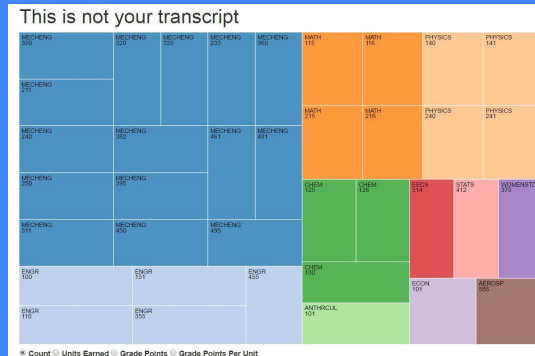


# The Future of Student Records

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

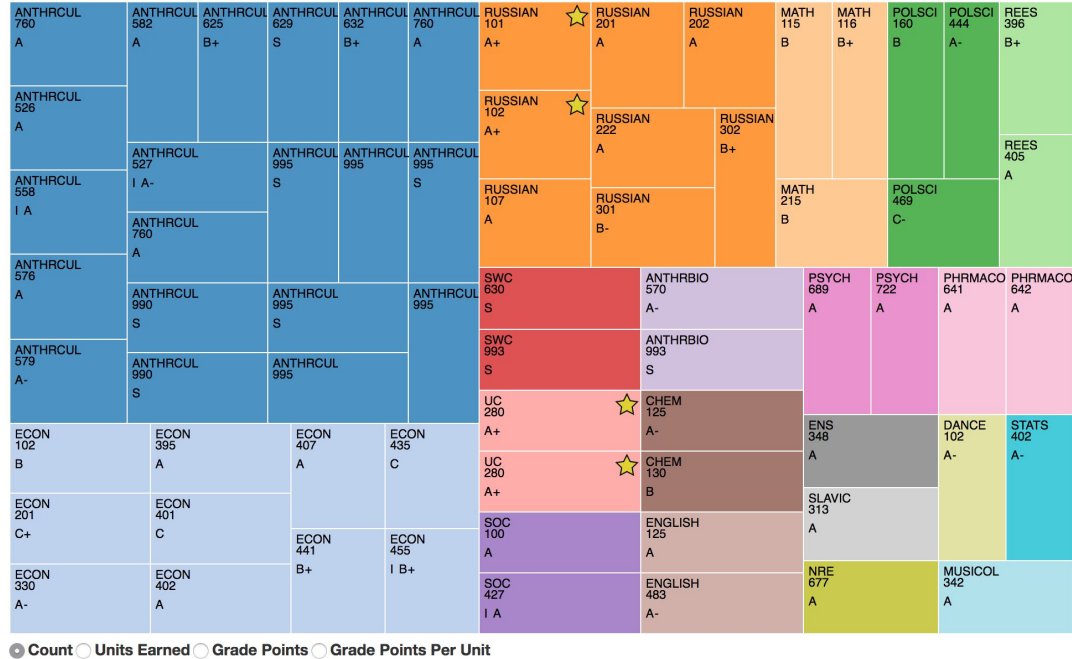
- Liberal education is more than a list of classes with performance estimates
  - Intellectual breadth
  - Disciplinary depth
  - Range of experience
  - Engagement & effort
  - Social & professional networks
- Important outcomes are long term – we need to see beyond campus
- Multidimensional portrait 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
  - Top 25%: Distinction 3.686 - 3.846
- 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?

# Rethinking Layout: Assessing Diversity

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








# 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

 The heart shows the percentage of respondents who chose "Agree" or "Strongly Agree" to "I had a strong desire to take this course."

 The lightbulb shows the percentage of respondents who chose "Agree" or "Strongly Agree" to "I learned a great deal from this course."

 The weight shows the percentage of respondents who chose "Heavy" (D or SD) to "The workload for this course was..."

## Interpreting the Graphs and Charts

### Instructors List

This table lists who taught the course most recently and when. You can sort the list alphabetically by instructor, or based on who taught the class most recently. You can also use the search box to look for a specific instructor.

Name  Recent Courses

Instructor ▲    Fall '15 ▼    Spring '15 ▼

Search by name

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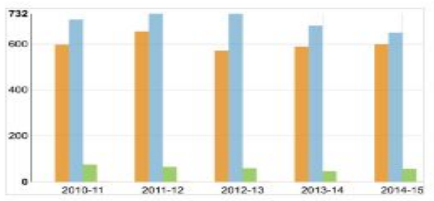
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### Enrollment Graph

This panel shows when classes were offered in the past few years and how many students received a grade other than W, I, P, or F. If no bar appears, it means the class was not offered.



ART 2.0 provides students, faculty, and staff with information on courses.

### Major Chart

This list shows the 10 most common majors that students graduated with after taking this course. The data are based only on majors from students who have graduated (not students who are still enrolled).



### Levels Chart

This chart shows the year in school (based on credit hours earned) students were at the beginning of the term in which they took this course.



### School/College Chart

This list shows the schools or colleges students were enrolled in when they took the course. If there is no one from a school or college, it's not shown at all. If there's a very small number of students, it's shown as FIX THIS%.



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

### Pre-Enrollment Chart

This list shows the most common courses students took before taking this course.



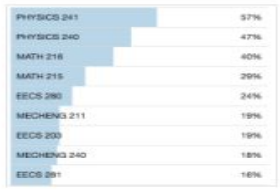
### Co-Enrollment Chart

This list shows the most common courses students took while also taking this course.



### Post-Enrollment Chart

This list shows the most common courses students took after taking this course.



# 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?