Case Studies: Institutional Innovations for 21st Century Credentials

Salt Lake City, Utah

Wednesday, June 8, 2016
Agenda for this session

1. Introduction of panelists

2. Brief overview of Comprehensive Student Records (CSR) project

3. Brief overview of IMS Global data integration project

4. Case Studies:
   - University of Houston Downtown
   - Elon University
   - Colorado Community College System
   - University of Maryland University College

5. Discussion and questions
Impetus for a CSR project

1. Assessment of learning is being driven by accreditation and calls for us to declare more than courses taken, grades and degrees as evidence of learning.

2. Technology allows institutions and students to represent learning and achievement in ways that were not possible in the past:
   - Online social media sites, such as LinkedIn, are used to represent academic achievements with little or no validation by higher education institutions.
   - Colleges and schools can produce certificates and other documents that appear “official” without any interaction with the Registrar.

3. Widespread acceptance that learning happens beyond the classroom.
AACRAO and NASPA partner to . . .

1. Accelerate the creation of a comprehensive student record.

2. Develop a framework for the development of these records.

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

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.
Lumina Foundation provides funding to . . .

5. Directly assist a group of twelve institutions to develop models of comprehensive student records that may include:
   – Competency-based education;
   – Learning outcomes for programs/majors/degrees; and/or
   – Co-curricular learning records and outcomes.

6. Communicate the results of the project to higher education audiences, generally:
   – During the project to discuss challenges, progress, results.
   – At the conclusion of the project to provide models that institutions may choose to emulate.
## Institutional participants

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Location</th>
<th>Enrollment size</th>
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<td>31,482</td>
<td>Public</td>
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<td>7795</td>
<td>Private, non-profit</td>
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<td>Madison, WI</td>
<td>300 - 1000</td>
<td>Public</td>
<td>4-year extensive research I; 2-year community colleges</td>
</tr>
</tbody>
</table>
1. 360 members and growing

2. Institutions, districts, suppliers and associations

3. Collaborating to advance technology for learning impact

4. Building learner-centered education through constructive connections
Traditional educational models have placed great emphasis on educational processes and inputs such as strong curriculum development, effective student selection and enrollment, and excellent facilities. Increasingly, however, educational models are focusing on outcomes, the results of educational processes in the form of demonstrated competencies and graduates.

Attention to competencies has increased rapidly, fueled in part by students’ expectations that their credentials prepare them adequately for careers, employers’ complaints that graduates lack the competencies they need, and government and taxpayers’ concerns about how higher education investments are serving our society and economy. For a concise
Connecting

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CONTENT

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INTEROPERABILITY
LTI®

PERSONAL PATHWAYS
credential

a qualification, achievement, personal quality, or aspect of a person’s background, typically when used to indicate when they are suitable for something: ‘recruitment is based mainly on academic credentials’

A quality, skill or experience that makes a person suited to do a job: a document which shows that a person is qualified to do a particular job.
Open Badge Extensions for Education
Building the UHD Comprehensive Student Record:
AACRAO- NASPA-Lumina Project
UHD Overview

• Urban 4-year Comprehensive University
  – 45 undergraduate degree programs
    • STEM, Public Service, Liberal Arts, Business
  – 10 graduate degree programs

• Student Body
  – Enrollment: 14,500
  – Classified as Hispanic Serving Institution and Minority Serving Institution
  – Significant representation from underrepresented groups, low socio-economic backgrounds
UHD Vision & Commitment

• UHD is committed to offering transformative high impact curricular and co-curricular experiences. Research suggests that these experiences take place inside and outside the classroom:
  – Increase student engagement
  – Increase student retention
  – Build 21\textsuperscript{st} Century skills (LEAP Outcomes)
    • Intellectual and Practical Skills
      – Critical Thinking, Written & Verbal Communications, Team work & Problem Solving, Quantitative literacy, Information literacy.
    • Personal and Social Responsibility
      – Civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning
    • Integrative and Applied Learning

• UHD is committed to serving the Greater Houston Community
  – UHD is designated as a Community Engagement Institution
    • Carnegie Foundation
    • The President’s Honor Roll
Designation of High Impact Practices on Academic Transcripts

What work has UHD done regarding high impact practices?

• UHD has created a high impact committee that has identified high impact practices based definition.
  – First year seminars and experiences, Common intellectual experiences – common core coursework, Learning communities, Writing-Intensive courses, Collaborative assignments and projects, Undergraduate Research, Study Abroad, Service Learning, Internships, Capstone Courses and Projects

• UHD has developed course work with designations of Service Learning & Honors
  – Implemented Fall 2014
  – Developed a standardized definition
  – Developed a process for approval through the University Curriculum Committee, Service Learning & Honors Committee
  – Designation is identified on academic transcript

• UHD would like to expand beyond using the academic transcript for just academic coursework but to codify curricular & co-curricular experiences, learning, and achievement of specific outcomes
Comprehensive Student Record Vision

• Most institutions offer an academic transcript and a co-curricular record.
  – UHD would like to fully integrate curricular & co-curricular into one comprehensive document

• UHD would like to develop a CSR to recognize student achievement and attainment of skills /learning outcomes at various levels.
  – Course Designations, Curricular and Co-Curricular Digital Badges, Specialized Diplomas.

• Developing a CSR may help students articulate and present learning experiences and skills development achieved through curricular and co-curricular experiences in meaningful ways.
Comprehensive Student Record Vision

• UHD plans to initiate this effort with developing a new specialized diploma for “Elite Scholars”.
  – Elite Scholars will be students who participate in community engagement courses and out of class experiences that focus on the development of competencies and 21st century skills.
  
  – The Elite Scholar diploma will be the culmination of four specialized digital badges for community engagement:
    • Curricular badges:
      – Level 1: Engaged Scholar (UHD QEP)
        » “Preparing students to think critically about community issues”
      – Level 2: Community Scholars (Requirements TBD)
    • Co-Curricular badges:
      – Level 1: Engaged Gator (Requirements TBD)
      – Level 2: Community Gator (Requirements TBD)
Institutional Vision

ELITE SCHOLARS

COMMUNITY SCHOLARS
- 3YRS BEYOND ENGAGEMENT
- SACSCOC-QEP
- ENGAGED SCHOLARS
- FTIC Y1/Y2

CENTERS & COLLEGES AS CONDUIT

TRANSFERS

COMMUNITY GATORS
- CO-CURRICULAR ENGAGEMENT

ENGAGED GATORS
- CO-CURRICULAR ENGAGEMENT
Lumina Project Scope

• **Two main goals:**
  
  – Develop the infrastructure, technology, and training to support the implementation of level one curricular badge, Engaged Scholar, in Fall 2016.

  – Begin to define the level one co-curricular badge learning outcomes, program design, and approval process for implementation in Fall 2017.
Lumina Project Scope (cont.)

• Offer the Level 1 curricular badge of Engaged Scholar
  – Requires a minimum of 4 courses within first 2 years at UHD
    • 3 community engagement levels focused on the learning outcomes of critical thinking.
      – Awareness
      – Integration
      – Involvement

• 41 ACE Courses to be offered in Fall 2016: 27 (A), 6 (INT), and 8 (INV)
  – Maintain a 2.5 GPA
  – Minimum of one grade of “C” in the ACE courses

• Develop approval process for course development or redesign to receive the ACE designation by meeting one of two student learning outcomes:
  – Students will be able to analyze community issues with respect to different perspectives, theories, or solutions
  – Students will be able to identify or design creative strategies to address an aspect of a community issue.
Lumina Project Scope (cont.)

• **Build E- Portfolio in Student Engagement technology- OrgSync**
  – Each course has a portal in Orgsync and Blackboard for:
    • Individual submission of assignments
    • Submission, verification, and approval of community service hours
  – Community partner portal (*in development*)
    • To provide feedback on student

  – Students build a portfolio to highlight:
    • Agencies in which they have worked
    • Highlight examples of their work displaying competencies

• **Build the digital badge requirements in the degree audit**
  – Courses have attributes to be read in the degree audit
  – Allows for student self-advising/course selection for requirements of the badge.
  – Display the digital badge on the academic transcript and in the E- Portfolio.
THIS IS JUST THE BEGINNING!

It is our goal to ensure that we not only teach our graduates the competencies needed for employability but, that can they articulate how these skills were developed and provide tangible proof to support their claims!
The Visual Transcript: The Next Evolution of eCredentials

Dr. Rodney Parks, Ph.D.
University Registrar & Assistant Professor, Elon University

WCET Summit Case Studies: Institutional Innovations for 21st Century Credentials
Tuesday, May 17th, 2016
Case Study: Elon Experiential Transcript

- Why track these experiences?
  - Growing demand to identify non-credit-bearing student experiences
  - Academic transcript no longer adequate for fully describing student university experience
  - Artifacts should match the vision of the institution
    - Study Abroad, Service Learning, Internship, Research, Leadership

http://www.elon.edu/E-Net/Article/120237
http://www.elon.edu/E-Net/Article/120237
Case Study: Elon Experiential Transcript

**ELON UNIVERSITY**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Leadership in Practice</td>
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<td></td>
<td>Social Entrepreneurship</td>
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**ELON EXPERIENCES TRANSCRIPT**

Study Abroad • Volunteer Service • Internships/Co-ops • Leadership Development • Undergraduate Research

<table>
<thead>
<tr>
<th>Name: Jane Doe</th>
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<tbody>
<tr>
<td>Degrees: BA - Bachelor of Arts</td>
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<td>Major(s): English</td>
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<td>Minor(s): Political Science</td>
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**VOLUNTEER SERVICE**

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**INTERNSHIPS/CO-OPS**

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**UNDERGRADUATE RESEARCH**

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<td>Spring 2026</td>
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**SECONDARY ENGLISH**

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**GRADUATE RESEARCH**

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**SPECIAL PROJECTS**

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**ADDITIONAL COURSES**

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**CONCLUSION**

Jane Doe has successfully completed her studies at Elon University, focusing on experiential learning, global issues, sustainable development, leadership, and social entrepreneurship. Her transcript reflects a strong commitment to community service and professional development, showcasing a well-rounded education that prepares her for success in her future endeavors.
Evolving - Planning for a visual transcript

- Lumina grant: sharing $1.56 million with eleven other institutions to innovate

- Outline of administrative user process:
  1. User logs in
  2. Users defines settings: file name, template, and SFTP folders (this step completed once)
  3. Users accesses online dashboard
  4. User uploads (CSV) files
  5. System generates visual experiential files, updates statuses
  6. User uploads completed files to Parchment 7 cloud via SFTP
  7. Files are ready for download
The visual transcript today
Moving forward

**Education**

**Elon University**
Bachelor of Arts (B.A.), Psychology and Neuroscience
2010 – 2014

**Activities and Societies:** President of the Phoenix Pals Club, Treasurer of the Neuroscience Club, Fire of the Carolinas Drumline

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Elon University Experiences Transcript | Elon University CeDiploma
Discussion

- Questions?
- Thank you!
- Dr. Rod Parks, PhD
  - 336.278.6670
  - rparks4@elon.edu
BADGES? BADGES?
TODAY’S WORKFORCE DEMANDS CONNECTED CREDENTIALS
COLORADO COMMUNITY COLLEGE SYSTEM

CCCS is composed of:
13 Colleges and
37 Campuses State Wide
THE PROBLEM....

Fragmented, multi-layered, complex “system” that doesn’t work well for employers, individuals or educators

Highly diverse and decentralized

Many actors:
schools, industry groups, occupational groups, licensing boards, accreditors, and more

Many types of credentials

Different:
• purposes
• quality assurance mechanisms
• metrics for awarding

Difficult to understand

Public and employer policies struggle to keep pace with new developments
Learning-Based & Learner-Centered

• Opportunity for real modularizing and stacking
• Badges can represent specific competencies
• Can stand alone or link with other credentials
• Can capture learning missed by other credentials
• Vehicle for agility in credentialing

• All learning matters wherever it’s obtained
• All credentials are based on learning outcomes (competencies)
• Credentials are portable, transferrable, transparent, useful and easily understood by learners, workers, employers
• Helps learners, workers and employers make informed choices about their investment in and value of the credential they’re purchasing
• Helps employers better qualify employees and reduce recruiting time, employee turn-over, and cost of retraining
COLORADO’S VISION.....

Create a series of digital badges which are:

- Competency and skill based
- Industry driven
- Community centered
- Learner focused

Evidence of value is based on recognition of the demonstrated mastery

- Assessments
- Testing
- Portfolio of work
- Certifications
- Field work in real time documented with images, video

Allows a person to differentiate themselves within a competitive workforce

Provides enhancement of:

current certificates and degrees while highlighting workforce demanded competencies not evident in courses, certificates, degrees
Ecosystem of micro-credentials between CCCS and Workforce

Issuing Badges

- Competencies
  - Identify skills and competencies
  - Identify and match to job skills

Evidence
- Evidence of mastery
- Review for mastery
- Compile the metadata

Metadata
- Document Credential

Competencies

Badges
- Issue digital credential

Micro-Credential
- Access the digital badge

ACCEPTING BADGES
COLORADO COMMUNITY COLLEGE SYSTEM BADGES

We’re currently badging in four areas: Math, Machining, Engineering Graphics and Faculty Development.

**Technical Math**
- 6 Mastery badges
- 19 Proficient badges

**Machining Level I**
- 11 Mastery badges
- Industry requested badges based on National Institute of Metalworking Skills Certifications

**Engineering Graphics**
- 7 MSU Mastery badges
- 7 Mastery badges
- 3 Expert badges
- Industry requested badges based on Colorado business advisory input

**Faculty Development**
- 8-9 Mastery badges
- Standardized competencies/skill level between colleges for hybrid and online instructors

**Faculty Portfolio Assessor**
- 1 Co-Branded badge
- Faculty mastery in evaluating the directness which support or provide
Why does Colorado Workforce need more transparent credentials?

*Identified Competencies that are Learner Focused, Community Centered and Industry Driven*

**Transparency of learning**
- Competencies at a granular level
- Link what knowledge to what a badge earner “can do”

**Portability**
- Follows the learner through a life long learning pathway
- Data can be verified and certified by badge consumer
CONNECTING CREDENTIAL COMPETENCY FRAMEWORK - ADVANCED MANUFACTURING
CAN BADGES = JOBS?

Current Colorado job listings in tied directly back to our Machining Level I badges.

**Barber-Nichols Inc.,** CNC Lathe Machinist/Programmer: Programming and use of CNC equipment.

**CMG,** Machine Op/Production: Operate machinery and equipment used in the manufacture of products.

**Department of Treasury,** Machinist: Set up and operate machines for machining pieces at unusual or compound angles. Determine proper gear train and gear ratios to produce specific pitch, lead, and pitch diameter for various standard and nonstandard screw threads, making the necessary computations for differential, compound and angular indexing. $25-$30 an hour

**Phillips Service Industries, Inc.,** Machinist: Calculate dimensions and tolerances using knowledge of mathematics and instruments such as micrometers and vernier calipers

**Niagara Bottling,** Machine Operator: Responsible for overall maintaining of a production line, including starting and stopping of some equipment (palletizers, carton makers, carton sealers, drop packers). No mechanical work is performed without prior approval.
THANKS!

Any questions?

Contact me at:

Brenda Perea

brenda.perea@cccs.edu
CREATIVE COMMONS ATTRIBUTION

Workforce Development presentation by Brenda M. Perea and Larry Good is licensed under a Creative Commons Attribution 4.0 International License. Permissions beyond the scope of this license may be available at https://www.cccs.edu/partnering-for-success/trade-adjustment-assistance/taa-champ/.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites, and including, but not limited to accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.
A new CSR and eT

Joellen Shendy
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.
Key Points

GOAL

• A new way to evidence student learning
  – Allows the student and other stakeholders greater transparency into what a student knows and can do

The problem we are trying to solve:

• Current transcript shows what courses were delivered – not the learning that occurred
• Students and others struggle to:
  – Make cross cutting connections across the curriculum
  – Articulate what a student knows and can do
  – Demonstrate value of the degree or credential they have earned
# IMS Global CBE Extending the Transcript Guidelines

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<th>Academic/ Business Requirements</th>
<th>Technology Implementation</th>
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<td>Registrar controlled</td>
<td>An IMS-standard context of open badge standard</td>
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<tr>
<td>Issued by Institution</td>
<td>Based on CBE Standard Record</td>
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<tr>
<td>An e Transcript</td>
<td>Secure and private</td>
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<tr>
<td>Authentic, unalterable</td>
<td>Printable in PDF format</td>
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<td>Machine Readable, Digitally Signed, JSON</td>
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UMUC Partners with Learning Objects for a Learning-centered architecture

**COMPREHENSIVE PROGRAM DESIGN & DELIVERY TOOLS & SERVICES**

- **SIS**
- Program System of Record
- Personalized & Adaptive Courseware
- COMPREHENSIVE PROGRAM PERFORMANCE DATA
- **LMSs**
- 3rd Party Courseware
- Proprietary Learning Tools
- Assessment Tools
- **GRADES (manual)**
- **Capability Dashboard**
- **Capability Transcript**

**Learning Technology & Curriculum Design Services**
OFFICIAL TRANSCRIPT

OLIVIA HAFEZ
STUDENT ID: 123456
STATUS AS OF: 9/10/2015

MASTER OF SCIENCE
Nursing - Nursing Informatics

Integrate information technology to align with nursing practice.

DETAIL

80%

Interpret clinical nursing practice through the lens of nursing informatics.

DETAIL

80%

Lead the nursing informatics lifecycle.

DETAIL

100%

Optimize workflow to maximize the impact of nursing informatics.

DETAIL

60%

Integrate concepts of meaningful use into nursing informatics practice.

DETAIL

75%
Test Prototype Link

Learning Objects Live Demo eT Prototype
MASTER OF SCIENCE
Nursing - Nursing Informatics

Integrate information technology to align with nursing practice.

Data Management and Health Care Technology

- **Basic**: Differentiate database standard terminologies used by different health information systems.
- **Distinguished**: Apply data management techniques to decision making in nursing practice.
- **NonProficient**: Create various data representation methods for reporting and professional communications.
- **Basic**: Articulate strategies for querying and generating reports from health information system databases.
- **Basic**: Communicate technical standards as they relate to various informatics technologies.

Interpret clinical nursing practice through the lens of nursing informatics.

Lead the nursing informatics lifecycle.
OFFICIAL TRANSCRIPT

OLIVIA HAIFEZ
STUDENT ID: 123456
STATUS AS OF: 9/10/2015

MASTER OF SCIENCE
Nursing - Nursing Informatics

Integrate information technology to align with nursing practice.

80%

DETAIL

Data Management and Health Care Technology

Performance Improvement Using Early Warning

Basic Differentiate database standard terminologies used by different health information systems.
Distinguished Apply data management techniques to decision making in nursing practice.
NonProficient Create various data representation methods for reporting and professional communications.
Basic Articulate strategies for querying and generating reports from health information system databases.
Basic Communicate technical standards as they relate to various informatics technologies.

Interpret clinical nursing practice through the lens of nursing informatics.

80%

DETAIL

Lead the nursing informatics lifecycle.
DISCUSSION
Thank you.