



EXTENDING THE TRANSCRIPT
EMPOWERING THE LEARNER

Overview

The academic transcript, almost unchanged for decades, is now rapidly evolving. Transformed from paper sent through the mail, transcripts are now routinely ordered and exchanged online as an electronic image or standards-based data. With students learning in a greater variety of ways than ever before, registrars are being asked to document more information on the official transcript to better communicate the learner's comprehensive academic experience.

By extending the traditional academic transcript, institutions provide data-rich credentials similar to an ePortfolio, which documents a body of work curated by the learner. However, unlike ePortfolios, enhanced transcripts are certified and issued by the institution. These enhanced transcripts empower the learner by documenting

more of what they know and how well they know it. So employers, graduate schools and other transcript recipients can use this critical information to better assess the learner's experiences, expertise, and accomplishments.

The movement to augment the transcript is being led by pioneering academic institutions and innovative registrars across the country looking beyond courses and grades to provide more context and insight into learning experiences inside and outside the classroom. This evolution is primarily comprised of three distinct efforts:

- » Co-curricular, or experiential, transcripts that document verified experiences and accomplishments occurring outside of the classroom
- » Competency-based transcripts and competency reports that communicate not merely what was taught but what was learned
- » Data-enabled transcripts that embed links in the electronic document that introduce more details about learners, their course-work, their instructors and the institution

Co-Curricular Transcripts

A growing number of colleges are providing their students with co-curricular, or experiential, transcripts. Co-curricular transcripts, along with their academic counterpart, offer a richer set of data around a student's educational experiences, resulting in a more complete profile of the learner. Experiential learning recognizes learning that occurs outside of the classroom, with colleges defining what experiences a student may submit and have verified for inclusion on their transcript.

Perhaps the best description of the experiential transcript comes from Sam Houston State University: The co-curricular transcript enhances the marketability of students by encouraging their participation in leadership activities, student organizations, community service, and professional development through formal documentation of extra-curricular activities. Other institution benefits include better differentiating themselves from peer institutions as well as a documented correlation between increased student engagement and retention.

However, the biggest driver of the co-curricular transcript may be that it's also helping students transition into the labor market. "To have the growth recorded and recognized by the University makes employers more willing to accept it, which is a boost to anyone searching for employment," says Jim Hintz, interim dean of students at Purdue University. "It's one thing to say you've had experiences, and it's another to have learning outcomes to the experiences."

The experiential transcript exists as an official record of a student's campus and community involvement, and may include:

- » Campus involvement: Participation in clubs and organizations, involvement in or volunteering for on-campus programs and events
- » Career Development: Part-time university employment, internships and involvement in professional organizations
- » Community Service/Service Learning: Campus-supervised volunteer service on and off-campus, either as part of a service learning course or coordinated through the Office of Service Learning
- » Honors/Awards/Scholarships: Any type of formal recognition given by the college, including the dean's list and outstanding student awards
- » Leadership/Student Organizations: Any leadership role or membership position held for at

least one semester in a campus club or organization

- » Presentations/Travel: Written or oral presentations verified by a faculty or staff member but are not required for a course, student travel or participation/involvement in a conference sponsored through university channels
- » Published Writing/Creative Activities/Other: Published scholarly or creative works, documentary productions, media publications or works, and computer projects
- » Recreation/Athletics: Involvement in intramural activities or club sports
- » Research Activities: Participation in independent research coordinated by faculty or staff
- » Visual and Performing Arts: Participation in choirs, musical ensembles, and theatrical or dance productions beyond class sessions

With the growing interest in experiential transcripts, colleges face a number of challenges in implementing a program: lack of standards and best practices around how experiences are captured, managed, and verified; what data systems will be used; and which office will manage the program and issue experiential transcripts.

Elon University has offered its Elon Experiences Transcript since 1994. In 2013, it became the first college to tie together the electronically released co-curricular transcript with the academic transcript. "Students should not have to go multiple places to obtain

1. "The Co-Curricular Transcript," Sam Houston State University <http://www.shsu.edu/sacs/compliancereport/narratives/documents/Co-CurricularTranscript.pdf>.

2. "Co-Curricular Activities & Student Learning Outcomes," Purdue University, October 2011 <http://www.purdue.edu/assessment/PDF/Assessment%20Forum/2012/Co-Curricular-Activities-Student-Learning-Outcomes.pdf>.

3. Rebeka Tichen, "Co-curricular transcript to improve student's marketability," The Exponent, January 13, 2014, http://www.purdueexponent.org/campus/article_5f3e37d3-568f-526b-9eb1-37b13f37d247.html.

documents that paint a full picture of their academic experience, and the secondary transcript gives us the ability to record more detailed information regarding the signature experiences of studying at Elon,” Registrar Rodney Parks explains. “We ended up choosing a vendor that gave us the flexibility to think outside the box.”⁴

Co-curricular transcripts are typically designed with the familiar multi-column format, appearing similar to an academic transcript. Following are several examples:

ELON EXPERIENCES TRANSCRIPT																																																																													
STUDY ABROAD • VOLUNTEER SERVICE • INTERNSHIPS/CO-OPS • LEADERSHIP DEVELOPMENT • UNDERGRADUATE RESEARCH																																																																													
<p>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.</p> <p>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.</p>			<p>Name: Jane Sally Doe Degree: AB - Bachelor of Arts Major(s): English Minor(s): Political Science</p>																																																																										
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4. Nancy Mann Jackson, “E-transcripts accelerate in higher ed,” University Business, August 2014, <http://www.universitybusiness.com/article/e-transcripts-accelerate-higher-ed>.

9/20/2010

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Jonathan Hopson


Office of Student Assessment

OFFICIAL CO-CURRICULAR TRANSCRIPT

Student Name: Scott Harris

Student ID: demouser

Category	Activity	Hours	Involvement	Category	Activity	Hours	Involvement
Term: SP-05				Term: SU-08			
PAR	Youth Program Leader	30	Leader	LEA	Vice President	50	Elected
	TERM HRS: 30			PRO	Volunteer Interpreter and Transcriber	30	Participant
	CUM HRS: 30			LEA	Honors Program Member	35	Member
Term: SU-05				HON	Honors Program Member	35	Member
PAR	Youth Program Leader	30	Leader	PRO	Associate Editor International Affairs Review	25	Participant
	TERM HRS: 30				TERM HRS: 175		
	CUM HRS: 60				CUM HRS: 875		
Term: SP-07				Term: FA-08			
LEA	Vice President	50	Elected	LEA	Vice President	50	Elected
	TERM HRS: 50			PRO	Volunteer Interpreter and Transcriber	30	Participant
	CUM HRS: 110			LEA	Honors Program Member	35	Member
Term: SU-07				HON	Honors Program Member	35	Member
LEA	Vice President	50	Elected		TERM HRS: 150		
PRO	Volunteer Interpreter and Transcriber	30	Participant		CUM HRS: 1025		
LEA	Honors Program Member	35	Member	Term: SP-09			
HON	Honors Program Member	35	Member	LEA	Vice President	50	Elected
	TERM HRS: 150			LEA	Honors Program Member	35	Member
	CUM HRS: 260			HON	Honors Program Member	35	Member
Term: FA-07					TERM HRS: 120		
LEA	Vice President	50	Elected		CUM HRS: 1145		
PRO	Volunteer Interpreter and Transcriber	30	Participant	Term: SU-09			
LEA	Honors Program Member	35	Member	LEA	Vice President	50	Elected
HON	Honors Program Member	35	Member	LEA	Honors Program Member	35	Member
PAR	Toys for Tots Volunteer	24	Participant	HON	Honors Program Member	35	Member
PAR	Event Organizer	15	Coordinator		TERM HRS: 120		
LEA	Event Organizer	15	Coordinator		CUM HRS: 1265		
	TERM HRS: 204			Term: FA-09			
	CUM HRS: 464			LEA	Vice President	50	Elected
Term: SP-08				LEA	Honors Program Member	35	Member
LEA	Vice President	50	Elected	HON	Honors Program Member	35	Member
PRO	Volunteer Interpreter and Transcriber	30	Participant	PRO	Student Teaching	180	Participant
LEA	Honors Program Member	35	Member		TERM HRS: 300		
HON	Honors Program Member	35	Member		CUM HRS: 1565		
PAR	Toys for Tots Volunteer	24	Participant	Term: SP-10			
PAR	Event Organizer	15	Coordinator	LEA	Vice President	50	Elected
LEA	Event Organizer	15	Coordinator	LEA	Honors Program Member	35	Member
PRO	Web 2.0 Seminar	7	Participant	HON	Honors Program Member	35	Member
PRO	Associate Editor International Affairs Review	25	Participant		TERM HRS: 120		
	TERM HRS: 236				CUM HRS: 1685		
	CUM HRS: 700			*** Continued on Page 2 ***			



Borough of Manhattan Community College
The City University of New York
Office of Student Affairs
199 Chambers Street, Room S343
New York, NY 10007 212-220-8130

LIQUID BLEACH WILL TURN AN OFFICIAL DOCUMENT BROWN

John Doe

123 22nd Street #2A, New York, NY 10007 | 212-222-2222 | jdoe@stu.bmcc.cuny.edu

Clubs, Organizations and Athletics

Organization Name	Position	Date
Accounting Club	Treasurer	Fall 2010–Spring 2011
Men's Swimming Team	Member	Fall 2010–Spring 2011

Community Service

Event	Organization Name	Role	Date
Domestic Violence Walk	Women's Resource Center	Participant	Oct 21, 2010
American Red Cross	BMCC Health Services	Volunteer	Dec 12, 2010

Honors and Awards

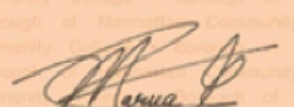
Event	Organization Name	Role	Date
Phi Theta Kappa	Academic Affairs	Participant	Fall 2010
Study Abroad, Salzburg	Student Affairs	Participant	Fall 2010
Out in Two Scholar	Academic Affairs	Participant	Spring 2011

Leadership Training

Event	Organization Name	Role	Date
OSA Fall Leadership Retreat	BMCC	Participant	Oct 21, 2010
Emerging Leaders Conference	CUNY	Participant	Feb 18, 2011

Workshops and Seminars

Event	Organization Name	Role	Date
Resume Writing Workshop	Center for Career Development	Participant	Sept 29, 2010
Networking? Who, Me? Yes!	Center for Career Development	Participant	Nov 23, 2010



Chief Student Affairs Officer

3/15/2011

Date

THE NAME OF THE INSTITUTE APPEARS ACROSS THE FACE OF THIS 8 1/2 X 11 DOCUMENT

COMPETENCY BASED REPORTS

Competency-based education (CBE) is an approach that shifts the emphasis from the credit hour to student outcomes. In this system, students earn their credential based on successfully attaining defined competencies demonstrated through assessment. Competency-based programs may be mapped from traditional credit-based courses or defined solely on the demonstration of specified competencies.

Robert Kelchen, an assistant professor of education at Seton Hall University, explains that competency-based education has the potential to streamline the path to a college degree for a significant number of students, both working adults who can apply their skills and experiences to earn credit for what they already know and other students who prefer self-paced learning over the traditional time-based model of earning credits. With 31 million Americans with some credits and no degree, adult learners are one of the factors behind the significant growth in CBE programs offered by more than 50 colleges today, with another 400 in development. By 2020, more than 500,000 students are projected to be enrolled in CBE programs.

According to the Huffington Post, 96 percent of academic officers believe that they're preparing students for success in the workplace while only 11

percent of business leaders strongly agree that college graduates have the necessary skills and competencies to success in the workplace. CBE may be poised to help bridge that gap. Through its outcomes-based focus, the competency-based transcript (or competency supplement) provides the information that employers can use to determine what applicants know and whether they have the desired skills.

With CBE programs awarding credit and degrees through new measures of assessment, institutions are finding new ways to record and convey the results of learning. One challenge that colleges pioneering these programs face is that student information systems (SIS) are designed to accommodate a system of education based on the credit hour rather than demonstrated competencies. Another challenge is that there is no accepted standard for a competency-based transcript.

Because CBE programs are considered to be experimental and financial aid (and employer tuition reimbursement) is still based on the credit hour, students in competency-based programs will have transcripts, a competency-based transcript (or report) and one that is backwards compatible, all mapped to a credit-hour based equivalency. This credit-based transcript can sometimes be used when students transfer out of a CBE program or to another institution (though not all institutions award competencies in a way that can be transferred).

Robert Kelchen, "The Landscape of Competency-based Education," American Enterprise Institute, January 2015, <https://www.aei.org/wp-content/uploads/2015/01/Landscape-of-CBE.pdf>.

D. Shapiro, A. Dundar, X. Yuan, A. Harrell, J. Wild, M. Ziskin. "Some College, No Degree: A National View of Students with Some College Enrollment, but No Completion," National Student Clearinghouse Research Center, July 2014, http://nscresearchcenter.org/wp-content/uploads/NSC_Signature_Report_7.pdf

Brian Fleming, "Mapping the Competency-Based Education Universe," EDUVENTURES, February, 2015, <http://www.eduventures.com/wake-up-call/>.

Julian L. Alssid, "A New Gallup Survey Says Colleges and Employers Disagree About How Workforce-Ready Graduates Are -- Who's Right?" Huff Post College, April 29, 2014, http://www.huffingtonpost.com/julian-l-alsid/a-new-gallup-survey-says-_b_4862669.html.

With the competency-based transcript or competency report focused not on course, grade and GPA but on competencies learned and mastered, there are not yet standard conventions for the format this credential takes. The colleges and universities pioneering CBE programs are experimenting with transcript formats to convey competencies, with some using icons and others documenting them as text in columns that mirror a traditional transcript. However, institutions are not yet integrating competencies and their credit-based equivalent into a single transcript.

Following is an example of how competencies can be conveyed:


NORTHERN ARIZONA UNIVERSITY
Personalized Learning

Competency Report

Liberal arts *Major*
Small Business Administration *Minor*




WHAT ARE COMPETENCIES?

Each bold title listed below is a **Competency** – a skill or conceptual understanding demonstrated by all graduates of NAU Personalized Learning. To earn his or her degree, this student demonstrated proficiency in all competencies listed here through analysis or application of the subject matter described. Competencies are intentionally cross-disciplinary, and consistently reinforce how students can apply multiple approaches to solving real-world problems.



WHAT IS MASTERY?

After taking each lesson, a student may optionally attempt to show **Mastery** by demonstrating high-level comprehension of the material. Mastery demands more complex application of the subject matter through an additional test, presentation, paper, case study, or other form of assessment. By choosing to attempt and successfully complete a mastery assignment, the student has demonstrated personal initiative and knowledge relevant to their career and personal development. You can see which competencies contain mastered lessons in the column at left.

COMPETENCY REPORT KEY:

 Competency Student has demonstrated competency in this area.	 Partial Mastery Student has put in additional work to master some lessons within this area.	 Full Mastery Student has gone above and beyond, mastering every Lesson within this area.
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Major (Liberal Arts)

 Lessons Mastered (2 available)	Work in a team structure Identify key concepts and theories in Group Dynamics, identify key concepts and theories in intercultural communication and engage in intelligent, rational discussion about contemporary issues concerning work.
	Communicate with diverse populations Identify key concepts and theories in Social Conflict using analysis, interpretation, and evaluation. Demonstrate understanding of rhetorical strategies using analysis, interpretation, and evaluation. Define major terms and concepts related to intercultural communication.

2 Lessons Mastered (5 available)	<p>Analyze complicated materials</p> <p>Analyze paintings and literature along with major themes in Marx, Spencer, Durkheim, and Simmel. Evaluate the differences between cognition and perception and analyze theories of human nature. Discuss emerging narrative and ideological components of postwar film and world literature. Demonstrate an understanding and knowledge of Film Noir, "Nations at War in the Middle East" and of the Cold War and its aftermath.</p>
✓	<p>Write about culture effectively</p> <p>Write a summary of a major position in Social Psychology, a clear analysis of victimization, and a position paper based on an argument.</p>
★ Lessons Mastered (2 available)	<p>Compose academic essays in various rhetorical styles</p> <p>Write a summary of a major position in Weber, Veblen, Cooley, and Mead and a research proposal and paper in a liberal arts discipline with an annotated bibliography.</p>
★ Lesson Mastered (1 available)	<p>Demonstrate knowledge of potential and limitations of technology's advances</p> <p>Demonstrate understanding of impacts of technology on institutions and humanity. Discuss impact of technology on facets of psychology and Sociology, the perpetuation of stereotypes through technology and possible changes in human nature and ethics due to technology.</p>
★ Lesson Mastered (2 available)	<p>Practice an examined or self-reflective life</p> <p>Discuss a personal statement of the importance of literature, film, and art in understanding human nature; also discuss a personal statement about film's impact in understanding culture. Journal about the meaning of life, explore connections between religion and art and explore connections between history and art/literature.</p>
★ Lessons Mastered (2 available)	<p>Describe ethical theories</p> <p>Use a social theorist to describe "ethics" and "morality" in multiple applications and analyze moral conflicts.</p>
1 Lesson Mastered (2 available)	<p>Apply ethical theories to education</p> <p>Explain the ethical and moral arguments for desegregation and for technology in education.</p>
★ Lessons Mastered (2 available)	<p>Formulate and substantiate theses</p> <p>Formulate hypotheses about literary and social theories. Apply theories of intercultural communication identifying places of success and failure.</p>
4 Lessons Mastered (6 available)	<p>Formulate and test hypotheses in humanities and social science</p> <p>Formulate and test hypotheses in humanities and in social science and formulate a theory about political events.</p>
✓	<p>Demonstrate knowledge of leadership in the working of organizations</p> <p>Describe diverse types of organizations and distinguish between them.</p>
✓	<p>Demonstrate knowledge of the significance of the humanities</p> <p>Examine theories of subjectivity, personal identity, and human nature in the Humanities. Identify and discuss the aesthetic components of films.</p>
2 Lessons Mastered (8 available)	<p>Demonstrate knowledge of the significance of the social sciences</p> <p>Discuss two effects criminology has had on the both the penal and legal system. Demonstrate knowledge about the importance of recovery in East Revolutions and Asia to economic or social life in the United States.</p>

Beyond CBE programs, there is interest in mapping inferred competencies from traditional programs into the transcript or as a supplemental competency report. Different from competency-based education, inferred competencies are not necessarily assessed as an expected outcome of a course.

DATA-ENABLED TRANSCRIPTS

Data-enabled transcripts allow the embedding of hyperlinks into eTranscripts (typically exchanged as PDF documents) that institutions can use to provide additional context and information for an academic, co-curricular or experiential transcript. This allows transcript recipients to extend the transcript far beyond the data included in the document itself.

Stanford University Registrar Thomas Black, who pioneered the use of embedded links, explains. “I’m a record keeper... I’m supposed to capture the academic record, your experience at Stanford,” he says. “That’s my job, to capture the whole breadth of that—not to get it distilled, but to capture it accurately... we can be more descriptive about these things and reference them as well.”

Linking course names to an online course catalogue is one example of how data-enabled transcripts can be used to provide a wealth of information that couldn’t otherwise be accommodated within the transcript.

When transcript recipients select a linked course name, the corresponding URL is loaded into their web browser, displaying the full course description or syllabus, which is typically hosted on the college’s website.

Virtually any text element within the transcript can be linked. Other fields likely to be transformed to bring a deeper level of detail may include the college name to provide institutional information, information about the degree awarded, instructor names and biographical information, select coursework and dissertations, detailed explanations or definitions of competencies or experiences related to a course, and a link to the learners ePortfolio from the transcript header. In addition, an embedded link can be inserted to access information found on a legend or a key to grading.

INSTITUTION CREDIT:					
Fall 1993					
College of Business					
Business Administration					
ACCT 621	008Fina / Mgmt Acct	3.50	A	12.00	
MGMT 612	008Comparative Mgmt	3.30	A	12.00	
Ehrs:	6.00	GPA-Hrs:	0.00	QPts:	0.00
		GPA:	0.00		
Good Standing					

Figure 1: Co-curricular transcript example 1

Thomas Black, “Beyond Grades,” Stanford Alumni, May/June 2009, https://alumni.stanford.edu/get/page/magazine/article/?article_id=30441.

Mount Elbert University
Office of the Registrar
Denver, CO 80237

RAISED SEAL NOT REQUIRED



Record of: Indiana Jones

Current Name: Indiana Jones

Issued To: Indiana Jones
8055 E Tufts Ave
Suite 250
Denver, CO 80237

Date Issued: 27-AUG-2007

Date of Birth: 06-AUG-1968

Student ID: 122000444

DocumentID: 1376

Level: Graduate

Course Level: Graduate
Student Type: Continuing
First Admit: 2nd Summer 1993
Last Admit: Fall 1993
Matriculated: Fall 1993

Current Program
Master of Business Admin
Program : MBA-Business Administration
Major : Business Administration

Degrees Awarded Master of Business Admin 04-MAY-2000
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Primary Degree
Major : Business Management

SUBJ NO.	C	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Fall 1993
College of Business
Business Administration
ACCT 621 008Fina / Mgmt Acct 3.50 A 12.00
MGMT 612 008Comparative Mgmt 3.30 A 12.00
Ehrs: 6.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

Spring 1994
College of Business
Business Administration
DSCI 612 008Quantitative Methods 3.00 A 12.00
FINA 614 008Fina Management I 3.00 A 12.00
Ehrs: 6.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

2nd Summer 1994
College of Business
Business Administration
MKTG 682 008Marketing Strategy 3.00 A 12.00
Ehrs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

Fall 1994
College of Business
Business Administration
ACCT 651 008Acct For Decis Making 3.00 A 12.00
DSCI 663 008Statistical Analysis 3.00 A 12.00
MGMT 682 008Organizational Behav 3.00 A 12.00
Ehrs: 9.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

Spring 1995
College of Business
Business Administration
***** CONTINUED ON NEXT COLUMN *****

John Hancock, University Registrar

SUBJ NO.	C	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:
CORE 600 008Hlth Care Syst / Prob 3.00 A 12.00
DSCI 613 008Mgmt Inf Systems I 3.00 A 12.00
DSCI 621 008Operations Mgmt 3.00 A 12.00
Ehrs: 9.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

Fall 1995
College of Business
Business Administration
DSCI 663 008Mgmt Science 3.00 A 12.00
FINA 604 008Fina Management II 3.00 A 12.00
FINA 662 008Investment Mgmt 3.00 A 12.00
Ehrs: 9.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

Spring 1996
College of Business
Business Administration
DSCI 620 008Analy Bus Environment 3.00 A 12.00
FINA 654 008Commer Bnk Fina Mgmt 3.00 A 12.00
MGMT 672 008Business Policies 3.00 A 12.00
Ehrs: 9.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
Good Standing

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	54.00	0.00	0.00	0.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	51.00	0.00	0.00	0.00

***** END OF TRANSCRIPT *****

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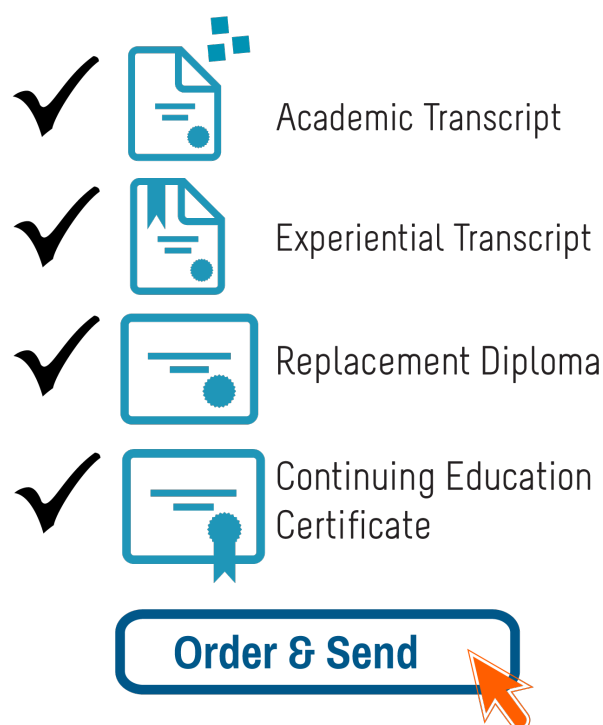
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