepted places in the project, they were invited to a convening in Chicago in October 2015 to meet the other participants, learn more about the issues around student learning and records and to meet with the assigned consultants from AACRAO and NASPA.

Prior to the convening, each institution was sent a survey to provide additional information about the institutions technologies for student records, expectations and project plans. These

surveys were compiled and shared with project consultants to facilitate discussion with the institutional teams at the convening.

AACRAO established in 2006 and maintains a robust consulting service as part of its nonprofit mission to serve members and higher education. Given this, AACRAO coordinated the consulting services with Managing Consultant Michele Sandlin overseeing the work of both AACRAO and NASPA consultants. The group received training for the project in August 2015, prior to the convening, to ensure that consultants had time to research each institution and to prepare for their work with them.

A summary of the convening was created and provided to participants of the convening, as well as members of AACRAO and NASPA (Appendix B). Several presentations made at the meeting, as well as resources pertinent to the work of the project, were saved online in a Dropbox folder accessible to all project participants.

The timeline and process for the project were displayed graphically for the participants at the October 2015 convening and used as a guide for the work during the project. This graphic is shown in Table 2.

Table 2. Steps and Timeline for CSR Project as of October 2015

Project Elements

August 2015	Sept – Oct 2015	Oct. 28-29. 2015	Nov 2015
Institutional identification	Background surveys and engagement	Institutional Convening	Institutional readiness assessments

Dec 2015	Jan – Feb 2016	Mar – July 2016	August 2016	September 2016 =>>
Project scope and internal comm. plans	Facilitation of record development	Testing and production of model records	Model records developed	Reporting – share outcomes

Jan – June 2016	July 2016
Develop external communication plans	Launch external communication plans

Institutional pa   the project in different stages of readiness and completion. Three institutions (Elon, Stanford and UMUC) entered with some amount of thought and work already underway. Others were only starting to consider a CSR as we invited them into the project. Following the presentations of information at the convening, institutions met in their own project teams (all were allowed to bring up to four members) and with their assigned consultants to consider the scope of their CSR project.

The project moved into its next phase where each institution had an initial visit to focus more sharply on the project scope, the path forward for the work required to create a digital CSR and to assess any possible snares along the way. This latter area is considered project readiness and encompasses policies, processes and technologies. The consultants assessed these areas by meeting with individuals and teams across the institution and providing a summary report to each campus on the state of readiness and possible remedies.

Following the initial institutional selection process that yielded eight institutions, Lumina considered adding more institutions to the project. This was driven by the conversations on the selection process, where AACRAO and NASPA noted the large number of very strong institutions that could not be accommodated within the eight representatives. There was also a desire by all parties to increase the participation of institutions that served low-income, first-generation and historically under-represented students.

In late October 2015, Lumina Foundation awarded additional funding to increase the participation from eight to twelve institutions. Two institutions had already received designation as alternates in the original selection process. One (IUPUI) had already been moved into the original group and the other (University of Central Oklahoma) was immediately moved into the next group. During the initial selection process, one of the Hispanic Serving Institutions (HSIs) that were recruited as participants declined the offer and there was general consensus that, although another HSI was in the group that efforts to identify a minority-serving institution, such as an HSI or an HBCU, would be a strong addition to the breadth of institutions in the group.

As additional institutional interviews were conducted, Quinsigamond Community College (QCC) began to experience problems in getting its project off the ground. Although the College thought it could resolve these in time to resume work on the project, it decided to back out of the work and make room for another institution while the selection process for the second round of institutions was taking place. Given this, emphasis was placed on finding another community college to replace QCC. There was already great interest in finding another community college in the second group of institutions to maintain balance between institutional types.

This additional funding also meant that bringing new institutions into the project required that they be ready to take on the work with less time to complete it than those that started at the

end of October. This helped to narrow the scope of possible participants and, following a number of phone interviews, new institutions were identified. The additional four institutions were set by the end of December 2015 and the replacement institution for QCC was set after its written withdrawal in February 2016. The final group is shown in Table 3 and those not in the original group have been shaded in the cells of the table.

Table 3. CSR Participating Institutions as of March 2016.

Institution Name	Location	Enrollment size	Control	Type
Borough of Manhattan Community College	New York, NY	31,482	Public	2-year community college
Brandman University	Irvine, CA	7795	Private, non-profit	4-year comprehensive
Central Oklahoma University	Edmond, OK	16,840	Public	4-year comprehensive regional
Dillard University	New Orleans, LA	1185	Private, non-profit	4-year undergraduate focus, HBCU
Elon University	Elon, NC	6483	Private, non-profit	4-year undergraduate focus
Indiana University Purdue University Indianapolis	Indianapolis, IN	30,000	Public	4-year doctoral research
LaGuardia Community College	Long Island City, NY	20,231	Public	2-year community college
Stanford University	Palo Alto, CA	16136	Private, non-profit	4-year extensive AAU research I
University of Houston Downtown	Houston, TX	14439	Public	4-year comprehensive regional

University of Maryland University College	College Park, MD	54032	Public	4-year extensive research I
University of South Carolina	Columbia, SC	32972	Public	4-year extensive research I
University of Wisconsin Extension and Wisconsin Colleges	Madison, WI	300 - 1000	Public	4-year extensive research I; 2-year community colleges

A second "mini convening" was held at the AACRAO offices in Washington, DC, in January 2016 for the four additional institutions named in December 2015. This covered much of the same in information from the October convening in Chicago but was condensed to save time and costs. A similar one-day onsite meeting was held in April 2016 at Borough of Manhattan Community College (BMCC), the last institution of the final 12, to bring this information to them as they started their work.

Table 4 displays how these additional institutions entered the timeline for completion of their work. It required the condensation of determining the scope of work and readiness assessments, as well as some of the initial work to complete a CSR model, into about one month from three to four months of work by the other, earlier institutions. This demonstrates the need to identify institutions ready to jump into the project and have a strong infrastructure to complete it.

Table 4. Steps and Timeline for CSR Project as of March 2016

Project Elements

August 2015	Sept – Oct 2015	Oct. 28-29. 2015	Nov 2015
Institutional identification	Background surveys and engagement	Institutional Convening	Institutional readiness assessments

Dec 2015	Jan – Feb 2016	Mar – July 2016	August 2016	September 2016 =>>
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The development process included six visits from AACRAO and NASPA consultants, including the initial readiness assessment. Between visits, consultants would communicate with each institution to ensure that the work was staying on track and to help each navigate through any problems that emerged. After each site visit, a report of progress and any challenges and solutions was reviewed and edited by AACRAO consulting. It was then sent to the institutional team and a copy was filed in a consulting team cloud folder, so that all consultants had access to the reports of other institutions.

Some of the institutions asked if there was a way to increase the face-to-face communication with other institutions going through the same process in the project. They valued the ability to

learn from others, hoping to gain some tips or guidance about how they were tackling the work of the project. The leads of all 12 institutions were polled for their thoughts on this and there was unanimous agreement that an additional convening would be helpful. This was agreed upon under the condition that everyone must be on track to finish their projects, avoiding any delays or distractions caused by another meeting. The institutions agreed to forego one of their site visits and use the cost savings to pay for this additional convening.

As many of the participating institutions were active in the AACRAO Technology and Transfer Conference, where some of the initial ideas for an "extended transcript"" emerged, a convening was created following that meeting in Anaheim, CA, July 12-13, 2016. The format for this meeting was an update on progress and some time built in for informal communication and sharing of challenges and successes. A summary of the convening (Appendix D) was created and shared with all participants.

At the start of the project, a technology advisory group was formed to support the work of the institutions and their consultants. It was comprised of records and IT professionals who were capable of assessing possible technical solutions proposed by the institutions for the CSR projects. Overall, the team was helpful. Some of the institutions were advanced enough in their IT support infrastructure that they didn't require the services of an outside group but the consultants did utilize their information and resources, as needed, to verify some of the proposed solutions.

A complete listing of personnel for the grant project is found in Appendix E of this report. It contains the leadership of both organizations who were involved in the project, the consultants, technical advisory group and support personnel who were critical to the completion of the project.

As part of the grant, each institution was eligible for up to $50,000 to offset costs associated with the work of the grant. This could be used to offset employee costs, purchase or license

software or hardware required for the CSR, or to offset other expenses directly associated with the creation of a digital student record. Institutions were required to submit a proposal for how the funds would be spent to ensure that it would align with the parameters set for the funding.

Institutions received regular communications on submitting their requests for funding. A fact sheet on the funding was developed to help participants understand the requirements and process (Appendix C). All institutions submitted documentation to collect most or all of the their $50,000 allocations . The two most prominent expense types were personnel costs and technology costs, although some funding was used for communication and promotion of the CSR to students.

Lumina Foundation sponsored a convening of institutional representatives of the CSR project and higher education leaders in late November 2016. This allowed institutions to display their completed projects to convening participants. It also created panels and conversations about records and how they link to work, create opportunities for formative experiences for students and where this work may develop in the future, among others.

Throughout the CSR project, AACRAO marketing and communications staff developed profiles of each institution. These features were released monthly through the "Connect" email blast to institutional members. All 12 participating institutions were profiled and the text of these profiles constitutes part of the description of the model later in this report.

Documenting and Assessing Co-Curricular Learning

As the higher education community observes a period of increased focus on students' acquisition of job-ready competencies, senior leaders, especially those who have roles in student affairs, are developing methods to more effectively document and assess co-curricular learning. Although national discussions of such tools as co-curricular transcripts, badges, and e-portfolios have progressed in recent years, efforts to create records that display the depth and breadth of student experiences is not new. Early projects that document students' participation in co-curricular activities have been largely effective. However, the process for adequately assessing the learning that occurs in those environments has been more challenging. AACRAO and NASPA uncovered multiple areas for examination related to assessing co-curricular learning, including considerations related to organizing a campus-wide effort, selecting and using the appropriate technology, and the short- and long-term goals of these projects. Frequent interactions with the 12 institutions involved in the CSR project, as well as extensive interviews with over 20 institutions not involved in the project revealed several themes:

Institutions are using a committee to document and assess co-curricular learning.

Key players include the registrar, faculty, and personnel from various units of student affairs. Registrar professionals are focused on the process for verifying the engagements and how the information will be recorded and officially recognized by the institution. Faculty often contribute to the process by examining how co-curricular learning outcomes will be assessed. Institutions that are looking for frameworks to help them assess learning in co-curricular settings often refer to the Liberal Education and America's Promise (LEAP) framework from AAC&U and its value rubrics. A few institutions are referring to Lumina's Degree Qualifications Profile (DQP). Several campuses are also developing their own sets of learning outcomes. In addition to providing the sources of co-curricular engagements, student affairs professionals can also use the record as an opportunity to advise students about out-of-classroom opportunities that could enhance their coursework.

The process of categorizing activities and assessing outcomes is both organic and iterative.

Several institutions have found it difficult to determine the appropriate number of outcomes to measure. The discussions are primarily focused on areas such as leadership, civic engagement, and study abroad but institutions are also making decisions about whether certain short-term engagements should be considered. For example, an institution's student ambassador role may offer several leadership opportunities but could be limited to only a few days during orientation, which leaves a question of how to capture valuable experiences that are not long term. Institutions are also making decisions about how to include students' unique work experiences, such as those of military-connected undergraduates, many of whom have developed competencies from both prior military engagements and their roles on campus such as ROTC.

The success of the effort is contingent upon students understanding the value of recording co-curricular experiences.

Several institutions mentioned that they would like to increase the number of students who participate in co-curricular activities. Institutions also shared that students need a process that is easy to understand and visible across the institution. This is especially relevant to institutions that have students in high-demand fields which may require students to manage heavy course loads and out-of-classroom assignments. Some institutions are conveying to students the importance of connecting co-curricular experiences to a larger life goal. For example, Worcester Polytechnic Institute (WPI) is using a project-based approach to engage their students, whom they described as "highly technical and very linear thinkers". Senior-level students at WPI are required to complete a project that benefits humanity. The projects are typically abroad and connected to the student's major of study and the student's co-curricular transcript captures those activities. First-year students at Worcester are also required to start developing a

personal mission statement which will be used to structure experiences for their sophomore and junior years and help them prepare for the senior experience and job interviews.

Institutions are using several types of technology to collect and document co-curricular experiences.

Institutions' decisions about which technology to use are largely based on financial and personnel resources. One main decision is whether to develop the record with a vendor product or to create it with existing resources. While AACRAO and NASPA did not endorse any technology vendors for the development of comprehensive student records, several institutions reported that they considered or used products such as OrgSync, Collegiate Link, or Credly, three products that can capture co-curricular experiences.

One challenge of using a vendor product is that it does not capture certain experiences that are unique to an institution. In these situations, institutions typically choose to either put those experiences in the product's "general" category or develop a workaround to enter the activity into the system. Some institutions have determined that it would be better to develop a record in-house. For example, the University of South Carolina created a catalog of over 300 activities, which they used to develop a co-curricular transcript.

Students are currently the primary audience for co-curricular records.

Several institutions are aware that it is important for employers to recognize co-curricular learning and accept comprehensive student records. But, rather than make employers their primary focus right now, institutions are currently more interested in developing tools that will help students discuss their college experience. Their primary goal for the work is to promote an institution-wide culture that supports and encourages student engagement and the connections between learning inside and outside of the classroom. Some institutions will likely try to determine the utility of these records after students graduate. For example, SUNY, New Paltz will begin following the post-graduation success of 10 "shining stars" who have used their

transcript for interviews. They hope to gather some qualitative data from these students regarding the usefulness of the transcript in their pursuit of employment.

Critiques of Comprehensive Student Records

Although we have seen several institutions create valuable records to display both academic and co-curricular learning, responses to the effort have included both positive feedback and thoughtful critiques. Some administrators who are considering whether the development of these records is worth the investment of personnel and financial resources will likely ask or be expected to respond to several questions, each of which AACRAO and NASPA also addressed during this project.

How is a comprehensive student record different from a resume?

While a resume is useful for listing students' engagements and accomplishments, a comprehensive student record offers a digital option for providing much more detail. For example, some of the 12 institutions in the project intend to give students the option of adding their digital record to their LinkedIn profile, which will allow them to include examples of their work.

If employers rarely ask for an applicant's academic transcript, why would they ask for a co-curricular transcript, badge, or e-portfolio?

Although employers are not asking for these records as much right now, we continue to hear more employers say they want students who can critically think, communicate, and display leadership skills, they will want to see more than just a resume. These records can help fill that gap.

What is the shelf life of these records?

We are not yet sure about the longevity of these records, as students who are seeking employment five or more years after graduation from college could determine that some of their college experiences are less relevant to their professional portfolio. However, encouraging college students to develop the ability to discuss their experiences will prepare them to continue honing that skill after graduation, even if their college record is not the primary source of updated information after a few years.

Is this an effort that largely benefits students who are already highly engaged and who have fewer personal or financial challenges?

The goal of documenting and assessing co-curricular learning with comprehensive student records is to include experiences from all students. For example, if a student is returning to the institution from several years of work, perhaps the record can include some of their acquired work competencies in the record. Also, with regard to the cost of engagements such as study abroad, which can be a challenge for students who are financially strained, institutions offer opportunities for students to develop competencies within the campus environment.

Future Considerations

As we work together to improve the rates at which college students complete a college degree, we will also need to continue providing co-curricular engagements that help students develop and refine the skills that they will need for meaningful careers. Higher education leaders will need to address four areas to ensure that their development of comprehensive student records is successful.

Engaging the full student population

In many instances, participation in co-curricular engagements is optional. Therefore, some students, particularly those who have other commitments such as employment, may find it difficult to participate at high levels. Institutions can address this challenge by considering ways to incorporate skills acquired in work settings into the record. This will likely create a challenge in validating and verifying experiences that may have occurred outside of the institution. However, doing so will help administrators make the comprehensive student record more available and useful to their full student population.

Improving assessment of co-curricular learning

Existing models such as the LEAP and DQP are useful guides for evaluating co-curricular learning but many institutions are seeking more precision in their assessments. One challenge of existing models is that they do not cover the full array of co-curricular experiences. For example, many student affairs divisions offer several on-campus work opportunities for students. These jobs offer valuable learning and competencies that could be assessed with a more robust rubric. Several institutions have expressed an interest in a national model that can more closely assess co-curricular learning, as doing so would help institutions use a common language to measure and describe what students learn in these environments. Such an effort would be especially helpful to students who transfer from one institution to another and intend to continue populating their comprehensive student record at their new institution.

Connecting co-curricular data to student information systems

Several institutions reported that while they have systems for gathering information about students' participation in co-curricular environments, the information is often stored in systems that are external to the student information system. This presents a challenge for institutions that intend to analyze their data to examine the influence of co-curricular engagements on students' persistence toward a college degree. Connecting co-curricular data to student

information systems would also help institutions get a better understanding of the students that participate in these activities. For example, institutional researchers can help test the notion that students who have certain majors are more or less likely to participate at high levels.

Increasing collaborations with employers

Although we are not yet at a point where the majority of employers are familiar with comprehensive student records and the many types of co-curricular learning, there are opportunities to both increase awareness and capture valuable input from organizations that are hiring new college graduates. A common response from the employer community is that they value recent graduates who possess skills such as critical thinking, effective communication, and problem solving. Some institutions are inviting employers to share ideas for how to best develop records that will appeal to their search criteria. Such collaboration will not only increase awareness of comprehensive student records in the workforce community, but it will help institutions develop opportunities that more specifically address the core skills that students will need for their careers.

Comprehensive Student Record Models

The 12 institutions that joined the project each created a model of comprehensive student records (CSR). There was no intention that they would be identical or follow a pre-set format. Institutions were presented existing work to date from the United Kingdom's Higher Education Achievement Report (HEAR), which incorporates overall degree learning outcomes, learning and achievements outside the classroom and traditional forms of academic records, such as a transcript. It was noted that, although the UK has been working on this project for about 15 years, there are variations in the academic records section, different ways of recording and expressing learning outside the classroom and that it is not used by all universities across the national system.

Elon and Stanford universities were far enough along in their pioneering work on U.S. record innovations to share what they had developed to date. They also shared some of the very important issues around policy and communication across their campuses that were critical to the success of the work. These perspectives were shared as fodder to enrich the discussions at each of the first meetings of the institutions: the original eight in October 2015, the second four in January 2015 and the at BMCC as the last institution to enter the project in April 2015.

There are numerous individual field reports that were compiled throughout the project. These came as the results of site visits by consultants, notes from remote consultations by those consultants between visits, overall progress checks compiled in summer 2016 to ensure that institutions were on track to finish their work, as well as final reports from each campus that included reflections about their projects.

Each institution also has a "profile" from the interviews conducted by Brooke Barnett, writer for AACRAO, who published each on the project website and through the AACRAO *Connect* biweekly email newsletter. Each profile is reproduced in the following descriptions of each

institution's project, as these captured a great deal about why each chose the model that suits its institutional needs and character.

Each model description includes some background on the institution itself, the teams or individuals that worked on the project at the institution, the AACRAO and NASPA consultants that supported the development of the CSR and any other details that may be specific to that institution. Institutional information is taken from public sources: the institution's own website and IPEDS institutional reporting data when the institution's own website may not include enrollment data.

From all these information sources, two additional sections were developed for this report. The first is a compilation of policies and practices that needed to be considered by each institution. The second discusses challenges and lessons learned in the process of developing the CSR at that institution. These are provided to help other institutions considering the creation of a CSR to increase the chances of successfully developing their own records.

CSR Model 1: Borough of Manhattan Community College

Description of the Institution and its Teams

The Borough of Manhattan Community College (BMCC) is part of the larger City University of New York (CUNY) System. As is typical for a community college, BMCC's enrollment fluctuates across the year with students entering programs of study and courses that meet their degree, certificate and continuing education needs. The College reports that it serves about 26,000 degree-seeking students and about 11,000 continuing education students each year. All students commute to campus and BMCC sits at the lower end of Manhattan in the Tri-Be-Ca neighborhood, near the financial district and along several subway, bus and commuter rail lines

that serve this area. Students are typically juggling work, classes and family commitments, as well as the commute in New York City, with their involvement in student life.

BMCC President Antonio Pérez was invested into the CSR project and met with institutional teams, as well as AACRAO and NASPA consultants. The project was led by Vice President for Student Affairs Marva Craig and her team of academic and administrative leaders: Dean Michael Hutmaker (Student Affairs), Dean Erwin Wong (Academic Affairs), Harry Mars (Student Activities), Mohammad Alam (Enrollment Registrar), Laszlo Grunfeld (College Computer Center) and Joseph Picataggio (Student Life Communications). This core team was supported by many others, including the vice presidents of Enrollment Management, Technology and Academic Affairs.

The project work was supported and facilitated by AACRAO Senior Consultant Howard Shanken and NASPA Consultant Debbie Kushibab.

Profile

In an effort to encourage students to spend more time on campus, the Borough of Manhattan Community College (BMCC) has undertaken a new record-keeping system to acknowledge student participation in learning that takes place outside of the classroom.
"We looked at the typical 15 hour-per-week model, combined with study and sleep time, and found we had over 1000 remaining hours we could use to encourage students to participate in the life of the college," said Marva Craig, BMCC Vice President for Student Affairs. "That's how we got started documenting participation beyond the classroom."

A complementary record

BMCC decided to keep the co-curricular transcript (CCT) in Student Affairs, as a complement to the academic transcript, not an extension of it. The official transcript is validated by the Division

of Student Affairs and bears the BMCC seal. According to the college's website, "When coupled with the academic transcript, a holistic representation of the student's total education, both inside and outside of the classroom, will be created."

Six categories on the CCT

The project began in 2009, with discussion groups including faculty, staff, students and the President's Cabinet. The pilot program launched in 2010, and has since been honed based on feedback from these groups.

Currently, the CCT centers on the following six categories:

⇒ Athletics: Participation, honors, or distinctions as a member of a BMCC sponsored intercollegiate athletic team.

⇒ Clubs and Organizations: On-going participation as a general member or executive board member in a BMCC recognized club or organization.

⇒ Community Service: Participation as a volunteer for a BMCC department, a BMCC recognized event, or a BMCC recognized community service placement and project.

⇒ Honors and Awards: Recipient of an honor, award, or scholarship recognized by BMCC.

⇒ Leadership Training: Participation in leadership activities recognized by BMCC or the City University of New York (CUNY).

⇒ Workshops and Seminars: Attendance at a workshop or seminar that is recognized by BMCC.

To be included on the CCT, a faculty or staff member offering the workshop or sponsoring the club, for example, submits an application for consideration. The application consists of details, learning outcomes, how the activity is marketed and to what audience. The co-curricular committee, consisting of personnel from Student Activities, Career Advising, Academic Advising, faculty and students, then reviews the documents to determine whether an activity counts as a

co-curricular experience. Nothing that goes on an academic transcript can be included on the CCT.

Any activity deemed co-curricular can then use the CCT icon in marketing, which lets students know that documented participation in the activity will earn them an entry on their CCT. Currently, students must manually submit their own activity—it is not automatically entered—and the submission is reviewed and approved or denied by Student Affairs.

"That's one of the challenges right now," said Melissa Aponte, Assistant Director of Student Activities. "Unlike the academic transcript, which is automatically entered for the student, the student has to do that themselves—and sometimes it's entered wrong and we have to correct it. Our goal with the Lumina Project, in addition to adding competencies, is to have an automatic co-curricular transcript process where students no longer have to enter their own activity."

Expanding to include competencies

Thanks to funding from the Lumina Project, BMCC is looking at ways to expand the CCT beyond documenting participation, and getting more granular about the skills being developed in these environments.

"For example, if a student is the president of a club, what kind of competencies and skills are they learning? How can we assess that?" Aponte said. "With this project, we now want to include competencies, so when a potential employer or scholarship committee or four-year institution reviews the CCT for transfers, they're not just seeing involvement but also seeing what they're learning outside the classroom."

In order to do that, BMCC's Information Technology department has been working on building a homegrown system that will include competencies related to the co-curricular activities. This

system could eventually replace the vendor system that BMCC has been using thus far, but which does not allow the kind of flexibility they need.

Showcasing student skills: A success story

"Because we're a community college, it's similar to the high school experience—students need to showcase that they're well-rounded," said Craig. "Instead of using the SAT, they're using a college transcript. But they need to show that they're not only great students in the classroom, they're also active on campus and an excellent member of the community even though they're from a 'commuter school.'"

In addition to helping students transfer, the CCT can also support students looking for jobs. "We can document leadership and internships on the co-curricular transcript," Craig said. "That's one of the things that employers look for."

"And the CCT can be a great way for students to articulate what they've accomplished," Aponte added. "When they go on an interview or apply for scholarships, it's a good tool for helping them give a holistic view of what they did while they were here—to create a narrative of their college experience."

For example, Craig recently talked with a student applying to Cornell University. She had an interview and didn't know what to tell them about herself.

"She has a 4.0 GPA but it doesn't mean she'll get in or get a scholarship," Craig said. "We talked about the co-curricular transcript and how it gave her a 'cheat sheet' to talk about her skills and experience—all of these things about herself she didn't know how to talk about. She called back the next day to say her interview went so well! She got a significant scholarship toward her tuition."

Policy and Practice Considerations

BMCC did a tremendous amount of research and consensus-building prior to entering the CSR project. Through their research, they were aware of some of the shortcomings of their policies and practices, already. Students were using OrgSync technology to enter their own activities, which created inconsistencies in data. Faculty and other offices needed to be brought on board through research and data on student engagement to secure them as partners in evaluating and certifying learning outside the classroom.

To qualify as an approved learning activity, any faculty or staff member was required to submit a request or application for approval. BMCC constructed standards for the evaluations of these requests using external benchmarks. Competencies were laid out across a framework and evaluated against those from the National Association of Campus Activities (NACA) and the National Association of Colleges and Employers (NACE). From this, BMCC developed and approved competencies to which applicants for approved activities must demonstrate learning. This policy clarified the language of learning outside the classroom for faculty and staff alike, focusing on competencies as learning outcomes.

The self-reporting of student activities could not be scaled to meet the requirements of the CSR. There were too many areas where student data entry would not be consistent with the emerging categories of approved activities and self-entry could mean any number of abbreviations or variations on information that would require manual review and categorization of the data. The data could be entered through any of three different inputs, meaning that BMCC would have to search and compile this data to identify the student and associate the with her/him. This practice had to change to standardize as much of the data coming into the system as possible.

BMCC chose to deploy card-swipe technology to capture student attendance and participation. This allowed BMCC to control the data associated with the card swipes and capture information in a more automated manner. It also required that the system be set-up and configured to

match the approved student activities and that each activity emphasized card swipes to capture those students who attended or participated. Before each event, the system had to be ready with accurate configuration of the data or risk losing an opportunity for students to add information to their CSRs.

The College also changed its practices around promotion of student learning outside the classroom. While there had been a good deal of promotion of student activities as ways for students to get involved in campus life, the CSR project added focus to this work as building a valuable tool for employment, scholarships, transfer or any other reason that a student may want to create and use the Co-Curricular Transcript (CCT).

Challenges and Lessons Learned

One of the greatest challenges faced by BMCC was limited technology to meet the needs of the project and the Co-Curricular Transcript (CCT) it intended to produce. While their existing system could capture data and store it, the transcript it could produce fell short of the institution's desired document. Therefore, BMCC decided to write its own CCT document and produce it using proprietary code. This was a major investment of time and resources, as it required hiring a staff member who would take charge of the processes and the record, as well as working with IT consultants external to BMCC to gain the expertise required. The initial efforts to create a CCT (prior to the CSR project) took 18 months and was frustrating for BMCC. Working the protocols of a large, multi-institution system (CUNY) delayed some of the momentum the College intended when it planned its work. The College had not yet digitized its CCT; this is work yet to be done and is planned as one of the immediate next steps for BMCC.

Another challenge was gaining buy-in from faculty for learning outside the classroom. They needed research and data to justify claims that learning was indeed occurring in these venues and through these activities. The use of external benchmarks was helpful, as it was not an internal claim of learning but one validated and researched by others in higher education. The

development of a framework of competencies supported by these external benchmarks was an important element of gaining faculty support initially and collaboration eventually, as the project developed. This took longer than anticipated but the results were impressive.

The work done to thoroughly research and thoughtfully develop competencies and learning outcomes for all qualified student activities resulted in an explosion of interest from faculty in having the out-of-classroom learning be certified for the CCT. Many of them were attached to student clubs and organizations or sponsored speakers or other activities on campus. Once the expectations were put in place and promoted to faculty, new requests poured in.

CSR Sample – Borough of Manhattan Community College
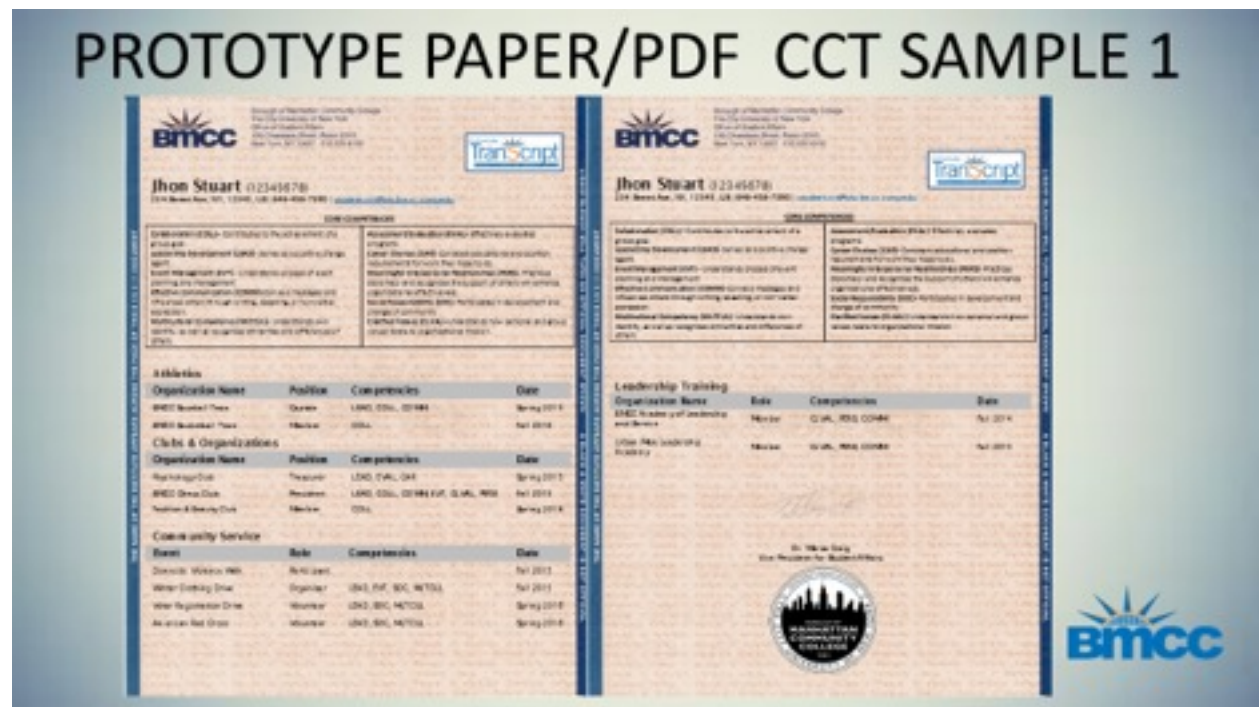
PROTOTYPE PAPER/PDF CCT SAMPLE 2

CSR Model 2: Brandman University

Description of the Institution and its Teams

Brandman University (Brandman) is part of the Chapman University system and is headquartered in Irvine, CA. It is private/independent and non-profit in its control. Brandman is focused on service to adult learners and has a large footprint in military education. It has programs specifically developed for active military online and six campus locations on military bases in the United States. It is a Yellow Ribbon and Troops for Teachers partner with the U.S. Military and has won accolades as an institution with top undergraduate and graduate programs for veterans.

Because of the flexibility of its programs and times, enrollment is measured more annually than by specific fall term starts. About 12,000 students a year take Brandman degree courses, some of which are in its innovate CBE formats. While it is somewhat common to see adults stop out or change enrollment levels in traditional term programs, the CBE programs are self-paced and allow students to demonstrate proficiency in ways that are not strictly tied to terms. Brandman is an experimental site for Title IV Federal financial aid for CBE and more detail on their approaches can be found in the related project report on the credit hour and innovation.

Brandman employed a cross-functional team for their CSR project that included:
- ⇒ Laurie Dodge, Vice Chancellor of Institutional Assessment & Planning; Vice Provost
- ⇒ Nancy Salzman, Dean of Extended Education
- ⇒ Lee Johnston, Associate Vice Chancellor of CBE Technology
- ⇒ John Snodgrass, Associate Vice Chancellor of Student Services
- ⇒ Daniel Ellingson, University Registrar
- ⇒ Adam Evans, Assistant Director of Student Records
- ⇒ Katy Curameng, Director Career Planning & Development
- ⇒ Tara Besack, Assistant Director Student Resources
- ⇒ Sara Zaker, Instructional Designer
- ⇒ Glenn Worthington, Dean of Business and Professional Studies

Laurie Dodge also serves as the president of the Competency-Based Education Network (C-BEN). Two other institutions in the project are members and this expanded the network of resources and issues about CSRs and CBE, which has unique challenges. As learning is not tied to chronology in any strict sense, CBE learners are less able to reflect their learning in a traditional transcript. While Brandman uses a traditional transcript (most CBE institutions tie competencies back to credits), it needed additional ways to express the achievements of its students.

The project work was supported and facilitated by AACRAO Senior Consultant Jeff von Munkwitz-Smith and NASPA Consultant Michele Burke.

Profile

Brandman University offers two direct-assessment competency-based education programs—a Bachelor's in Business Administration (BBA) and a Bachelor of Science in Information Technology (BSIT). Given the school's focus on serving working adults, the BSIT seemed like a good opportunity to develop a visual comprehensive student record (CSR) that could be useful to students and employers alike. Rather than a traditional transcript, the BSIT record is a holistic, professional profile, co-created by the student and the university.

Building the CSR

Brandman students access their information through the MyBrandman portal. Within this portal, they utilize a Career Planning and Development site, CareerLink. Students in the BBA and BSIT programs will have a unique tool in CareerLink--MyPath, a comprehensive professional history and planning site specifically for CBE students that tracks a student from admission to alumni. MyPath includes coursework, library access, academic advising, transcripts, financial aid and billing information, class schedule, professional development resources and educational plan.

"The record creates a holistic picture of the value and skills a student has to offer to potential employers or another educational institution," said Katy Curameng, Director of Career Planning and Development. "It will include a summary of who the student is professionally, including their resume, as well as space to build a portfolio with uploaded documents or links which showcase their talents and experience. Additionally, there will be a university-verified section which will contain information loaded directly from the University, such as degrees, badges, certificates, competencies, and so on."

A student's CSR is populated from three sources, as follows:

1. **University-verified direct feed.** Information automatically imported from Banner to CSR, such as degree(s), academic program/major, competencies and courses completed, badges completed, and university-sanctioned certifications.

2. **University-verified student-submitted documents.** Information verified by applicable school official through predetermined workflow. Examples include university internships and organization memberships.

3. **Unverified, student-submitted documents.** These might include a portfolio, professional/military/work citations, volunteer activities, non-university certifications. This section of the profile includes a disclaimer.

The student can change privacy settings as well as create multiple versions of the record, tailored to their unique needs, allowing them to create a meaningful and relevant document specific to their career field or educational goals.

Brandman is working with a vendor to create a graphic for the summary and metadata, and administrators hope to have a prototype up and running by the end of the calendar year. Once the pilot is ready, students, faculty, and other stakeholders will have the opportunity to offer review and feedback before the implementation timeline is set.

Usability and portability

The document will be available to print as a PDF but is designed, and will be encouraged, to be viewed electronically as a dynamic, portable document. "Whoever is viewing can click on a link—say, click 'Innovation and Creativity'—to expand and view the description, criteria and evidence for that badge," Curameng said.

"As higher education changes, the transcript and student records will need to reflect evidence of student learning," said Laurie Dodge, Vice Provost and Vice Chancellor of Institutional Assessment Planning. "Employers and schools want to know more than a course title and grade, and students want to share evidence of acquired knowledge, skills, and abilities on professional networking sites like LinkedIn. The CSR offers a great opportunity for employers to see what students have actually learned."

Policy and Practice Considerations

Much of the policy consideration for the CSR was tackled when Brandman implemented a CBE instructional approach. This included the creation of badges and the technology that allows student-created content (verified or not) to flow to the CSR. In relating these to considerations for other institutions, there are some important notes, however.

Brandman chose to create a learning platform in CBE that is complex and taking on such a project involves the entire campus. Infusing academic and administrative departments early was essential, in that almost every policy and practice was put on the table for examination and possible re-engineering. The University was as nimble as possible but it required absolute focus and high-level commitment to reinvent how every aspect of student learning, services and records would be handled in such an environment.

One of the major policy considerations that impacted student records was the decision that, although it was not the original intent, that Brandman would tie competencies to courses. This

moved away from the original purer idea of CBE as untimed learning but the rest of higher education was not yet ready for students to present themselves outside of the known framework of terms, credits and grades. This defined the CSR not as an innovation of the transcript but as a supplement that deepened the information available about competencies and achievements that could be shared with others, especially employers.

Changes in practice involved assigning some responsibility for implementing the CSR to the Career Services unit. By placing the CSR inside Career Link, the online portal, it associated it with student interests in preparation for life after Branman. As the CSR is launched, it will allow career counselors to guide students in the creation of their CSRs as a formative tool.

Brandman is aware that, as the project launches and demand for CSRs and badges increases, guidelines around badge creation, consistency of graphic design and other issues will arise. Additional policy development will be required to accommodate these. Protocols for the recognition of work outside the institution, such as that through students' professional associations, will likely be required. Will Brandman develop badges for these or use external digital badges as part of the CSR?

Challenges and Lessons Learned

One of the challenges cited by Brandman was the disparate nature of activities and developments that were occurring as the CBE instructional platform was being developed. There were many good ideas being developed in corners of the institution but they weren't intentionally linked together. The CSR project allowed these to be considered and joined in a stronger framework that aligned with the new nature of the two academic programs being developed in CBE platforms:

> *For the Competency Based academic programs, the badges were developed as academic credentials for CBE students, but they were not included on the academic transcript. On*

the flip side, we had a transcript that showed the competencies, but the richness of information was missing. The CSR creates the "aha" to optimize that information in a comprehensive career development environment.

Communication was another area that challenged Brandman in its work to educate everyone (faculty, staff, students, administrators, partners) on what a CSR could do and what it would do for students. As students become more aware of the potential of the CSR, they will likely want more badges created, placing additional demands on faculty to consider them.

Technology presents challenges to almost every institution in one form or another. For Brandman, searching for technology partners that could support learning technologies, badges and records that were not yet in practice was a challenge. It is important to allow a long lead time to search for and review information and proposals for this type of innovative work. The time line for a strong RFP process is worth the outcomes but must be accounted for in estimating the time required to construct a CSR.

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
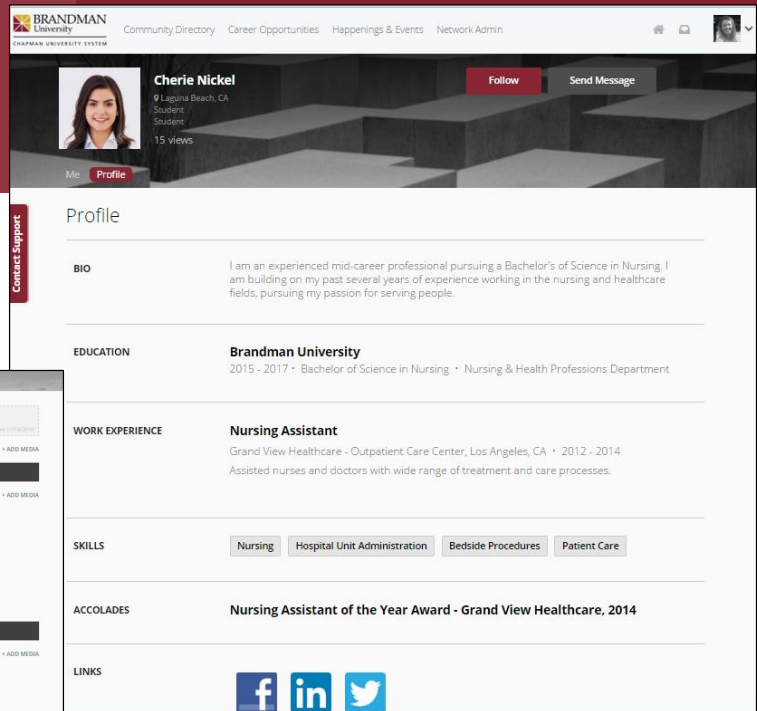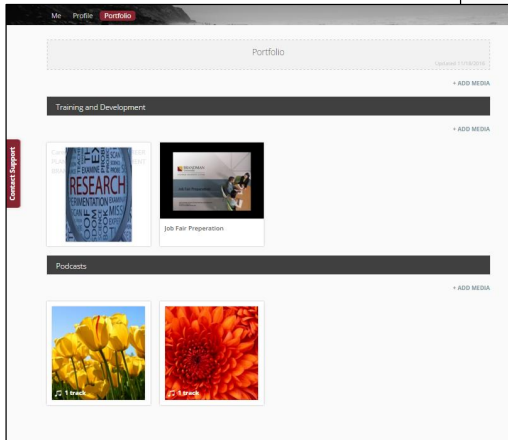
CSR Model 3: Dillard University

Description of the Institution and its Teams

Dillard University (Dillard) is located in New Orleans, LA, and is focused on a liberal arts education for undergraduates. One of America's historically black colleges and universities (HBCUs), Dillard works to provide opportunities for students to access a leading education and to provide opportunities for its students to attend some of the leading graduate schools in the world. Its enrollment size of about 1300 undergraduates means that it can provide a great deal of personal attention to student learning and development, in and out of the classroom.

The Dillard project was led by Dr. Demtrius Johnson, Vice President for Student Affairs. A project team consisting of Dr. Nia Haydel, Sara Kent and Robert Mitchell supported Dr. Johnson and executed with him the work to create a CSR around concepts of Emotional Intelligence (EQi) and its ability to help students develop during college for life after college, especially graduate/professional programs and employment. The pilot program for the CSR was implemented with Dillard's biology program, a well-respected area of the University significantly known for its ability to produce successful medical school applicants.

The project work was supported and facilitated by AACRAO Managing Michele Sandlin and NASPA Consultant Gail DiSabbatino.

Profile

Traditional transcripts can tell you whether a student excels in statistics, grammar, history or biology. But it reveals little to nothing about a student's work ethic and dedication, conflict resolution skills, and resiliency. However, these qualities are arguably at least as important as a

student's academic accomplishments when it comes to the ability to succeed in life and in work.

"In the last few years, there's been a lot of research about the value of emotional intelligence," said Nia Haydel, Director of Dillard University's Academic Center for Excellence and Thompson-Cook Honors Program. "Emotional intelligence is so important to both academic performance and employability."

In August of 2013, the Dean of Students, Demetrius Johnson, began working to help students improve their emotional intelligence through targeted programs. Initially, the project focused on students involved with student conduct. Within the first year, judicial recidivism for those students involved in a student conduct case fell by 3% compared to students involved in student conduct who did not received a sanction which included emotional intelligence.

"Prior to kicking off the Lumina project this summer, we were already doing some of these things because we knew it was a good thing to do," Haydel said. "But we didn't have the opportunity to translate those things into a co-curricular transcript."

Thanks in part to the Comprehensive Student Record Project, supported by a grant from Lumina Foundation, beginning in summer 2016, Dillard was able to expand and formalize their emotional intelligence programming to begin assessing and documenting students' involvement in related activities offered around campus--and it's made a difference in the entire campus' culture.

5 scales of emotional development

Dillard's extended transcript will document student development in five broad categories, including:

⇒ Self-perception
⇒ Self-expression

$\Rightarrow$ Interpersonal

$\Rightarrow$ Decision making

$\Rightarrow$ Stress management

Each of these five categories is further divided into three subcategories, for a total of 15 emotional subscales. For example, the first category -- Self-perception -- is broken down into self-regard, emotional self-awareness and self-actualization, and scores in these three areas are collated under the broader rubric of "Self-perception." Dillard works with a reputable vendor to provide the testing and results.

Beginning with this year's incoming freshmen, students are being administered the emotional intelligence inventory, and then having one-on-one meetings with campus mentors to discuss their results and devise strategies to work on skills that need improvement. They also have weekly assemblies on various topic in emotional intelligence, to help them understand the skills they are working to develop. By the time these students are seniors, they will be able to map the different activities they participated in that helped increase their emotional intelligence over the course of their college careers.

"As we look through these domains, we are looking at what activities are already happening on campus that can align with these vectors, and then evolving these activities to promote skill development in those areas," Haydel said. For example, a career program that's already in place may get an added self-reflection component to help students develop that skill. "Over the past 3 years since the introduction of the Emotional Intelligence program, physical violence is down, retention is up, and our overall campus environment has noticeably improved," Johnson said. "The support from Lumina and AACRO has transformed the project."

A common language

Currently, there are ten campus professionals (including Haydel) certified as emotional intelligence coaches -- training which was funded by the Lumina grant. "That training has been really beneficial to me as well as the students," Haydel said. "What we've been able to do is take the common experiences of students and give them names." Students are able to externalize and objectively evaluate the choices they are making and whether or not those decisions make sense in terms of what they want to accomplish.

"For example, I had one student with a low level of emotional expression -- and she wanted to be a nurse," Haydel said. The assessment and ensuing coaching helped that student to understand that she needed to develop compassion and empathy in order to have necessary skills for the career she was choosing -- and there are programs on campus that can help her build those skills, which then can be documented in the comprehensive student record. "Those are the kinds of things we can't capture on a traditional transcript," Haydel said. "But now we can have programs that build skills in those areas and track the student's development over time."

The grant also helped fund the development of a card reader that can track attendance in programs and activities across campus. These activities are mapped to the subscales, which will ultimately translate back to the transcript.

"It's exciting to have this transcript, but it's even more exciting because it's been a transformative experience for students, faculty and staff because now we have a common language to use to talk about what students are experiencing and how they're navigating college," Haydel said. "A student will do something and say 'I had low impulse control.' And I can say 'Let's talk about reality testing what you should have done instead.' We have a different vernacular. It's neat because it helps develop their emotional sophistication and be ready for professional world."

Even the professionals are doing things differently now, thanks to the campus' growing awareness of emotional intelligence.   "The professionals who took the test, when we're working with each other we'll say, 'I'm working on this issue right now, [using the language of emotional intelligence]'" Haydel said. "It's changing the way we're approaching problems and influencing our communication and work styles. I think we've only just begun to see how this will transform campus."

Policy and Practice Considerations

Dillard entered the CSR project with a good deal of work on the EQi already in place. Capturing the data and creating a record to reflect it was the work that was not yet completed. One policy consideration was whether or not students had choice about the information that could appear on the CSR. Some activities they chose to attend may have social or political implications to people who receive the record that the student may not wish to promote or reveal. At this time in the development of the CSR at Dillard, the student chooses to swipe into an event as a guest or not. If choosing the guest option, the information will not appear on the CSR. Otherwise, it becomes part of the record.

The technology challenges for Dillard came in the work to incorporate Accutrack software that could capture card swipes with Jenzabar student information system (SIS) that holds the student record. These were overcome and Dillard was able to start issuing the "Dillard Difference" document for students in fall 2016. It is available in digital form as a PDF and can be sent to students as a PDF.

Implementation of the EQi programs at Dillard required a great deal of change in practice and some policy decisions, as well, although these were not required in order to create the CSR. Rather, they were around the use of the EQi and its data. Students were scored against a rubric for EQi using self-assessments. Each student met with a coach about the assessment and areas of strength and improvement/development. Reports were also created to show how areas

where students, overall, had areas of strength and where additional programming and support would be needed. These are too new to be used for development, as more data will be required for sound analysis. However, changes in practice are anticipated as a result of using these data to support decision-making.

Challenges and Lessons Learned

One challenge that Dillard faced was the high level of support that students needed. The EQi coaching process surfaced a high number of personal concerns and issues from students and coaches were not necessarily equipped to tackle these. Overall, this was seen as a positive outcome, as it was better that students found a way to express these concerns than to have them gone unsaid.

DILLARD UNIVERSITY EQI EXPANDED TRANSCRIPT
"THE DU DIFFERENCE"

IAM A TEST   ID #552497
1869 TULANE AVENUE
NEW ORLEANS, LA   70126

Academic Year 2014-2015: SPRING

CODE	ACTIVITY	SKILLS	SKILL DEFINITION
EQI-SE-IE	Personal Finance 101	Independence	Self-directed; Free from emotional dependency
EQI-IC-SY	Voter Registration Drive	Social Responsibility	Social consciousness; Helpful
EQI-DM-PS	Love Shouldn't Hurt: Getting Your Friend Help	Problem Solving	Find solutions when emotions are involved

Academic Year 2015-2016: FALL

CODE	ACTIVITY	SKILLS	SKILL DEFINITION
EQI-SP-SR	Man in the Mirror	Self-Regard	Respecting oneself; Confidence
EQI-SE-AS	DU Fitness Self-Defense Workshop: Women in the Workplace	Assertiveness	Communicating feelings, beliefs; Non-offensive
EQI-DM-RT	Brain Food Spring 2016	Reality Testing	Objective; See things as they really are

Academic Year 2015-2016: SPRING

CODE	ACTIVITY	SKILLS	SKILL DEFINITION
EQI-SM-FY	What's Your Major? Where Does That Lead?	Flexibility	Adapting emotions, thoughts and behaviors
EQI-SM-ST	Get It All Out!	Stress Tolerance	Coping with stressful situations
EQI-DM-IC	Social Media Shakedown	Impulse Control	Resist or delay impulse to act

Academic Year 2016-2017: FALL

CODE	ACTIVITY	SKILLS	SKILL DEFINITION
EQI-SM-OM	Can You See Your Vision?	Optimism	Positive attitude and outlook on life
EQI-SP-SA	What's Your Spiritual Gift?	Self-Actualization	Pursuit of meaning; Self-improvement
EQI-SP-IC	When Push Comes to Shove: Emotional Intelligence at Home	Emotional Self-Awareness	Understanding own emotions

Academic Year 2016-2017: SPRING

CODE	ACTIVITY	SKILLS	SKILL DEFINITION
EQI-SE-EE	Café Noir: Spoken Word Night	Emotional Expression	Constructive expression of emotions
EQI-IC-EY	Take Back the Night	Empathy	Understanding, appreciating how others feel
EQI-IC-IR	Pajama's, Popcorn & Pearls	Interpersonal Relationships	Mutually satisfying relationships

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

Office of Student Affairs
Dean of Student Affairs

CSR Model 4: Elon University

Description of the Institution and its Teams

Elon University (Elon) is a residential, liberal arts institution that in many ways embodies the picturesque college experience of traditional American higher education. Most of its 6000 undergraduates live on campus, are highly engaged and have access to services and programs that support their education, in and out of the classroom. Elon's mission includes a focus on applied learning and the University expects that students will apply learning in the classroom when they leave it through internships, student clubs and organizations, global experiences, service and student research. It prides itself on sending more students abroad per capita than any other masters-level institution in the United States.

For decades, Elon faculty have been engaged with student affairs in evaluating what constitutes learning outside the classroom. The five areas of engagement – global study, internships, leadership, research and service – were established long before the CSR project began. University Registrar Rodney Parks was an early leader in innovating student records and had already engaged Parchment to help him develop a co-curricular record to reflect student work in these five areas. Elon also had developed a co-curricular transcript that resembled an academic transcript but with student experiences listed like the courses of a transcript and the document printed on a different color paper to visually distinguish it from an academic record.

Dr. Parks led the project and had the support of a project team for the work, including Dr. Paul Miller, Evan Heiser, Heather Hutchings and Julie White. The project integrated work with existing Elon teams that work with learning outside the classroom. A Parchment programming consultant, Eugene Woo, was also a member of the project team in support of the creation of a digital document.

The project work was supported and facilitated by AACRAO Managing Consultant Michele Sandlin and NASPA Consultant Gail DiSabbatino.

Profile

The roots of change

"Back in 2013, we took that co-curricular transcript previously offered through student affairs and gave it a 'registrar' flair, making it look like an academic transcript," said University Registrar and Director of the Summer Session Dr. Rodney Parks. "It's data-driven, and captures a more comprehensive experience than just the academic transcript alone."

Students must opt-in to receive the co-curricular transcript, which is released as part of a PDF file that includes both the academic and experiential transcript—the first in maroon and the second in gold (Elon's school colors). The "opt-in" aspect is important because not all students have a robust co-curricular experience, and the absence of that data might be noticeable.

"Everyone loved that new innovation to paint a more comprehensive picture, and we had good feedback from employers who said they wanted more information like this," Parks said. "That led to our selection as part of the Lumina grant project."

Creating the prototype

Over the last year, Elon has worked with a third-party vendor to create a prototype of a visual co-curricular transcript that could be both appealing and useful to prospective employers. The original infographic was imagined as a one-page timeline, but that was ultimately deemed unworkable because of the amount of experiences some students accumulate over four years.

"We settled on a two-page document where people see experiences by year," Parks said. "Our average student has eight co-curricular experiences." The infographic can be expanded or contracted to suit the individual, so there's not a noticeable gap in the visual layout.

With the help of their vendor, Parchment, Elon built a user-friendly web platform where student information and experiences can be uploaded as an Excel spreadsheet to create the PDF infographic. Each experience has a code and associated icon. The front page of the visual transcript uses those icons to present a summary of each experience, and the second page presents that data as a visualization. The goal is to make the visual transcript something that is easily digestible for readers as well as sharable via social media.

The grant process encouraged the platform to be replicable at other institutions. This model can be modified so other institutions can establish different categories that better suit their co-curricular values. "For example, if a school wanted to put 'student work on campus' or another experience that they hold culturally important at their institution, they could," Parks said.

Codifying the co-curricular experience

Elon breaks down co-curricular experiences into five categories—leadership, community service, global education, research, and internships. To graduate, a student must complete at least two experiential learning requirements—so experiential learning is already built into the curriculum at Elon.

"One unique thing about Elon—we are collecting the co-curricular data for the student," Parks said. "When the burden of capturing that data is on the student, it rarely gets done." For example, there is a Center for Service Learning, which is responsible for entering and maintaining the integrity of students' community service data. A committee including Student Affairs, Academic Affairs, and faculty works together to review whether or not something qualifies as a co-curricular experience.

Since securing the grant, Elon University worked with consultants from AACRAO and NASPA to talk through some of their ideas and challenges.

"The collaboration with AACRAO and NASPA was critical—as was collaboration across campus," Parks said. "It really takes a village, as they say—it's about developing the mindset that this endeavor is strategically important to every person in higher education."

Policy and Practice Considerations

As previously noted, Elon confronted many of its policy questions long ago when it established review processes for co-curricular learning. As the CSR came online, the University considered whether or not it should be free or subject to the same fees as academic transcripts. Because the University wanted students to try the new document without any barriers to its access, there is no fee charged to request and receive a digital copy.

Challenges and Lessons Learned (Rodney Parks, Elon)

Marketing and Education

As is true for most disruptive innovations, encouraging the initial adoption of expanded credentials remains a significant challenge. The higher education and employment markets have subsisted for many decades with an unchanged academic transcript, so there exists no natural incentive to develop, implement, or request new or supplemental records. Colleges and universities have few extant reference points, and employers' longstanding indifference towards the academic transcript prevents them from asking for something new. Effective marketing and education is therefore tantamount to the successful implementation and widespread adoption of new artifacts.

Marketing and education must begin on campus. When students, faculty, and staff become comfortable with the credential and develop a sense of ownership, they will begin championing it in other contexts, such as the job search. At Elon, multiple marketing initiatives have been deployed to educate these campus constituencies on the availability and use of the new transcript. Allowing our Career Services Center and Advising Office the ability to print the

transcript was a critical first step. Students are now exposed to the advantages of the credential in several settings, and the conversations about student experiences have become multi-dimensional.

Another example is an effort to embed an awareness of the Registrar's services into other functions on campus. Following the pilot of the Visual EXP in spring 2016, Elon University's Registrar's Office launched a new initiative to educate students and employers about the document and its uses. This new initiative, dubbed "The Mobile Registrar," embodies a partnership between the SPDC and the Office of the Registrar. The two offices arranged computer and printing stations at the Fall Career Expo, inviting students to print complimentary resumes, transcripts, and co-curricular transcripts for use inside the expo. Representatives from the Registrar's Office also distributed information to over 1,000 students and employers about the new Visual EXP. All students in attendance received a pamphlet about the Visual EXP, further showcasing the services that the Elon University Registrar has to offer.

These "broad stroke" tactics have allowed us to expose the campus community to its new trademark credential, but marketing initiatives directly targeting the students are equally if not more important. Currently, all first-year students receive a brochure that extolls the benefits of building the EET, and faculty are encouraged to invite representatives from the Registrar's Office for showcase presentations about to first-year seminar classes. However, we believe that digital marketing tactics, especially those that use social media, will bring about a more positive reception among millennial students.

Data Integrity

The development of reliable, portable, and verifiable co-curricular credentials requires the codification of enormous amounts of data. Institutions that intend to capture co-curricular data must prepare by developing accurate methods of data capture, consistent extract, transform, and load (ETL) processes, and logical warehousing structures. Co-curricular records should be

tied to academic records unless there is a compelling reason to separate them, and enrollment management officers should be able to produce reports that faithfully represent this data. Institutions that have already begun developing co-curricular records must be prepared to clean up a lot of data. With disparate systems to collect co-curricular experiences in abundance, institutions can be certain the data associated with these systems has not been standardized.

Legal Issues

Few legal challenges exist regarding curating and producing co-curricular transcript. However, one question that needed to be addressed pertains to the retention of complimentary documents related to the Visual eXP. As Elon moves to embed artifacts into the body of the Visual eXP, institutions should plan to have a retention policy for the supportive documentation stored and passed to a third party via hyperlink. Additionally, institutions should ensure they have copyright verification on file for student generated work that specifies the permission to release the additional artifacts that will be stored as links.

Technology Challenges

Because the Visual eXP is a new document type, API's have yet to be created to streamline the release of the information through Parchment's 24/7 ordering system. Additional development in this area as well as verifying co-curricular data from service organizations is ongoing. The visualizations are also static requiring additional programming to change visualizations to meet other high impact practices that other institutions may want to capture. With additional development funds, Elon would propose creating templates of the major high impact practices found in the literature to give institutions the ability to modify the Visual eXP to fit institutional culture.

According to the survey, college and university leaders and hiring managers have different definitions of the kind of learning colleges should provide. While both groups feel that colleges are doing reasonably well in preparing graduates for career success, they disagree as to what kind of preparation most contributes to that success. College leaders want graduates who are

intellectually well-rounded, while hiring managers are looking for candidates with more general skills, such as how to problem solve or work with a team, and the ability to meet entry-level responsibilities on the very first day of employment[1]. The Visual eXP opens the door to give students the ability to take curated data from both the Visual and Academic transcript and highlight specific experiences for a potential employer. Perhaps employers would find specific information more relevant than having to comb through all records.

CSR Sample – Elon University

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

EXPERIENCE TIMELINE

2013
HONORS RESEARCH SPRING

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

2015
AUSTRALIA/NEW ZEALAND ELR WINTER
ECO-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

parchment

University Registrar | Dr. Rodney Parks

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[1] Regan, T. (2016). College to career: Exploring the relationship between college degrees and career success. *The Chronicle of Higher Education*.

INTERNSHIPS
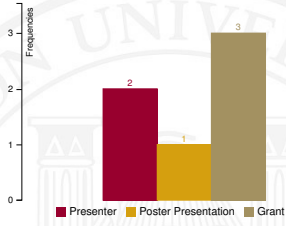
SAS - DATA SCIENCE INTERN
200 HOURS

EY

ERNST AND YOUNG - DATA MODELING INTERNSHIP
200 HOURS

RESEARCH

Presenter | Poster Presentation | Grant

LEADERSHIP

CENTER FOR LEADERSHIP
60

SERVICE

Community Service Hackathon
Alpha Phi Omega
Kids Who Code Bootcamp
Eco-Reps
Elonthon
Hours
20
30
30
40
60

GLOBAL EDUCATION

AUSTRALIA/NEW ZEALAND ELR
FOREIGN EXCHANGE
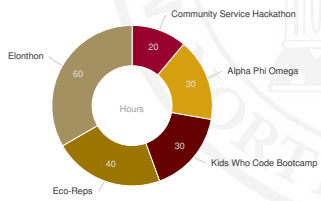
University Registrar | Dr. Rodney Parks

CSR Model 5: Indiana University Purdue University Indianapolis

Description of the Institution and its Teams

Indiana University Purdue University Indianapolis (IUPUI) is one of America's most unique public universities. Two campuses of different state flagships were merged in Indianapolis, resulting in a large, urban research university that offers a wide range of academic program options within a downtown setting in one of the country's most livable cities. Nearly 30,000 students attend IUPUI, earning degrees from either flagship university but with unique services and opportunities.

The CSR project was led by veteran registrar Mary Beth Myers. She was supported and collaborated with a team of staff and administrators from IUPUI, including now-retired Becky Porter, AVP for Enrollment Services, Matt Pistilli, Director of Assessment and Planning, Jennifer Thorington-Springer, Professor of English and Africana Studies, Matthew Rust, Director of Career and Advising Services, and Erica Morrical, Manager of Enrollment Systems. Additional support was received from Mark McConahey, Associate Vice Provost and Registrar, IU Bloomington, and from the system-wide IT service unit that helped IUPUI develop the technical infrastructure for its data within Oracle.

The project work was supported and facilitated by AACRAO Senior Consultant Sam Conte and NASPA Consultant Elizabeth Griego.

Profile

IUPUI was an early adopter of assessment for improvement and accountability and has long-standing national reputation for effective assessment of classroom learning. Recently, the

University was named as one of three universities nationally recognized in the inaugural class of Sustained Excellence in Assessment designees by the Voluntary System of Accountability of land-grant colleges. The award reflects sustained, integrated, achievement of campus level assessment over an extended period of time.

IUPUI developed Six Principles of Undergraduate Learning almost 20 years ago. These Principles have guided the development of learning outcomes that are aligned between course, program, and university levels. The Office of Student Affairs later adopted these six principles and added two more (†) to establish Eight Principles of Co-Curricular Learning (PCLs).

⇒ Core Communication
⇒ Understanding Society and Culture
⇒ Critical Thinking
⇒ Values and Ethics
⇒ Integration of Knowledge
⇒ Depth/Breadth/Adaptiveness
⇒ Intrapersonal development†
⇒ Interpersonal Development†

IUPUI Student Experience and Achievement Record

To encourage student reflection about their learning and to document and validate their out-of-classroom learning, IUPUI is developing a signature *Student Experience and Achievement Record (Achievement Record).* The record, developed with the assistance of AACRAO and NAPSA and supported by a Lumina Grant, has employed the framework of the eight PCLs to assess student learning and achievement outside of the classroom —such as leadership opportunities, internships, study abroad, community engagement, service ventures, and research.

The Achievement Record is being developed in partnership between Student Records and Student Affairs. The Achievement Record will be available for students who are intensively involved in selected co-curricular learning experiences. Many universities have designed co-curricular transcripts that record student participation in experiences. What makes IUPUI's Achievement Record unique is that, to be included on the record, the student must engage in thoughtful reflection and demonstrate how her/his learning aligns with the Principles of Co-Curricular Learning and integrates with the student's classroom learning. Assessment of the learning is based on well-defined rubrics for each experience. This achievement is then recorded by the Registrar and included on the Achievement Record.

"Employer feedback has made it clear that students struggle with how to articulate their overall learning," said Mary Beth Myers, IUPUI Registrar. "While students may realize that their co-curricular experiences are valuable, they can't always articulate how those broad experiences and the associated learning relate to their classes, major, and degree. Our goal with the Achievement Record is to capture this learning that occurs outside of the classroom in a way that gives definition and specificity for the students themselves, potential employers, and graduate schools. By providing this verified student Achievement Record, a tool will be available to help students mentally map and explain their overall learning, ultimately making them more self-aware and more competitive in the labor market."

The specs: Six Achievement Categories

In early 2016, a Comprehensive Student Record Taskforce was established at IUPUI charged with developing a governance structure for the inclusion of experiences on the record, verification of student learning, an overall business process, and defining a format for the new IUPUI record. As a result of this activity, it was decided that the Achievement Record would focus on six broad categories of learning: • Diversity • Research • Internship • Service • Global Engagement • Leadership.

The taskforce mandated that the following criteria must be documented:

⇒ *Students must engage in critical analysis (e.g., guided reflection) linking examination of the experience to learning objectives, professional and personal development, and the Principles of Co-Curricular Learning (PCLs).*

⇒ *Evaluation of reflections, in conversation with the student, should lead to further intellectual discussion and further reflection on personal growth, academic and professional development, PCLs, concepts of civic engagement and responsibility.*

⇒ *A clear assessment plan must be outlined reflecting both student learning as well as the effectiveness of the actual experience in relation to experiential learning and community outcomes.*

⇒ *The assessment plan must demonstrate student learning in relation to the experience as a whole, the relevant PCLs, and personal growth in relation to civic engagement and responsibility.*

In the pilot phase of the project, Fall 2016, approximately 400 students who are currently engaged in learning activities with the Center for Service and Learning, Center for Research and Learning, Career Center- Internships, Study Abroad and a Multi-Cultural Leadership Program will be assessed. Achievements are reported either in terms of semesters or hours, depending on which makes the most sense for the experience. Once each individual student assessment is complete, the designated assessors who have been working with that particular student will submit a request through a workflow process. The Registrar will complete the final review and the Achievement Record will be updated.

Graphic Design

Although the graphic design of the achievement record has not yet been finalized, the two-page document will include the following elements:

General information: Purpose of the record, student information, and the university logo.

Summary of the major achievement categories (Diversity, Internship, etc.) with information about the number of achievement hours or semesters within each category

A timeline and title of each achievement

[i.e.: 2014 – Sam H Jones Community Service Scholar, Alternative Break Trip Leader (Spring); IU Simon Cancer Research (Fall); 2015 -Habitat for Humanity (Spring); Honors Research (Spring) and so on.]

Summary of which Principle of Co-Curricular Learning was addressed by each experience (i.e. Values and Ethics (10), Core Communication (4), etc.)

Infographic on the back side of the document will provide additional detail about each experience (i.e. Information Technology Intern, MISO, Carmel, IN, 560 hours, etc.).

"We're striving to make the record graphically appealing, user-friendly, easy-to-read, and portable" Myers said. "Also, while IUPUI is leading this effort, we are working with our central IU colleagues to develop the record so that it may be adopted and used by any Indiana University campus."

Marketing plan

"Once we have the graphic design and can share it, we have big plans for communicating it across campus," Myers said. "IUPUI freshmen are organized into learning communities where they share classes, and those communities will be targeted for messaging about the new record. In addition, each class cohort has a highly-trafficked Facebook group (i.e. "IUPUI 2021"), where information about the Achievement Record will be shared. There are plans for continuous on-campus presentations, such as with the Campus Advising Council and Indianapolis Faculty Council. We also have a meeting coming up with the IU Communications folks to get a better handle on how to roll this out more broadly to external audiences when the time is right."

"We're excited about this project. It has brought together a broad range of University stakeholders who are genuinely invested in finding innovative new ways to support student

success. With the Achievement Record, we now have a unique way to paint a more complete picture of student learning!"

Policy and Practice Considerations

IUPUI is quite proud of the way the team approached both policy and procedure with the mindset that there needs to be a strong governance process in place to assure this record is initiated, implemented and maintained with integrity. They began with this in mind and developed a process to assure appropriate approval process, user understanding and agreement on their responsibilities in this area, and detailed business process procedures for how all of this will work.

The University cited that it felt fortunate in terms of project organization as Enrollment Management had already pulled together a campus taskforce (prior to being selected for the AACRAO/NAPSA project) to discuss prior learning assessment, co-curricular learning, competency-based education, etc. They then used that existing taskforce as the Comprehensive Student Records taskforce as it included the right individuals for this initiative. As such, they were able to put into place a solid governance structure and process for experience approval while waiting for official University approval of the technical project.

Challenges and Lessons Learned (Mary Beth Myers, IUPUI)

Limited resources and the final project

While the record we will deliver, in its current format, will be graphically pleasing and interesting and provide a great deal of information in a consolidated format, we would like to defer delivery of the actual document until we can add more digitally rich information (hover overs to describe our six achievement categories and our Principles of Co-Curricular Learning). There is no rush to make the record completely available because it will take a while for enough experiences to accumulate to make the record valuable. We would prefer to use that time to

continue record development and deploy a truly remarkable, digitally-rich document. We are concerned, however, that there will be a tendency to provide "something" so that the project can be logged as complete.

Many individual opinions

As would be expected, the more individuals involved via presentations or discussions or committee work, the more individual opinions on some of the detail. A continued challenge has been to be inclusive of those interested and excited about the project while weighing many varied opinions, thoughts, and directions.

Technology Challenges

There have been few challenged since we are building this within our existing Student Information System and since we were fortunate enough to have assigned to this project University Information Technology Services (UITS) developers extremely familiar with our systems and processes.

CSR Sample – Indiana University Purdue University Indianapolis

**INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS**

IUPUI Experiential and Applied Learning Record

IUPUI validates all achievements presented on this Record and it is an official University document. Assessment occurs within each program responsible for the achievement and validation occurs in the Office of the Registrar. Each achievement is maintained in a centralized system. Students do not personally enter any information onto this record. Each Achievement is tied to an IUPUI Principle of Co-Curricular Learning as reflected at the bottom of the record. Note that achievements reflected by semester may have occurred during only a portion of the semester.

Student Information

Name	**<Student Primary Name....................>**
Student ID	**<Student ID #>**
Most Recent Major	**MS in Crim Jus and Pub Sfty**

Summary of IUPUI Achievements

Diversity	Global	Internship	Leadership	Research	Service
3 Semesters	**3 Semesters**	**560 Hours**	**2 Semesters**	**400 Hours**	**180 Hours**

Achievement Timeline

2013 and Before	2014	2015	2016

2013
- Pharmaceutical Research - Spring
- Sam H. Jones Community Service Scholar
  - Alternative Break Trip Leader - Spring
- Information Technology Intern - Fall

2012
- Sam H. Jones Community Service Scholar
  - Community Service Leader - Spring
- Undergraduate Research Opportunity - Fall

2011
- Sam H. Jones Community Service Scholar
  - Alternative Break Trip Leader - Fall
- Undergraduate Research Opportunity - Fall

Spring
- IU Simon Cancer Research

Fall
- Habitat For Humanity
- Multicultural Leadership Program
- Undergraduate Research Conference

Spring
- Habitat For Humanity
- Honors Research
- Undergraduate Research Conference

Fall
- Honors Research

Spring
- Sam H. Jones Community Service Scholar
  - Service Corps

Summer
- Accounting Intern
- Diversity Scholars Research

Fall
- Multidisciplinary Undergraduate Research
- Sam H. Jones Community Service Scholar
  - Community Service Leader

IUPUI Principles of Co-Curricular Learning

Core Communication **2**	Integration of Knowledge **10**	Understanding Society & Culture **3**
Critical Thinking **7**	Interpersonal Development	Values & Ethics
Depth/Breadth/Adaptiveness **3**	Intrapersonal Development **4**	

*Mary Beth Myers
Registrar*

Official record page 1 of 2 created on <mm/dd/yyyy>

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

Global Engagement

- Global experience #88888888888888888888 - International Fisherman
  Niger's Capital, Agadez NER - 3 Semesters
- <experience info ……………………………>
  <city, state/province/territory, country> - 2 Semesters

Internships

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

Research Hours

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

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

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

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

CSR Model 6: LaGuardia Community College

Description of the Institution and its Teams

Located in the Queens Borough in the New York City metropolitan area, LaGuardia Community College (LGCC) serves about 45,000 students each year, split between pre-college programs (41%), workforce development and training (37%) and business development services (22%). In partnership with Goldman-Sachs, the College has a resource center for businesses and a small business development center for entrepreneurs and others seeking to start their own companies. LGCC is highly involved with community college development and is a Pathways institution, working with CUNY institutions to provide stronger guidance and seamless tracks to earning credentials.

Student Affairs vice president Michael Baston was the lead on the CSR project at LGCC. He led and collaborated with a broad team of staff, faculty, administrators and a student representative:

⇒ Dr. Bret Eynon, Associate Dean for Academic Affairs

⇒ Dr. Niesha Ziehmke, Executive Associate for Academic Affairs

⇒ Cristina Di Meo, Academic Affairs

⇒ Dr. Jade Davis, Associate Director for Digital Learning

⇒ Dr. Holly Porter-Morgan, Associate Professor and Director of the Environmental Science Program– Co-Curricular Environmental Science

⇒ Elyse Newman, Director of Development – President's Scholars

⇒ Thomas Rospigliosi, ePortfolio Scholar – ePortfolio Scholars

⇒ Jessica Perez, Director of the Center for Career & Professional Development– Career Readiness

⇒ Conrad Walker, Director of Campus Life – Career Readiness

- ⇒ Amelia Gomes, FWS Coordinator-Career Readiness
- ⇒ Oscar Cortes, ePortfolio Scholar – ePortfolio Scholars

The project work was supported and facilitated by AACRAO Senior Consultant Howard Shanken and NASPA Consultant Debbie Kushibab.

Profile

Today's students are accustomed to doing everything online. That's why LaGuardia Community College has developed a comprehensive record—a digital badging project—that works the way students of the 21st century think.

"This technology is where students are," said Michael A. Baston, Vice President for the Division of Student Affairs and Associate Provost at LaGuardia. "Next fall, we will enroll a new generation of students—the "centennials." These students will be even more tech-savvy then the millennials we're serving presently. They've grown up with concept of earning badges— look at Pokemon Go."

LaGuardia's dynamic, user-friendly and shareable student record not only documents student competencies, it also aims to keep students committed to college through a sense of participation, advancement and community. The goal was, in part, to recognize student learning that takes place beyond the classroom, and to define and measure these skills.

"It's all about the 'gamification of life,'" Baston said. "Students work to earn higher levels of achievement which can be shared more broadly than a traditional transcript."

The Career Readiness pilot

The Career Readiness Digital Badging project began in 2015. The pilot project, involving 31 Federal Work Study students, identified six competencies in high demand in the workforce for which students could earn stackable "mini-badges." Modeled after the National Association of Colleges and Employers (NACE) competencies, the skills include:

- Critical thinking and problem solving
- Oral and written communication
- Teamwork and collaboration
- Information technology application
- Leadership
- Professionalism and work ethic

In these modules, students do tasks such as resume-writing, interviewing, and developing an ePortfolio and LinkedIn profile. They're also recognized for participating in student clubs and mentoring sessions.

Trained staff evaluate the students' work with a rubric. After the student achieves sufficient points in a given competency, the badge owner sends an email with an opt-in code that the student can use to accept the badge on their profile at laguardia.credly.com. Students can also add other evidence (resume, video, photographs, reflections, etc.) to the sharable profile.

Expanding the project

Building on the success of the Career Readiness Badge, LaGuardia has added three more main badges.

- Ambassador Badge, for students in the President's Society, which fosters college ambassadors who attend networking, college, and cultural events and participate in activities such as dining etiquette, dress for success, and mock interviews.

⇒ E-portfolio Badge, for students to create high-level portfolios that are then published on the website as examples for other students. These students attend workshops and are provided free lab time to create their portfolios.

⇒ Service Learning Badge, for students involved in the Environmental Student Club, a co-curricular program designed to strengthen connections to STEM majors through a series of service and experiential learning. Students earn a badge by attending two of three Environmental Student Club field trips.

Each program includes about 30 students. Student learning and reflection for all programs is captured in the college's e-portfolio system. "We'd like to begin badging in other areas, such as student government and dean's list," Baston said. "The Lumina project has helped us to advance our thinking and put it into practice."

A common cause

"In higher education, we're thinking about alternative ways to capture and share what students are learning outside of the classroom," said Baston. "It's important to recognize the skills students are acquiring in this way, in all areas of their development."

It really is a paradigm shift, so, to be effective, the commitment must be school-wide. "First, you need committed leadership," Baston said. "It requires coordinated change—new ways of looking at processes, the development of rubrics, and getting buy-in from employers, faculty and students."

According to Baston, institutions have every tangible reason to use a strategy like this. "Not only does it help provide evidence that students are making progress, it also helps students feel connected to college," Baston added. "It's a retention strategy that helps students maintain momentum, clarify their aspirations and solidify their commitment to stay on the right path and complete the curriculum."

The Badging Leadership Team conducted a successful pilot of four digital badging projects during the Spring I 2016 semester, with approximately 80 students participating in one of four projects:

⇒ Career Readiness
⇒ ePortfolio Scholars
⇒ Science Service Learning
⇒ President's Society

We worked with an external vendor, Credly, to host the badges. Despite initial legal roadblocks due to student privacy that arose from working with a new vendor and other issues that delayed implementation, the projects were completed on schedule. Should other schools in the CUNY system decide to partner with Credly the legal review process should be expedited because we went through CUNY Central's legal department.

To support the project, we created training documentation on using the Credly system (Badge issuer, Badge earner documents) in addition to holding bi-weekly and on-demand workshops to train students/faculty in the pilot programs. This training showed them how to create their Credly accounts and how to upload badges into their Digication e-Portfolios/issue badges to badge earners. We also had online meetings to review and address a few minor user errors, such as students creating two accounts, which came up with issuing badges.

The Badge Projects

We worked closely with badge owners throughout the semester to help them design the criteria and evidence for their badge in a way that would be most beneficial for students while still speaking to the strategic goals of the college. We also supported the badge owners in the creation of individual project plans that included both activities throughout the semester as

well as a final reflection, integrated into LaGuardia's ePortfolio system. By connecting the badges to ePortfolio the badges were able to become a part of the students' larger educational narrative. Additionally, working with faculty and staff around badges that would live on the ePortfolio we were able to reinforce the importance of the ePortfolio informed by college-wide competencies (written, oral, and digital communication) into a conversation that showed their relevance in co-curricular work outside of the classroom.

Challenges and Lessons Learned (Michael Baston, LGCC)

Most of the work is in planning.

A good project plan is a necessity as creating badges has many moving parts and many levels of verification and approval before they become a digital artifact. It is important to have the expectations and teams set before the badges can be properly designed and implemented.

When working with outside vendors get the legal and marketing teams involved as early as possible.

These are the two areas that can cause significant delays if they are brought on to the project too late. There is nothing worse than planning a project up to launch only to find out right when things are ready to get going that the vendor is not complying with legal or brand guidelines.

When planning, plan to scale.

It is easy to create a few badges, but they do not have a lot of value unless they can be scaled out. Even in the early stages start to discuss what the project might look like if it were college-wide.

Lumina Foundation Comprehensive Student Record Project Final Report
LaGuardia Community College/City University of New York

Career Readiness Digital Badging Program

Description of Project

Case for Action:
The Career Readiness Digital Badging Program is an effort to formally recognize skills and competencies students develop along their educational journey; translate student experiences to employers and other stakeholders; help students better understand their own skill set and potential career paths; and create future leaders.

Program Model:
The Career Readiness Digital Badging Program is designed to prepare LaGuardia Community College student employees in the Federal Work Study Program for the workplace and help make the connection between work, academics, and career development. This is achieved through orientation/onboarding sessions, mentorship opportunities with working professionals and workshops held both pre-employment and during employment.

Students in the Career Readiness Program are:
- Assisted through LaGuardia's Career Connect portal to be connected with valuable on-campus employment opportunities
- Attend orientation/on-boarding sessions
- Use ePortfolio to reflect on and discuss experiences learned as student employees

Upon completion of the program, students:
- Obtain digital badges that can be noted on resumes, LinkedIn Profiles and ePortfolio based on the National Association of Colleges and Employers (NACE) Career Readiness Competencies

Career Readiness Digital Badging Program Structure of Support includes:
- **Student Financial Services:** Identifies students, manages certification and payroll.
- **Employer:** Provides students with real life work experiences and skills development.
- **Mentor:** Provides students with support and feedback as well as a mediator between employer and student.
- **Center for Career & Professional Development**: Connector of all parties involved providing support for the student, employer and mentor. Staff will be responsible for job placement, facilitate professional development training, assess ePortfolio reflections, and award digital badges.

- **Campus Life:** Provide students with service learning and extracurricular opportunities.
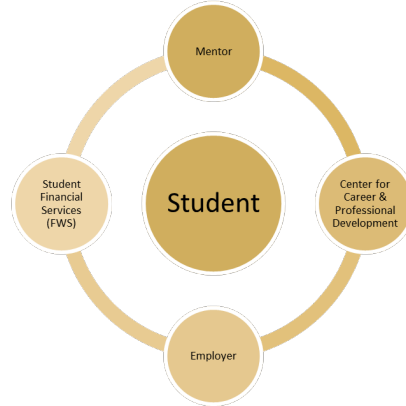
Process for developing the Project

The project is designed to have six career readiness badges and one Meta badge in alignment with the NACE competencies to be issued along with LaGuardia's core values. Project leaders developed a curriculum focused on career and professional development topics to facilitate in-service and badge evidence based on the badge criteria. The following are the descriptions of each badge:

Critical Thinking/Problem Solving Digital Badge
Exercises sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
LaGuardia Core Competencies: Inquiry and Problem Solving
Student Affairs Developmental Experiences: Teaching Behaviors for Personal and Professional Success

Oral/Written Communications Digital Badge
Articulate thoughts and ideas clearly and effectively in written and oral forms to person inside and outside the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
LaGuardia Core Competencies: Integrative Learning
Student Affairs Developmental Experiences: Building Future Leaders

Teamwork/Collaboration Digital Badge
Build collaborative relations with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structures, and can negotiate and manage conflict.

LaGuardia Core Competencies: Integrative Learning; Inquiry and Problem Solving
Student Affairs Developmental Experiences: Teaching Behaviors for Personal and Professional

Information Technology Application Digital Badge
Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.
LaGuardia Core Competencies: Integrative Learning; Inquiry and Problem Solving
Student Affairs Developmental Experiences: Teaching Behaviors for Personal and Professional

Leadership Digital Badge
Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize and delegate work.
LaGuardia Core Competencies: Integrative Learning; Inquiry and Problem Solving; Global Learning
Student Affairs Developmental Experiences: Leadership

Professionalism/Work Ethic Digital Badge
Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
LaGuardia Core Competencies: Integrative Learning; Inquiry and Problem Solving
Student Affairs Developmental Experiences: Professionalism/Work Ethic

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

Curriculum

The curriculum is designed to provide students with career and professional development skills as well as co-curricular activities and experiences related to their field of study. The following is an example of the pilot curriculum where students completed action items based on the criteria of the digital badges.

Badge/Competency	Modules	Action Items
#1 Critical Thinking/Problem Solving	Time Management Complex Decision Marking	1. Weekly Schedule Log 2. Monthly budget
#2 Oral/Written Communications	Interview Preparation Resume Writing Workplace Communication Public Speaking	1. Approved Resume 2. 30 second professional pitch/elevator pitch 3. Mock Interview
#3 Teamwork/Collaboration	Complex Decision Making	eP Reflections
#4 Information Technology Application	Online Presence ePortfolio LAGCC Career Connect	1. LinkedIn Profile 2. Completed ePortfolio
#5 Leadership	Becoming a Campus Champion	1. Join a student club 2. Attend mentoring sessions
#6 Professionalism/Work Ethic	Unwritten Rules of the Workplace Personal Finance	1. Supervisor Evaluation
Career Management	**All**	**Successful completion of all tasks above and participation at the ePortfolio showcase.**

The curriculum for the program was re-designed during Summer 2016, to have students earn three badges during the first semester and another three during their second semester in the program. Ultimately, all students are working towards earning at least 4/6 badges in order to earn the Career Readiness Meta badge.

First Semester Badges: Curriculum

Badge/Competency	Modules	Tasks and Projects
Critical Thinking/Problem Solving	Complex Decision Making	✓ Reflection based on workshop activities ✓ Evidence from Worksite ✓ Supervisor Evaluation/Testimonial
Teamwork/Collaboration	Service Learning	✓ Community Service Activity ✓ Supervisor Evaluation/Testimonial ✓ Evidence from Worksite
Professionalism/ Work Ethic	Unwritten Rules of the Work Place Personal Finance Interview Prep Time Management	✓ Supervisor Evaluation ✓ Attend Business Etiquette Dinner/Night at the Theater ✓ Mock Interview ✓ Monthly Budget and Weekly Schedule ✓ Evidence from Worksite

Second Semester Badges: Curriculum

Badge/Competency	Modules	Tasks and Projects
Oral/Written Communications	Interview Preparation Resume Writing Workplace Communication Public Speaking	✓ Approved Resume ✓ 30 Second Professional Pitch/ Elevator Pitch ✓ Evidence from Worksite
Information Technology Application	Online Presence ePortfolio LAGCC Career Connect	✓ LinkedIn Profile ✓ Completed ePortfolio ✓ Evidence from Worksite ✓ Microsoft Imagine Academy
Leadership	Becoming a Campus Champion	✓ Join a student club by specified date (1st semester) +provide proof *Attend Club fair ✓ During 2nd semester become part of executive board ✓ Evidence from Worksite

Career Readiness Meta Badge
✓ Successful completion of all tasks above for semester 1 and 2
✓ Evidence from worksite provided by Supervisor
✓ Participation in the annual Career Readiness ePortfolio show case in June
✓ Earned 4/6 digital badges

Examples of the Project

Student ePortfolio Links and badge displays on LinkedIn:

Israt Talukder (Badges earned: Critical Thinking/Problem Solving and Communication)
https://lagcc-cuny.digication.com/israt_talukder_btf_101/AboutMe/

Yurica Wallace (Badges earned: Team Work/Collaboration)
https://lagcc-cuny.digication.com/yurica_wallace/disciplinary_knowledge/edit

Destiny Estein (Badges earned: Communication)
https://lagcc-cuny.digication.com/destiny_estien_btf_101/AboutMe

Crystal Foster
ePortfolio: https://lagcc-cuny.digication.com/crystal_foster_hsf90/AboutMe/
LinkedIn:
https://www.linkedin.com/in/crystalfoster91?authType=name&authToken=srxJ&trk=contacts-contacts-list-contact_name-0

Daniel Constantine
https://lagcc-cuny.digication.com/daniel_ecf/AboutMe

Sample Rubrics:
Oral/Written Communications
Resume (50 points)

Criteria	Score	Possible points
The student has included the relevant sections of a resume		10
The student has used the correct tense for each duty in the experience section		10
The student's summary statement identifies specific skills and experiences		10
The student has tailored their resume to reflect their industry of study		5
The student posted their resume on ePortfolio		15
Total Score:		**50**

Professional Pitch (25 points)

Criteria	Score	Possible points
Student clearly states his/her past professional experiences		3
Student clearly states his/her current professional activities and personal traits		3
Student clearly states his/her future professional goals and expectations		3
Student's posture is confident, he/she does not fidget, articulates well, and maintains eye contact with the audience		5
Student's voice is audible and speech is at a comfortable pace		5
Student posted professional pitch on ePortfolio		6
Total Score:		**25**

Information Technology Application

LinkedIn Profile: The following rubric will be used for grading the assignment:

Task #	Task Name	Description of Requirement	Score	Possible Points
1	Photo	Included a professional headshot		10
2	Write a Headline	Created a unique headline		10
3	Professional Summary	Included a concise paragraph akin to cover letter		10
4	Experience	Included at least 2 jobs		10
5	Education	Used the correct University/School name to connect with LinkedIn Alumni Network; Completed at least degree, specialization and years		20
6	Skills and Expertise Keywords	Added at least 5 skills to the profile		10
7	Recommendations	Has at least 1 recommendation		5
8	Location & Industry	Has added both location and industry to profile		5
9	Create a unique URL	Has created a unique, professional URL		10
10	Get Connected	Joined at least 1 university group and 1 professional group		10

CSR Model 7: Stanford University

Description of the Institution and its Teams

Stanford University (Stanford) is one of the world's premier higher education institutions. Located in Palo Alto, CA, Stanford is a member of the AAU research university group and the PAC-10 athletic conference. It is ranked third in the *Times Higher Education* World Rankings 2017 and holds similar top-place ranks in other global comparative lists. It enrolls just over 16,000 each year with about 7,000 of those at the undergraduate level.

Stanford was already in development of several innovations in student records prior to coming into the CSR project. Tom Black, Associate Vice Provost for Student and Academic Services and University Registrar, is highly regarded among global registrars for his innovative view on how records and the work of the registrar are changing to meet an increasingly digital world. In addition to the Certified Electronic Certificate, Stanford also has a scholar record that organizes courses into its eight ways of knowing and doing. This places coursework into an organizational framework of learning outcomes, rather than its chronological order of the traditional transcript.

The Stanford team, led by Tom Black, included Helen Chen, Mei Hung and Audrey Witters. They consulted with and collaborated with a wide range of academic and administrative areas. They also worked with AACRAO Technology Advisory Team member Tuan Anh Do, who assisted with PESC standards.

The project work was supported and facilitated by AACRAO Senior Consultant Jeff von Munkwitz- Smith and NASPA Consultant Elizabeth Griego.

When applying for jobs, students need a document that helps them build a narrative about their qualifications. "Official transcripts are designed for faculty," said Thomas Black, Associate Vice Provost and University Registrar at Stanford University. "They know the curriculum, they can look at a record in progress and know exactly where the student is in his or her course of studies."

But the traditional transcript isn't easy to translate into a professional setting. The employer wants to know: What skills does the applicant have, and how did he or she acquire them? A transcript of grades in classes the student took doesn't tell the hiring officer what he or she needs to know about the applicant's skills and abilities.

"The learner has to present themselves to a third party—an employer," Black said. "Our job is to empower students to be able to effectively express what they know in an appropriate context."

The pilot student record program at Stanford University – the "certified electronic certificate program"— aims to arm students with more consumable information about the path they took to get their credentials. That means that the information in the student records must be both:

Easy to interpret. Including skills/outcomes rather than course names on the comprehensive record, allowing employers to see at a glance what capacities the applicant has developed and where he or she learned them.
Easy to communicate. Using a digital file with an electronic signature, making it easier for students to convey their credentials to prospective employers and to share them on career-building sites. [View example file by downloading the PDF at the end of this article.]

Tech specs: Digital docs

"One part of our project was to embed the data file in the artifact," Black said. "Our goal was to create a unique electronic credential that had within it information about what the learner achieved or acquired or mastered during the learning experience."

The first page of the certificate [downloadable below] is the "art of the certificate," as Black terms it—the student's name, the name of the program, and the signatories. The second page explains the validations. To validate the credentials, the user enters a serial number in an encrypted, Stanford-hosted domain to view:

  ⟹ Who was given the award.

  ⟹ What the program was

  ⟹ The entire contents of the program expressed as **learning outcomes.**

"You open the PDF and can see that it has been digitally signed—and by whom, when," Black said. "The chief value of the digital signature is its non-repudiation characteristic. It's backed by the authority of the signer."

Also, the PDF certificate contains a data file that articulates the program and course learning outcomes. Recently, the data format schema was sent to PESC (www.pesc.org), one of the standards bodies supporting the exchange of data in secondary and postsecondary education, to establish a credential standard. By standardizing the data format, we hope that this will prompt recipients of the certificate to creatively use the data for the benefit of the learners or the enterprises in which the learners are engaged.

One use case could be for the learner herself. Imagine being able to import certificate information in electronic portfolios without having to re-type everything.
"It could be a powerful way encourage the learner to integrate and reinforce knowledge," Black said. The certificate may also help companies keep a more accurate HR record on the learner regarding any learning, training, or program the company sponsored.

Beyond credits: Learning outcomes

Beginning about twelve months ago, Stanford began offering this pilot model record for the Graduate School of Business' LEAD Certificate online program. Rather than grades, the record focuses on outcomes. The first electronic certificate was awarded to 73 students. Since then, half have downloaded it, and another twenty or so students have downloaded it more than once. Some of the students voluntarily posted their certificates to Facebook profiles to celebrate their achievements.

"It's still early to determine how people will use it," Black said. "But the principal purpose of this kind of artifact is to make explicit what people have taken away from any learning program, and give the learner a document that is useful to them."

Each course is associated with three to five outcomes, viewable on the record's validation page. The LEAD Certificate, an eight-course program, identifies over twenty skills that the student has acquired. For example, the skill "Critical Analytical Thinking" is defined as:

⇒ Being able to form well-reasoned arguments and communicate those arguments to others

⇒ Using quantitative and qualitative data in decision making

⇒ Evaluating and use evidence to draw conclusions, and so on.

"A lot of people use that phrase – 'critical thinking' – but what does it mean?" Black asked. "In this certificate, we tell you what it means in the context of the LEAD program. The learner can say 'I am schooled in 'Critical Thinking' and have the wherewithal through documentation to be explicit about what they have practiced and acquired and what they can replicate on the job." Instead of the Carnegie Unit, faculty have assigned Continuing Education Units (CEUs) for the courses; one CEU equals ten hours of participation.

Looking ahead: Communicating the value of an education

"Generally speaking, I think this is a step toward better communicating the value of a degree," Black said. "Students as well as institutions are currently trending toward STEM fields because those positions are in high demand. As a result, students are becoming more instrumental in their major choice—choosing those majors that have a strong correlation to employment.

"But many employers in both STEM and non-STEM industries recognize the value of a liberal education and the importance of professional and interpersonal capacities associated with teamwork, leadership, ethical reasoning, and intercultural knowledge," he added. "Having validated documentation of how and where these capacities were developed provides graduates with a strong foundation from which to articulate and demonstrate how their learning can be applied new situations and environments."

Black and the rest of the Lumina Project Team at Stanford--Helen Chen, Ph.D., Designing Education Lab, Office of the University Registrar; Mei Hung, Programming Services, Office of the University Registrar; and Audrey Witters, Managing Director of Online Executive Education, Stanford Graduate School of Business--expressed appreciation for the associations' support.

"It is gratifying to have the support of the Lumina Foundation through its grant to the organizations of AACRAO and NASPA," Black said. "Through these organizations, we hope that more professionals will give serious consideration to the diverse instances and opportunities where students are learning important skills in conjunction or in parallel with their formal education. These collective efforts serve to advance more effective and meaningful documentation of the breadth and depth of higher education."

Policy and Practice Considerations. Lessons Learned (Black, Chen, Hung and Witters, Stanford)

Through its participation in the Comprehensive Student Record project, Stanford University developed an alternative representation of learning, the *electronic certificate*. For nearly 25 years, institutions of higher education have implemented digital means for exchanging education records and data. Initially, the focus was moving away from the medium of paper and embracing the exchange of the data that were contained in academic transcripts. While these innovations were successful, they did not expand the scope of what was recorded on campuses, nor did they improve the quality of the information contained in these records. In this project, Stanford was afforded the opportunity to re-envision a representation of learning that is fully explicit and self-contained. The electronic certificate represents a eight-course program offered by Stanford's Graduate School of Business, called the LEAD (Learn, Engage, Accelerate and Disrupt) certificate program in Corporate Innovation. This certificate is now is in production and has been issued to over 140 program completers. This program expects to issue hundreds of certificates each year.

This digital representation features several innovations. The certificate art is presented in PDF format, an ISO standard since 2008. Each certificate is digitally signed using Adobe's Livecycle software, applying principles of public key encryption. This technology enables a reader or recipient of the certificate to determine whether the certificate has been tampered with, a technical means to validate the authenticity of the
award.

The certificate is also compliant with the standards governed by the Postsecondary Education Standards Council (PESC. A PESC-compliant PDF document includes an embedded XML data file. The embedded XML "header" file describes the award and signals whether the PDF file contains other embedded information. The LEAD certificate also contains a second XML data file that fully describes the certificate program and the skills that are imparted in the program. As a prototype, the Stanford certificate was the catalyst for determining whether the accompanying data file could be formatted in a standardized way. As a result, the PESC standards making

community is currently reviewing a schema for consideration and promotion as a national standard.
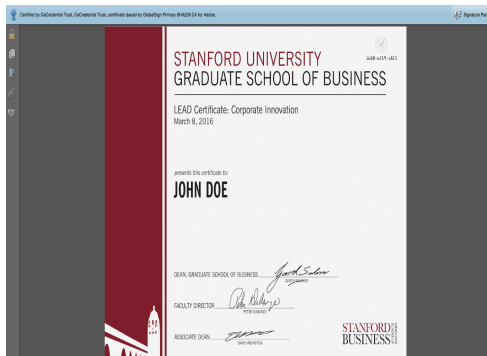
In addition, each digital certificate is assigned a unique document number. This document ID can be used to further validate the award and digitally display the certificate program content and the learning that was purported offered. To validate the certificate, the reader or recipient of the certificate keys the certificate ID into a web validation site that is hosted in Stanford's web domain and secured under https protocol.

All of these innovations in a single type document have several advantages over traditional forms of representations of learning. First, the electronic certificate frees one from the limitations of paper; digital representations are social media ready and easily exchanged between parties. Secondly, this form of representation closes the pedagogical loop, providing the learner with precise language about what was expected, assessed and learned in the program. This is a document first and foremost for the learner herself. Finally, should the learner wish to share her accomplishments with a third party, the representation is complete, fully explicit regarding the learning engagement. Additionally, if the third party is an employer, the data file contained within the document can be harvested and retained—in a human resources record for example—by the employer as documentation of the learner/employee's new cognitive skills.

Certificates are familiar and freely embraced by the faculties in postsecondary academies. They can be used in a variety ways to call out learning that often does not get recorded anywhere on our campuses. This is particularly relevant for Student Affairs organizations who wish to demonstrate how their work contributes to and aligns with institutional and program learning outcomes. Additionally, curricular activities that are not encapsulated in minors, majors and degrees also can be acknowledged and formally recognized. Finally, to the extent that market-relevant cognitive skills are acquired, this form of representation helps the learner and any third party to whom the learner is addressing understand what learning has taken place

through explicit descriptions and in some cases, actual evidence via portfolios and written reflections.

CSR Sample – Stanford University

CSR Model 8: University of Central Oklahoma

Description of the Institution and its Teams

Located just outside Oklahoma City in Edmond, the University of Central Oklahoma (UCO) is a regional public university serving over 16,000 students, most of them undergraduates, at its sprawling campus and in a handful of external sites around the metropolitan Oklahoma City area. The University has strategically positioned itself in transformative learning, an approach that integrates academic study with highly engaged learning outside the classroom. This has resulted in a number of recognitions for students' service and engagement and the University promotes this approach widely in its academic program information. The Student Transformative Learning Record (STLR) is a reflection of this deep philosophical commitment to an innovative approach to higher education.

The UCO team was led by Dr. Myron Pope, Vice President for Student Affairs. He led and collaborated with Dr. Sharra Hynes, Executive Director, Experiential Learning; Dr. Adam Johnson, Associate Vice President and Registrar; Dr. Jeff King, Executive Director, Center for Excellence in Transformative Teaching and Learning; and Cole Stanley, Assistant Vice President, Student Affairs. The project team worked with several other teams across the University, including the STLR team, Student Affairs, the Registrar's Office and others.

The project work was supported and facilitated by AACRAO Senior Consultant Sam Conte and NASPA Consultant Laura Wankel.

The University of Central Oklahoma (UCO) has developed an innovative "second transcript" that records students' growth and learning beyond aptitude in their major. It's called the Student Transformative Learning Record (STLR – pronounced *stellar*) and it aims to track, document and verify student learning across five of UCO's Central Six Core Value Tenets.

The first five tenets include:

⇒ Global and Cultural Competencies

⇒ Health and Wellness

⇒ Leadership

⇒ Research, Creative and Scholarly Activities

⇒ Service Learning and Civic Engagement

The sixth Tenet, Discipline Knowledge, is recorded in the traditional academic transcript. STLR operationalizes an approach to holistic learning that evolved at UCO in the 1990s, when faculty and staff sought to describe and coordinate "Transformational Learning"—the kind of non-academic learning that "develops beyond-disciplinary skills and expands students' perspectives of their relationships with self, others, community and environment."

The Steps to STLRization: Planning & team-building

The path to STLR implementation began in February 2012, with the goal of developing an intentional roadmap of the tools, infrastructure, training, funding, and steps necessary to make STLR an integral part of student records.

"We wanted these tenets to be assessed, tracked, and measured institutionally as well as at an individual student outcome level," said Jeff King, Executive Director of UCO's Center for Excellence in Transformative Teaching & Learning. "And we wanted to do it in a manner that

students could share with employers, grad schools, and so on. Employers are demanding something that tells them about preparedness of new hires. The academic transcript is one piece, and STLR has given us a way to present a robust, validated credential that promises competency in these other key areas."

Planning. The planning process involved solving technological issues, figuring out how to assess student affairs-based activities, getting faculty buy-in for classroom components, organizing faculty and staff training, and, of course, securing funding.

Communication. "The only way to pull it off is with incredible cross-campus collaboration and cabinet-level engagement," King said. "The process has to be prioritized and there can't be silos or turfism. Academic affairs, student affairs, information technology—it has to be an institution-wide initiative." At UCO, multiple vice presidents sponsored the project, and, even now, moving into their third year of STLR, the campus-wide project team continues to meet every other week, and subgroups meet on alternate weeks.

Funding. "We were baby-stepping our way with internal funding, but then were fortunate to land a five-year Title 3 program grant shortly after we began the pilot in Fall 2014," King said. "That meant we could ramp up the speed of implementation across campus. Then, with the Lumina funding, we're trying to build a solution that enables employers to identify the best candidates based on transformative learning experiences as well as on curriculum learning." By Fall 2015, STLR was in place for the entire incoming freshman class.

Assessment. "Students now have a mobile student dashboard on which they can track their own badging achievement in each of our tenets," King said. "Those data are backed up by faculty and staff assessments of transformational learning-designed experiences, and those assessments are based on AAC&U VALUE rubrics, which we adapted and worked from in order to create rubrics associated with each tenet." The mobile dashboard allows students to track

both their progress in tenets and their classes, including upcoming assignments, test due dates, and messages/alerts from faculty.

The future of STLR: Scalable, adaptable, replicable

"At this stage, our rollout plan has us adding the incoming freshman class every year, and keeping the class before that in place, so that within three years, we'll be completely STLRized across the campus," King said.

Although Transformative Learning isn't a graduation requirement, these learning experiences will happen for students as part of their regular coursework, once the program is fully rolled out.

"Eventually, each course will have at last one assignment associated with one or more tenets," King said. "So even students who are less involved in student affairs, such as commuter students, will still have 42 or 43 engagements with assignments mindfully and intentionally designed to provide transformational experiences."

Toward that end, UCO is currently developing Phase II of the student mobile app, which will allow students to see which central tenets are associated with which courses—all the way down to the section level.

"If, for example, a student knows she's going to take English 1152, it could be that of the ten sections offered, two have faculty who have chosen to associate an assignment to the leadership tenet, four to global cultural competency, and so on," King said. The tenet and the assignment to which it is associated are left up to the faculty.

"What we are eager to do is give students control of their own pathway through curricular and co-curricular development to get validated credentials that will help them in the future."

The STLR system is platform-agnostic and designed for scalability and replicability—in fact, starting this fall, Collège La Cité in Ottawa is adapting the system for use on their campus. Down the road, STLR promises to be an integral part of UCO graduates' records.

"We have plans for this combined comprehensive student record to become the standard record with which students will graduate," King said. "What we see as our charge, as one of the institutional members of the Lumina Project, is to have STLR become a part of the normal academic credential."

Policy and Practice Considerations

UCO had a substantial commitment to transformative learning before the CSR project, manifest in its Transformative Learning center, a large campus facility, an executive director and staff. The University had already created its framework (policy) for how academic work would be integrated with other forms of learning outside the classroom and how the five tenets would be evidenced as learning outcomes in the curriculum. One of the policy considerations regarded data storage and governance. As student information was kept in the SIS as well as the learning management system, Desire to Learn (D2L), access to this data on a long-term basis for student records needed to be carefully considered. Ownership of data that was initially not considered vital for student records means that institutions must review data governance and who owns the data in perpetuity.

⇒ How will the institution store and access this data for records, in the cloud or on an institutional server?
⇒ If the third-party software is no longer used, does the institution still have access to data that is kept on their servers?

One of the practice considerations for UCO was the communication with students on the new record. This was intended as a formative document that helps students shape their educational choices and to foster engagement. An internal communication plan was needed to inform students, as well as faculty and staff with whom they interacted. The resulting presence on the UCO academic programs website was a strong outcome of this work and change in practice.

Challenges and Lessons Learned

Technology was a significant challenge for UCO in the project. The University did not have a firm solution for creation of the record when it entered the project. On short order, it needed to solicit proposals, review them, scope the work and execute the creation of a new document. To their credit and as the result of strong leadership and very hard work, the University was able to complete the work and create a document.

One key was selecting a technology partner that could work in this space quickly and with some knowledge of student records. After initially leaning toward a company that worked with other CSR project institutions, the costs involved were too great for UCO's budget. Ultimately, UCO decided to bring technical development in-house. This entire process took time and delayed the launch of the document into 2017.

CSR Sample – University of Central Oklahoma

Firstname Lastname
*00001234
****-**-1254
Today's Date

STLR | STUDENT TRANSFORMATIVE LEARNING RECORD

The purpose of this record is to provide a visual representation of this student's achievement in the University of Central Oklahoma's (UCO) Tenets of Transformative Learning. This student's educational experience at UCO has resulted in achievements at the exposure, integration or transformation level as indicated below. See the key on the back of this document for short descriptions of what these levels of learning indicate with regard to student knowledge and experience. These experiences have been assessed and validated by trained faculty and professional staff members at the University of Central Oklahoma.

Global and Cultural Competencies
Transformation
Integration
Exposure

▶ GC - Dropbox Life Review - Care of Vulnerable Individuals - Fall 2016 - Exposure

▶ Mod 6 Korea Lecture--STLR Global Cultural Competency - International Marketing - Fall 2016 - Exposure

▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration

Research Creative and Scholarly Activities
Transformation
Integration
Exposure

▶ Research, Creative, & Scholarly Activities - Dropbox - Music Outreach Program 2016 - Fall 2016 - Integration

▶ Mosquito Experiment - Biology I for Majors - Fall 2016 - Exposure

▶ RCSA Reflection Assignment STLR- Dropbox - Landmark Cases in Forensic Sci - Fall 2016 - Integration

▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration

Health and Wellness
Transformation
Integration
Exposure

▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration

▶ Marriage Initiative - STLR Assignment - Landmark Cases in Forensic Sci - Fall 2016 - Exposure

▶ GC - Dropbox Life Review - Care of Vulnerable Individuals - Fall 2016 - Exposure

Service Learning and Civic Engagement
Transformation
Integration
Exposure

▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration

▶ Service Learning Project - STLR - Success Central - Fall 2016 - Transformation

Leadership
Transformation
Integration
Exposure

▶ The Little Event-STLR - Success Central - Fall 2016 - Integration

▶ OIFC Visit Reflection Paper - Intro to Crime Analysis - Fall 2016 - Exposure

UNIVERSITY OF
Central Oklahoma

Student Transformative Learning Record

Global and Cultural Competencies

Transformation	Integration	Exposure
Keen sense of cultural self and an identity as a global citizen has emerged.	Developing sense of cultural self; and relation to the global community.	Beginning awareness of cultural self; openness to learning.

Health and Wellness

Transformation	Integration	Exposure
A holistic view of health and wellness for self and community is articulated and practiced.	A developing holistic view; some application to self and community with some ability to evaluate own behavior.	Beginning awareness and understanding of health and welness; initial attempts at personal change.

Leadership

Transformation	Integration	Exposure
Leadership knowledge and skill are applied effectively to community or campus issues.	Leadership is developing; knowledge and skills are applied at a basic to intermediate level.	Leadership skills are being tried out with increasing understanding.

Research Creative and Scholarly Activities

Transformation	Integration	Exposure
The "why" and the "how" of research and creation are grasped and show in work.	Relevant inquiry about research and creative process & skills are developing.	Skills in research and the creative process are developing; ideas are beginning to emerge.

Service Learning and Civic Engagement

Transformation	Integration	Exposure
Deep engagement in the community, both through learning and helping.	Awareness of community issues and the importance of engagement.	First experiences in volunteering and civic interest.

The Student Transformative Learning Record is an accurate reflection of the named student's transformative learning achievements at the University of Central Oklahoma. Information provided in the student's e-portfolio is not curated by the university and is therefore not an official representation of the student's work while enrolled at the University.

NAME CHANGE HISTORY:

1890	Territorial Normal School	1939	Central State College
1904	Central State Normal School	1971	Central State University
1919	Central State Teachers College	1990	University of Central Oklahoma

CSR Model 9: University of Houston Downtown

Description of the Institution and its Teams

Situated in the heart of downtown Houston, this campus of the University of Houston System is rooted in its history of serving the city's citizens. In 1974, the University acquired the South Texas Junior College and converted it into a System campus. It remains a commuter destination but has grown significantly since it opened, serving over 14,000 students, the majority of whom study part-time (55%). It is also a very diverse campus. University of Houston Downtown (UHD) is a Hispanic-Serving Institution (HSI) and nearly half of the enrollment reports Hispanic heritage. Another 23% of the enrollment identifies as African-American and just 10% of students identify as White. Over half of all UHD students are over the age of 25.

Vice President for Student Affairs Tomikia LeGrande led the CSR project for UHD. She led and collaborated with a strong team of academic and administrative colleagues: Faiza Khoja, Associate Provost for Academic Affairs; Poonam Gulati, Interim Director of Community Engagement; and Lourdes Leedsma, Associate Registrar, Records and Registration. Other partners from information technology, academic affairs areas, student life and enrollment services were engaged in the project as it moved forward.

The project work was supported and facilitated by AACRAO Senior Consultant Howard Shanken and NASPA Consultant Gail DiSabbatino.

Profile

The University of Houston--Downtown is developing a comprehensive student record that highlights and advances the Texas public institution's mission to serve its community.

"We serve a different demographic than many largely residential flagship institutions," said Tomikia Pickett LeGrande, Ed.D., Vice President for Student Affairs and Enrollment Management. Classified as both Hispanic- and minority-serving (study body is 47 percent Hispanic, 27 percent African American and 10 percent Asian American), the campus is an urban commuter institution of about 14,200 students. Around 60 percent of enrolled students are first-generation and 68 percent from a low socioeconomic background. The average student age is 27.

"We, at UHD, are very committed to improving the community. As an institution, we are very interested in how we impact the economy, the workforce, and the quality of life and learning in the greater Houston area," LeGrande said. In fact, the university has received the Carnegie Foundation Community Engagement Classification.

Understanding the need to produce graduates with transferable employment skills, University leaders set an intention to focus on strengthening student skills in the area of "critical thinking in a community context" as the quality enhancement plan (QEP) for its regional accreditation last year. Toward that end, the university is developing its first competency badge: Engaged Scholar in Critical Thinking.

Critical thinking in a community context

The badge, developed with funding from Lumina Foundation and help from AACRAO and NASPA consultants and implemented in Fall 2016, is the first step in the institution's vision for a comprehensive "Elite Scholar" record.

"Eventually we'd like an enhanced or specialized diploma that identifies a series of competencies and 21st-century skills," said LeGrande. That visual diploma would supplement

the degree and academic transcript, to show achievements in skills such as critical thinking, leadership, oral communication, and others.

"Employers commonly say that students graduate with a degree but their problem-solving skills are not at the expected proficiency level," LeGrande said. "So this comprehensive student record is primarily a way to help the student articulate to employers or graduate schools what they've learned in a competency-driven way. This document is not for the employer--it in and of itself doesn't provide any more evidence that a student can critically think. We are hopeful that it does help students develop a consistent narrative about what their learning experiences mean, and not only talk about what they've learned but to connect it to tangible evidence and examples."

From awareness to action

To earn the Engaged Scholar in Critical Thinking badge, students have to take a minimum of four specially designated courses over two years. At least one of those courses has to be at the "awareness" level, one at the "integration" level, and one at the "involvement" level. Awareness courses help students understand issues in their community, such as food insecurity and community gardens; Integration courses may introduce them to speakers, organizations and other real-world actors in the community; and the involvement component requires a community-oriented service learning project. So far, 41 courses have been identified as having a focus on critical thinking in the community context at one of those three levels.

"Because we've been doing community engagement work for so long, many courses already included the community context; however, faculty and academic departments interested in offering courses that could qualify for the Engaged Scholar badge in Critical Thinking redesigned their course and syllabi to adopt learning outcomes to meet these requirements," LeGrande said. "Also, as part of the project, students can easily run a degree audit to how many courses they need to complete the digital badge."

The badge prototype has been developed, and they are currently evaluating the prototype to see if the badge should be interactive, allowing employers to get more in-depth information about the relevant courses and experiences.

A 'grassroots process'

The Faculty governance committee dedicated to the QEP oversees the process by which courses are reviewed, and that buy-in was key to the project's implementation.

"A great deal of the success has to do with the engagement and collaboration of faculty and student affairs," LeGrande said. "When we talk about the people who need to be involved with a comprehensive student record, the first thought that comes up is 'the Registrar needs to lead this project for us'--because, yes, the Registrar 'oversees' the record to ensure authenticity and validity. But the record is really owned by those that offer the curriculum--the faculty. They have to be an intricate part of the process. It has to be a grassroots effort and you have to allow it to evolve in response to feedback."

In addition to opening lines of communication with employers and faculty, the project has been an opportunity for the institution to improve its accountability for teaching students relevant skills.

"Higher ed can be seen a 'silo on the hill' that just produces an output of workers with no accountability--but we can't just expect the public to trust us any longer," LeGrande said. "This record is our opportunity to ensure we're teaching students competencies they need for employability and help them to articulate and prove they have the skills our communities need."

Policy and Practice Considerations

One of the greatest policy issues that UHD confronted was the difference between recording activities and measuring learning. While the University has many student clubs, organizations and activities, they had no frameworks and mechanisms to measure and assess what learning took place in them. This required a great deal of work among faculty and student affairs professionals to discuss expectations, share a common understanding of what constitutes learning and develop a framework that ensured the institution's comfort that what was being declared learning outside the classroom was clear and justified.

At the start of the Elite Scholar program in fall 2016, some 41 courses were marked with attributes that defined the way that they contributed to the learning outcomes of the program. These attributes were then programmed into the CAPP degree audit program. This allows progress toward the Elite Scholar badge to be tracked within the Banner SIS.

The entire orientation process was re-engineered to meet UHD's new framework for the Elite Scholar program. New students were welcomed with information and education on how this program could help them build their skills and qualifications that would help them reach their goals. Each new student was assigned a faculty mentor, a new practice for UHD. This was done to ensure closer contact between students and faculty and to provide new students with another personal resource at UHD.

These are just some of the many changes in policies and practices that UHD undertook as part of and around the CSR project. The next section on challenges explains why so many changes occurred in a short time; these would occupy a separate report and would make a strong case study on institutional change focused on student success.

Challenges and Lessons Learned

To say that UHD faced significant challenges during the CSR project would be an understatement. During the project, the University went through a presidential transition with an interim and then permanent president. Ensuring support during the transitions was important to keep focus and resources on the project's progress and outcomes.
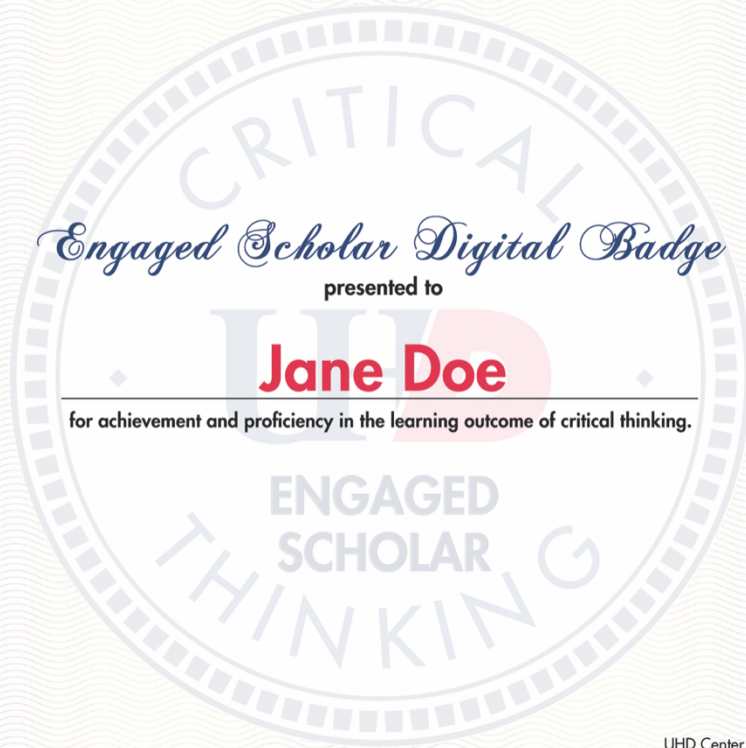
UHD knew that it would face technology challenges during the project, as the University is actively implementing PeopleSoft SIS to match the ERP platforms of the other UH System institutions and its existing Financial and Human Resources software (it had previously been integrating Banner and PeopleSoft modules). All facets of the new Elite Scholar program being built in Banner also needed to be planned for implementation in PeopleSoft. UHD had to implement the project in two different systems.

A very unplanned challenge in the project was the catastrophic flooding that occurred in fall 2016 in downtown Houston. This shuttered the campus and threw off the academic calendar. One of the site visits had to be canceled at the last minute and rescheduled, as a result.

One of the lessons learned was that the aggressive timeline for the project had to be adjusted to build the infrastructure required to execute the technology for the Elite Scholar record. This falls into the category of "biting off more than you can chew." UHD did a great job in completing their work, given all the challenges. Defining a manageable project scope is always a challenge, as the potential of such an interesting project generates excitement and it is natural to want to realize as much of that potential as possible.

NAME   Jane Doe
DEGREE   Bachelor of Arts
MAJOR   Communication Studies

Engaged Scholar Digital Badge

presented to

Jane Doe

for achievement and proficiency in the learning outcome of critical thinking.

CRITICAL THINKING

ENGAGED SCHOLAR

Issued by
UHD Center for Community Engagement
and Service Learning

NAME Jane Doe
DEGREE Bachelor of Arts
MAJOR Communication Studies

To achieve the Engaged Scholar recognition, a UHD student has taken a minimum of four courses designed to prepare students to think critically, specifically about community issues. Students take these courses during their first two years at UHD and maintain an overall GPA of 2.5 with a maximum of one 'C' in the specially designated courses.

TERM Fall 2016

COMM 3310, Women, Men, and Communication
This course explores the theory and practice of communication between the sexes in personal relationships and professional contexts. The social construction of gender is also discussed.

COMM 3310 A+CE Signature Assignment
COMM 3310 Sample A+CE Artifact

TERM Spring 2017

COMM 2307, Intercultural Communication
A study of the impact of culture on communication behaviors and the implication for cross-cultural interactions, both interpersonal and organizational.

COMM 2307 A+CE Signature Assignment
COMM 2307 Sample A+CE Artifact

TERM Fall 2017

MBIO 2305, General Microbiology
An introduction to microorganisms with attention to morphology, physiology, genetics, taxonomy, and relationship of microorganisms to soil, water, food, industry and health.

MBIO 2305 A+CE Signature Assignment
MBIO 2305 Sample A+CE Artifact

TERM Spring 2018

UHD 1308, Freshman Seminar- Social and Behavioral Sciences
This course focuses on the exploration of behavior and interactions among individuals, groups,institutions, and events, examining their impact on the individual, society, and culture.

UHD 1308 A+CE Signature Assignment
UHD 1308 Sample A+CE Artifact

CSR Model 10: University of Maryland University College

Description of the Institution and its Teams

Founded just after World War II, the University of Maryland's College of Education developed an extension program. Almost immediately, it drove deep roots into educating America's military forces; it was the first institution to send faculty overseas to military installations to offer courses and programs. From these unique beginnings, the University of Maryland University College (UMUC) grew to serving over 80,000 students a year and continues to be one of the predominant military education options for active duty military but also to veterans, their families and thousands of people not associated with the US military. These include working adults, parents and nearly half identify as members of historically under-represented groups.

Associate Vice Provost and Registrar Joellen Evernham Shendy led the CSR project for UMUC. Prior to entering this project, UMUC was already engaged in work to identify a way to represent competency-based education (CBE) in new ways on a transcript. Shendy was one of the advocates of a new transcript, as the work at UMUC on CBE, less tied to strict time frames and highly focused on the mastery of competencies, demanded new ways to measure and record learning outcomes. It was one of examples of American innovation displayed at the initial project convening in October 2015.

Shendy led and collaborated with a strong group of administrators on this project. It included her leadership team: Patrick Elliott, Senior Associate Registrar Andrea Bellis, Director of Transfer Credit Pershell Young, Associate Vice President Keith Bryant, Assistant Vice President.

"A traditional transcript conveys that a student spent a certain amount of time on a subject and attained a certain grade—but that information may not be very useful in a professional context," said Joellen Shendy, UMUC Associate Vice-Provost & Registrar.

The project work was supported and facilitated by AACRAO Managing Consultant Michele Sandlin and NASPA Consultant Laura Wankel.

Profile

The University of Maryland University College (UMUC) is an online state university offering more than 90 degrees, certificates and specializations.

"The traditional transcript is not a good proxy for what types of learning occurred," said Shendy. "Employers can't decipher from a transcript what a student knows and can do." Many UMUC students are professionals looking to advance their careers or military service members and veterans, and they need a record that's more salient in a professional context. With support from the Comprehensive Student Records (CSR) project, the UMUC is developing a competency-based, visual record of performance; an extended transcript that can be shared with and understood by employers.

A curriculum shift

Unlike some of the other schools involved in the CSR project, the UMUC's model record is a competency-based academic transcript, not a co-curricular record. The new transcript was developed to reflect UMUC's innovative curriculum, which will be focused on program-level professional skills and goals, not individual courses. Rather than documenting the class a student took and the grade earned, the record will describe and contextualize a student's knowledge, giving specific evidence of learning in a particular area.

"It's not just a grade given after 12 weeks of classes," Shendy said. "The goal is for it to be reflective of real-world, project-based learning experiences that an employer would find helpful."

UMUC's curriculum, conceived using a competency methodology, establishes program-level competencies, which are further broken down into specific skills and abilities. Courses then require projects and simulations where students must demonstrate those competencies, with assessments that aim to replicate what students will experience in the workforce.

"What are the competencies a worker would need on the job? Which skills are single-level and which require scaffolding?" Shendy says. Courses and programs are built around these principles, and competencies are built on over a series of courses. Courses use real-world assessment and rubrics designed to provide actionable feedback to students, more than merely a grade.

The faculty that have been working on the changes for the curriculum shift are part of making sure the curriculum is well-represented in the new record. They'll decide how deep to show the data, such as whether to show the rubric used for competency evaluation, which faculty member did the assessment or even the feedback the student received.

"In order to make that happen, the way you assess is slightly different," Shendy said. "In the traditional model, students study, do a project or paper, and get a grade. But that's not replicable in the real world. There's no 'one-and-done;' our bosses provide resources and feedback if something needs to be reworked."

In coursework at UMUC, students are similarly responsible for incorporating faculty feedback and resubmitting. The goal is mastery of learning; students cannot pass until they've mastered the competencies associated with a project.

Ultimately, these learning artifacts—projects, papers, speeches—will be archived in the student record, though that aspect likely won't be implemented until fall 2017. "The point is to have university-verified artifacts, in contrast with a portfolio, which is student-curated set of information," Shendy said.

A unique partnership

To leverage resources, UMUC worked closely with the University of Wisconsin-Extension, another institution involved in the CSR project, to develop access to the record. Both schools serve similar student populations, have the same learning management system, and will deliver the transcript as a digital webpage from which the viewer can link through to many different portals, rather than a piece of paper.

"It's a unique collaborative venture," Shendy said. "We're talking at high level with thought leaders and at the operations level in terms of what has to happen to implement. Where the data comes from, is stored, and how to pull it together"

Testing the technology

For a period prior to the start of the CSR project, UMUC worked with IMS Global on CBE and digital credentialing and is now working with technology company Learning Objects to create the visual extended transcript with an appropriate learner interface.

The pilot program was scheduled to roll out in fall 2016, free to students enrolled in programs supporting this new model. Right now, UMUC is figuring out where to position the record for student access, how to build an employer market that wants to consume this record, and how to work with career services to utilize the record. The focus this spring has been on making sure

we have everything set up in terms of systems, pathways, and policies. This summer it will turn more to student experience, faculty roles and training faculty.

"We'll get the model [from Learning Objects] based on the new IMS Global standard, in August (2016), make sure we like how it looks, all the data streams are in place, and the pathways and integrations are working well," Shendy said. "Then it hopefully will be ready to go when classes start in October."

In the ensuing year, there will be discussions with employers about utility, interface, and how to communicate the document before the record fully is implemented in fall 2017.

A lifelong, living record

Eventually, the vision is to develop a record that allows a student to carry a complete picture of their lifetime learning.

"We want this to be a really dynamic document, portable and capable of expansion," Shendy said. "Higher education uses the phrase 'lifelong learning' but I'm not sure how much we've incorporated that into our practices. The model has been the student is finished when the degree is complete. Then they're alumni. That's not going to be the picture of work and learning in 10-15 years. This is the beginning of a model that will let students have all their information—credentialing, badging, certification—anything that speaks to their skills and abilities—in one accessible place. It's a different type of model that doesn't treat each accomplishment distinctly but retains a complete picture of the student as a whole."

The record developed by the UMUC and Learning Objects was nominated for an award at the IMS Global Learning Impact Leadership Institute., where Shendy received a leadership award for her work on the project.

"That shows me that beyond Registrar-land there's a lot of recognition for the value of what we do," Shendy said. "We play a pivotal role the evolution of the student record and are recognized when we're innovative, thoughtful and oriented toward student success."

Policy and Practice Considerations (adapted from Joellen E. Shendy)

Technology remains a very large barrier for a CBE transcript most especially scalability and integration across systems. Prior to the project's inception, UMUC was working on this issue and the challenges of bringing information from a student information system and a learning management system, along with learning artifacts. Despite focused efforts to do this with an external partner, it was not successful.

Broader policy and philosophical issues underlie much of this – particularly at schools that have part time students, adult students, and those who take longer to get a degree – issues include expiration dates, other life experiences and inclusion, and coordination with employers. The length of time that students may have to complete a course or degree in a CBE format need to be carefully considered. Some competencies will be mastered quickly and others may take much longer than anticipated. What is the lifetime of the catalog in these circumstances? Can faculty be engaged across longer time spans that anticipated?

Employers are untapped yet - if we are creating for them, the next step must be figuring out how to work with them and their needs. This is a future consideration for this project and, while students were the primary audience for CSRs, they are intended to be used by others and employers would be a significant audience for them.

Challenges and Lessons Learned (Joellen E. Shendy)

Integration was not done between two major university systems – so this remains an unknown.

⟹ Our extended transcript was pulled directly out of the Learning Management System (LMS). The limitations of the LMS are:
- o It does not hold program level information on students
- o It does not hold biodemo or other information on students beyond their ID and enrollment
- o Getting data out of an LMS (in our case D2L Brightspace) is problematic as it is not easily accessed for removal
- o It is not an "archival" system for the university – so long-term data and storage remain both a process question as well as a policy question on retention of records

⟹ Integration between People Soft (our ERP/SIS) and the LMS exists currently but was not leveraged
- o Future work will need to include key bio demographic and academic student information from the ERP and this remains an unknown in terms of complexity, lift, and accessibility

A **Competency Database** capable of electronic access of data and integration with other systems is needed. Full mapping from program to competency and course will be a required element to scale and produce extended transcripts in the future.

⟹ Currently our curriculum is created and maintained on spreadsheets or other paper based systems. Because the complexity in CBE is dramatically increased vs. a course based pedagogical model the need for a full system in which one to many and many to one-competency relationships is critical.

⟹ This type of mapping should be available to all students including prospective students

⟹ It would be recommended that the mapping database include any/all of the following components:

⟹ Competencies to Courses (and vice versa)

⟹ Competencies to frameworks such as DQP, CC Beta Credential Framework, LEAP, etc.

⟹ Competencies to any licensing or accreditation requirements that are prescribed down to that granular type of level

⟹ Competencies to established competencies or KSA's for workforce needs (Onenet, SHRM competency mappings, etc)

Engage institutional partners early including representatives from:

- ⇒ Legal
- ⇒ Marketing
- ⇒ SEM (Admissions, Advising, Recruitment, etc)
- ⇒ Faculty and School representatives
- ⇒ Provost
- ⇒ IT
- ⇒ Learning and Classroom Design/Instructional Designers
- ⇒ Career services

Broader **philosophical and policy discussions** must address these concerns:

- ⇒ Grades and grading/marks including allowing multiple submissions, what to do if there are multiple competencies in a course and all are graded differently – what final "grade" or mark do you want?
- ⇒ Scalability of processes and practices
- ⇒ Academic standing and at risk students
- ⇒ Data – what data, how to access, how is it used, etc
- ⇒ Information on back of transcript/key/legend
- ⇒ What elements are required vs. recommended on an eT
- ⇒ Expiration date of competencies – if university certified/verified how long are we willing to say they are valid
- ⇒ Accountability layer that will exist if we provide more granular information
- ⇒ Employer and workplace alignment – including curricular planning and adoption of existing frameworks to assist with transition
- ⇒ How to use an eT as a formative, interactive component of a students pathway
    - o Pre, during, and post learning experiences critical
    - o Training and assistance w/this as a tool
- ⇒ Competency articulation and identification of smaller than course level components – assessment, delivery, gaps
- ⇒ Ownership of the eT and other digital records – KEY issue
- ⇒ Multiple consumers/multiple views – it became apparent early on that one transcript does not rule them all. In a new digital world colleges will have to determine if there are different ways to present the data based on the consumer of the document
- ⇒ Inclusion of artifacts, storage, and "expiration"
- ⇒ Micro and Stackable credentials fit well in this ecosystem and the "marking" of these credentials could be placed on an eT
    - o Badges or other micro creds – student option to package in this way for a specific consumer?
    - o Opportunity to use badges and other current gen tech to recognize milestone achievements like completing GE, a transfer pathway, etc.

CSR Sample – University of Maryland University College

○ 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

In-Progress | Evidence (2/3)

○ Create coherent progress from introduction through conclusion

○ Create neat, clear, and professional document and/or multimedia aids

○ Demonstrate clear, relevant connection between visual/multimedia aids and speech, when appropriate

○ Format document and citations properly

○ Provide accurate graphics that fairly depict the information, when appropriate

Articulate and frame the issue

Mastered | Evidence (3/3)

○ Characterize issue according to its size, scope, incidence, effects, perceptions of it and influences on it

○ Identify issue (or research question, problem, etc.)

○ Identify required information needed to critically analyze issue

○ Identify the underlying causes or conditions of each element contributing to issue

Evaluate the underlying causes or conditions of elements contributing to issue

○ Create coherent progress from introduction through conclusion

○ Interpret complex and conflicting data, identifying patterns and ambiguities

Organize document or presentation clearly in a manner that promotes understanding

In-Progress **Evidence (1/3)**

○ 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

In-Progress **Evidence (2/3)**

Performance Improvement Using Early Warning

Completed
Jun 19, 2016 ✓

Performance Improvement Using Early Warning

Completed
Jun 19, 2016 ✓

Additional Evidence (1)

Pending

○ Create coherent progress from introduction through conclusion

○ Create neat, clear, and professional document and/or multime

○ Demonstrate clear, relevant connection between visual/multir

○ Format document and citations properly

○ Provide accurate graphics that fairly depict the information, w

Articulate and frame the issue

○ Characterize issue according to its size, scope, incidence, eff it

○ Identify issue (or research question, problem, etc.)

○ Identify required information needed to critically analyze issue

○ Identify the underlying causes or conditions of each element contributing to issue

CSR Model 11: University of South Carolina

Description of the Institution and its Teams

The University of South Carolina (USC) system serves over 50,000 students across eight campuses. The flagship campus, USC in Columbia, enrolls most of those students with over 32,000 students in over 300 degree programs. The University has a strong campus culture of involvement and student activities, offering over 400 student clubs and organizations. USC students have numerous study abroad opportunities, as well. In 2015-2016, over 1,700 students participated in study abroad programs.

The CSR project was co-led by Pam Bowers, Associate Vice President – Student Affairs & Academic Support and Bob Askins, Senior Associate Registrar. They were supported by a team of executive sponsors for the University's signature "Beyond the Classroom Matters" program, including Dennis Pruitt, VP Student Affairs & Academic Support; Vice Provost; Dean of Students Helen Doerpinghaus, Senior Vice Provost, Dean of Undergraduate Studies; Bill Hogue, Vice President for Information Technology and Chief Information Officer; and Aaron Marterer, University Registrar. Many others were involved in the project and this broad engagement of University personnel was one of the keys to their success.

The project work was supported and facilitated by AACRAO Senior Consultant Sam Conte and NASPA Consultant Gail DiSabbatino.

Students' *aha!* moments don't necessarily happen in the classroom—which means the traditional academic record doesn't always reflect some of the major learning breakthroughs a student achieved at college.

"Many of us in higher education believe a lot of student learning happens outside the classroom," said Pam Bowers, USC's Associate Vice President, Student Affairs and Academic Support. "But the record keeping processes for students engaged in purposeful programs outside the classroom haven't been as systematic as academic record keeping, perhaps primarily because student participation in these programs doesn't count toward graduation."

Research shows that participation in co-curricular programs can enhance student learning, persistence, timely graduation and success after graduation.

"Those experiences matter," Bowers said. "They contribute to student success, but our traditional record keeping was not adequate for systematically determining how they contribute to student success."

That's why USC undertook a project to build a record keeping system that captures individual student involvement in co-curricular programs in a systematic way.

"This project is primarily an assessment effort," Bowers said. "It's evolved into a project where we can understand and represent each student's holistic learning experience."

A catalog of learning beyond the classroom

Focused on capturing the holistic educational experience, USC's extended transcript project--called "Beyond the Classroom Matters" (BTCM)--required the involvement of student affairs, academic affairs, information technology, and the registrar's office.

"It's been an organic effort," said Bowers. "We already have several campus communication avenues with directors of student affairs and academic support programs and other campus partners, and we wanted to enhance our assessment of those programs."

"All of those individual departments were already keeping records of student participation," said Bob Askins, Senior Associate Registrar. "We just needed to figure out how to put them together into a standard format and a repository."

Working with those programs, USC's team built a catalog of beyond the classroom learning that currently includes approximately 150 co-curricular programs, including community service, undergraduate research, career coaching, supplemental instruction, leadership experiences, peer education and more. Each program is aligned with high impact practices and the educational purpose of each activity is clearly defined in the new database. This catalog has a web interface through which student participation is recorded.

Data integrity for students and institutional purposes

"The registrar is a critical partner in this project, since we are creating official student records. We've been very careful and thoughtful about how we set the system up so that we all have confidence in the accuracy and integrity of the records," Bowers said. "At some institutions, co-curricular transcripts document experiences that are self-reported by the student. That is not the case here."

The database includes multiple data points. For each program that engages students in an educationally purposeful way, providers use a standard framework to articulate the active learning done in each activity. They identify what knowledge and skills are practiced and applied, how much time is spent on each task, how students get feedback on their performance and how they're engaged in reflection on their learning.

That information is then translated into a co-curricular record that the student and his or her advisor can use as a basis for student self-reflection and for planning future involvement. The student can select items from the record for presentation to potential employers or graduate programs in an Experiential Learning Record.

"In addition to improving visibility of an individual student's educational experience, the new comprehensive student record enhances our assessment capabilities by providing institution-level data about these programs. We can see the numbers and demographics of student participants in support and enrichment programs across the campus, and more systematically determine how these programs help students learn, persist, graduate, and achieve success after graduation," Bowers said. "The comprehensive record will help us to understand at an institutional level a holistic view of students' Carolina experience."

Policy and Practice Considerations (Pam Bowers and Robert Askins)

A project to report student learning activities that have been previously unreported requires careful thought about the educational purpose and structure of those activities, and how to organize this information. This focused reflection has informed improvement to programs through closer alignment with best practices, articulation of clearer expectations for student involvement, incorporating more opportunities for feedback to students about their involvement, and engaging them in reflection on their learning from these activities.

Although student involvement in purposeful activities has always been recorded in some form by individual departments, BTCM involves new ways of collecting, accessing and using information about student involvement. The project required us to consider questions such as

⇒ What and how do we communicate to students and others about the new system?

⇒ Can students opt out?

⇒ Who should have access to individual student records?

⇒ How will aggregate data be used to shape programs and services?

We have not resolved all these issues yet. To consider how to answer these questions, we have reviewed policies and procedures, discussed among staff, and conducted student focus groups. We are working to formulate answers to these questions and appropriate policies prior to full launch of the system.

Challenges and Lessons Learned (Pam Bowers and Robert Askins)

Change is hard; people are busy. Engaging staff in careful reflection on the purpose and content of their programs and implementing new standards for student records of involvement takes lots of time, lots of communication, and lots of support.

Technology staff have tremendous demands on their time. We spent many hours reviewing existing technology for recording student involvement, and found none that met our requirements and specifications. Then, we spent many hours in meetings with IT staff, defining requirements and specifications for the system we wanted. It was time-consuming, expensive, sometimes frustrating, and often uplifting as we worked to create a shared vision and bring it to fruition.

Creating official student records requires lots of communication and many decisions that cross organizational lines (Student Affairs, Registrar, Provost, IT).

Although there have been, and continue to be, many challenges to resolve, it has been a very positive experience for the university. We believe student involvement in support and enrichment programs matters for student success. This project requires us to closely examine why and how we engage students in these programs, motivates us as we rediscover the tremendous educational potential in purposeful involvement, and reminds us of our great responsibility to help students succeed in college and beyond.

CSR Sample – University of South Carolina – student version

How Students Use

Beyond The Classroom Matters™

- Student will log in to access their records of involvement
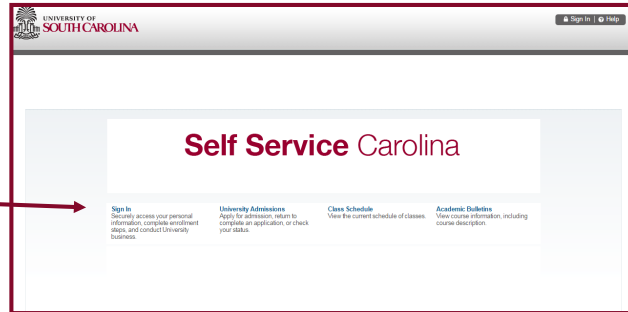
- All records are displayed

    - ◆ Student name

    - ◆ Records are sortable by catalog categories (e.g. activity name, time on task, skills practiced in the activity)

    - ◆ Each record is linked to a full catalog description which describes the educational purpose and structure of the activity (how students are engaged - what they do)

- Student selects the records they would like to display on their Experiential Learning Record (ELR)

UNIVERSITY OF SOUTH CAROLINA

Beyond The Classroom Matters™
EXPERIENTIAL LEARNING RECORD

Garnet Anne Black

Civic Engagement & Service-Learning Programs
- *Alternative Break Participant; Spring 2016*
  Motor City Blight Busters; Detroit, MI

Education Abroad Programs & Services
- *Study Abroad: Global USC; Summer 2016*
  Tracing the Holocaust in Eastern Europe; Multi-Country
- *Study Abroad: Workshop - Articulating Transferable Skills; Fall 2016*

Internship Programs
- *Community Internship Program (CIP)-Part-time; Spring 2016*
  SCANA Corporation; Columbia, SC

Student Leadership Programs
- *Homecoming Commission; Fall 2016*
- *Magellan Ambassador; Spring 2016*
- *University Ambassador; Fall 2016*

Undergraduate Research Programs
- *Discovery Day Presenter; Spring 2016*
- *Undergraduate Research - Magellan Scholar; Fall 2015*
  Biology Department

University Registrar

Student Engagements   my.sc   SSC   Engagements

Beyond The Classroom Matters

BLACK, GARNET ANNE

Create a new Experiential Learning Record (ELR)

Saved ELR Documents

View, edit, or delete your saved ELRs

Name	Created Date	Last Updated Date	View	Edit	Delete
My ELR - Term/CAS Format	2016-11-18 11:19:24	2016-11-18 11:30:49	View	Edit	Delete
My ELR - CAS Format	2016-11-18 11:18:50	2016-11-18 11:31:07	View	Edit	Delete
My ELR for Grad School App	2016-11-16 15:42:22	2016-11-18 11:31:50	View	Edit	Delete

Quick Print

Generate an ELR with all of your engagements, in the standard format

Generate a Quick Print ELR

© University of South Carolina

- Student manages ELR documents

- ELR document can be download-ed in pdf format with active links to catalog descriptions for each reported activity

CSR Sample – University of South Carolina – institutional report version

Institutional information produced by

Beyond The Classroom Matters™

- Advisor will log in to access records of involvement for assigned advisees
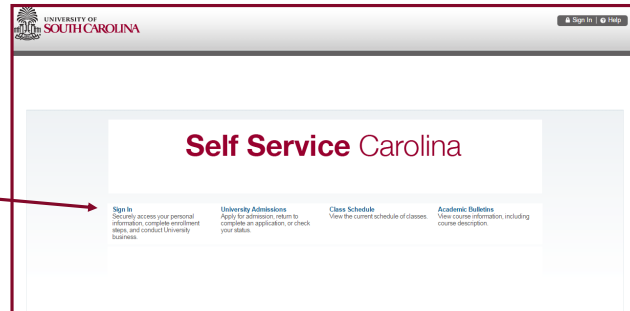
- All records are displayed
  - ♦ Student name
  - ♦ Records are sortable by catalog categories (e.g. activity name, time on task, skills practiced in the activity)
  - ♦ Each record is linked to a full catalog description which describes the educational purpose and structure of the activity (how students are engaged - what they do)
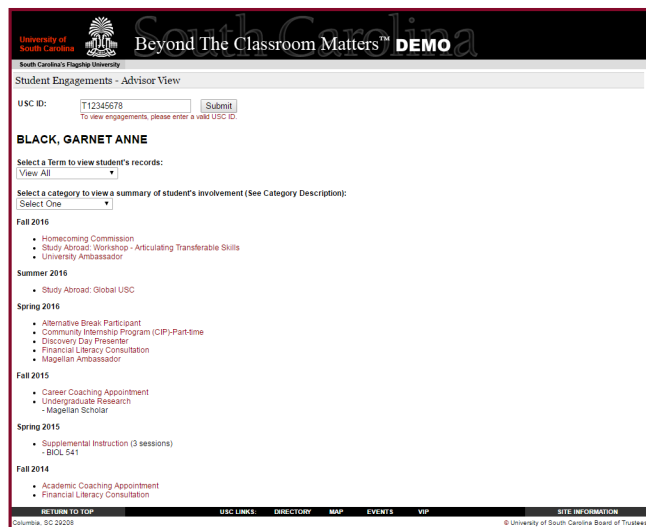
- Dashboard displays aggregate records of cataloged programs. Filters provide ability to break out records in various ways.

  Display below shows Fall 2015 catalog of programs on Columbia campus (demo does not include all actual programs).
  Numbers and percentages in the chart reflect cataloged programs, not numbers of students engaged in the programs.

- Program providers can determine the extent to which they are providing appropriate range of programs.
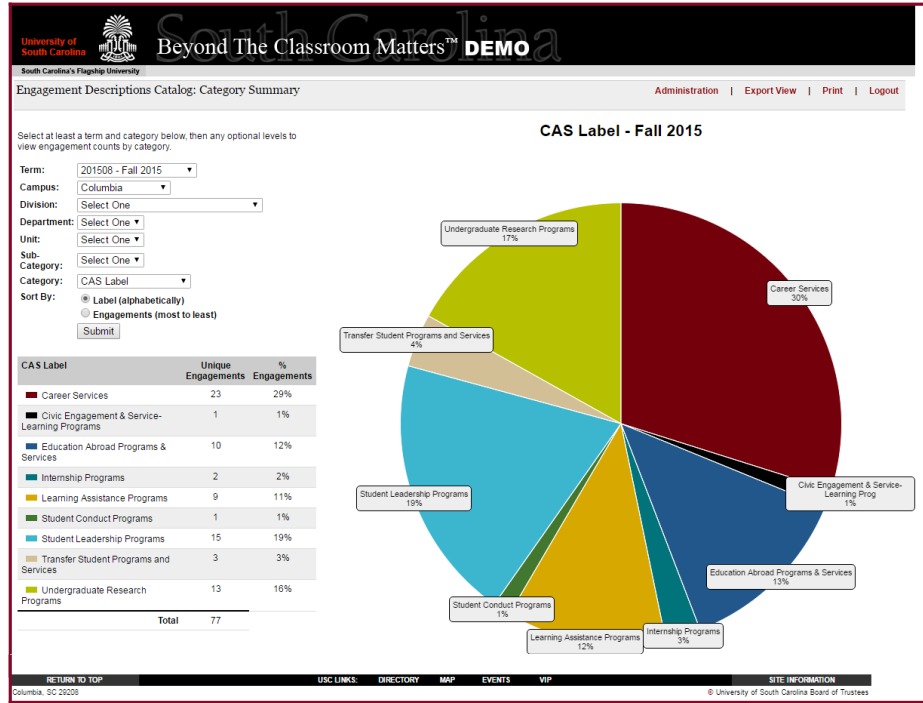
- Dashboard displays aggregate records of student involvement. Filters provide ability to break out records in various ways. (Display below shows Spring 2016 records of involvement in Undergraduate Research on Columbia campus)

- 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.
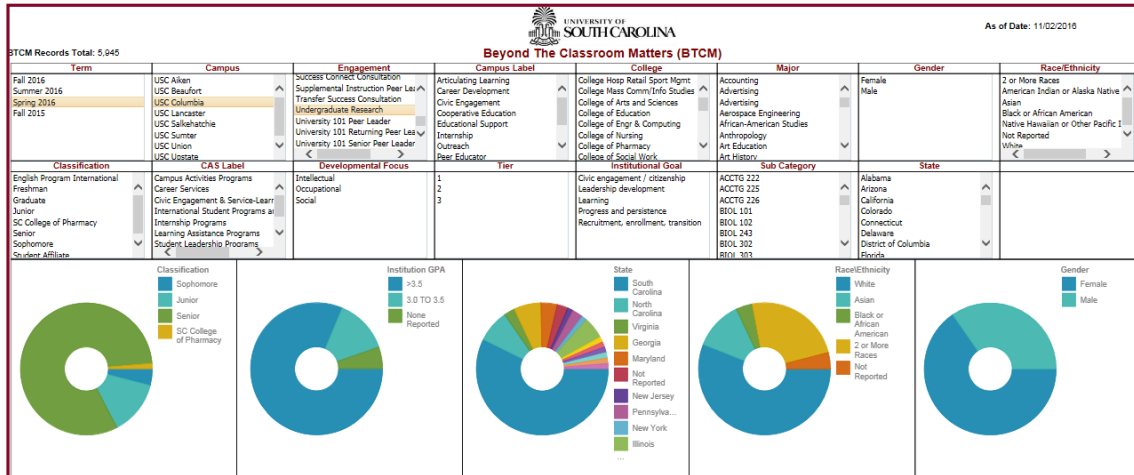
Office of the Provost

SC.edu » Abou... » Offic... » Offic... » Acad... » Unde... » Beyond The Classroom Matters » Engagement Catalog

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  Student Involvement Dashboard
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Faculty Advancement
Academic Leadership Recruitment & Review
Policies & Procedures
Planning & Assessment
Committees
Documents and Forms

Engagement Catalog

Beyond The Classroom Matters (BTCM) is the official record concerning student involvement in university sponsored, purposeful activities outside of courses and degree programs.

Catalog Structure

The Engagement Catalog describes the educational purpose and delivery method of support and enrichment programs. A BTCM student involvement record is created by the sponsoring department when a student participates in a cataloged activity. BTCM records are stored in a central records repository, and contribute to a comprehensive educational record for each student. The BTCM catalog is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in cataloged programs at any time.

Term: Spring 2016

Filter: [type keywords to filter table results]   Reset Table

CAS LABEL	CAMPUS LABEL	ENGAGEMENT LABEL
Learning Assistance Programs	Educational Support	Academic Coaching Appointment
Civic Engagement & Service-Learning Programs	Civic Engagement	Alternative Break Participant
Student Leadership Programs	Peer Educator	Call Center - Incoming/Hotline Peer Leaders
Internship Programs	Internship	Community Internship Program (CIP)-Full-time
Internship Programs	Internship	Community Internship Program (CIP)-Part-time
Career Services	Cooperative Education	Cooperative Education (Co-op)-Alternating
Career Services	Cooperative Education	Cooperative Education (Co-op)-Parallel
Undergraduate Research Programs	Articulating Learning	Discovery Day Presenter
Student Leadership Programs	Peer Educator	EcoRep
Learning Assistance Programs	Educational Support	Financial Literacy Consultation

- Engagement Catalog provides easy access to structured descriptions of support and enrichment programs.

- Each entry describes the educational purpose of the program, and the structure for engaging students to achieve the purpose (what students do)

- Provides information for student reflection on their 'whole' college experience, and intentional decision making about their involvement beyond the classroom.

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CSR Model 12: University of Wisconsin Extension and Wisconsin Colleges

Description of the Institution and its Teams

The University of Wisconsin Extension (UWEX) is the embodiment of the "Wisconsin Idea," a pioneering concept in higher education that, in the early 1900's, sought to reach the university's resources into every corner of and person in the state. Today, the Extension works with 26 System campuses, 72 counties and numerous organizations to fulfill its mission. Through these numerous programs and activities, the Extension provides information, content and education for over 150,000 people a year.

It was not surprising that the Extension partnered with the Wisconsin Colleges on this project, as it is the nature of the Extension to work in partnership with other organizations. The Wisconsin Colleges is the state's system of 14 community colleges, six of which offer baccalaureate degrees, educating over 14,000 students. The partnership with UWEX was designed to facilitate the coursework required at the lower division, provided by the Colleges, with upper-division coursework and programs offered by the UWEX network of online degrees.

Registrars of both institutions collaborated to lead the project. UWEX registrar Dan Kellogg and Wisconsin Colleges registrar Larry Graves collaborated as part of the project team that included Kim Kostka, Coordinator of the UX Flex Option, Laura Kite, Associate Dean for Student Affairs, and Richard Barnhouse, Associate Vice Chancellor. There were a broader group of administrators involved in the project from UWEX, each of whom contributed particular expertise about their area of the institution (technology, data, pedagogy, etc.).

The project work was supported and facilitated by AACRAO Senior Consultant Jeff von Munkwitz-Smith and NASPA Consultant Michelle Burke.

The UW Flexible Option degree program is a unique partnership between the University of Wisconsin Colleges (freshman/sophomore colleges) and the University of Wisconsin--Extension. The option is designed specifically to give working adults a **self-paced, competency-based** option to complete their degrees.

Through this option, students can earn the following degrees:
- ⇒ Associate of Arts and Science (UW Colleges)
- ⇒ Bachelor of Science in Nursing, RN to BSN completion (UW-Milwaukee)
- ⇒ Bachelor of Science in Biomedical Sciences Diagnostic Imaging degree completion (UW-Milwaukee)
- ⇒ Bachelor of Science in Information Science and Technology degree completion (UW-Milwaukee)
- ⇒ Bachelor of Science in Business Administration degree (UW-Extension)

The Flexible Option program was implemented in 2014, and since then, school officials have been exploring how to translate the skills students develop through the competency-based program into a more robust record than the traditional transcript. Thanks in part to the grant from Lumina Foundation, those conversations have grown into a pilot competency record called the "SmartScript."

Demonstrating mastery

"On a traditional transcript, you'd just see course title and number, credits, and letter grade," said Dan Kellogg, UW-Extension Registrar. "With the SmartScript, we're also providing a record of the competencies built into the degree."

Each course may have up to ten associated competencies, as defined by the department. On the transcript (see example below), these competencies will be noted as either "Mastered" or "In progress."

"The competencies that are addressed are required of all students who enroll," said Kim Kostka, Flex Coordinator and Chemistry Professor at UW Colleges. "For instance, if student enrolls in Heredity, they

have to master all of the competencies for that competency set. Students can't average out a poor performance; they have to master every single competency in the set." In addition, some programs have degree-level competencies, which will also be represented on the record.

Roll out 2016-2019

SmartScript will be available for students in the Flexible Option Associate of Arts and Sciences program (enrolling about 1,000 students to date) in January 2019. One-third of the Flexible Option curriculum is reviewed each year, and coding competencies for the record takes place at that time, which means the entire process will take three years to complete. UW-Extension B.S. in Business Administration students had access to the portal beginning at the degree program's launch in December 2016.

"Eventually, we would like to see the SmartScript as part of each academic program of study within the UW Flexible Option," Kellogg said.

The record was developed in cooperation with University of Maryland University College. Each institution contributed some of their grant money to partner with vendors (IMS Global and Learning Objects) to create the artifact and populate the digital credential.

"Displaying these competencies will add value to the student record by helping students communicate with employers and graduate schools," Kostka said.

"Ultimately, this record will allow users to customize a display and drill down, and verify the credentials and the learning outcomes," Kellogg agreed. "Beyond just listing course titles and delivering terse information in a chronological format, they'll help the student tell the story of their education."

Policy and Practice Considerations (UWEX Team)

Legal Issues/Policies and Procedures

We utilized the term SmartScript in pre-grant work on this project, and filed to register the name. Being able to legally utilize this name to market the CSR once it launches is a legal issue,

as is the wording on the document to make it clear it is connected to the Registrar and the University of Wisconsin.

Other legal implications are those related to contracting with a vendor, and/or accepting grant awards. You have to allow for enough time to look at vendor options, negotiate strong terms, and obtain clearance from the General Counsel of the institution.

Challenges and Lessons Learned (UWEX Team)

Grant Project Logistics/Project Organization

When accepting any grant award, we have to consider the administrative overhead involved with grants at UW. This project required extra investment outside of the grant of HR time and resources. $50K is just on the edge of what we might think about next time. Too much to say "no" to, but maybe not enough to say "yes."

While the goal was to look at an "extended transcript," the involvement transcript didn't seem to be feasible at the outset with students in our competency-based education (CBE) program. Instead we focused on developing a competency record. Developing the documentation of competencies connected to the coursework was very complex. We feel it is tough to compare our version of the CSR with institutions developing a co-curricular involvement transcript.

We were moving slowly toward our goal, but the opportunity to interact with University of Maryland University College (UMUC) sped up our process. We were able to partner with UMUC: each of us contributed ~$25K of our grant to a common vendor. In the future for pilot projects like this, it would be a good idea to look for like-minded institutions to partner for similar work, especially teaming up to share resources and work with vendors if possible. We weren't quite sure how to utilize the AACRAO Tech Team. This was a resource we didn't use. It would have been helpful to get assistance from the Tech Team in identifying vendors for

the project, or work with multiple institutions to contract with a vendor to advance the work of the CSR.

From a professional development perspective, our involvement with this project is a great example of the benefits available to members of organizations like AACRAO or NASPA. We got connected to this opportunity because of our Chancellor's connection to Mike Reilly at AACRAO. The AACRAO Tech Conference in 2015 about Extended Transcripts was a good lead-in. Being able to connect the CSR project with our previous work on the UW "SmartScript" helped us advance the work.

We sometimes felt behind and unsure what we were supposed to report beyond what the consultants included in their visit reports. It would have been useful to know if there is a "round two" of this project in mind – this question looms as we plan for our next steps of the CSR. We are grateful for the work with our consultants and appreciate that they took on the work of intermediate reporting back to the CSR Project. The monthly meeting schedule was useful for evaluation of how we were progressing, and for providing help to move forward.

Technology Challenges

Many technology challenges are due to the IT workload for the UW system and the requirement that we must get in line for some coding/development IT work to access student data. However, we do have a strong internal team with technical expertise between IT and instructional designers and that helped us advance the work tremendously.

We thought the problem would be getting competency data from D2L, but determining what data to get out became the problem. It took several months to resolve the course data issue. We had to develop a standard for the data elements that would roll up into calculation of mastery for each competency. The real issue is the structuring of our gradebook, and going back to fix it, because it wasn't part of the original design in D2L. Going forward, as we go

through the course design/revision cycle, we are creating the data elements that we will need for the SmartScript/Competency Record.

We are also still addressing how a student will access the UW SmartScript. This is complicated by the fact that our legacy program, the UWC AAS degree, uses the legacy SIS (PeopleSoft), housed in the Registrar's office. Eventually, this will migrate to the UW Extension SES (Salesforce). We worked in this project on one hand with the UWC legacy SIS, while at the same time UW-Extension was also building a Salesforce infrastructure to serve the BSBA program (launches in December 2016.) For the BSBA program (which will be the first to launch the CSR), students should be able to access the SmartScript through the new student portal.

UW flexible option
UNIVERSITY OF WISCONSIN SYSTEM

UW Colleges

Peyton Andrews

Student ID: 1234567
Generated on: 9/30/2016

COMPETENCY RECORD ⓘ

This competency record is from the
University of Wisconsin Colleges
Office of the Registrar

PSY 202 - Introductory Psychology

Credits: 3   Grade: B
Completed: July 2015

Competencies (6 complete, 6 total)

- ✅ Explain the basic methods of research used by psychologists and the reasons for these — *Mastery*

- ✅ Apply knowledge of phsysiology to human abilities and limitations — *Mastery*

- ✅ Apply basic concepts from development, personality, and social pshychology 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*

Less...

BIOL 141 - Heredity

Credits: 3   Grade: IP

Order a transcript   🖨 Print

UW flexible option
UNIVERSITY OF WISCONSIN SYSTEM

UW Colleges

Peyton Andrews
Student ID: 1234567
Generated on: 9/30/2016

ⓘ

This competency record is from the
University of Wisconsin Colleges Office of the Registrar

PSY 202 - Introductory Psychology   Completed: July 2015   Credits: 3   Grade: B

Competencies (6 complete, 6 total)

✓ Explain the basic methods of research used by psychologists and the reasons for these   Mastery

✓ Apply knowledge of phsysiology to human abilities and limitations   Mastery

✓ Apply basic concepts from development, personality, and social pshychology to real-life situations   Mastery

More...

BIOL 141 - Heredity   Credits: 3   Grade: IP

Competencies (1 complete, 3 total)

✓ Biology competency example number one goes here   Mastery

○ And Biology competency example number two goes here   In progress

○ Then the third competency would go here   In progress

Print your competency record

Order a transcript   🖨 Print

Peyton Andrews
Student ID: 1234567
Generated on: 9/30/2016

COMPETENCY RECORD ℹ️   This competency record is from the
University of Wisconsin Colleges Office of the Registrar

PSY 202 - Introductory Psychology

Completed: July 2015   Credits: 3   Grade: B

Competencies (6 complete, 6 total)

✅ Explain the basic methods of research used by psychologists and the reasons for these   (Mastery)

✅ Apply knowledge of phsysiology to human abilities and limitations   (Mastery)

✅ Apply basic concepts from development, personality, and social pshychology 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)

(Less...)

BIOL 141 - Heredity

Credits: 3   Grade: IP

Competencies (1 complete, 3 total)

✅ Biology competency example number one goes here   (Mastery)

○ And Biology competency example number two goes here   (In progress)

○ Then the third competency would go here   (In progress)

[Order a transcript]   [🖨 Print]

Summary of Major Findings

Data Integration

The overriding barrier to creating innovative student records is the integration of data. Existing student information systems are designed to capture, store and report the information always associated with traditional transcripts. There is capacity within them to store some additional data, such as course descriptions, and some institutional innovations work to expand these capabilities to include learning outcomes. Some student information systems come with capacity to store and record some co-curricular information and present this in a co-curricular transcript. These options fall short of the range of data needed to provide better information on what students learn, where that learning takes place and how is it measured.

To expand the information that can be shared in CSRs, the information to feed them must be securely and accurately associated with students' academic records. This information may come from learning management systems (LMSs) that are typically populated with data from the SIS but not geared to export rich data on student learning. The data may also come from a variety of co-curricular systems that have largely been developed to capture student activities, mainly as self-reported data entered by students themselves. Validation of these data, relationships with learning outcomes and synchronization with SIS student identities, on the whole, were not the objectives of these systems. There are other data sources, as well, that have additional limitations but LMS and student activity systems are the main systems, so far, that need to integrate with student identity and academic records data housed in the SIS.

There are likely two main approaches to the integration of data needed for CSRs. The first is using the existing student information system itself. This requires a very strong information technology (IT) team internally and/or significant consulting resources to leverage the tables in the database underlying the SIS/ERP. Assuming protocols to match incoming data to student identifiers in the SIS, this allows the SIS to act as the source for all data required to populate a CSR. There may be limits to this approach and it does not account for the storage of learning

artifacts. However, this proved to be quite successful in at least three of the institutional examples (Elon, IUPUI and Stanford).

The second approach is to integrate the data in some version of a data warehouse. This external storage approach requires that data from all sources, including the SIS, is fed into this hub (or sometimes referred to as a "data bus") and is matched using protocols to ensure student identity from each source is accurate. This approach could also be developed internally, assuming resources and expertise to create the data warehouse structures, matching routines and security for records. That could provide greater flexibility in what is stored in the warehouse, as well, perhaps even including learning artifacts.

The second approach is ripe for third-party development. Most institutions lack the information technology resources to develop secure systems to integrate data. This was evident across the project, as institutions struggled to identify a strong third-party partner and no existing options.

Learning Frameworks

Before any work can occur to construct a CSR, institutions must evaluate and clarify their own definitions of learning and competency. Some of this work is evident in surveying outcomes of a general education program. Other outcomes may be externally driven by accreditation or licensure requirements of a given program. Broader frameworks (DQP, LEAP) exist but, to date, they appear to be applied more toward parts of degrees (majors, programs, courses) than across degrees, programs, certificates, etc. Each institutional participant in the CSR project had engaged in this groundwork to create a broad learning framework prior to the start of the project or limited the scope of the CSR to areas where that agreement was already in place.

Some of the strong examples of institution-wide learning frameworks came from Elon, UCO and USC. These institutions stood out for the level to which the institution had invested in a

paradigm for learning that spanned the entire student experience. Common to all three institutions was the work on the frameworks that preceded their entry into the CSR project. Others showed very strong concepts (Brandman, UHD, UMUC, for example) that were being fleshed out as the project moved forward. Some institutions focused their work on areas of the student experience where the infusion of learning outcomes and competencies could be incubated (BMCC, Dillard, IUPUI, LGCC, Stanford, UWEX) with the intention of germinating these frameworks across the institution. For these latter institutions, the framework became a proof of concept that such integrated learning could be recorded and reported.

As noted in the introduction of this report, the status of documenting and measuring learning outside the classroom, while rising, is still unequal to that occurring in academic courses. The centrality of faculty to learning requires their involvement in any framework that seeks to integrate frameworks across the institution. The success of institutions in the CSR project demonstrates the increased awareness that learning occurs in many ways, locations and times. The intentionality around that learning is increased when faculty are involved in a process to review learning outcomes within a course, program, degree, student experience or other learning mechanisms.

Existing frameworks can be the conduits for such a review process but need to be more broadly and consistently applied than they appear to be today, prior to the start of a CSR project. The existing models of CSRs may spark some discussions around what is possible but cannot supplant learning frameworks that must undergird them. There were several examples of institutions using external frameworks to align student experiences with research from NACA, NACE and others. These external frameworks allow institutions to use a common vocabulary to define and measure learning experiences beyond the classroom.

Lifelong Access to Student Records

Access to student records was historically fulfilled by a written, signed request to the registrar of the institution. This resulted in a paper transcript being sent to a designated recipient, typically through the security of the postal system or, more recently, through courier services for expedited service or for special handling.

Enhancements of this analog system included the electronic records exchange protocols developed by AACRAO and shared as a standard for academic transcript data to be exchanged over a secure network. Providers of access to these exchanges emerged and allowed students to request their transcripts online at any time. Institutions allowed this to a limited extent, as many deactivated students from registration systems after a certain period following their last enrollment period. This also disabled access to the student portal that provided access to unofficial records and requests for official transcripts. Although there are some exceptions, this is the predominant practice among colleges and universities.

As new record formats emerge, access to them must be accommodated and even facilitated by institutions. For those records that may include learning artifacts, such as student projects, papers, e-portfolios and other evidence of student learning and achievement, where will these be stored and how can their security be assured? Will institutions allow third-party providers to store student work on their behalf, so it can be accessed as part of a CSR? How and where will the institution store this work if it chooses not to outsource this service?

Three promising options are emerging that would allow students lifelong access to their records. The first involves access to learning artifacts, using the university library as an archive of student work. A personalized URL (PURL) is issued for each learning artifact stored there. Anyone who is allowed access to the PURL from a CSR, badge or other digital record could then view the artifact. This maintains control of learning artifacts through institutional mechanisms. Not all institutions may be able to execute such a mechanism whether through its library or other internal secure storage.

The second promising option is for the institution to create a lifetime storage space for its students. Stanford University is working to create *My Student Locker*, which would allow students to sign into the space through third-party authentication such as Google, Facebook or another common platform. Assigning security to the locker would be done by the student any time she/he wishes to route sign-in to another trusted authority. This mechanism is already in place for several software sites; the technology and security is not new. The student could initially place digital records, such as the CSR, into this storage space, then continue to deposit materials there, presumably for a lifetime. These records could then be accessed and used when needed, removing the registrar as the intermediary of access to them.

The third option is similar to the second but would be provided by a third party. These would likely be those parties already familiar with providing access to secure student records, since the partnership between them and their institutional clients is already established. This option may be attractive to institutions unable to create their own student storage spaces. The financial framework for such a system needs to be worked out and some institutions may balk at their low-income students being required to pay for access to their records. However, such a system could provide a strong resource for a wide number of institutions and the benefits to students in having a lifelong repository of learning records, even those from industry or additional studies, could be significant.

Standardization of Data and Record Formats

The CSR project kept an eye toward the standardization of data while allowing institutions to experiment with form and substance. There is much more work to be done in this area. One standard was developed from the project and a workgroup in PESC is actively refining it toward approval. Once established, the framework for enhanced digital diplomas will be in place and the transmission of them across secure networks becomes possible.

The goal of this project was not to create a single standard for CSRs but to create models that can be considered by higher education. These models need adoption and at least three additional areas of work emerged from the project.

Resonance with What Students Value

Student records are primarily developed for student use. While institutions shape student learning along their own value systems, students will be able to reflect on that learning and determine the aspects of it that they want to highlight to others. The flexibility developed by USC, allowing students to use only parts of the CSR, is one example of this. This topic was not unique to that University but it was more explicitly designed into the CSR by them than by other models. As these new models are put into place, continued contact with students who use them will be required to determine the value they hold and changes to records design should be made, as a result.

Resonance with What Employers Value

One of the strongest reasons that CSRs have been developed, including the UK's HEAR, was to respond to shortcomings in existing student records that were expressed by employers. While traditional records showed what students had taken and passed, there was little information on what skills they acquired or knowledge they gained, especially in key areas of leadership, teamwork, communication or specific content areas. Course titles alone are not providing the level of information employers value.

These new models need to be shown to employers to determine what they may use or not use to improve hiring and promotion practices. Most participants consulted employers as the records were being developed to clarify parts of the record or to help it be more useful. Early surveys by Elon show that their VeXP model is well-received, generally, among employers. Broader work is needed to align what is now possible in CSRs with what employers may want to

use. This would help sharpen the focus of information to make it usable and helpful to employers and, as a result, to students seeking to use their CSRs in the employment process. This also likely implies that employers themselves may need to modify their systems to intake new information.

Alignment of Learning Outcomes, Competencies and Co-Curricular Data

American higher education largely agrees on the components of a baccalaureate degree. It is typically comprised of general education, a major area of study and electives that may allow some customization of the degree along student interests, be focused into a minor or second major area or leverage prior credits to accelerate earning the degree, especially for working adults. These agreements grew over time and are the basis for institutions to accept transfer credit and review student readiness for graduate or professional schools. They are the standards under which most degrees are created and evaluated.

We have no such agreements in place for additional information on learning. Use of broad frameworks, such as DQP and LEAP, while promising, is in a nascent state. The use of other frameworks, such as NACA and NACE, as the basis for some learning outside the classroom, is promising, as well. Some discussion of using a set of high-impact practices as a framework for learning arose during the project and also has some promise to provide a common framework across institutions.

There is a great deal of research available from organizations such as NACA, NACE, NASPA, NILOA, to name a few, that will need to be shared with faculty. From this, discussions about frameworks can take place that may then lead to broader use of frameworks across American higher education. Until there is a broad declaration about what constitutes learning, inside and outside the classroom, there is no standard upon which CSRs can be based or records can be exchanged.

A Framework for Comprehensive Student Records

AACRAO solicited input from a broad range of members on the topic of "extended transcripts," (now updated to "comprehensive student records"). This resulted in a working document that outlined a framework for considering this work. During the CSR project, this framework was considered by the 12 participating institutions. Did the framework hold up in practice? It was developed before many such records had been attempted. The participating institutions read, considered and reflected on it and all their comments were compiled into the revised Framework that follows.

As institutions consider the development and implementation of a CSR, the framework is a useful tool to help them consider the various policy and practice issues inherent in them. It must be preceded by the foundational work on learning outcomes discussed in the previous section. It does not provide specific, stepwise instructions for implementation but allows the institution to examine some of the major areas of consideration.

The American Association of Collegiate Registrars and Admissions Officers and NASPA: Student Affairs Administrators

A Framework for Extending the Transcript and creating Comprehensive Student Records (Updated March, 2017)

What are we recording and why?

AACRAO and NASPA

Overview

In response to increasing funding pressures and a growing emphasis on better equipping a diverse population of students with the skills needed to succeed in the 21st century, institutions of all types are increasingly pursuing new alternatives to the delivery of education. Competency-based education and direct assessment have attracted a great deal of interest recently among educators and policy-makers, but there are many operational considerations that must be addressed when considering these new pedagogical approaches.

AACRAO and NASPA, supported by a grant from Lumina Foundation, have been working to bring together registrars, student affairs and other higher education professionals to identify emerging practices in identifying, collecting, and documenting, student learning. Our goal has been to create a framework to guide the development of new recording models and operational considerations for higher education registrars and other professionals to share with their campuses, faculty and academic leadership. These will include examples where institutions have augmented traditional transcripts to present additional information, often in a digital format, as well as those who are creating supplemental documents and comprehensive student records to include other forms of student learning. Guidance for implementation of these models, including validation of non-classroom experiences, student information system considerations, ways to minimize negative impacts to students who transfer, and finally enhancing the multiple ways students and alumni may wish to present themselves will also be a focus.

The current framework for the academic transcript at colleges and universities resulted from the convergence of academic practice over many years and has largely served as an academic record. The notion of documenting non-traditional learning, learning outcomes and competencies, and co-curricular experiences is at a very nascent stage in higher education. Considerable innovation is taking place at colleges and universities as faculty explore how best to identify and record learning that students are experiencing, create new delivery models and assignments, and develop assessments and rubrics to measure student learning. Rather than attempting to create standards in this rapidly evolving arena our work should focus on identifying emerging practices, addressing impediments to innovation and offering creative options for campuses to deliver and document student learning.

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An Extended Transcript Framework :

| Academic Transcripts | Learning Outcomes and Competencies | Co-Curricular Experiences |

Considerations

The framework should include a clear set of definitions for campuses to use.

- o There is considerable variation in the terminology used to describe the practices associated with competency and outcome-based education. A basic set of definitions will help avoid confusion when creating transcripts and student records.

Campuses must evaluate and determine what they wish to include as part of an extended student record.

- o What additional learning activities are recordable? How do we identify the learning that is taking place? Under whose authority? How do we measure what the learning is and how significant it is?

- o Is there a universal way to convey or assign value to the mastery of demonstrable skills or competencies, or the acquisition of knowledge or what is considered the key elements of the learning that is occurring?

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Student records should be made available in a digital format.

- o Paper transcripts and student records provide greater flexibility to capture and display the detail needed to adequately represent outcomes, competencies, and co-curricular experiences.

- o Students as consumers expect more immediate fulfillment of their requests, which cannot be as easily accomplished with mailed paper transcripts.

- o To facilitate business process efficiency and student mobility student transcripts and records exchanged between educational institutions should be made available in one of the current electronic formats such as PDF, EDI or XML.

- o Student transcripts meant for employer use should ideally be prepared using interactive technology that offers the user the option to "drill down" deeper into the document as appropriate. New and evolving technology could also support student transcripts sent as data to online portfolios.

- o If these formats are not available, or do not adequately serve the purposes of the intended constituencies, campuses should be prepared to produce the documents in a PDF format. If the campus intends for the report/document to be officially issued and verified it will need to use a secure PDF platform. It is anticipated that the transcript or record could be delivered either in a format that allows the employer to use an affordable technology to obtain needed info (e.g. clickable links) or via the established PESC standards for institution-to-institution exchange.

- o If the university is not planning on issuing a traditional academic transcript it will be important to assure that the competency or other reports be issued in a secure manner and considered official for purposes of transfer, employment or acceptance to other gainful activities, exactly like the current transcript.

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Given the importance of student transfer in our educational landscape, campuses that are developing competency-based programs should continue to provide students with a more traditional academic transcript in addition to any competency-based reports or records.

- o Students will likely find difficulty transferring from a competency-based program to a more traditional course-based program- particularly if they transfer before completing the CBE program- if all they can provide is a record of the program competencies. If campuses do not provide a traditional transcript they should be prepared to field questions from the student and receiving institution as they try to place the student appropriately.

- o Having information available on sources such as websites and in catalogs would help to provide the transfer institution additional resources by which to accurately place the student and determine transfer credit.

- o Alternatively, there could be services constructed to capture, search and interpret information that may be relevant for the translation of expanded records being issued by institutions.

- o A database of competencies linked to existing courses in the student information system is needed to create a crosswalk between CBE instruction and the institution's traditional courses, credits and grading system. These competencies may also need to be mapped to learning frameworks (LEAP, DQP or others) and licensure requirements, among other needs for translation into a traditional credit/course structure.

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o Some institutions may offer both CBE and traditional platforms for instruction. Students may have records that span both areas the ways in which students may combine more traditional elements of their educational experiences, such as co-curricular learning and achievements outside the academic framework, will need to considered alongside more innovative ways of representing student learning from CBE instruction.

While there are examples of campuses using their digital academic transcript to capture and display competencies and learning outcomes, institutions may also want to consider recording these in a separate, but aligned, document.

o Academic transcripts that attempt to capture program-level competencies and outcomes can become complex. This is an area where we look to additional work. Campuses may want to consider separate documents to record learning outcomes and competencies while maintaining the more traditional, but digital, academic transcript. Campuses considering documenting co-curricular experiences may wish to record these on a separate document as well.

o Records could be considered in a modular fashion, allowing the requestor to call for that which will show what and how much was learned, accurately, comprehensively and understandably.

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One model currently being developed is for campuses to create a separate academic transcript, a separate outcome/competency report, and a separate co-curricular experience report, but there could be significant benefits for students, employers, and other audiences for a document that pulls these three documents together.

- o The Higher Education Achievement Report or HEAR in the UK is an example of what is commonly referred to as a diploma supplement and includes sections on program outcomes and extra curricular experiences as well as the more conventional academic transcript. There is room for innovation in this area. (http://www.hear.ac.uk)

The Academic Transcript

The academic transcript in US higher education has evolved over time and guidance has been developed by AACRAO to help provide some consistency in the document. While it may not be necessary for the academic record to serve as the repository of learning outcomes or competencies, there are some improvements that can be made to help insure smoother student transitions from one institution to another or into the workplace. These enhancements are only reasonably possible if student transcripts are shared electronically.

For example, institutions might consider including course descriptions as part of their academic transcripts by including links to these descriptions from the course titles and number on their electronic transcript or a link to the course catalog from the electronic transcript. Recently the P-20 Electronic Standards Council (PESC) has a promising development in the Education Course Inventory. This is a data specification that can capture the level, content, and description of a course, making it much easier to facilitate the transfer of credit. Institutions should designate one central location that serves as a hub for elements such as course descriptions so that linkages will be possible. It will be important to assure that the location is maintained and updated appropriately, and that older

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records are archived, so as to assure the data contained in the link remains accurate. Consideration for records retention policies is also a component with these types of linkages.

An institution could also include linkages to course learning outcomes or competencies on the transcript if it chose to do so or may have this information available on the university website or other accessible source.

This same concept could be utilized in additional documents such as competency reports by providing linkages within the document that provide access to further information.

Also, there should be a call to fully record other academic activities that are at present being missed by most institutions, or are being awkwardly reported as courses when they are not. Internships, research opportunities, study abroad activities and community-engaged learning programs, when appropriately reviewed by faculty deserve attention in the 21st century record.

Questions:

1. Should these digital academic transcripts include links to course descriptions, course learning outcomes or competencies?

2. Where should campuses keep their course descriptions for the transcript link? On their website? In their digital catalog? In a word document?

3. How can local and cloud-based services be utilized?

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Recording Competencies and Learning Outcomes

An emerging practice for campuses developing competency-based programs or who wish to display program-learning outcomes is to create a document or record separate from their academic transcript. Unlike the academic transcript which documents course work completed to date without displaying what courses remain for the degree (since course selection can vary from student to student earning the same degree), the competency or outcome record could display all of the competencies or outcomes required for the course, program or even the institution and indicate whether the student has satisfied each competency or outcome. Schools may choose to use a met/not met mark or some other variation (e.g. high mastery, mastery, not yet mastered) and must assure that the explanation of the mark is included in the document.

In many respects the competency or outcome record could resemble a degree audit in that it could show the program-level competencies (think of these as requirements or clusters of requirements) and whether or not the student has completed each program level competency or outcome. These outcomes or competencies may consist of several sub competencies that will be achieved by various tasks and assessments. In a digital format the record can display what courses, assessments, or rubrics were used to satisfy each competency or outcome. Ideally these would be displayed at the individual student level, particularly if the combination of courses, assessments, and rubrics can vary from student to student. In cases where the individual assessments or demonstrations of learning "roll up" into a competency which then "rolls up" into a program level requirement or competency cluster, utilizing a digital document would allow for expanding and collapsing detail via interactive functionality. Program level competencies can be provided in a link next to the name of the program that the student is pursuing or has earned.

As an example, schools following the Lumina Degree Qualifications Profile could use the "Categories of Learning" as the program level outcomes. Under each of these Categories of Learning are numerous proficiencies that make up that category, and these can be documented on this record. A digital format allows for links to richer

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information such as the courses, assessments, and rubrics that lead to these proficiencies. (http://www.luminafoundation.org/files/resources/dqp.pdf)

Other examples to consider: Northern Arizona University, Southern New Hampshire University, University of Central Oklahoma and Western Governor's University.

Questions:

1. Where are the competencies or learning outcomes retained at the institution? What tool will be used to document these? Will students have access to that system? What types of systems are currently being used to store competencies and assessments (e.g. Salesforce? MS Office? Learning Management Systems?).

2. Can the competency/outcome record be created out of the degree audit? Can you run both courses and competencies out of the degree audit?

3. How do we automate the creation of a competency/outcome record?

4. Are there some standards/guidelines that need to be developed in this area, both for transcripting and for records management?

Creating a Co-Curricular Experiences Record

There is growing interest on many campuses in creating a means of representing student involvement and achievement outside of the classroom. Experienced based learning has become more widespread in recent years, with many institutions accepting experience based elements as legitimate and valued component of their educational programs (Moore, 2013). Similar to a student portfolio where the student selects the content of the portfolio, campuses that are considering creating a co-curricular record must decide what activities or experience should be included in this record. Of primary concern is how will these experiences be validated, who will do the validating, and what qualifies as a legitimate source of knowledge that should be retained on an academic credential? Will the institution allow a mix of validated and non-validated elements or limit the co-curricular record to only validated areas?

The HEAR report from the UK includes a section on student extra-curricular experiences. This section of the HEAR report has the most variation in format from campus to campus as they develop approaches to record these experiences. At the University of Sheffield, their Section 6 of the HEAR report (the section used to capture extra-curricular experiences) includes both recognized campus activities as well as achievement demonstrated through the evaluation of a portfolio. The portfolio review considers achievement in the areas of volunteering, cultural and social awareness, enterprise, job and work experience, and community involvement.

Academic related co-curricular activities could include such activities as study abroad, undergraduate research, service learning, leadership experience and internships. In 2010, NACE conducted a survey that indicated that graduates that took part in an internship program were more likely to receive a job offer than those who did not do an internship. This same population also received higher salaries than non-internship students. However, it is important to note that institutional culture and mission should provide the framework for the co-curricular

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elements included on a secondary transcript. Other examples of co-curricular practices include student employment, leadership, diversity, community-based learning, and many more.

In addition to identifying the data, quantifying the information is equally important if the goal of the transcript is to provide a more "complete" picture of the student experience. Examples may include using the number of hours to quantify service to an outside organization or hours spent working a summer internship. Another example may to add student employment on-campus and quantify that by paid hours worked in a given term.

Universities that are considering a co-curricular transcript should consider the following questions:

1. What activities should be included in the co-curricular record?
    a. Validated experiences that are verified by the institution.
    b. Non-validated experiences that are self-reported by the student.

2. For those activities that are validated, who will validate these experiences?

3. How does the institution determine what constitutes learning outside the classroom and how is this learning measured?

4. Does the student need to provide consent for everything that appears in this record? If a university chooses to have non-validated elements on the transcript how will those items be submitted and recorded? (Or is there a separate section of the co-curricular record for non-validated, self-reported activities, so the reader of the record can treat them however they deem appropriate?)

5. A common concern is that non-traditional students, particularly adult students with family and work obligations, don't have the time to participate in many of the activities that will be recorded in the co-curricular report. How do campuses construct this report to enable non-traditional students to display co-curricular experiences?

- o Are there experiences that are more common for non-traditional students that could be validated through portfolios, prior learning assessments based on their work, military experiences, etc?
- o Would they be able to record non-university sanctioned activities here, such as serving on boards, volunteer activities, etc?
- o Could a protocol be created at a university to review and validate these experiences?

6. Where are these experiences recorded and maintained at the campus? What are the policies surrounding retention of data for this type of transcript?

7. If institutions build experience based components into the curriculum, would transfer students be able to transfer these components to meet degree requirements?

8. What about standardization of high impact practices to pave the way electronic data exchange?

Other Approaches

1. Badges or certificates? Can these be components of degrees or made available to students to document other skills or proficiencies to enhance their degrees?

2. Shorter credentials (nano or micro-credentials and degrees) with defined learning outcomes that can be combined or "stacked" and lead to degrees or certificates?

3. Visual transcripts? Translations of data into a visual image that students can use in social media.

Appendix A. Institutional Selection Criteria

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Advancing Global Higher Education

NASPA.
Student Affairs Administrators
in Higher Education

Lumina Grant Participation Factors
July 2015

The following are considerations when selecting participating institutions in the AACRAO – NASPA comprehensive student record project.

1. Does the institution have a competency-based curriculum in one or more of its degree programs?
2. Has the institution identified co-curricular learning outcomes and have those received appropriate faculty approval and governance?
3. Has the institution identified learning outcomes at the course, program and degree levels?
4. Is the institution using the Degree Qualifications Profile (DQP) to identify learning outcomes and has it developed these to the level where they may be enumerated/described in the DQP matrix?
5. Does the institution have a strong and experience registrar who can help navigate the technical and policy issues this project will elicit?
6. Does the institution have a strong student affairs leader who can navigate the issues involved with co-curricular learning outcomes and faculty governance?
7. Is the institution technically advanced enough to consider new methods for capturing, storing and communicating comprehensive student record elements?
8. Is the institution minority serving, such that the outcomes of the project will consider the needs of and serve a diverse population?
9. Does the institution serve working adults?
10. What are institution's characteristics (size, control, level, etc.) that contribute to a diverse group of institutions that broadly represent American higher education?
11. Does the institution have a high profile such that its inclusion in the project may draw attention to our work?
12. Does the institution have a well-developed mechanism to engage faculty in the work, via a curriculum committee or other structure?
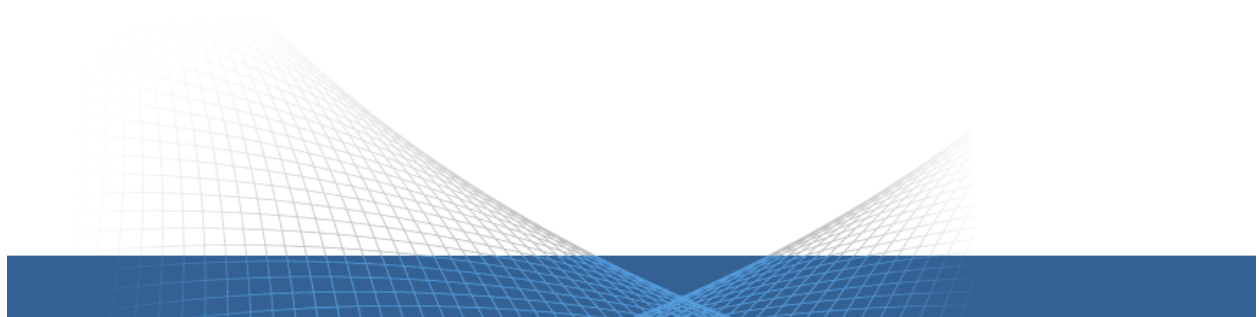
Institutions may not meet all requirements but have strengths in one or more areas that merit their participation in the project.

SUMMARY OF COMPREHENSIVE STUDENT RECORDS PROJECT CONVENING

October 28-29, 2015—Elk Grove Village, IL

Summary of Comprehensive Student Records Project Convening

October 28-29, 2015—Elk Grove Village, IL

Part 1: The CONCEPT of Comprehensive Student Records

Introduction: Expanding the Student Record

Brad Meyers, the university registrar and executive director of enrollment services at Ohio State University, and the current past-president of AACRAO, provided an introduction and framing for this convening. He explained that the topic of the student record is generating a great deal of interest among registrars, making it important to provide a sense of direction and guidelines for moving forward.

The "student record"—specifically the transcript—is a key educational currency that has been fairly static for a long time. However, while the transcript has been static, the environment for education and work, as well as the needs and expectations of students, employers, and educational institutions, has changed greatly. For example, more than 80% of the incoming freshmen at Ohio State had prior learning credit they brought with them, and more students are engaged in not only "bricks and mortar" enrollment, but also online and experiential learning.

There is increasingly a desire of multiple stakeholders (institutions, governing boards, legislatures, students and families, and prospective employers) to look beyond the courses and grades that appear on transcripts, to also know about a student's learning outcomes, competencies, and learning outside of the classroom.

In the summer of 2015, at the AACRAO Technology & Transfer Conference, there were several sessions and discussions on the topic of the student record. During these discussions, several critical questions were raised. Ten of them are summarized here:

1. **In addition to courses and grades, what student experiences and evidence of learning should be recorded as part of a more comprehensive student record?** How could the broad range of student experiences be better represented? At Ohio State, a conversation has begun about adding a deeper level of detail which might include the undergraduate research

a student engages in, information about independent study or group study work, information about a student's honors thesis, publications by a student, and information about a cooperative or internship program. Other examples of content to include might be service experience, academic milestones, out-of-classroom experiences, leadership development experiences, and other information about measurable competencies or learning outcomes.

> "Should we, and if so, how should we include that information on the academic transcript?"
> *Brad Meyers*

2. **Who is receiving the transcript and what are they using it for?** It is unlikely that a prospective employer and the admissions committee of a graduate program would focus on the same information.

3. **Is one single document and format meeting the needs of all students?** The traditional transcript tends to be designed for other academic programs, though even for this audience additional data would likely provide a more complete picture of a student. However, prospective employers would clearly appreciate additional, but relevant, data.

4. **How is the nature of today's educational environment changing and should that impact what appears on the transcript?** Already, the demand for experiential and online learning is increasing rapidly, and the environment for instructional delivery is expected to rapidly evolve. It is important to have a framework that provides sufficient flexibility in a rapidly changing environment.

5. **How should enhancements be displayed on the transcript?** What exactly will this enhanced student record look like? Is it anticipated that there will be some standardization of the additional information that is provided?

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6. **How will the additional information on the transcript be validated?** One of the values of a transcript is that it is reliable information validated by an institution. But does all additional information added to a transcript need to be validated? Perhaps some information is validated and some is not; if clearly indicated on the transcript, is that sufficient? And, for those things that are validated, who does the validation?

7. **For whatever enhancements are implemented, how is the information managed?** Who is responsible and accountable to collect, manage, and maintain this additional data?

8. **How do we leverage technology to support an enhanced transcript?** An e-transcript provides much greater flexibility to meet a variety of needs, but what matters is what the reader (in particular the student) actually needs and will use.

9. **How do we appropriately engage the faculty in the process of enhancing the transcript?** This is a critical group in the assessment process; their involvement and buy-in is essential.

10. **What is the role of registrars and student life professionals in this process?**

There is unlikely to be a one-size-fits-all solution, but it may be possible to provide a sense of direction and guidance for transcript enhancements.

Project Overview

AACRAO associate executive director Tom Green provided an overview of the Comprehensive Student Records Project.

Goals

1. **Accelerate the creation of a *comprehensive student record*.** This is the main goal of the project. Specifically the goal is to serve as a catalyst and to have one or more models of an enhanced student record within roughly one year.

> "The main goal is to accelerate the development of a comprehensive student record in a digital format."
> *Tom Green*

2. **Develop a *framework* for the development of these records.** This is about a development process to help guide institutions that are considering the creation of a comprehensive student record.

3. **Document the *operational* and *policy* considerations for registrars, student affairs officers, and other higher education professionals to share with their campuses.** Almost all of the questions to be addressed deal with policies at institutions; it is often policies that stand in the way of progress and that need to be changed. What are the operational considerations that will be encountered during the process that other institutions should consider?

4. **Document ways in which the credit hour limits or fails to limit the development of student records, especially in light of competency-based education.** Traditional transcripts are tied to Carnegie units/credit hours, but don't reflect outcomes or competencies. Will adding these or basing records solely on these be impacted by the need to reflect credit hour accumulation?

5. **Directly assist a group of institutions (originally 8 and has expanded to 12) to develop models of comprehensive student records.** These models include adding competency-based education, learning outcomes, and/or co-curricular learning.

6. **Communicate the project's results to higher education audiences.** This goal involves communicating during the project to discuss challenges and share progress and results, and at the conclusion to provide models institutions may emulate.

> "One of the questions is, 'Who's the audience for these records?' . . . The real audience is our students. If we think through that lens first, a lot of the other things will develop."
> *Mike Reilly*

A student record can't simply be a summative document when a student leaves an institution. Students will need to consider the areas of the record that won't be populated by only completing courses. The record must drive formative experiences, and this will require communication and education of students about these records as students enter the academy. Further, because so many students in the United States transfer and earn their first credential at their second institution (44%), we must wrestle with how the work developed at our institutions will be articulated to others.

What's Already Happening

In the United States, several institutions are already beginning to think about and get experience with some form of an expanded student record. (Examples from University of Maryland University College, Stanford University, and Elon University are summarized later in this report.)

In the United Kingdom, efforts began 15 years ago to represent learning and achievement beyond the traditional transcript. This was driven partly by employers who wanted to be able to differentiate one top student from another, which a transcript didn't effectively do. Two lessons from the UK are: 1) consider the role of vendors carefully and whether having records disseminated by them is preferable to institutional or governmental controls; and 2) the student record has to be a formative document, not a summative document. The experience in the UK has also shown that PR is necessary as students don't automatically understand or gravitate to this new type of record; it has to be promoted and explained.

Other experience with enhanced student records comes from vendors. IMS Global is a vendor that has been interested in engaging with the work of this project to develop ways of taking data across multiple systems and interpreting data. Bringing data together from disparate parts of an institution is an important, complex, and necessary task. Another vendor is Parchment, which is working to create some alternative student records and co-curricular records. There are other vendors that are similarly interested in the work and how student records may evolve.

Timeline & Project Elements

The timeline below shows the steps in the project. The initial eight institutions have been identified and readiness assessments will begin following the convening. Project scope and internal communication plans will be developed as part of the readiness assessments. Additional institutions will be identified and convene soon and join into this timeline. In early 2016, the project shifts from facilitation to creation and testing of model records, and reporting of outcome information. In parallel, it is important to externally communicate the project to others.

Among key steps are:

- **Readiness assessments.** This involves looking at an institution's current capacity to produce a CSR, where it wants to be, and documenting gaps. This includes policy gaps, operational gaps, infrastructure gaps, and perhaps other types of gaps. Consultants from AACRAO and NASPA will conduct two-day site visits with participating institutions. Plans and goals are reviewed, as is the infrastructure for collecting, recording, and communicating student achievement data through digital student records.

> "The readiness assessments are designed to help each institution form a clear road map to the completion of a comprehensive student record."
> *Tom Green*

- **Project scope plans.** This is documenting what is learned in the readiness assessment, the ambitions of the project, and what has to happen. It includes an operational plan that outlines the deliverables of the project at each institution and the timeline for their completion. It might also include a discussion of potential technology solutions and whether they will involve in-house or vendor solutions.

- **Communication plans.** There needs to be clear communication about intentions and goals of the project to faculty and staff at the institution, so that they understand what is and isn't being considered. Progress must be reported so that team members, institutional leaders, faculty, students, and staff are informed.

The institutional participants in the project include institutions from all regions of the United States, from public and private institutions, and from two- and four-year schools. Participants include institutions with one campus as well as entire systems.

Learning Outside the Classroom

In discussing learning outside of the classroom, Kevin Kruger shared the context for what is happening in higher education. He identified crises taking place including the higher cost of college, declining financial support from states, and increasing student debt. At the same time, 40% of institutions are not meeting revenue goals, which will be exacerbated in coming years as there will be fewer high school students and graduates. There are crises related to race and equity issues, use of alcohol and drugs on campus, and sexual assaults. In addition, there are disruptions taking place in the delivery of education and in the demand for jobs, which is pushing institutions to increase their focus on career services.

As these disruptions are occurring, there is a shift in who is coming to college. There remains a sizeable (13 million) 18- to 23-year-old coming-of-age generation in college. But adult learners ages 25-35, many of whom work full or part time and often have family obligations, are increasing rapidly. These students experience education in a different kind of way, requiring greater institutional flexibility. There will be an increase in the number of Hispanic students, who are disproportionately first generation, low income, and from school districts with fewer resources, and who enter college less college ready, particularly in math and English. (Research shows that Hispanic students have lower completion rates, as do African Americans, than other ethnic groups.)

The generational profile of who will be attending college is also changing. Millennials are being replaced by the next generation (referred to by terms such as Next Gen or Generation Z), which is already the largest generation in the United States. This generation behaves and learns differently. They are heavy users of YouTube and learn through video and visuals. They are activists, want purpose, and want to create their own experiences. A few interesting statistics from data from a Northeastern University survey:

- Almost 75% of this generation believe that their higher education institution should allow them to build their own major.
- About 67% think the institution should be teaching them about entrepreneurship, and 42% want to work for themselves.

These habits and preferences create a very different profile of student needs and wants. As students are creating new types of experiences and paths, the way their educational experiences are documented will need to change.

At the same time that student preferences are changing, employers are increasingly emphasizing "soft" skills, referred to as character or social or emotional or 21st-century skills. A Harvard study identified three types of soft skills as most important to employers: listening, collaboration, and cultural awareness—which can't be put on a transcript. But this interest among employers is another factor driving the need to add information about experiences, skills, and capabilities to the traditional transcript.

> "Employers are saying it is less important where you went to college and what your major is. What's more important are your soft skills."
>
> *Kevin Kruger*

Survey findings

To better understand what is happening at different higher education institutions in documenting learning outside of the classroom, Amelia Parnell had conversations with representatives from 20 institutions. Based on those conversations, Parnell generally categorized institutions as falling into two groups:

1. Some campuses are at the **point of getting ready to start documenting** learning outside of the classroom and are struggling with questions such as, what should be documented? What goes in and comes out? Who cares? How do you measure it?

2. Some campuses have **progressed further** and are now having conversations about assessing the learning that has occurred by looking at learning outcomes, skills, competencies, and models to be used.

In addition to breaking institutions into two groups, Parnell identified five general themes from these conversations. They are:

1. **Institutions are addressing co-curricular learning with a committee.** The key players on the committee include the registrar, faculty, and student affairs. Registrars tend to ask, "How can we know what gives value?" "What's the whole process?" "How can we make this scalable?" The faculty is focused on the assessment of learning. And, student affairs is focused on the depth and breadth of experiences.

2. **The process of categorizing activities and assessing outcomes is *organic* and *iterative*.** This entire undertaking is a process, which takes time, and starts with questions like, "How many outcomes should be measured?" Considerations include short-term engagements, service learning and internships, practical work experience, and prior experiences.

3. **Student buy-in is critical.** Students can't wait until their senior year to get valuable out-of-classroom experiences. It is important that they think about co-curricular experiences from the outset. This must be a consideration for all students, including part-time students.

4. **Institutions are using several types of technology.** Committees are asking if they have the internal resources to create and customize technology themselves, or if a vendor option makes more sense.

5. **Students are the primary audience for this work right now.** Institutions are considering employers but are more focused on students' needs.

> "Campuses are saying, 'We need something that will give students an opportunity to marry what they've been doing inside and outside the classroom.'"
>
> *Amelia Parnell*

The key takeaways from these interviews are: campuses have a primary goal of creating an institution-wide culture that supports and encourages student engagement and connections between learning inside and outside of the classroom; and institutions need processes that are scalable, which requires that technology play a key role.

Degree Qualifications Profile (DQP)

The concept of DQP is relevant to the work of the Comprehensive Student Records Project. The idea for DQP is to create a learning-centered framework and connect this framework to as many relevant projects as possible. The focus is to be clearer to all audiences about what a degree represents in terms of learning outcomes. The intent is not to standardize or homogenize higher education, but just to provide a framework that yields greater clarity about what a degree represents in terms of learning.

Key words that are part of DQP are "degree," "quality," and "profile." The DQP is a scaffolding that expresses what graduates of different institutions should know and be able to do. The DQP raises the level and expands the conversation about the goals of higher education enterprises.

> "DQP represents a shifting in thinking from what are we going to teach and how are we going to represent what is taught to what should our students learn."
>
> *Jillian Kinzie*

The DQP framework involves creating a profile that represents the five dimensions of learning, at every level of learning (associate, bachelor, and master): specialized knowledge, broad and integrative learning, intellectual skills, applied and collaborative learning, civic and global learning. All five dimensions are interrelated. The framework is fairly specific and involves demonstrating learning and competencies through use of active verbs, like "describing the context" or "constructing an alternative."

> "DQP can provide some frame for your work. . . . It might give you some language and some verbs and some tools."
>
> *Jillian Kinzie*

Part 2: APPLICATION of Comprehensive Student Records

The first part of this meeting focused on the key concepts related to comprehensive student records. The conversation then shifted to hearing from three institutions that are making progress in applying these concepts on their campuses.

University of Maryland University College (UMUC)

Joellen Shendy described how UMUC is tying competencies and learning outcomes to student records. This effort is in direct response to the problem that UMUC is trying to solve, which is that the current transcript shows what courses were delivered; it does not show the learning that has occurred. At top schools, the value of a degree is based on the institution's reputation, but at other institutions the value of a degree is based on what a student actually learns and what they can demonstrate to an employer.

UMUC has about 90,000 total students and 54,000 full-time-equivalent students. The institution is primarily online, and most students are working adults age 32 and older, with a large military population. Many students move in and out of the educational experience; many take a long time to complete their degree; and there are many non-completers. UMUC has many campuses, particularly in Europe and Asia.

Trends such as competency-based education (CBE), micro-credentials, and credential stacking have the potential to dramatically impact affordability, access and opportunity, and completion rates. These trends, as part of online learning, can affect where and when learning occurs, and can result in more transparent learning outcomes.

A new type of student record that emphasizes learning and capabilities has the potential to help break the failure paradigm that is prevalent among non-completers, can aid transfer and portability, and can provide greater clarity about credentials. The potential opportunity is to provide greater clarity around credentials and to help students understand the value they are getting from credentials.

> "There will be a paradigm shift. In the future, students will have more control over their own academic records, and registrars will be responsible for overseeing the sharing of *verified* data."
>
> *Joellen Shendy*

Important insights about competency-based education—which is an approach to pedagogy that emphasizes the mastery of skills and concepts rather than credit hours or seat time, and which is flexible, personalized, and relevant—are:

- It's not just about producing more citizens with degrees. It is about growing talent to meet the challenges of the future.

- It's not just about universities and colleges. CBE is appropriate at all levels of education to develop a 21st-century workforce.

- It's not about how fast you can go. It is about a personalized pace and pathway.

- It's not about delivering discrete, isolated skills. It is about developing broad capabilities for a knowledge economy.

- It's not just about money. It is about creating value.

With a focus on CBE, UMUC is part of IMS Global's Work, in collaboration with the Competency Based Education Network, which is engaging in efforts to coordinate multiple pilots and demonstration projects. This includes a technological interoperability project (TIP), with a goal of resolving technical interoperability issues. Demonstration projects include projects focused on:

- Managing competencies using a unique key in an integrated database.

- Reporting assessment evaluation results.

- Extracting CBE program information for non-term-based financial aid.

- Measuring components of regular and substantive interaction.

- Producing an extended CBE transcript.

There are multiple registrars and multiple vendors involved with these projects, showing a high level of interest and support. These initiatives have helped identify an entire ecosystem involved in creating a new record and transcript. In creating an extended transcript, one major problem was that all of the players in the ecosystem had differing terminology. To solving this problem a reference hierarchy was created, with eight levels. Also, guidelines were developed. In addition, ideas being pursued include the work being done by Lumina Foundation on the creation of a registry of competencies (www.credentialtransparencyinitiative.org), and giving students agency over their own record.

In assessing the trends, deciding to participate in various pilots, and understanding the entire ecosystem, UMUC is looking at exploring, creating, and piloting a model with a vendor such as Learning Objects. Such a pilot could personalized and include information about different types of adaptive course work. It could also include a "capability dashboard" and would produce a "capability transcript."

COMPREHENSIVE PROGRAM DESIGN & DELIVERY TOOLS & SERVICES
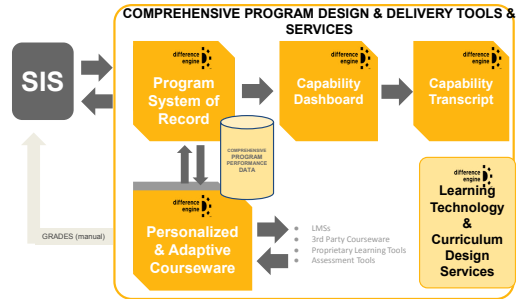
A system such as this one would allow data extraction at a program level or a student level. It is essentially turning a LMS/course-based model into a more student-friendly program model with more search capacity and capability for students. A prototype of what a capability transcript or extended transcript could look like is shown below.

The prototype is not a document; it is a digital webpage, which can be made into a pdf as desired by employers, including options such as allowing for students and employers to choose the content they pull down. Evidence can be attached to demonstrate competencies and there will be notes to verify information sources. The prototype that IMS Global is developing is all open source code, enabling any university to download the code, tweak it, and use it.

> "Employers could pull down the information that they need."
> *Joellen Shendy*

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In developing this system, UMUC has seen that vendors can be true partners, but that the institution must be the driving force. UMUC has also learned that institutional buy-in is extremely important to change paradigms, and transparency is critical.

Stanford University

Tom Black explained that at Stanford, as at most other universities, transcripts have essentially been chronological records showing the courses in which a student has been enrolled. Black provided a quote from *The Chronicle of Higher Education* that said, "College transcripts are horrible . . . we have almost no useful information about what they [students] learned in school." Another problem with previous transcripts is that they were term-based and not grounded around learning areas. In addition, Stanford was experiencing a proliferation of departmental certificates.

Innovative solutions to the challenges faced include:

- **Centralization of certificates.** Stanford is working to centralize all departmental certificates under the registrar's office. Stanford is offering digital records that are generated by the registrar's office and certified by the recipient through a secure process.

- **Digital Scholarship Records.** Stanford is far along in creating a prototype Scholarship Record that provides information about eight ways of thinking and doing. They are: 1) aesthetic and interpretive inquiry; 2) social inquiry; 3) scientific method and analysis; 4) formal reasoning; 5) applied quantitative reasoning; 6) ethical reasoning; 7) engaging diversity; and 8) creative expression. For each course, the coursework is grouped underneath these learning outcome areas to show the learning achieved from a particular course.
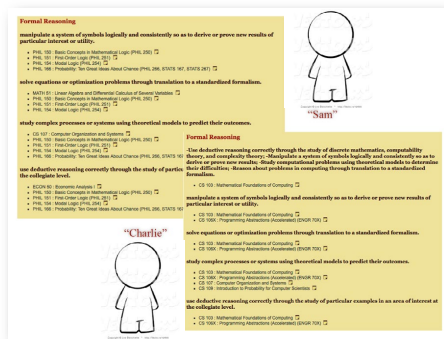
- **A digital student locker.** This locker is a central location for a student's scholarship record, certificates, and other information about learning outcomes to be stored and easily shared. A student can place items into his/her locker, access it for life, and share or post digital badges or credentials with outside entities, such as LinkedIn or other job-search sites.
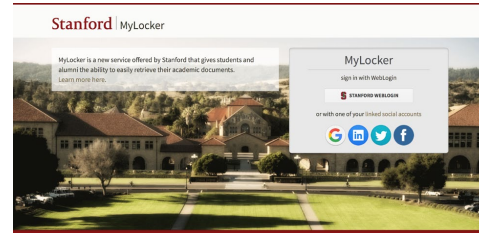
Elon University

Rodney Parks provided a definition of a co-curricular transcript as a record of a student's co-curricular and/or extracurricular activities, as defined by the institution. He pointed out that co-curricular transcripts are not new. They have been around for at least 20 years, as Elon has had a co-curricular transcript since 1994.

At Elon, there are five co-curricular areas, tied to the curriculum, which align with the institutional mission. These areas are service leadership, internship, study abroad, global education, and research. On campus, each student affairs office oversees the certification of these experiences. If a student has an experience that is not tied to an academic experience, which they want reflected on their co-curricular transcript, the student can go to the appropriate center on campus and ask that their experience be verified. The co-curricular transcript provides a way to capture more information to provide a more complete picture of a student.

Elon has found that having a robust co-curricular transcript helps with retention and completion. They help in providing more comprehensive information to employers, and help in designing courses that incorporate experiential learning.

> "We want to begin to paint a comprehensive student record that fully fits the four-year college experience."
> *Rodney Parks*

Several factors make a great co-curricular transcript. It is reliable and verifiable. It demonstrates depth. It provides relevant contextual information for the audience—including employers and recruiters who spend an average of just 37 seconds reviewing a resume. And, it is meaningful.
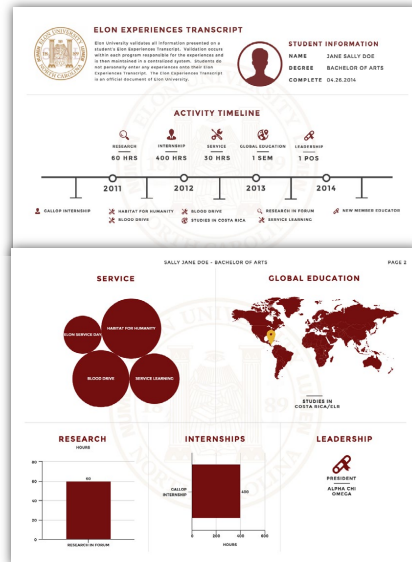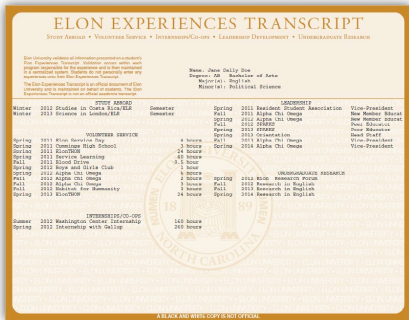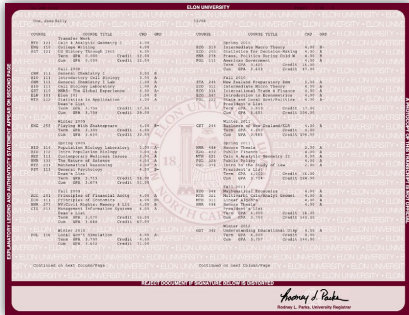
At Elon, work has been completed to convert the co-curricular transcript to an electronic artifact. The co-curricular transcript has been revised to match the look and feel of a traditional academic transcript, and Elon has launched a new ordering system that includes the co-curricular transcript. As a result, after three co-curricular transcripts were ordered in 2012, 727 were ordered in 2013.

At Elon, converting to an electronic artifact is a process that has required significant collaboration—with the Office of Student Life, with the Office of Application Technologies, and with Academic Advising. It also requires involving the faculty, takes training, and requires a culture shift. Beginning in the spring of 2015, all graduates receive a certified electronic diploma, and Elon is moving toward an entirely digital portfolio of artifacts.

Employers, recruiters, and students all have a very favorable view of experiential transcripts, with survey results showing positive reactions around painting a different picture of candidates/applicants than academic transcripts, being more easily verified, and being helpful in the hiring/admissions process.

A lesson at Elon is the importance of marketing this new transcript to students. Elon has marketed this new transcript to graduating seniors as a tool to market themselves differently.

> "If we are going to create these innovations, we really have to think strategically about how we're going to market and sell these to the students."
>
> *Rodney Parks*

Going forward, Elon is beginning to think about the creation of a visual transcript, which uses visual concepts to show a student's experiences. An example of what this might look like is shown below. Parks' thinking is to create something not that is Elon-centric, but that could be adopted by other institutions as well. This concept—which has evolved to be a two-page document—is close to being able to test.

Conclusions

Themes from this convening included recognition that the historic academic transcript, which has not changed in many years, provides an incomplete picture of students' learning, competencies, and experiences. The transcript has value within higher education and will retain its value for the foreseeable future. It is unclear to potential employers or graduate programs what students have learned, what competencies they have developed, and what experiences they have had. And, it is often difficult for students to share this unique, differentiating information in a reliable, verifiable way. Emerging is the idea for a new

type of student record that provides additional information on learning outcomes, competencies, and experiences outside of the classroom. However, creation of this new type of document raises many questions, such as who the intended audience is, what information is to be shared, and how this information is gathered, verified, and presented.

While many institutions are wrestling with this subject, some institutions are aggressively moving ahead, leading the way in creating new types of student records.

The Comprehensive Student Records Project is working with participating institutions on readiness assessments, defining project scope, and developing internal communication plans. In early 2016, the testing and production of model records will take place, followed later in the year by the reporting of outcomes, with continual communication throughout the year.

This project, along with the efforts already taking place, has the potential to fundamentally transform student records, resulting in more comprehensive, more valuable documents that better communicate student learning and achievement to all key stakeholders.

Appendix C. CSR Project Funding FAQ

Comprehensive Student Record Project

Institutional Fund Request Process

Each participating institution in the Comprehensive Student Record (CSR) Project is eligible to apply for up to $50,000 toward expenses directly associated with the completion of a CSR during the project. These funds are intended to help each institution offset some of the costs of development of a digital student record. As originally stated in the grant awarding letter, these funds may be used toward personnel costs or toward technology expenses. However, it is possible to propose expenses outside these two areas, as long as they are determine to be directly applicable to the development of the project or in the promotion of a completed CSR, as part of promoting the work of the grant.

How do I apply for funding?

Send a brief (one page) proposal for how you would spend the $50,000 to Tom Green at Tom.Green@aacrao.org. This should include enough detail to describe how the funding directly supports the development of the CSR at your institution. If it includes release time for personnel, how much time do you anticipate the staff member(s) would spend on the project and what is the calculated hourly rate?

If this is for technology expenses, note the vendor and the estimated price for the product or service. If it includes technology consulting (perhaps from your SIS vendor), what is the estimated cost per hour and number of hours of consulting provided?

If you already have a prototype in place and want to share this with the higher education community through a conference presentation or other medium, it must be

done in conjunction with either Dr. Green or Dr. Amelia Parnell of NASPA and approved in advance.

You are welcome to propose new ideas. Please be specific on how the idea directly supports the creation of the CSR at your institution.

What happens after I apply?

Dr. Green will review your proposal and respond with any questions to clarify how you intend to spend the funding. The proposal will be approved, rejected or returned for additional clarification. This process will continue until you have an approved proposal for funding. The approval will include information on what documentation will be required to receive your funding.

How do I receive the funding?

All funds will be provided as reimbursement for institutional expenses. No direct payments to individuals or vendors can be made through the grant. You will be required to submit an invoice to Nicole Spero, Associate Director, AACRAO Consulting, at SperoN@aacrao.org for the approved expenses that includes the documentation required, as noted during your approval process.

What if I have questions?

Contact Tom Green at Tom.Green@aacrao.org.

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.

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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

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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.

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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).

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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.

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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.

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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.

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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

Appendix E. Roster of AACRAO and NASPA CSR Project Personnel

Lumina Comprehensive Student Record Project
Team Roster/Contract List

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