



*Advancing Global Higher Education*

# Learner-focused Records: The Future of Student Credentials

Session 8789

Wednesday, November 6, 2019

Tom Green, Ph.D., AACRAO

Mike Simmons, Ph.D., University of North Texas

# Housekeeping

1. Please silence your mobile devices
2. Please keep side conversations to a minimum so that everyone can hear
3. This session is intended to foster discussion, so please engage and ask questions or introduce thoughts about the topic, once the content has been shared by the presenters
4. Please complete an evaluation of the sessions using the AACRAO Engage app

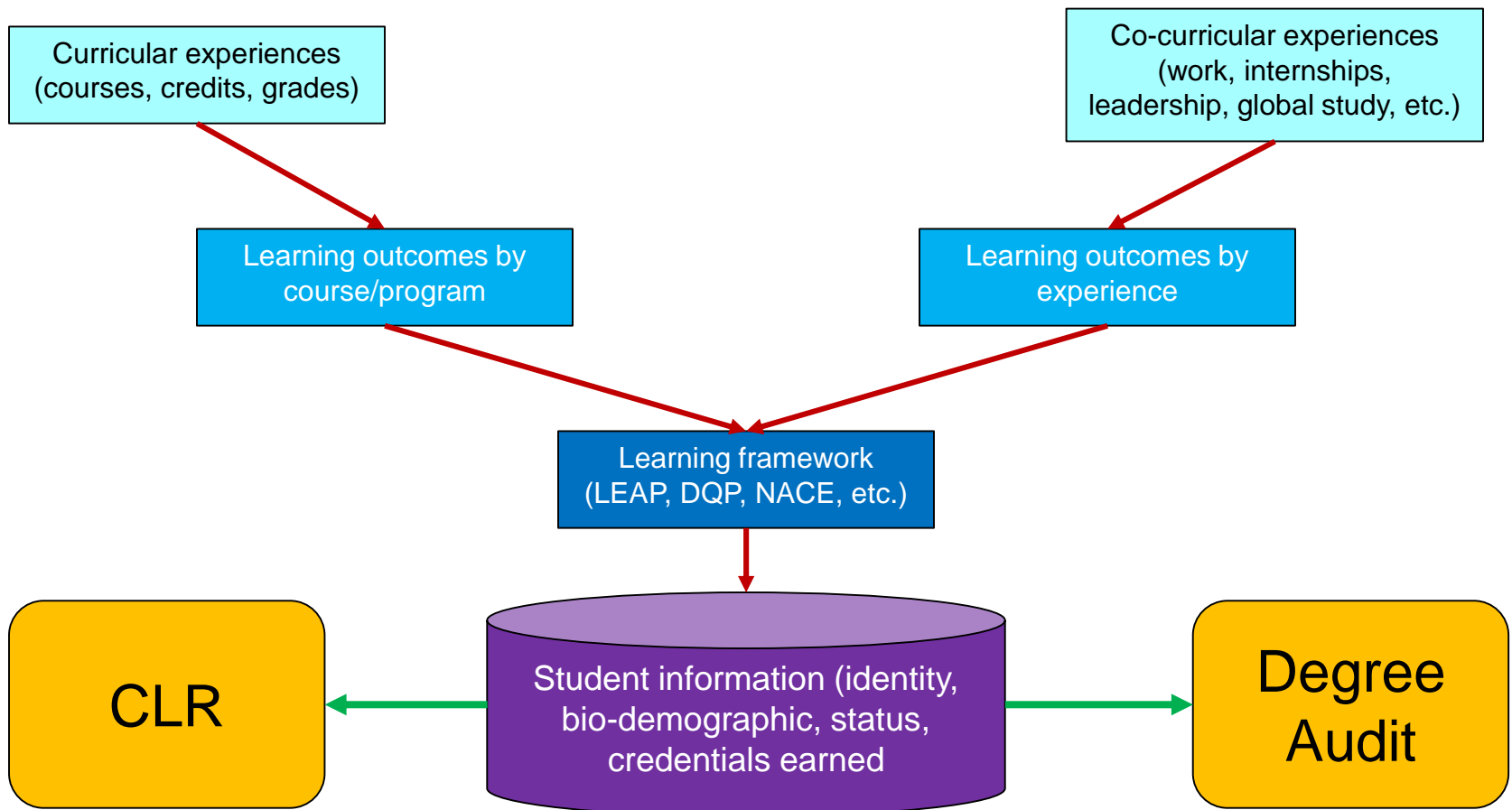
# Session overview

1. What are comprehensive learner records?
2. What do these records do for students and institutions?
3. University of North Texas' CLR project with North Central Texas College
4. Questions and discussion

# What is a Comprehensive Learner Record?

1. An official institutional record issued to students
2. A record focused on learning that occurs throughout the educational experience:
  - Through coursework
  - In co-curricular experiences
  - In learning experiences that may occur at the same time as the educational experience but outside the institution's oversight
3. Records may focus on any or all of these but go beyond rosters of courses, activities or experiences to evidence learning

# What are we trying to join together?



# How did we get here? A partnership forms

## 1. AACRAO

- Discussions of what the transcript might look like in a digital age

## 2. NASPA

- Student affairs, leadership and co-curricular learning
- Rapid increase in co-curricular transcript offerings

## 3. Members of both organizations sought guidance on how innovations in digital student records could be developed and standardized

## 4. Most of the development, especially in “co-curricular transcripts,” was being driven by companies and not by colleges and universities

# How did we get here? A partnership forms

5. We expanded our partnership to secure funding for our efforts
  - Lumina Foundation – funding for convenings and workshops
  - \$1.6M US in Phase 1: 2-15 – 2017
  - \$1.2M US in Phase 2: 2017 – 2020
  
6. We also needed help with learning outcomes
  - NILOA – learning outcomes and assessment

# Example: Johns Hopkins Certified Electronic Diploma

**JOHNS HOPKINS UNIVERSITY**

### Credential Validation

Validated: Thu, 01 Mar 2018 21:48:01 GMT

Name	John Doe Sample
Conferral Date	05/18/2017
Conferral Info	Master of Applied Science in Patient Safety and Healthcare Quality

powered by **CoCredentiaL TRUST**

### Program Outcomes

- Describe several frameworks and theories for assessing and improving the quality of care
- Describe current key policy and programmatic areas in quality of care
- Describe how to assess quality of care for a medical condition
- Describe key elements of published quality assessment and improvement studies
- Articulate how to develop a workable quality improvement and evaluation plan
- Recognize the extent of problems in patient safety in medical care
- Describe the role of various systems and factors in creating safety and causing errors and adverse events
- Discuss problems and issues in measuring and reporting safety
- Demonstrate knowledge of the basics of conducting an incident investigation and disclosing an adverse event
- Design solutions to improve patient safety
- Articulate the ethical, legal, and regulatory implications related to patient safety



# Visualizations – Elon and IUPUI



## ELON EXPERIENCES VISUAL TRANSCRIPT

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

## STUDENT INFORMATION

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

## SUMMARY OF ELON EXPERIENCES

RESEARCH  
**6 TERMS**

INTERNSHIP  
**400 HRS**

SERVICE  
**180 HRS**

GLOBAL EDUCATION  
**2 TERMS**

LEADERSHIP  
**1 TERM**

## EXPERIENCE TIMELINE

2013  
 HONORS RESEARCH SPRING

2014  
 ELONTHON SPRING  
 FOREIGN EXCHANGE SUMMER  
 COMMUNITY SERVICE HACKATHON FALL  
 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

## ACADEMIC COURSES

**DIVERSITY**

BIO 105 CURRENT ISSUES IN BIOLOGY  
 COM 266 THE FELLOWS EXPERIENCE  
 ANT 380 SPECIAL TOPICS IN ANTHROPOLOGY  
 EDU 467 EARLY CHILDHOOD POLICY & ADVOCACY  
 GEO 374 GEOGRAPHY

**DESIGN THINKING**

COR 402 GLOBAL INNOVATION  
 ENT 490 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

parchment

*Rodney D. Parks*  
 University Registrar | Dr. Rodney Parks





# What can these records do for students?

1. Provide a summary of learning that allows the student to reflect on her education and, from this, articulate that learning to others.
2. Used formatively, these records can help students understand the areas of learning that should be completed and the variety of sources through which learning may occur.
3. Help students understand the knowledge, skills and abilities they are acquiring during their education and how those may relate to their uses, after college.

# What can these records do for institutions?

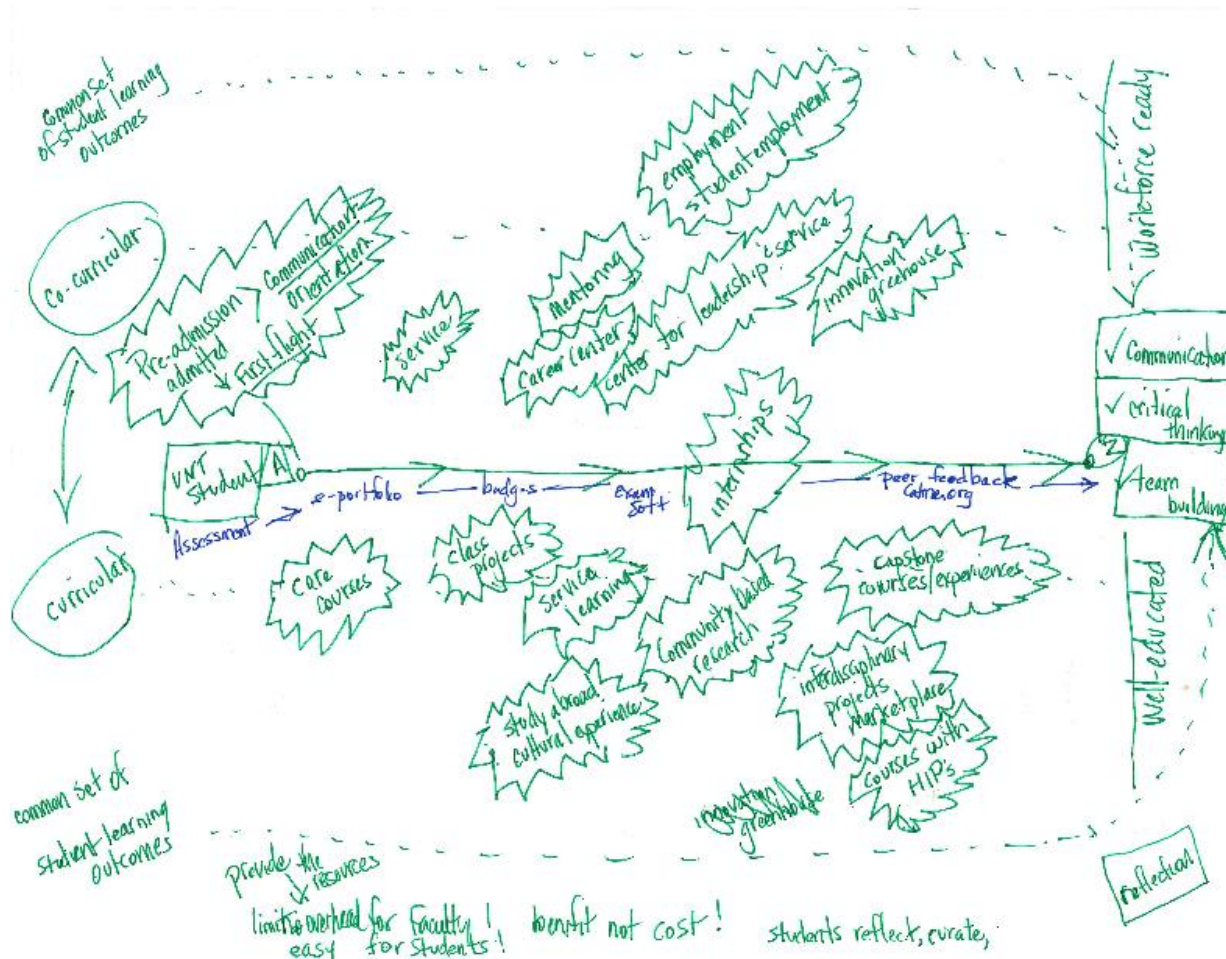
1. Perhaps the greatest benefit is the work to
  - Identify learning outcomes in all courses
  - Identify learning outcomes in co-curricular experiences
  - Consider outside experiences that may evidence learning and contribute to the learning attained through the institution
2. Help the institution understand how its educational courses, programs and experiences contribute to a larger learning framework of an educated person
3. Contribute to a broader system of learning with other institutions through the transfer of learning outcomes
  - How learning at one institutions intersects with learning at another



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# University of North Texas North Central Texas College

THIS IS A PLACEHOLDER FOR MIKE'S SLIDES



## **Degree alone not enough to prepare grads for workforce**

- USA Today

## **2015 College Grads May Not Be As Ready for the Workplace as They Think They Are**

**New Report: Grads not only unprepared for workplace, but unaware of how unprepared they are.**

Townhall.com

- Money

**Ready or Not? Are college graduates prepared for the workforce? Only university administrators seem to think so.**

InsideHigherEd.com

## **College grads: overqualified and underprepared?**

- USA Today

## **College Grads, Ready or Not? Employers Think Not**

- Workforce.com



# WHY GO TO COLLEGE?

STUDENTS & PARENTS WEIGH IN

In summer 2016 incoming freshman and parents were asked - Why are students coming to college?

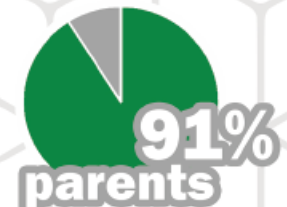
## STUDENTS

- 96% Get a good job
- 88% Gain new skills
- 79% Learn about interests
- 72% Internships/Volunteering
- 62% Not live at home
- 57% Figure out future
- 57% Study abroad
- 52% Community engagement

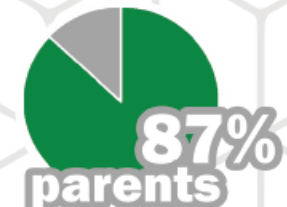
## PARENTS

- 91% Get a good job
- 87% Gain new skills
- 76% Expand network
- 69% Community engagement
- 63% Become independent
- 61% Figure out future
- 28% Prepare for real world
- 22% Not live at home

...get a good job.



...skills for future.



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UNT CAREER CONNECT

Campus • Community • Career

The results of the analysis reaffirm the importance of the six key factors identified in the 2014 Gallup-Purdue Index Report that relate to higher alumni well-being and employee engagement. Strong agreement with any of the first three items in the table — which measure students' support from faculty members and mentors — almost doubles the odds that a graduate will also strongly agree that his or her education was worth the cost.

**The odds of strongly agreeing education was worth the cost are:**

1.9x	Higher if ... My professors at [University Name] cared about me as a person.	1.9x	Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.
1.8x	Higher if ... I had at least one professor at [University Name] who made me excited about learning.	1.6x	Higher if ... I worked on a project that took a semester or more to complete.
1.6x	Higher if ... I was extremely active in extracurricular activities and organizations while attending [University Name].	1.5x	Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.
1.4x	Higher if ... I held a leadership position in a club or organization such as student government, a fraternity or sorority or an athletic team.	1.3x	Higher if ... I was a member of a national fraternity or sorority.
1.2x	Higher if ... I had a paid job or internship.		

## High-Impact Practices

**High-impact practices engage students in learning activities that foster essential learning. These activities must include high performance expectations, significant investment of student time and effort, and substantial interaction with faculty, staff, and peers. The best HIPs are coordinated and meaningful, something Career Connect is facilitating by supporting student reflection and evidence collection.**



### First-Year Seminars and Experiences

First year seminars or programs that bring small groups of students and faculty or staff together with an emphasis on inquiry, writing, literacy, collaborative learning, and practical competencies.



### Capstone Course and Projects

Culminating experiences that require students nearing the end of their college years to integrate what they have learned into a project (e.g. papers, performance, ePortfolios, etc.).



### Undergraduate Research

Real-life opportunities to engage in empirical observation, technology, unanswered questions, and more along with faculty mentoring and intentional learning opportunities.



### Service-Learning & Community-Based Learning

Field-based experiential learning with community partners and gives students a chance to practice their learning in real-world settings.



### Diversity/Global Learning

Courses and programs that help students explore cultures, experiences, and worldviews different from their own. In the best examples, intercultural education is supported with experiential learning during the study abroad experience.



### ePortfolios

ePortfolios enable students to collect work over time and reflect on their personal and academic growth. In the best examples, the ePortfolio is used in concert with another HIP.



### Writing-Intensive Courses

Experiences that emphasize writing at all levels of instruction in which students produce and revise writing for different audiences and disciplines.



### Common Intellectual Experiences & Core Curriculum

Common courses or experiences vertically organized and includes advanced integrative studies and/or participation in a learning community.



### Collaborative Assignments and Projects

Learning experiences designed with the goal of helping students learn to work and solve problems with others and in an effort to improve how one understands and listens to others with different perspectives.



### Learning Communities

Experiences that encourage the integration of learning across courses and involves students in discourse around common topics and act as a bridge between the classroom and the real world.

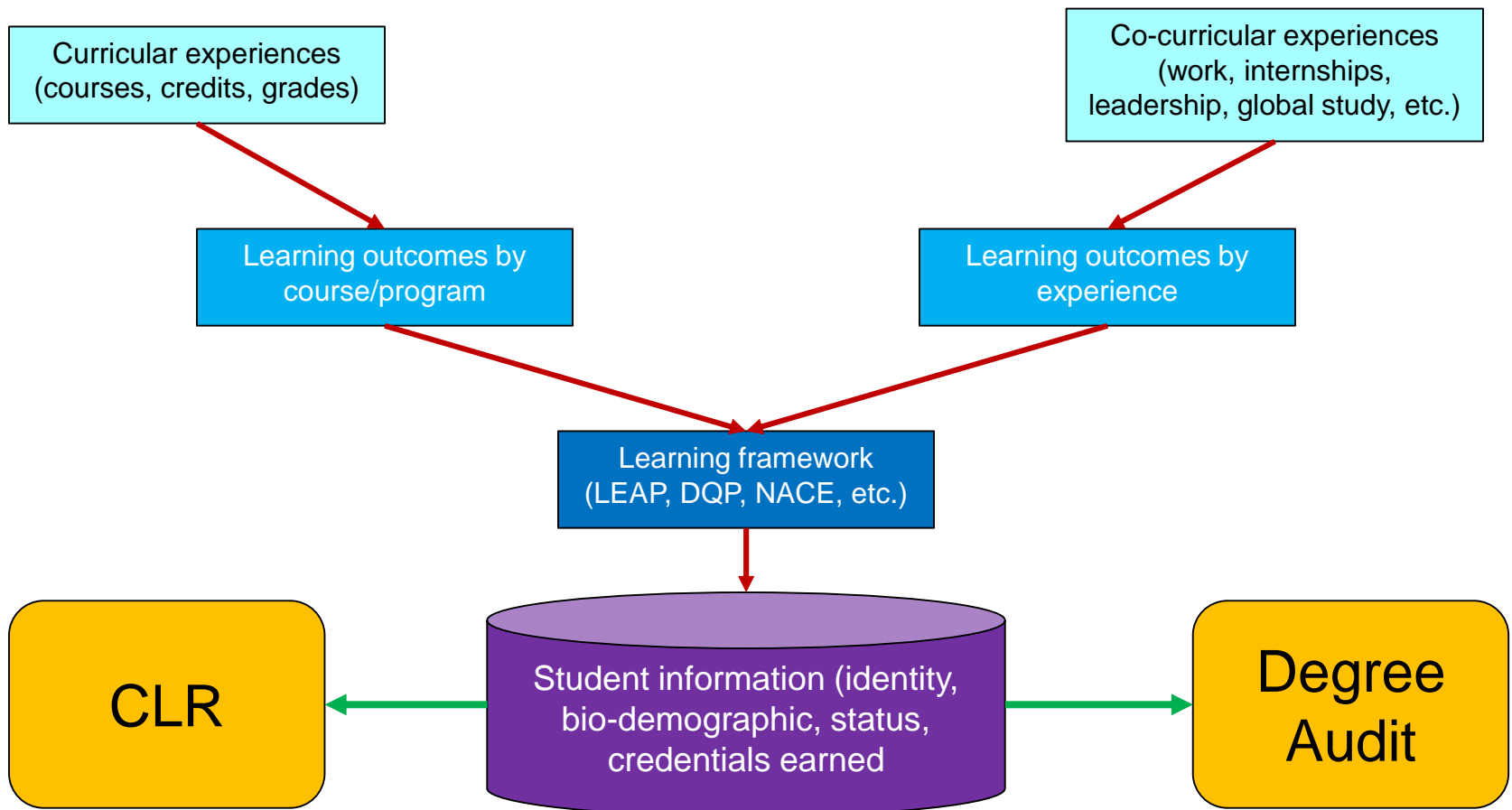


### Internships

Direct experience in work settings, usually related to career interest.

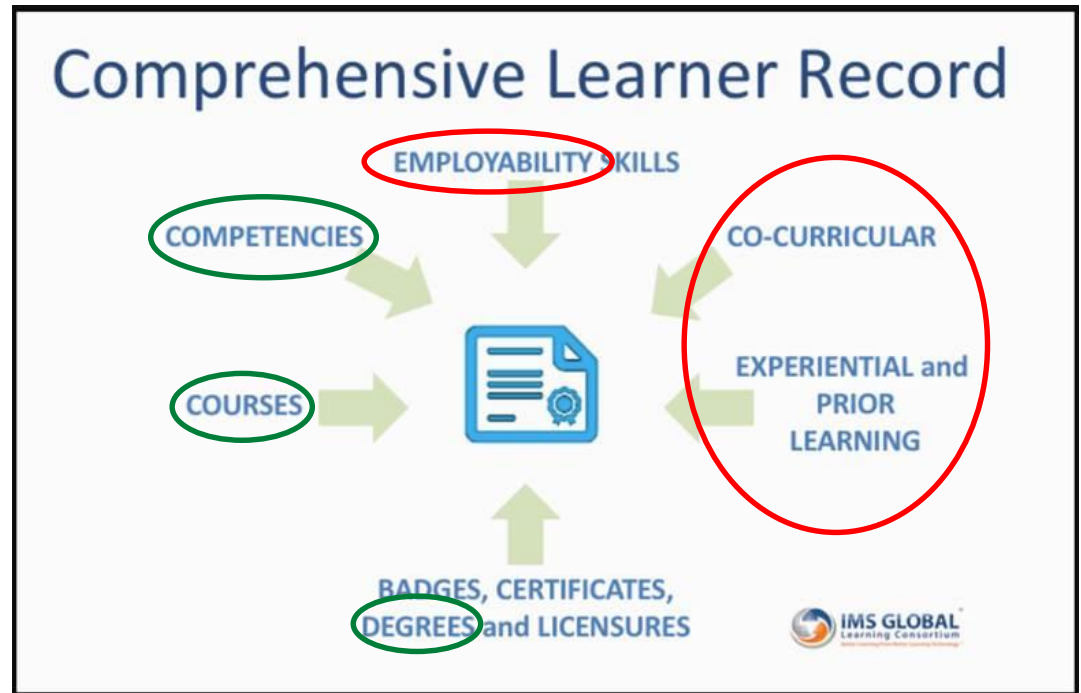
Definitions adapted from AAC&U and NSSE

# What are we trying to join together?

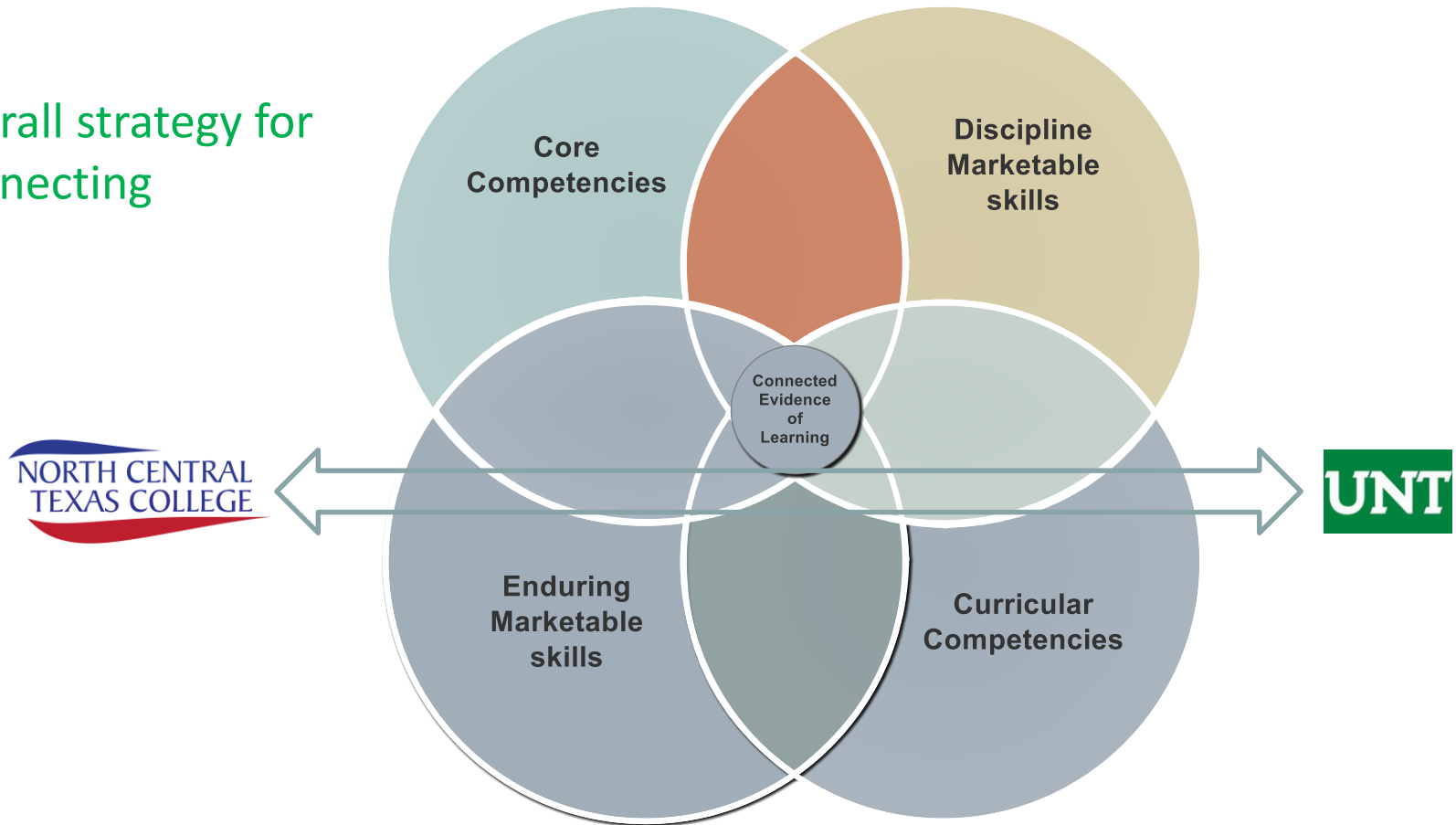


# Marketable Skills Dashboard and Transcript

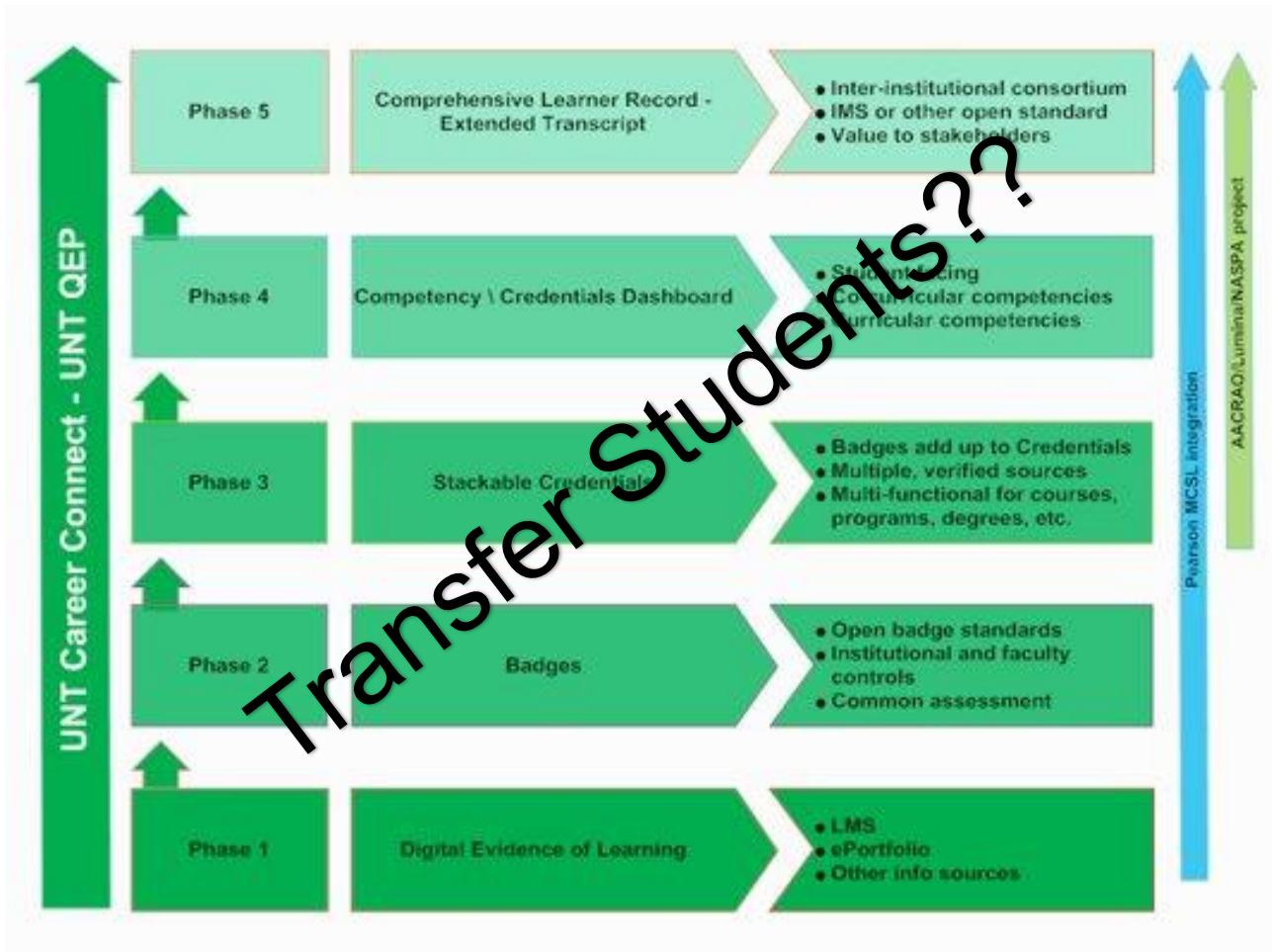
1. Provides visualization of student progress and competency development
2. Frames the value of the degree in labor/market terms
3. Aligns with marketable skills initiatives:
  - 60x30TX requirements
  - Supports efforts to track student employment and earnings outcomes
4. Curricular AND Co-curricular



## Overall strategy for Connecting



mike.simmons@unt.edu careerconnect.unt.edu



# Learner Record

Your Learner Record is a list of achievements you can share. You can edit it to display selected Pathways and Badges and add related projects. [Learn more](#)

Public

Share

Edit

— PREVIEW MODE —



**Michael Clarke**  
mclarke@unt.edu

### Learner Record Outline

Pathways

[Teamwork](#)

[Critical Thinking](#)



## Teamwork

Students who earned this badge were evaluated using the AAC&U VALUE rubric for Teamwork in an experience integrating two high-impact practices at the University of North Texas. Criteria include their contributions to...[View More](#)

Issued on 15 May 2019

Issued By: [University of North Texas](#)

[View Pathway](#)

Milestones



[Demonstrated Proficiency](#)



[Essential Knowledge](#)

Prerequisites



[Gender and Globalization Service-Learning](#)



[Political Science Survey of Attitudes to Health Care](#)



[Undergraduate Research in Immigration Policy](#)



## Critical Thinking

Students who earned this badge were evaluated using the AAC&U VALUE rubric for Critical Thinking in an experience that included a high-impact practice at the University of North Texas. Criteria that were evaluated include a stu ...[View More](#)

In Progress

Issued By: [University of North Texas](#)

[View Pathway](#)

Milestones



[Essential Knowledge](#)

Prerequisites



[Upcycle Project Design](#)



[College of Music ePortfolios](#)



[Debate and Argument Case Study Assignment](#)



What's the ROI?

Value proposition for institution?

Strategic? Enrollment?

Other ways to accomplish this 'value add'  
without a CLR project?

“Vocational” institution?

# Areas for discussion

## 1. Data integration

- Where is the data in your system(s)?
- Is there a data warehouse function that you could use to store joined data?
- What are the options?

## 2. Role of academic areas

- How do you get academic departments to declare and join learning outcomes?
- What is the role of faculty in learning outside the classroom (virtual or live)?

## 3. Data standards



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# Questions Comments Discussion



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Please complete your evaluations  
Thank you!

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