The Future of Student Records

Going Beyond Today’s Transcripts

The University of Michigan
Why Change The Transcript?

Because we know:

1. What we record matters
2. What we don’t record matters
3. Higher Education continues to go through tremendous change
4. Much of what happens in college is digitally mediated
5. The TOF can provide a deep representation of the college experience
6. Official records don’t change often, so it’s important we get it right
How does the student record shape the college experience?

• What we record is elevated in importance
• What we don’t record is easily dismissed
  – Grades vs. authentic effort & accomplishment
  – Requirements met vs. opportunities pursued and risks taken
  – Curricular vs. extracurricular experiences
• If we want students to focus on something, we should measure and report it, especially to them.
What do we measure?

• What we measure now:
  – Admissions information
  – Course taking & grades
  – Degrees & honors

• What we’re starting to record (explosive growth)
  – Process of learning: clickstreams, discussions, video, course structures
  – Products of learning: forum posts, essays, papers, presentations, theses

• What we want to have:
  Detailed, relevant, evolving portraits of every student's background, interests, goals, and accomplishments

• These portraits should be used to help students, institutions, employers, & the public understand higher education
Measuring what matters

• Liberal education is more than a list of classes with performance estimates
  – Intellectual breadth
  – Disciplinary depth
  – Range of experience
  – Engagement & effort
  – Social & professional networks
• Important outcomes are long term – we need to see beyond campus

• Multidimensional portrait of student progress
• Multiple forms of commitment, success, risk, and failure encouraged and recognized
• Authentic goals reinforced and key outcomes noted
• ‘Success’ will be observed through growth, for both student and institution
Metrics matter: rethinking GPA

• A student’s grade point average plays a major role as a summary of success
• Distinction and other honors are awarded based on tiny differences
  – Top 3%: Highest Distinction 3.940 - 4.000
  – Top 10%: High Distinction 3.847 - 3.939
• A simple average of grades can’t be the best estimator of student distinction
  – Variations in grading philosophy by department and course
  – Variations in course difficulty
  – Variations in ambition of student peers
• Can we use existing data to a more nuanced estimator of student success?

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Rethinking Layout: Assessing Diversity

Programs: Anthropology, Economics, Russian and East European Studies, Culture and Cog

© Count □ Units Earned □ Grade Points □ Grade Points Per Unit

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We Should Let Everyone Learn From Each Other

Our Digital Innovation Group is creating new tools that are used by students, faculty and staff:

- ART 2.0
- ECoach
- GradeCraft
- Student Explorer

http://ai.umich.edu/about-ai/
ART 2.0 provides students, faculty, and staff with information on courses.

New views with information about majors, programs, instructors, and students on the way.
DESIGN QUESTIONS

1. What kinds of data do students need in order to make informed choices about their enrollment in future courses or programs?

2. How can course data and student performance be represented differently to optimize for accessibility, relevance, user experience, etc.?

3. How might we break away from the restrictions of a paper document (i.e., linear, static) to produce an interactive, dynamic visualization of transcript data?

4. How can we design systems that support students and other constituents that are secure yet promote sharing of information?