



Advancing Global Higher Education

Moving the Needle: Improving Retention and Completion Rates to Improve Enrollment Health

ACT EPC 2018

Denver, CO

About AACRAO

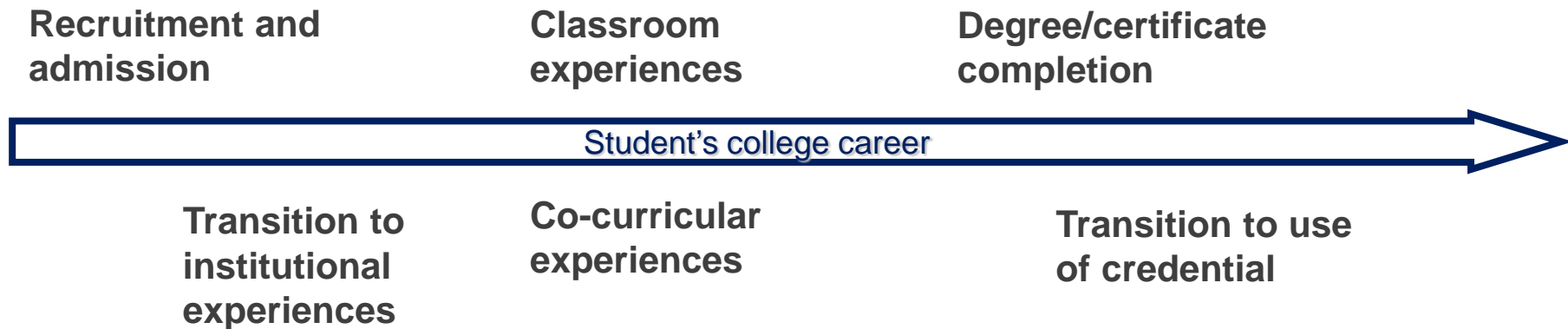


- Non-profit - 100+ years old professional organization
- Largest publisher of SEM content in the world
- Our publications, webinars and conferences set the industry standard for approaches to long-term enrollment health
- Access to the best practices and leading thoughts of our 11,000+ higher education admissions and registration professionals
- 11,000 members in over 2600 universities in 42 countries

A framework for retention (Tinto plus Kuh)

1. Academic integration
 - Preparation for college
 - Performance in college
2. Social integration
3. Financial support
4. Clarity of goals
5. Support of family and friends
6. Engagement

Breaking down the areas of impact

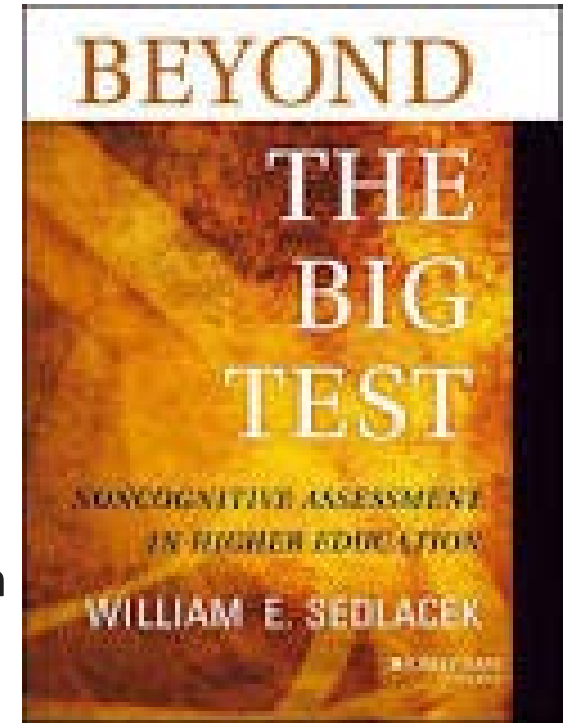


Recruitment and admission – holistic assessment

1. Used in a variety of ways to increase the likelihood of student success
 - Adding to the validity of GPA and test scores
 - Increases from about 50% predictive ability to about 70% predictive ability
2. One of the uses is the identification of students on the margins of admission criteria
 - With similar GPA and test scores, who is more likely to persist and succeed?

William Sedlacek

1. University of Maryland professor
2. Identified non-cognitive variables
3. Specific variables are chosen by the institution
4. Method uses short answers to prompts
5. Readers are trained to score answers
6. Scores are added to other admission data to identify candidates for admission



Non-cognitive variable set

1. Positive self-concept
2. Realistic self-appraisal
3. Successfully handling the system (racism or other -isms)
4. Preference for long-term goals
5. Availability of strong support person
6. Leadership experience
7. Community involvement
8. Knowledge acquired in a field

Transition to institutional experiences: new student orientation

1. Most often held in late spring and mid-summer prior to student's first fall term
2. Common error is to “pack” the orientation with several different objectives:
 - Awareness
 - Compliance
 - Student success skills
3. Many orientation programs last one day or less

Transition to institutional experiences: new student orientation

1. Segment orientation into at least two experiences
2. Summer experience:
 - “Take care of business”
 - Advising
 - Registration
 - Financial aid/bills
 - Housing
3. New student welcome experience
 - All the other areas
 - Right before the term starts and into the first weeks

Transition to institutional experiences: FYE course

1. Needs to be rooted in academic content
2. Transition to college learning:
 - Critical thinking
 - Independent assessment and conclusions
3. Where do life and other skills fit into this?
 - Time management
 - Financial literacy
 - Study skills, etc.
4. Required?

Academic experiences: support programs

1. Are the programs you developed to support struggling students benefitting them?
2. How do you know that students who need the programs are actually utilizing them?
3. Track referrals for tutoring, skills labs, etc., to actual attendance
4. Follow-up:
 - Did it help?
 - Are things clearer now?
 - Is more help needed?

Academic experiences: what to track

1. Push for full-time:
 - 15 to finish
 - Start FT but moves down to PT: why?

2. Percent of courses completed:
 - Ratio of attempted to completed
 - Long-term financial aid implications

3. Barrier courses:
 - High rates of D/F/W
 - Consider supplemental instruction
 - Consider course redesign
 - Faculty pedagogical support

Co-curricular experiences: High-impact practices (HIPs)

1. Service learning
2. Study abroad/global education
3. Internships
4. Learning communities (residential experiences)

https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

Degree/certificate completion: cohort tracking

1. Assign cohort attributes to each group as they enter
2. In addition to other tracking for success, determine how many are approaching credits for completion but not graduating:
 - May be done at any time but especially helpful beyond normal completion time (i.e., year five for baccalaureate, year three for associate's)
3. What is missing?
 - Run degree audit reports
 - Often delayed math requirements
4. Assign follow-up contact by academic departments or advising center

Transition to use of credential: Comprehensive Learner Record (CLR)

1. Students complete degrees or certificates are not prepared to articulate the learning they received
2. Current student records are focused on the completion of courses
3. Term/credit/grade outcomes
4. Few employers (if any) find the transcript or diploma helpful in the hiring process:
 - Degree confirmation is the main purpose for them

Comprehensive Learner Records (CLR) project

1. Combined effort of AACRAO and NASPA: Association of Student Affairs Professionals
2. Supported by grants from Lumina Foundation
3. Phase 1
 - 2015 – 2017
 - Developed new models of digital records
 - Included 12 colleges and universities from across the United States
4. Phase 2
 - 2017 – 2019
 - Scale up the adoption of CLRs in American higher education

What is a Comprehensive Learner Record?

1. An official institutional record issued to students
2. A representation of an institution's learning framework with evidence of how that learning was achieved
3. A record focused on learning that occurs throughout the educational experience:
 - Through coursework
 - In co-curricular experiences
 - In learning experiences that may occur at the same time as the educational experience but outside the institution's oversight
4. Records may focus on any or all of these but go beyond rosters of courses, activities or experiences to evidence learning

Example 1: University of Central Oklahoma STLR

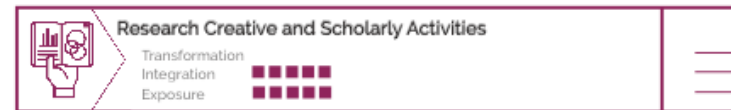
Firstname Lastname
*00001234
****.**.1254
Today's Date

STLR STUDENT
TRANSFORMATIVE
LEARNING
RECORD

The purpose of this record is to provide a visual representation of this student's achievement in the University of Central Oklahoma's (UCO) Tenets of Transformative Learning. This student's educational experience at UCO has resulted in achievements at the exposure, integration or transformation level as indicated below. See the key on the back of this document for short descriptions of what these levels of learning indicate with regard to student knowledge and experience. These experiences have been assessed and validated by trained faculty and professional staff members at the University of Central Oklahoma.



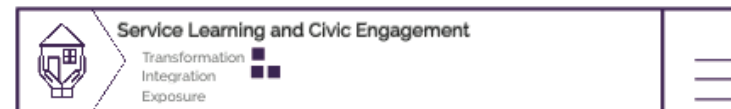
- ▶ GC - Dropbox Life Review - Care of Vulnerable Individuals - Fall 2016 - Exposure
- ▶ Mod 6 Korea Lecture--STLR Global Cultural Competency - International Marketing - Fall 2016 - Exposure
- ▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration



- ▶ Research, Creative, & Scholarly Activities - Dropbox - Music Outreach Program 2016 - Fall 2016 - Integration
- ▶ Mosquito Experiment - Biology I for Majors - Fall 2016 - Exposure
- ▶ RCSA Reflection Assignment STLR- Dropbox - Landmark Cases in Forensic Sci - Fall 2016 - Integration
- ▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration



- ▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration
- ▶ Marriage Initiative - STLR Assignment - Landmark Cases in Forensic Sci - Fall 2016 - Exposure
- ▶ GC - Dropbox Life Review - Care of Vulnerable Individuals - Fall 2016 - Exposure



- ▶ Assignment 2 Photo Essay - Regional Geo Of The World - Fall 2016 - Integration
- ▶ Service Learning Project - STLR - Success Central - Fall 2016 - Transformation



- ▶ The Little Event-STLR - Success Central - Fall 2016 - Integration
- ▶ OIFC Visit Reflection Paper - Intro to Crime Analysis - Fall 2016 - Exposure

Example 2: Johns Hopkins Certified Electronic Diploma

JOHNS HOPKINS UNIVERSITY

Credential Validation

Validated: Thu, 01 Mar 2018 21:48:01 GMT

Name	John Doe Sample
Conferral Date	05/18/2017
Conferral Info	Master of Applied Science in Patient Safety and Healthcare Quality

powered by **CoCredentiaL TRUST**

Program Outcomes

- Describe several frameworks and theories for assessing and improving the quality of care
- Describe current key policy and programmatic areas in quality of care
- Describe how to assess quality of care for a medical condition
- Describe key elements of published quality assessment and improvement studies
- Articulate how to develop a workable quality improvement and evaluation plan
- Recognize the extent of problems in patient safety in medical care
- Describe the role of various systems and factors in creating safety and causing errors and adverse events
- Discuss problems and issues in measuring and reporting safety
- Demonstrate knowledge of the basics of conducting an incident investigation and resolving an adverse event
- Design solutions to improve patient safety
- Articulate the ethical, legal, and regulatory implications related to patient safety

Example 3: Elon University's VeTX



ELON EXPERIENCES VISUAL TRANSCRIPT

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experiences and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of Elon University. For more information about the Elon Experiences Transcript visit [our site](#).

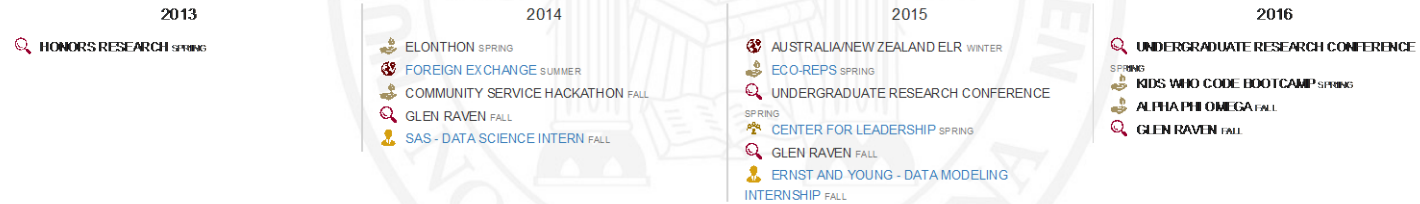
STUDENT INFORMATION

NAME JOHN S. DOE
DEGREE B SC
MAJOR APPLIED MATHEMATICS
 COMPUTER SCIENCE
COMPLETE 28TH OF NOVEMBER 2016

SUMMARY OF ELON EXPERIENCES



EXPERIENCE TIMELINE



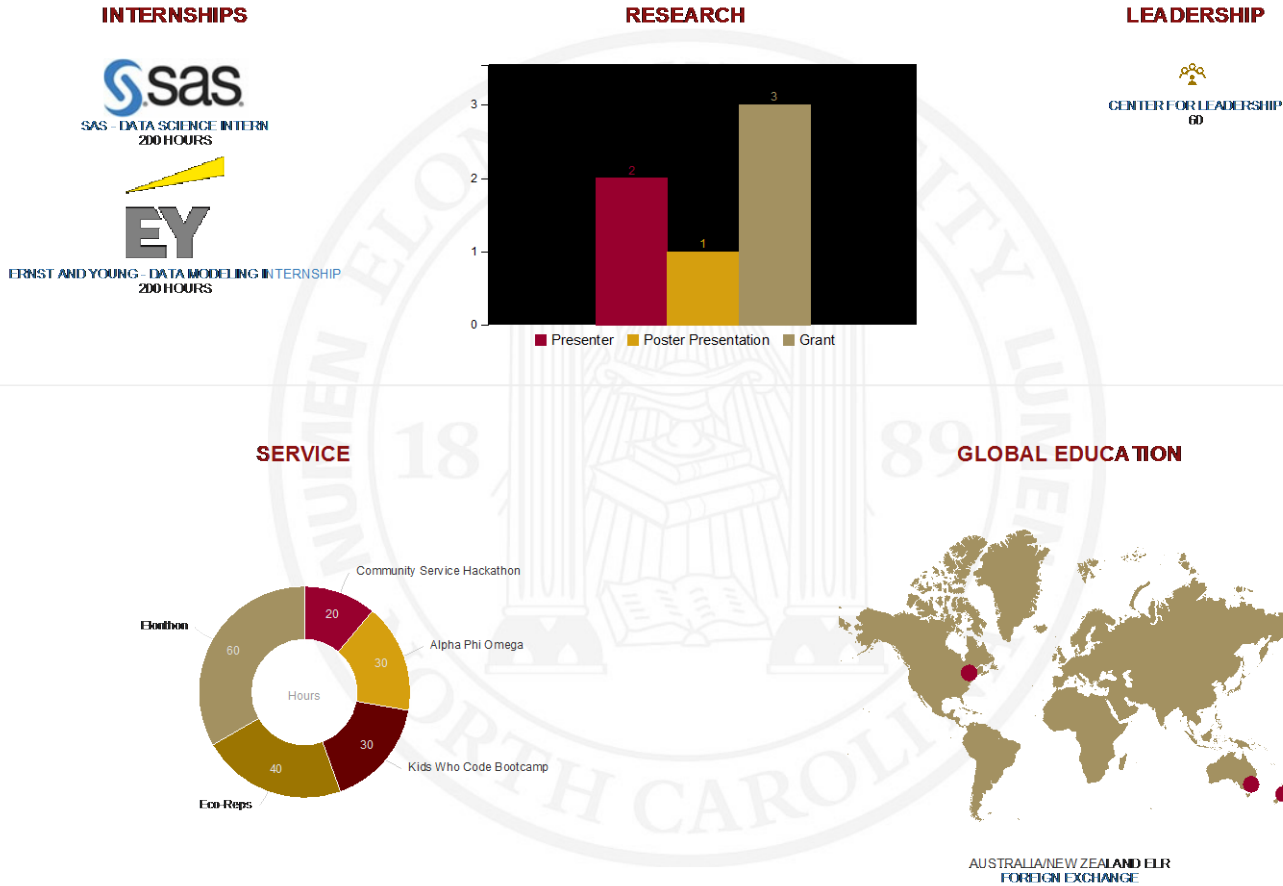
ACADEMIC COURSES



parchment

Anthony J. Parks
 University Registrar | Dr. Anthony Parks

Example 3: Elon University's VeTX



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Anthony J. Parks
University Registrar | Dr. Anthony Parks

What can these records do for students?

1. Provide a summary of learning that allows the student to reflect on her education and, from this, articulate that learning to others
2. Used formatively, these records can help students understand the areas of learning that should be completed and the variety of sources through which learning may occur:
 - These can serve as guides for students and their advisers to consider academic and experiential learning that rounds out the educational experience
3. Help students understand the knowledge, skills and abilities they are acquiring during their education and how those may relate to their uses, after college

What can these records do for institutions?

1. Perhaps the greatest benefit is the work to
 - Identify learning outcomes in all courses
 - Identify learning outcomes in co-curricular experiences
 - Consider outside experiences that may evidence learning and contribute to the learning attained through the institution
2. Help the institution understand how its educational courses, programs and experiences contribute to a larger learning framework of an educated person
3. Contribute to a broader system of learning with other institutions through the transfer of learning outcomes
 - How learning at one institutions intersects with learning at another

Questions and Comments





Advancing Global Higher Education

Thank you!

Tom.Green@aacrao.org

CLR Project website:

<https://www.aacrao.org/signature-initiatives/comprehensive-learner-record>