Comprehensive Learner Records: U.S. Initiatives in Digital Records

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A bit of context

1. **AACRAO**
   - Higher education professional membership organization
   - 11,000 members in over 40 countries
   - Focused on academic and enrollment services

2. **NASPA**
   - Higher education association focused on the student affairs profession
   - 16,000 members
   - Covers several functional units that students visit outside of the classroom (Examples: academic and career advising, health and wellness, clubs and activities, housing, conduct)
Project Overview

1. What problem are we trying to solve?
2. What are the emerging trends and ideas in the United States?
3. Emerging models
4. Expanding adoption
5. What are some of the challenges to creating better records?
Limitations of existing records framework

1. Transcripts are the official record of student degree completion
   - Chronological record of student enrollment
   - Populated with codes, abbreviated course titles, credits and grades
   - Meaningful and useful inside of higher education
   - Beyond the confirmation of degree, of little value to those outside of higher education

2. Records detail what was taken and when but not what was learned

3. Broad recognition that learning occurs outside the academic catalog
   - Records do not capture or reflect this in most instances
Limitations of existing records framework

4. American systems are based on credits and terms:
   – This creates the false impression that the acquisition of credits alone creates learning and readiness for careers

5. Competencies and learning outcomes are buried within most curricula:
   – They are loosely coupled to courses (modules), programs (courses) and degrees (programmes)
   – They are often not embedded within student information system data, so they cannot be used to create records that reflect them

6. Limited information system interoperability: SIS-LMS-eCatalog-co-curricular
Trends in American higher education

1. Co-curricular records
2. Competency-based education
3. E-portfolios
4. Badges, certificates and micro-credentials
5. Blockchain – distributed ledgers
Explosion of records initiatives

1. Digital records provide new opportunities to expand how we can represent the student experience
   - Academically in expressing learning outcomes
   - Experiential learning
   - Competency-based education

2. The backbone for digital records exchange is robust and mature:
   - AACRAO launched digital records exchange in 1992
   - Student affairs divisions have been documenting students’ participating in co-curricular activities for decades

3. Rapid development of new designs and technologies to carry student information
CLR project

1. Phase I
   - 2015 – 2017
   - Developed 12 models of digital records
   - Included widely different institutional types
   - Sought to include a wide variety of learners

2. Phase II
   - Focused on all learning, across the student experience
   - Scales adoption to about 150 institutions, largely through higher education systems and networks
   - Seeks to address some of the challenges uncovered in Phase I
Improved learning records

1. Capture learning where and when it occurs

2. Focus is on the acquisition of competencies/learning outcomes

3. Digital

4. Expandable
   – Can be “drilled down” or just viewed on the surface
Improved learner information

1. Focus students on the skills and abilities they are gaining and not solely on courses and credits
   - Opportunity to coach students on how to describe the depth and breadth of their learning

2. Add greater coherence to the student journey
   - The ”lights” at the end of the tunnel
   - Prior learning assessments that contribute more directly toward degree/credential requirements
   - Transfer credit, advanced standing credit, etc.
   - Micro-credentials as learning outcomes on the way to broader credentials

3. Provide employers and others with better information on what was learned and career readiness
Records that express learning

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

SUMMARY OF ELON EXPERIENCES

ACADEMIC COURSES

DIVERSITY
BIO 105 CURRENT ISSUES IN BIOLOGY
COM 268 THE FOLLOWERS EXPERIENCE
ANT 380 SPECIAL TOPICS IN ANTHROPOLOGY
EDU 467 EARLY CHILDHOOD POLICY & ADVOCACY
GEO 374 GEOGRAPHY

DESIGN THINKING
COR 402 GLOBAL INNOVATION
ENT 440 DESIGN THINKING FOR ACTION

LEADERSHIP
LED 210 FOUNDATIONS OF LEADERSHIP STUDIES

ENTREPRENEURSHIP
ENT 250 ENTREPRENEURSHIP
ENT 340 ENTREPRENEURIAL FINANCE
ENT 355 FOR THE GREATER GOOD
ENT 460 BRINGING THE VENTURE TO LIFE
ENT 490 DESIGN THINKING FOR ACTION

INNOVATION
COR 402 GLOBAL INNOVATION
MGT 423 INNOVATION DYNAMICS

STUDENT INFORMATION
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MAJOR: APPLIED MATHEMATICS
COMPUTER SCIENCE
COMPLETE: 28TH OF NOVEMBER 2016

EXPERIENCE TIMELINE

2013
HONORS RESEARCH (SPRING)

2014
ELON HONORS SPRING
FOREIGN EXCHANGE (SUMMER)
COMMUNITY SERVICE HACKATHON (FALL)
SAS - DATA SCIENCE INTERNSHIP (FALL)

2015
AUSTRALIA / NEW ZEALAND ELON CENTER
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)
Records that express learning
Records that express learning

Global and Cultural Competencies

- Transformation
  - Integration
  - Exposure

- CC - Dropbox Life Review - Care of Vulnerable Individuals - Fall 2015 - Exposure
- Mod 8 Korea Lecture - STLRI Global Cultural Competency - International Marketing - Fall 2015 - Exposure
- Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2015 - Integration

Research Creative and Scholarly Activities

- Research, Creative, & Scholarly Activities - Dropbox - Music Outreach Program 2015 - Fall 2015 - Integration
- Mosquito Experiment - Biology I for Majors - Fall 2015 - Exposure
- PCA Reflection Assignment STLRI - Dropbox - Landmark Cases in Forensic Sci - Fall 2015 - Integration
- Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2015 - Integration

Health and Wellness

- Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2015 - Integration
- Marriage Initiative - STLRI Assignment - Landmark Cases in Forensic Sci - Fall 2015 - Exposure
- GC - Dropbox Life Review - Care of Vulnerable Individuals - Fall 2015 - Exposure

Service Learning and Civic Engagement

- Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2015 - Integration
- Service Learning Project - STLRI - Success Central - Fall 2015 - Transformation

Leadership

- The Little Event - STLRI - Success Central - Fall 2015 - Integration
- OITC Visit Reflection Paper - Intro to Crime Analysis - Fall 2015 - Exposure
What we learned – challenges to be overcome

1. Learning frameworks matter:
   - If we want to focus on learning outcomes/competencies, the institution itself must have some consensus on these
   - Records with hundreds of learning outcomes/competencies not organized by major areas would lack utility and practicality

2. The integration of data across multiple information systems is the greatest challenge to creating records that integrate evidence of learning and achievement, where and when it happens

3. Commitment from leadership, a strong partnership between academic affairs, student affairs, the registrar, and IT are required to develop and implement a CLR
Discussion question

Where do portfolios intersect and how can they complement each other?
Resources


2. https://www.naspa.org

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Thank you!