



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

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



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Learning Consortium

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**



IMS GLOBAL[®]
Learning Consortium

Article Series on Learning Impact

Competency-Based Education and Extended Transcripts: IMS Global Learning Consortium Enabling Better Digital Credentialing

May 2016

<http://tinyurl.com/IMS-WCET16>

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

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IMS Digital Credential Initiatives

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**





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**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 21st 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

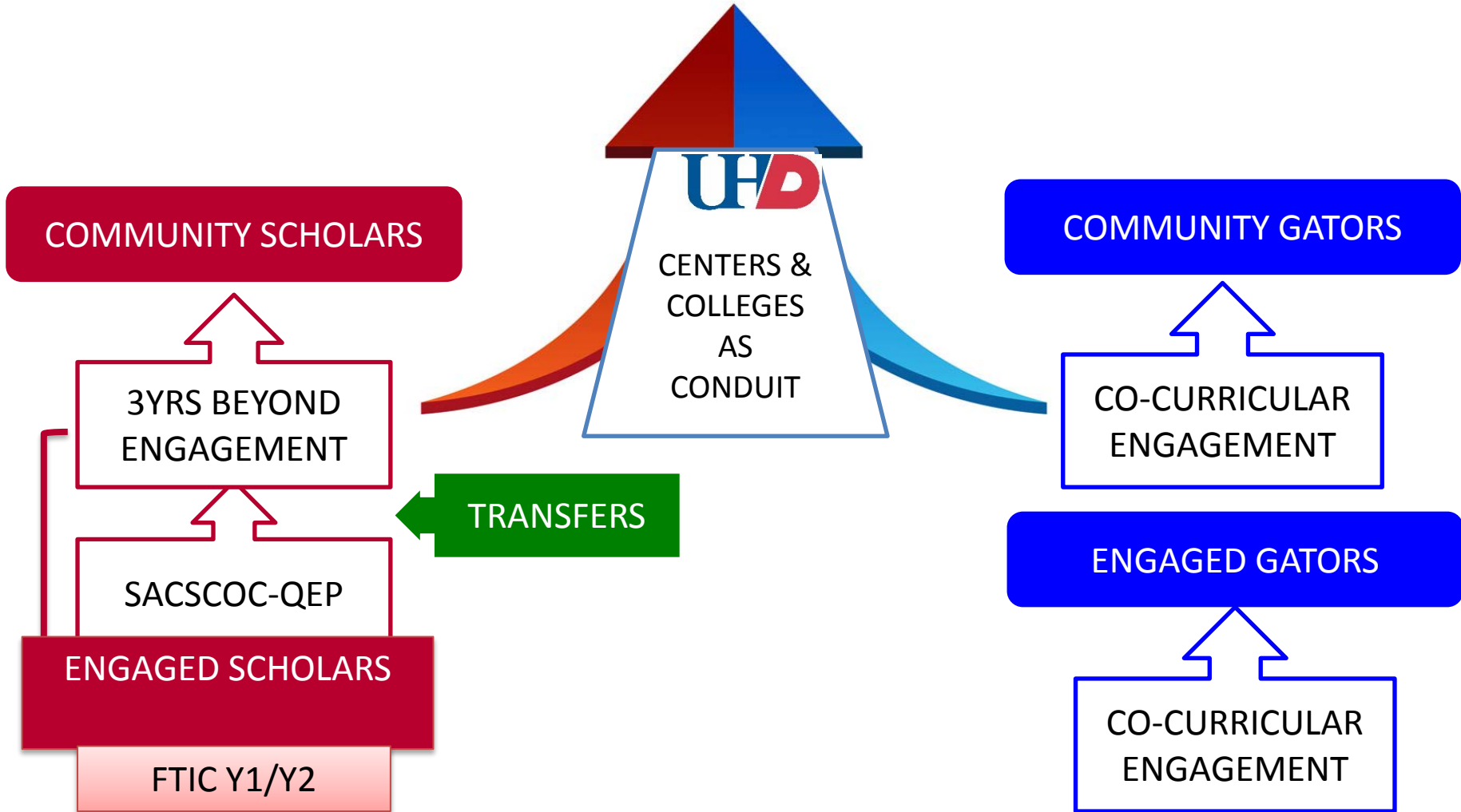
- Most institutions offer an academic transcript and a co-curricular record.
 - UHD would like to fully integrate curricular & co-curricular into one comprehensive document
- UHD would like to develop a CSR to recognize student achievement and attainment of skills /learning outcomes at various levels.
 - 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



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>

Elon is also the **only university in the nation listed on all eight U.S. News lists of high-impact "Academic Programs to Look For."** The lists are compiled from a national survey of higher education administrators who were asked to nominate best schools in the eight categories. Elon earns recognition for:

- First-Year Experiences
- Internships/Co-ops
- Senior Capstone
- Undergraduate Research/Creative Projects
- Learning Communities
- Study Abroad
- Service Learning
- Writing in the Disciplines

<http://www.elon.edu/E-Net/Article/120237>

Case Study: Elon Experiential Transcript

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT APPEAR ON SECOND PAGE

ELON UNIVERSITY

Doc: Jane Sally
12/06

COURSE	COURSE TITLE	CNO	CPO	COURSE	COURSE TITLE	CNO	CPO
Transfer Work							
MTH 123	Calc & Analytic Geometry I	4.00		ECO 210	Intermediate Macro Theory	4.00	B
ENG 110	College Writing	4.00		ECO 203	Statistics for Decision-Making	4.00	A
HST 121	US History Through 1845	4.00		ENR 278	Press, Politics During Cold W	4.00	B
Term GPA 0.000		Credit 12.00		POL 115	American Government	4.00	A
Cum GPA 9.000		Credit 12.00		Term GPA 3.683		Credit 16.00	
Fall 2009							
CHM 111	General Chemistry I	3.00	F	Cum GPA 3.683		Credit 87.00	
BIO 111	Introductory Cell Biology	3.00	A	Fall 2010			
CHM 113	General Chemistry I Lab	1.00	A	STA 244	New Zealand Preparatory Sem	1.00	A
BIO 113	Cell Biology Laboratory	1.00	A	ECO 311	Intermediate Micro Theory	4.00	A
GST 119	WMBR: The Global Experience	4.00	A	ECO 316	International Trade & Finance	4.00	A
ELN 101	Elon 101	1.00	S	ECO 347	Introduction to Econometrics	4.00	A
MTE 210	Statistics in Application	4.00	A	POL 222	State and Local Govt/Politics	4.00	A
Dean's List				President's List			
Term GPA 3.738		Credit 17.00		Term GPA 3.859		Credit 17.00	
Cum GPA 3.738		Credit 23.00		Cum GPA 3.651		Credit 104.00	
Winter 2009							
XNG 250	Playing With Shakespeare	4.00	B+	Winter 2011			
Term GPA 3.800		Credit 4.00		GBT 244	Business of New Zealand/ELR	4.00	A
Cum GPA 3.650		Credit 33.00		Term GPA 4.000		Credit 4.00	
				Cum GPA 3.685		Credit 108.00	
Spring 2009							
BIO 114	Population Biology Laboratory	1.00	A	Spring 2011			
BIO 112	Intro Population Biology	3.00	A	ENR 488	Honors Thesis	2.00	A
HEB 111	Contemporary Wellness Issues	2.00	A	ECO 402	Public Finance	4.00	A
ENR 113	The Nature of Science	4.00	A	MTH 423	Calc & Analytic Geometry II	4.00	A
MTE 231	Mathematical Reasoning	4.00	A	POL 324	Public Policy	4.00	A
PSY 111	General Psychology	4.00	B+	POL 374	Intro to the Study of Law	2.00	A
Dean's List				President's List			
Term GPA 3.711		Credit 18.00		Term GPA 4.000		Credit 124.00	
Cum GPA 3.678		Credit 55.00		Fall 2011			
Fall 2010							
ACC 201	Principles of Financial Acctg	4.00	A	ECO 449	Mathematical Economics	4.00	A
ECO 113	Principles of Economics	4.00	B+	MTE 321	Multivar Calc/Analyst Geomet	4.00	A
ENR 271	WPCivil: Righter Memory & Lit	4.00	B	MTH 311	Linear Algebra	4.00	A
CIS 211	Management Information Systems	4.00	A	ENR 488	Honors Thesis	4.00	A
Dean's List				President's List			
Term GPA 3.474		Credit 16.00		Term GPA 4.000		Credit 116.00	
Cum GPA 3.444		Credit 67.00		Winter 2012			
Winter 2010							
POL 114	Local Gov't Simulation	4.00	A	GBT 342	Understanding Educational Disp	4.00	A
Term GPA 3.700		Credit 4.00		Term GPA 4.000		Credit 4.00	
Cum GPA 3.652		Credit 71.00		Cum GPA 3.167		Credit 144.00	

Continued on next Column/Page

REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED

Rodney L. Parks
Rodney L. Parks, University Registrar

A PHOTOCOPY OF THIS TRANSCRIPT IS NOT OFFICIAL

ELON EXPERIENCES TRANSCRIPT

STUDY ABROAD • VOLUNTEER SERVICE • INTERNSHIPS/CO-OPS • LEADERSHIP DEVELOPMENT • UNDERGRADUATE RESEARCH

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experience and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript.

Name: Jane Sally Doe
Degree: AB - Bachelor of Arts
Major(s): English
Minor(s): Political Science

The Elon Experiences Transcript is an official document of Elon University and is maintained on behalf of students. The Elon Experiences Transcript is not an official academic transcript.

STUDY ABROAD		Semester	Semester	LEADERSHIP	
Winter	2012 Studies in Costa Rica/ELR		Spring	2011 Resident Student Association	Vice-President
Winter	2013 Science in London/ELR		Fall	2011 Alpha Chi Omega	New Member Educat
VOLUNTEER SERVICE					
Spring	2011 Elon Service Day	4 hours	Spring	2012 Alpha Chi Omega	Peer Educator
Spring	2011 Cummings High School	3 hours	Fall	2012 SPARKS	Peer Educator
Spring	2011 ElonTHON	24 hours	Spring	2013 SPARKS	Peer Educator
Spring	2011 Service Learning	40 hours	Spring	2013 Orientation	Head Staff
Fall	2011 Blood Drive	0.5 hour	Fall	2013 Alpha Chi Omega	Vice-President
Spring	2012 Boys and Girls Club	1 hour	Spring	2014 Alpha Chi Omega	Vice-President
Spring	2012 Alpha Chi Omega	6 hours	UNDERGRADUATE RESEARCH		
Fall	2012 Alpha Chi Omega	2 hours	Spring	2012 Elon Research Forum	
Fall	2012 Alpha Chi Omega	3 hours	Fall	2012 Research in English	
Fall	2012 Habitat for Humanity	3 hours	Fall	2013 Research in English	
Spring	2013 ElonTHON	24 hours	Spring	2014 Research in English	
INTERNSHIPS/CO-OPS					
Summer	2012 Washington Center Internship	160 hours			
Spring	2012 Internship with Gallup	260 hours			

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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

Elon Experiences Transcript

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The Elon Experiences Transcript is an official document of Elon University and is maintained on



NAME : Jane Sally Doe
 DEGREE : AB - Bachelor of Arts
 Major(s) : Jane Sally Doe
 Minor(s) : AB - Bachelor of Arts

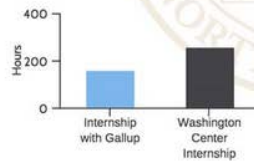
ACTIVITY TIMELINE



LEADERSHIP



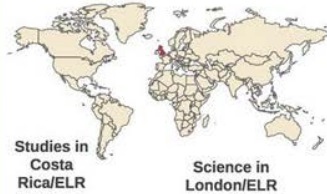
INTERNSHIPS/CO OPS



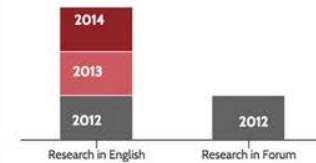
VOLUNTEER SERVICE



STUDY ABROAD



UNDERGRADUATE RESEARCH



The visual transcript today



ELON EXPERIENCES TRANSCRIPT

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STUDENT INFORMATION

NAME FRENCH, ROBIN BALDWIN
DEGREE AB
MAJOR MATHEMATICS
MINOR ECONOMICS
COMPLETE 23RD OF MAY 2015

SUMMARY OF ELON EXPERIENCES


RESEARCH
7 POS


INTERNSHIP
1050 HRS


SERVICE
215 HRS


GLOBAL EDUCATION
2 SEM




LEADERSHIP
1 POS

EXPERIENCE TIMELINE

2011

-  ELONTHON SPRING
-  GENERAL SERVICE SITE FALL
-  AMERICA READS FALL
-  KAPPA DELTA FALL

2012

-  AMERICA READS SPRING
-  STUDIES IN DENMARK/ELR FALL






2013

-  ELONTHON SPRING
-  GENERAL SERVICE SITE SPRING
-  GREEK ORG-FUNDRAISER SPRING
-  BOYS AND GIRLS CLUB SPRING
-  EDUCATION PRACTICUM SPRING
-  GREEK ORG-FUNDRAISER FALL

2014

-  SL: INDIA EDUCATION DEVT/ ELR WINTER
-  ELONTHON SPRING
-  CUMMINGS HIGH SCHOOL SPRING
-  EDUCATION PRACTICUM SPRING
-  SUMMER FELLOW SUMMER
-  GLEN RAVEN FALL
-  UNDERGRADUATE RESEARCH CONFERENCE FALL
-  INDEPENDENT RESEARCH FALL
-  EDUCATION PRACTICUM FALL

2015

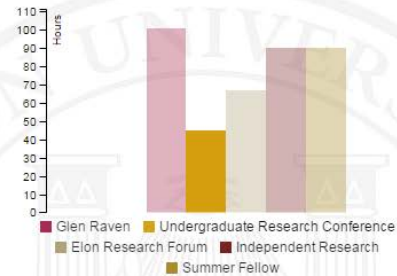
-  INDEPENDENT RESEARCH WINTER
-  UNDERGRADUATE RESEARCH CONFERENCE SPRING
-  ELON RESEARCH FORUM SPRING
-  STUDENT TEACHING SPRING
-  STUDENT TEACHING/ELR SPRING

The visual transcript today

INTERNSHIPS



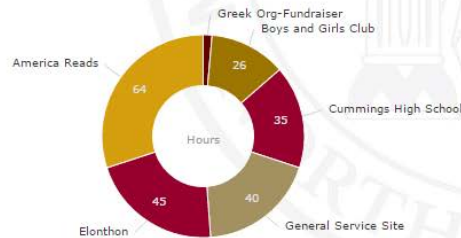
RESEARCH



LEADERSHIP



SERVICE



GLOBAL EDUCATION



SL: INDIA EDUCATION DEVT/ ELR
STUDIES IN DENMARK/ELR

Moving forward



Education

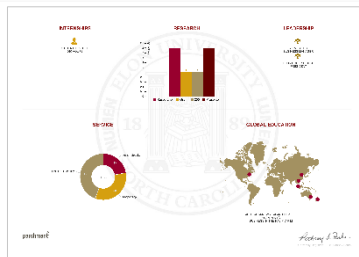
Elon University

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](#)



Elon University Experiences Transcript



Elon University CeDiploma



Discussion

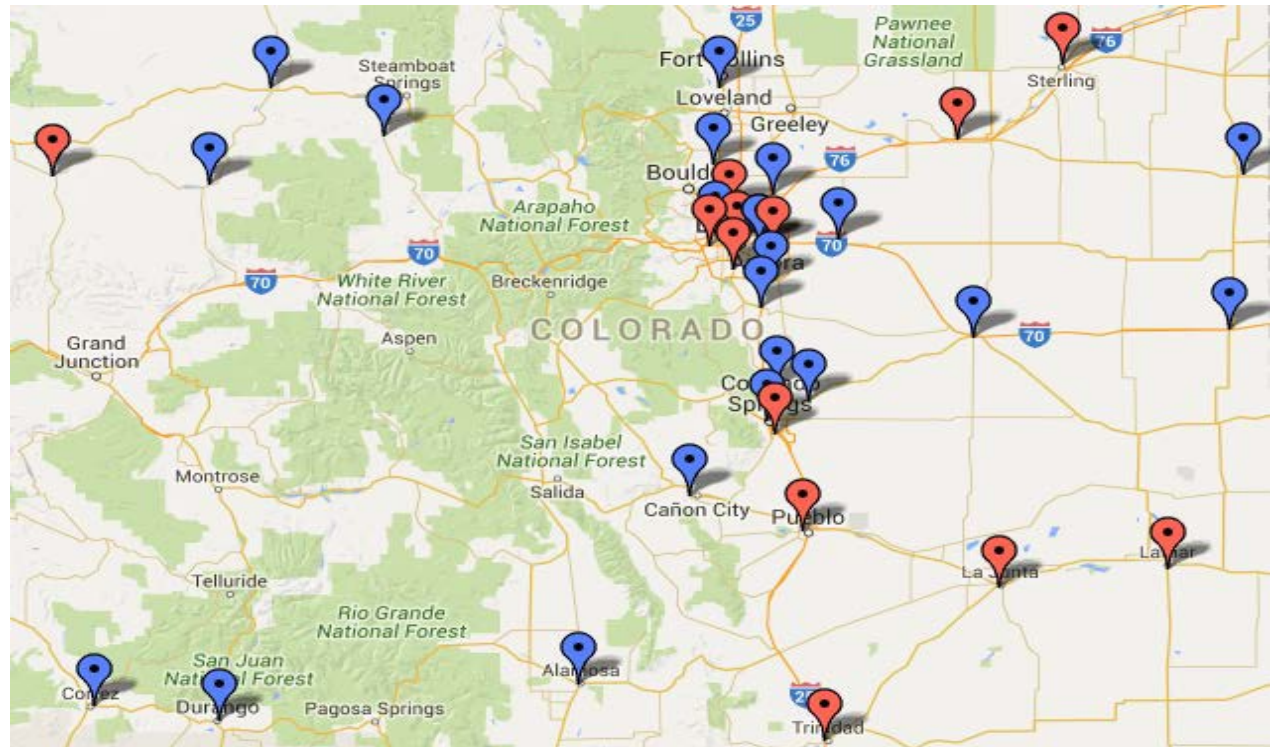
- Questions?
- Thank you!
- Dr. Rod Parks, PhD
 - 336.278.6670
 - rparks4@elon.edu

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



CREATING RELATIONSHIPS BETWEEN OTHER CREDENTIALS (BADGES)

- 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**

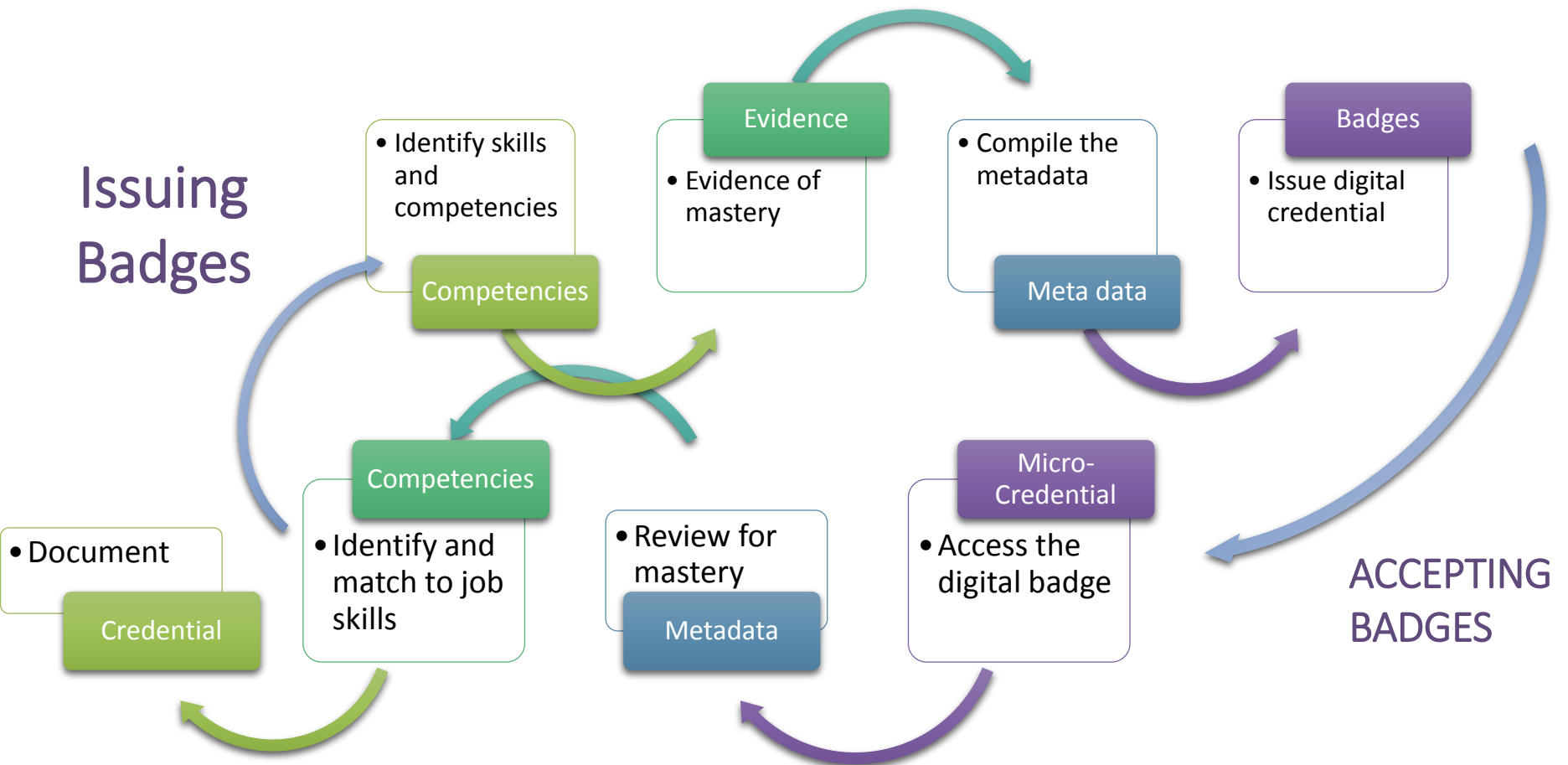


Provides enhancement of:

current certificates and degrees while highlighting workforce demanded competencies not evident in courses, certificates, degrees



Ecosystem of micro-credentials between CCCS and Workforce



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

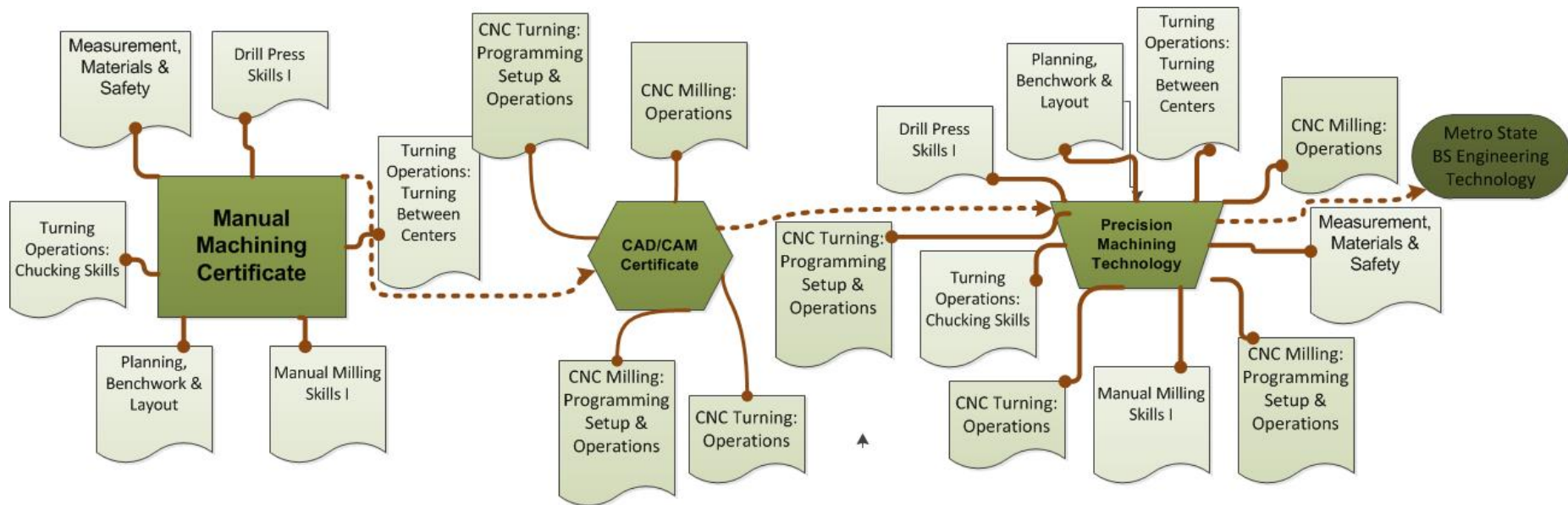
- Competencies at a granular level
- Link what knowledge to what a badge earner “can do”

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.



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

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

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.

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



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/>.

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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

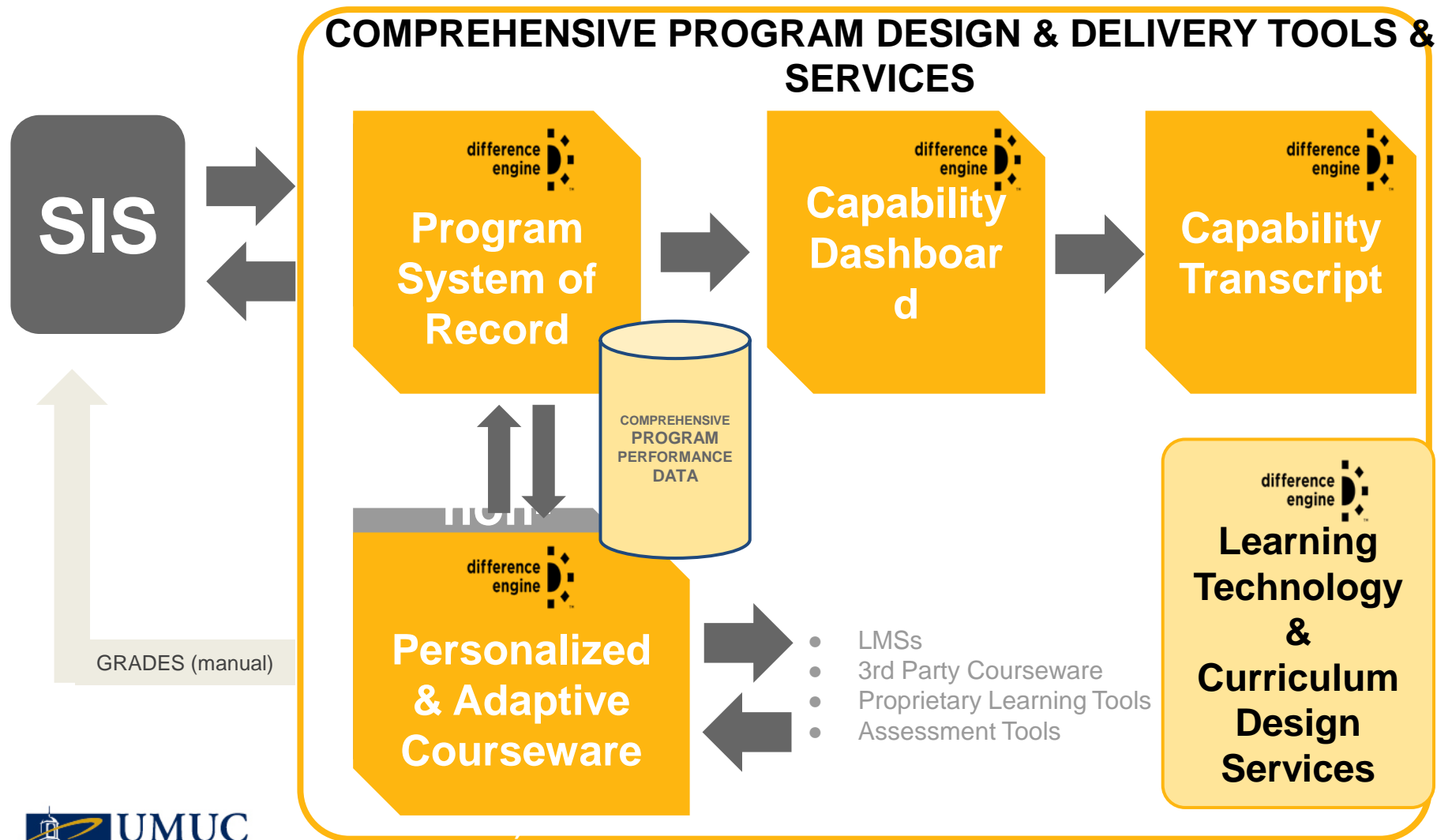
The problem we are trying to solve:

- 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

Academic/ Business	Requirements	<ul style="list-style-type: none"> Registrar controlled 	<ul style="list-style-type: none"> AACRAO Guidelines
		<ul style="list-style-type: none"> Issued by Institution 	<ul style="list-style-type: none"> Future State Shareable by learner
		<ul style="list-style-type: none"> An eTranscript 	<ul style="list-style-type: none"> Secure and private
		<ul style="list-style-type: none"> Authentic, unalterable 	<ul style="list-style-type: none"> Printable in PDF format
Technology Implementation		<ul style="list-style-type: none"> Machine Readable, Digitally Signed, JSON 	<ul style="list-style-type: none"> Based on CBE Standard Record
		<ul style="list-style-type: none"> Compatible with SPEEDE Standards for exchange 	<ul style="list-style-type: none"> An IMS-standard context of open badge standard

UMUC Partners with Learning Objects for a Learning-centered architecture



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OFFICIAL TRANSCRIPT

This is an official transcript from the All American University Office of the Registrar.
Student information is guaranteed unaltered from the source.

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

MASTER OF SCIENCE

Nursing - Nursing Informatics

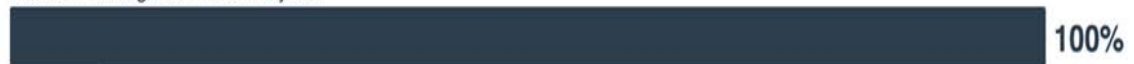
Integrate information technology to align with nursing practice.

[DETAIL](#)

Interpret clinical nursing practice through the lens of nursing informatics.

[DETAIL](#)

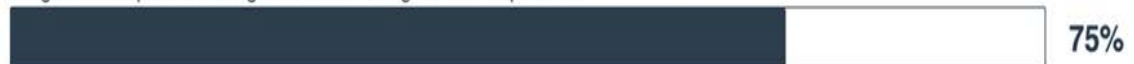
Lead the nursing informatics lifecycle.

[DETAIL](#)

Optimize workflow to maximize the impact of nursing informatics.

[DETAIL](#)

Integrate concepts of meaningful use into nursing informatics practice.



Test Prototype Link

[Learning Objects Live Demo eT Prototype](#)

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OLIVIA HAFEZ

STUDENT ID: 123456

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MASTER OF SCIENCE

Nursing - Nursing Informatics

Integrate information technology to align with nursing practice.



80%

DETAIL

Data Management and Health Care Technology

EVIDENCE COURSE: MSN6414

- 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.



Dashboard

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MASTER OF SCIENCE

Nursing - Nursing Informatics

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DETAIL

Data Management and Health Care Te  **Performance Improvement Using Early Warning** EVIDENCE COURSE: MSN6414

- Basic** Differentiate database standard terminologies used by different health information systems.
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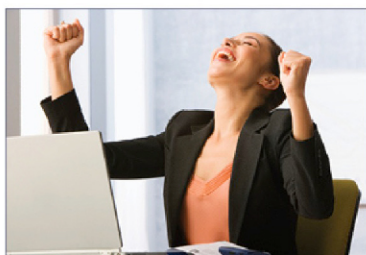
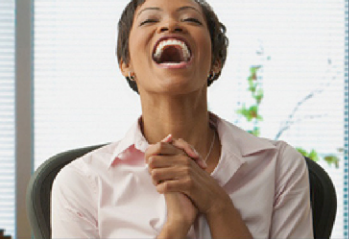
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DETAIL

Lead the nursing informatics lifecycle.





DISCUSSION



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Thank you.