**Learning and Teaching Commons
@ The Washington Center**

Summer Institute BB03 | Big Bets: (re)Designing the transcript as a holistic learning record Jul 22-23

Resources:

[Resource Guide: The Learning Record](#)
[Programs with Credit Equivalencies](#)
[New Academic Directions Website](#) (evergreen login required)
[New Academic Directions Canvas Course](#) (evergreen login required)
Stakeholder Maps

- [Stakeholder Brainstorm](#)
- [Stakeholder Persona A](#) - (students & families)
- [Stakeholder Persona B](#) - (employers, grad schools admissions committees, scholarships)
- [Stakeholder Persona C](#) - (students & families)
- [Stakeholder Persona D](#) - (Evergreen internal - advisors, faculty, tutors)
- [Stakeholder Persona E](#) - (Institutional need and external audiences)

Prototypes

- [GROUP 1](#)
- [GROUP 2](#)
- [Group 2's coversheet prototype](#)

[Activities](#)
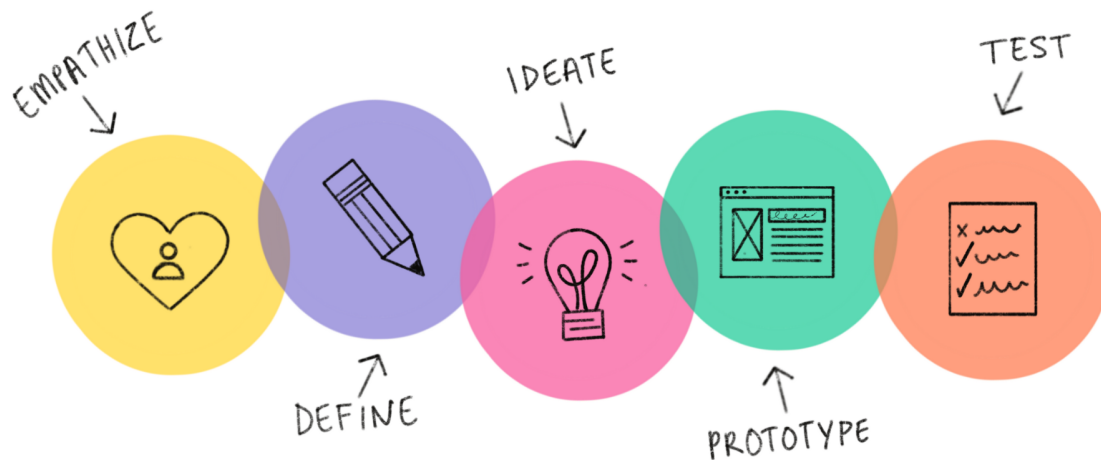==READ THIS!== Grocott, L. (2015, October 5). [What am I learning, again? It'd help if you told me. It'd help if I knew.](#) *The Synapse.*

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[MURAL support](#)
[Tutorials](#) (MURAL website)
[Tutorial for MURAL beginners](#) (video)

Wednesday, July 22 - Empathize & Define

Framing Questions: *Who is the transcript for? What purpose(s) does the transcript serve? What are the strengths and challenges of our current model? Is the transcript equity-producing?*

9:00-11:00 Synchronous learning and discussion

- Welcome and Introductions
  - Land acknowledgement - Karen
  - Introduce yourself via chat share your name, role, and answer to this question: I care about student transcripts because _____.
- Transcripts and New Academic Directions
  - How does this work fit into the larger project? - JuliA
  - What is the impetus for looking at the transcripts now? - Karen
- Empathy exercise - stakeholder map
  - Brainstorm stakeholders collectively

[Stakeholder Brainstorm](#)

Transcript Quiz

Please respond with T (true) or F (false)

1. _____The primary audience for the transcript is future employers.
2. _____ A transcript should present a comprehensive record of a student's skill and knowledge acquisition in college.

Have something to contribute? Leave a comment!

3. ____ A potential employer or graduate admissions representative can quickly and reliably determine an applicant's relevant skills, qualities and competency from the Evergreen transcript.
4. _____ A student can be awarded credit multiple times for repeatedly enrolling in the same program or course.
5. ____Narrative transcripts present barriers to student athletes who apply for scholarships and other awards & recognitions.
6. ____Consistency in narrative evaluations across programs and students is a desirable goal.
7. _____ The narrative evaluation gives Evergreen students an advantage over other candidates in the hiring process.
8. ____ Documenting GPA equivalents along with narrative evaluations would better serve students.

Wednesday morning's chat

08:57:35   From Krishna Chowdary : Good morning! I'm munching on my breakfast so will wait to turn on my audio and video!

08:58:07   From Melissa Pascal : Godd morning :)

08:58:41   From Krishna Chowdary : It's got lots of crunchy bits, and with my earphones in it sounds like a constructions site all up in my head!

08:59:11   From Lori Klatt : Good morning, all!

09:00:50   From Sandra Yannone : LOL! WE always can dream...

09:01:17   From Sandra Yannone : I hear you, sister!

09:01:27   From Sandra Yannone : About the not sleeping…

09:02:24   From Kathleen Eamon : I hear you hearing me!

09:03:04   From JuliA Metzker (she/her) : Hi Everyone - The resources for our institute are in the New Academic Directions canvas - https://canvas.evergreen.edu/courses/3317/modules#module_49868

09:03:12   From Krishna Chowdary : I couldn't figure out how to leave a comment on the Resource Guide (at the bottom it says "Have something to contribute? Leave a comment!"). I have some suggestions for resources to add to the Evergreen section.

09:04:42   From Krishna Chowdary : https://www.google.com/search?client=firefox-b-1-d&q=zoom+room+up+to+49+participants

09:05:06   From Sandy Yannone (she/they) : That's so Evergreen… Karen

09:05:39   From Sandy Yannone (she/they) : Awning

09:06:09   From Krishna Chowdary : re: outdoor classrooms: we'd still have to be physically distanced. That's a lot of shouting for conversations.

09:06:35   From JuliA Metzker (she/her) : @Krishna, do you see a plus on the side of the screen when you select a word? That will start a comment. If not, try Insert —> Comment.

09:06:39   From Coral Garey : give everyone megaphones?

09:06:41   From Sandy Yannone (she/they) : allergies…

09:06:54   From Sandy Yannone (she/they) : Yeah, a bar garden.. with LIVE music

09:07:22   From Krishna Chowdary : https://support.zoom.us/hc/en-us/articles/360000005883-Displaying-participants-in-Gallery-View

Have something to contribute? Leave a comment!

09:08:09   From JuliA Metzker (she/her) : @krishna You should be able type directly in the document.

09:08:17   From JuliA Metzker (she/her) : https://docs.google.com/document/d/1RMDPmsitXGWF6yuD7YS2KMry510LpxWHNwwF-vAZ25w/edit#heading=h.vlvavxpirbg2

09:09:01   From Ivana Trottman : I've got it.

09:09:15   From Krishna Chowdary : @Julia: I figured it out. I needed to click on a little icon that opened the Google doc outside of Canvas.

09:14:54   From JuliA Metzker (she/her) : Introduce yourself via chat share your name, role, and answer to this question: I care about student transcripts because _____.

09:15:08   From Sandy Yannone (she/they) : pronouns?

09:15:36   From Ivana Trottman : Ivana Trottman, Career Advising Specialist/Academic Advisor, She/her

09:16:05   From Kathleen Eamon : Kathleen Eamon, Academic Dean, she/her, I care about student transcripts because they function for the student, the institution, and the outside world as recognition/a reflection of learning, skills, and accomplishment. They have the potential to open — or close — doors

09:16:05   From Lori Klatt : Lori Klatt, Interim Registrar (any pronouns). I care about transcripts because I care about our students and want to help them showcase their accomplishments during their time at Evergreen.

09:16:06   From Stacey Davis : Stacey Davis, faculty, historian, CAT leader for Humanities Plus CAT; She/her; I'm interested in making transcripts more useful for students

09:16:15   From Karen Gaul : Hi, I'm Karen (she/her) and I'm an academic dean. I care about student transcripts because I wrestle with all the ways they are cumbersome for students, and ways they throw obstacles in student's/graduate's way!

09:16:18   From JuliA Metzker (she/her) : Julia Metzker, she/her, education developer, I care about student transcripts because they (can) communicate to students and others the value of a college education.

09:16:35   From Ivana Trottman : I care about student transcripts because it's the legacy of their self directed education that also needs to make sense to readers outside of Evergreen.

09:16:41   From Krishna Chowdary : Krishna Chowdary, he/him pronouns. I help communities learn math and physics, and I am the team leader for the Curricular Area Team that includes the Environmental Studies, Integrated Biology & Chemistry, and Mathematical, Physical, & Computer Sciences Paths of Study. I care about transcripts because I care about our students and their success at Evergreen, and after.

09:16:43   From Kristina Ackley : Hi everyone, I'm Kristina Ackley and use she/her. I teach in Native American and Indigenous Studies. I care about student transcripts because they are one of the ways that student work is communicated to others outside Evergreen.

09:16:55   From Edwin Bliss : Edwin Bliss, He/Him, I do a ton of transcript reviews

09:17:01   From Ariel Birks, she/her : Good morning! I'm Ariel Birks, the assistant director of the Writing Center. I use she/her. I care about student transcripts because I support tutoring staff who are our unsung heroes/ front-line workers in Academic Statement support and I see how students who reach out for help feel, look, and persevere even when they've fallen through the cracks

09:17:31   From Amy Betz : Hi, my name is Amy Betz (she/her), I lead the policy, process, systems implementation group at Evergreen and have been involved with implementing and managing the

Have something to contribute? Leave a comment!

transcript as the liaison to the Registrar and Academics Deans. I care about the transcript because it is the voice and record for our students academic work at Evergreen.

09:17:33   From Marcella Benson-Quaziena : Marcella; faculty; I care about students transcripts because they stay with them for the rest of their lives. She/ Her/ They

09:17:39   From Sue Feldman : Sue Feldman, she/her Director of Teacher Education Programs. I care about transcripts because I do transcript review research to make informed decisions about student course taking trajectories. Evergreen's transcripts are terrible for this making it difficult to know simple things about what students are choosing, and persisting in. College administrators generally have easy and quick access to transcript data to make decisions with and this makes it easy to make good choices to support students' success.

09:17:50   From Melissa Pascal : Good morning, My name is Melissa "Mel" Pascal. I am one of our amazing Academic Advisor. she/her pronouns. I care about student transcripts because any tools that I can use to assist our students during their journey here at Evergreen successful and safe is a positive and beautiful bonus.

09:17:50   From Coral Garey : Institutional Research & Assessment (she/her) - I care about transcripts because I want Evergreen to serve our students. Making sure the transcript works for all students needs is one of the best ways we can accomplish that.

09:17:59   From Mukti Khanna (she/her) : Mukti Khanna, faculty (she/her), I care about student transcripts because I have seen how dysfunctional the current version of the transcript is when reviewing student applications for the past 18 years and I would like to see a model evolved that is more relevant for 2020 and beyond. The current version is massively labor intensive for faculty and staff and may not be the wisest use of time and skills.

09:18:42   From Sandy Yannone (she/they) : Good morning! Good to be with you all! Sandy Yannone, she/they, Faculty Director of Writing Center, poetry ambassador. I came to Evergreen because of the transcript because I believed in what it would mean for students to have deep agency in self-assessing their education along with their faculty, well beyond the emptiness and tyranny of grades.

09:19:01   From Luis Apolaya Torres : Hi! I'm Luis Apolaya Torres, he/him, and I'm one of the academic and career advisors. I care about student transcripts because, given how we grant students large amounts of agency in determining their intellectual path through Evergreen, the transcript needs to be as effective as possible in reflecting the type of work they did, and the type of work they're ready to do after Evergreen, while allowing for the reflection piece that is so necessary in making this work meaningful.

09:20:43   From Stacey Davis : I'd also like to acknowledge that transcripts include evaluations and that evaluations do two different things at once - they relate to students how they are doing and what they might want to strengthen next, and they serve as official record. Those two functions are sometimes in tension.

09:23:04   From Krishna Chowdary : @Stacey: 2004, so 16 years ago. I put a link to the Guide that group produced in the Resource Guide.

09:23:21   From Sandy Yannone (she/they) : And also how to we attend to equity gaps in writing the transcript which we saw in an informal review that Emily Lardner and I facilitated with interested faculty and staff about five years ago.

09:23:32   From Karen Gaul : Thanks @Krishna!

09:24:20   From Stacey Davis : Wow, time flies! I had no idea it was that long ago.

Have something to contribute? Leave a comment!

09:24:40   From Krishna Chowdary : @Sandy: I remember the report of that work differently. Do you have a copy? I recall that this report was specifically about Academic Statements. Perhaps you are referring to another study.

09:25:17   From Sandy Yannone (she/they) : @Krishna oh gosh! you are right, but they are interrelated! Thanks!

09:26:02   From Sandy Yannone (she/they) : @Krishna I do have a copy that I can unearth.

09:27:02   From Stacey Davis : Before Academic Statements, there was a DTF headed by Sam Schrager that spent a year looking at potential redesigns of evaluations. We even considered moving away from paragraph-style evals. We ended up with a report of "guidelines" for evals that I think is still in the faculty handbook — the guidelines for 1-page per quarter, standardizing credits, etc.

09:27:59   From Krishna Chowdary : @Stacey: that's the guide I linked to that's now in the Resource Guide.

09:28:08   From Coral Garey : https://www.evergreen.edu/sites/default/files/Narrative_Evaluation_Guide_2004.pdf

09:28:24   From Coral Garey : ^^^The link for the resource guide Krishna posted

09:34:42   From JuliA Metzker (she/her) : #1 _____The primary audience for the transcript is future employers.

09:34:52   From JuliA Metzker (she/her) : #2 ____ A transcript should present a comprehensive record of a student's skill and knowledge acquisition in college.

09:35:02   From JuliA Metzker (she/her) : #3____ A potential employer or graduate admissions representative can quickly and reliably determine an applicant's relevant skills, qualities and competency from the Evergreen transcript.

09:35:12   From JuliA Metzker (she/her) : #4 _____ A student can be awarded credit multiple times for repeatedly enrolling in the same program or course.

09:35:22   From JuliA Metzker (she/her) : #5 ____Narrative transcripts present barriers to student athletes who apply for scholarships and other awards & recognitions.

09:35:33   From JuliA Metzker (she/her) : #6 ____Consistency in narrative evaluations across programs and students is a desirable goal.

09:35:48   From JuliA Metzker (she/her) : #7 _____ The narrative evaluation gives Evergreen students an advantage over other candidates in the hiring process.

09:36:14   From JuliA Metzker (she/her) : #8 ____ Documenting GPA equivalents along with narrative evaluations would better serve students.

09:40:10   From Kathleen Eamon : The quiz feels useful because (as Krishna notes) it gives me a sense of where the fact/value distinctions are for me in this discussion (where do I have "depends," questions marks, etc.)

09:40:21   From Karen Gaul : A main goal for this institute (and the quiz) is to understand the transcripts for STUDENTS, and to see things from their point of view.

09:40:50   From Karen Gaul : Stacey, Marcella, Amy in the queue...

09:43:07   From Karen Gaul : Language, dance, orchestra...

09:43:24   From Coral Garey : art (especially courses)

09:43:35   From Karen Gaul : These are taken over and over--and sometimes really pile up credits...

09:44:08   From Sandy Yannone (she/they) : @Stacey yes, high contextual

Have something to contribute? Leave a comment!

09:44:13   From Sandy Yannone (she/they) : highly

09:46:04   From Stacey Davis : Even in art course - say painting - you could imagine a student taking the same course several times but progressing in their skills and knowledge each time — given we don't have depth in many fields, that might be the only way the student can actually progress in their artistic practice.

09:46:53   From Kathleen Eamon : Also orchestra. I'm interested in whether we can reflect in titles and credit equivalencies level of study

09:49:09   From Kathleen Eamon : @Krishna, both an in-progress review system would prevent multiple "intro to biology" and a new marking system could distinguish examples that involve differential teaching under the same name

09:52:01   From Stacey Davis : @Kathleen Yes! If faculty looked at what credits students had previously received, then we could label credits differently: Intermediate Painting rather than Intro to Painting 3 times.

09:53:50   From Coral Garey : https://www.evergreen.edu/sites/default/files/registration/images/sample-raa.pdf

09:53:59   From Coral Garey : ^ Cover sheet (RAA)

09:54:30   From JuliA Metzker (she/her) : If only we could send a cup of tea with the transcript :)

09:56:09   From Krishna Chowdary : @JuliA: maybe not with the transcript, but maybe with the Learning Record? A QR code that's a coupon for a cuppa...

09:58:08   From Karen Gaul : Next Sue, then Amy...

09:59:26   From Lori Klatt : Because our transcripts do not match the preconceived expectations of a transcript., the reader needs help translating our documents into a "language" they understand. It doesn't need to match their conceptions but we could help them see the bridge between out transcripts and their needs.

can take longer. I was thinking that I'd like to have people think about what it might mean to conceive the transcript as an equity-producing document over the break. And then invite those who haven't spoke to contribute after the break. I made a list of who they are.

10:04:42   From Karen Gaul : Marcella, then Mukti...

10:05:04   From Karen Gaul : Actually, Amy first...

10:07:07   From Sandy Yannone (she/they) : Process (student/alum — internal) and product (institution - external) as a living document, the e-portfolio — I wish I had one…

10:07:18   From Kathleen Eamon : Granting Krishna's very good point about mission creep, I want to raise the seeming lack of a unified institutional perspective on what the conditions are for credit loss (is it C- work or below? D- work or below?). This comes up for me given Sue's call for a transcript usable in terms of institutional review. I'm interested in what's called a DFW (D, F, Withdraw) review of our practices, which current practice makes very difficult. How do we see where we aren't supporting student success and where systematic issues with that are without that kind of review?

10:09:14   From Sue Feldman : yes,yes,yes

10:09:27   From Karen Gaul : It's true, Kathleen, these questions are all part of the untangling of many interrelated issues... We need some deeper discussion about how credits are awarded. Or not.

10:10:41   From Sue Feldman : yes, yes, yes

10:11:43   From Sue Feldman : None of this suggests not doing evaluation. It is just changing where the narrative evaluation lives and what it is used for.

Have something to contribute? Leave a comment!

10:14:36   From Kathleen Eamon : Marcella, that seems just right to me — identify processes and functions and map those to the record of learning and the transcript.

10:15:06   From Kathleen Eamon : I cheat bc a hyper-chatter!

10:15:20   From Karen Gaul : 10:25 return

10:15:35   From JuliA Metzker (she/her) : For break thinking ...

10:15:53   From JuliA Metzker (she/her) : What would it look like if we were to imagine the transcript as an equity-producing document?

10:16:31   From Sue Feldman : Ira Shore, in Empowering Education wrote about a number of ways he tried to use grades and credit to generate equity and to empower students to decide how hard they want to work.

10:25:54   From Kathleen Eamon : It is just now 10:25

10:36:52   From JuliA Metzker (she/her) : https://docs.google.com/document/d/1RMDPmsitXGWF6yuD7YS2KMry510LpxWHNwwF-vAZ25w/edit#

10:42:35   From Stacey Davis : I'm confused as to where we are doing this work. I am in the docs.google.com link JuliA just dropped in, but I don't see any columns?

10:42:50   From Krishna Chowdary : https://app.mural.co/t/washingtoncenter0502/m/washingtoncenter0502/1595428051579/54ae3936efae6d84a26c83bfdafc5778bee4d29b

10:43:02   From Krishna Chowdary : @Stacey: see if this direct link takes you there.

10:47:45   From Kathleen Eamon : I'll rejoin this afternoon to see what comes of all of this exciting group work! Time for a swim and a nap. JUST KIDDING. Thanks all!

10:48:07   From Kathleen Eamon : just kidding re the recreational nature of my in-between hours

10:53:47   From Melissa Pascal : I lost the form. It is just a lot of arrows moving around the screen

10:54:51   From Stacey Davis : no

10:55:01   From Ivana Trottman : I'm not able to see anything

10:56:42   From Stacey Davis : 2 groups on students

10:56:56   From Sue Feldman : I want to be in E

10:57:59   From Sue Feldman : YES!

10:58:53   From Karen Gaul : Another angle on the family piece is the high expectations that parents and other family members have for students (causing stress, anxiety). Celebration, yes, but sometimes also high expectations.

10:59:35   From Ariel Birks, she/her : I put the families on there- it is also a path to general marketing, but two groups on students makes sense

11:00:06   From Coral Garey : Are there people missing from the groups?

11:00:14   From Luis Apolaya Torres : I don't think Ariel is there!

11:00:32   From Luis Apolaya Torres : Or Sandy

11:02:09   From Krishna Chowdary : Group E: I have another meeting from 11 - 12. Please email me with how you decided to distribute the work and if you decide to meet for synchronous work.

11:02:19   From Ivana Trottman : I like that! thanks Julia!

11:04:18   From Stacey Davis : Me too, folks. I'll work on the mural after 12.

11:04:24   From Coral Garey : gotcha Krishna

Have something to contribute? Leave a comment!

11:04:57　　　From Karen Gaul : I think the idea here is that these can be worked on asynchronously...

11:05:28　　　From Kristina Ackley : I am in the same meeting with Stacey and Krishna - I will work on the mural as well after 12.

11:06:40　　　From Sue Feldman : Ivana and Lori, do you want zoom meet while we are doing this?

11:07:14　　　From Sandy Yannone (she/they) : Also, are we going into break out rooms?

11:07:24　　　From Lori Klatt : I need to grab some lunch but could do that during our time (later).

11:07:27　　　From Ivana Trottman : I'd be open to zoom Sue

11:07:37　　　From Karen Gaul : It's up to the groups to either meet synchronously or work asynchronously.

11:07:50　　　From Sandy Yannone (she/they) : Thanks, Karen.

11:08:03　　　From Karen Gaul : Are you in the Resources doc, Mukti?

11:08:07　　　From Sandy Yannone (she/they) : I heard that. I just wanted to double check.

11:08:36　　　From Ariel Birks, she/her : how do we chat with one another?

11:10:51　　　From Coral Garey : Ariel - I don't see the chat icon

11:11:06　　　From Ariel Birks, she/her : hm yeah

11:11:10　　　From Luis Apolaya Torres : I don't either. I only see comments

11:12:00　　　From Karen Gaul : Just look for the caption balloon for the chat?

11:16:06　　　From Melissa Pascal : Could we do breakout room here on zoom?

11:00-2:30 Asynchronous collaborative work (lunch on your own)

- Task: Build stakeholder personas in small groups
    - What does this group need from the transcripts
    - What is the priority of their need?

Stakeholder Persona A - Sandy, Luis, Marcella, Mel (students & families)

Stakeholder Persona B - Karen, Melissa, Kristina, (employers, grad schools admissions committees, scholarships)

Stakeholder Persona C - Amy B, Edwin, Stacey (students & families)

Stakeholder Persona D - Lori, Sue, Ivana, (Evergreen internal - advisors, faculty, tutors)

Stakeholder Persona E - Coral, Krishna, Mukti, Ariel (Institutional need and external audiences)

Stakeholder Persona F (only if needed)

[MURAL support links]

2:30-3:30 Debrief and set goals for tomorrow

Things to carry forward

Improve articulations of student achievements

- cover sheet to feature capstones/certificates/concentration/original work
- Supports decision making for those who manage external audiences

Have something to contribute? Leave a comment!

- External audiences: The Leg, the Board, Donors, WSAC, marketing; Is the transcript easily accessible/readable?
- Do they contain compelling stories?
- succinct, readable, accessible
- technological tools that can pull information together to support ready access to student academic records.
- Data that are readily available
- Document prerequisites/requirements for other programs; grad programs
- Evidence of proficiencies--enables access to certain things (labs, equipment, studios)
- Clear pass/fail thresholds
- Ability for staff & faculty professionals to have clear, informed conversations with students with necessary data on hand. One-stop shop for student information.
- Need for a decipherable record in international settings
- Are internships clearly visible? (Can lead to permanent jobs)
- Are Knowledge, Skills & Abilities clearly visible?
- How can equity and inclusion, or learning across significant difference, show up on a transcript
- Demonstrate strengths for students who want to go on to grad school; compete in grad admissions (unique, prepared, original work, advanced projects)
- Does it clearly show achievements/accomplishments
- Payoff that will help with social and economic mobility
- Reassurance to families that their investment was worth it; payoff for investment (systematic)
- Outward facing; confirms for students that coming to Evergreen was a good decision.
- Accessibility of [unofficial] transcript to track progress--do students have a good sense of what it is? What it will look like? What would they want to see there?
- Easily tracking something like upper division science credits (systems change); ease number of check-ins with staff.
- Hold on to the value of narrative evaluations and continue to improve/evolve those processes
- Consider cultural impacts.
- How do we balance the value of narrative evaluations with the needs demanded by external world.
- Systematic, reliable, transparent methods for generating GPAs that reflect authentically on the student work.
- Integrates transfer credits earned at other institutions

Wednesday afternoon Chat:

14:32:47   From JuliA Metzker (she/her) :
https://docs.google.com/document/d/1RMDPmsitXGWF6yuD7YS2KMry510LpxWHNwwF-vAZ25w/edit#heading=h.4chd92n8nyif

14:39:33   From JuliA Metzker (she/her) :
https://app.mural.co/t/washingtoncenter0502/m/washingtoncenter0502/1595427153007/d038f6919a7655ab89b4fc9e5f8191e78d0a791f

14:50:20   From Ariel Birks, she/her : I'm a stakeholder in Group D and I feel seen

14:52:41   From Sandra Yannone : Ivana, I feel that you represented the perspective of this stakeholder well.

Have something to contribute? Leave a comment!

14:53:08   From Ivana Trottman : Sorry Sue!

14:53:39   From Sandra Yannone : It's very nuanced though in this group.

14:57:28   From Ivana Trottman : Thanks for the love Writing Ctr folks! I'm glad you feel seen :)

14:57:37   From JuliA Metzker (she/her) : https://app.mural.co/t/washingtoncenter0502/m/washingtoncenter0502/1595427118778/7b23d7491fc0bcdc5fc96016706628a0ae06056f

15:04:29   From Sandra Yannone (she/they) : @Ivana We so appreciate you!

15:04:52   From Kristina Ackley : Thanks Mel for offering such a great overview for the group - sorry I cut you off!

15:07:17   From Melissa Pascal : Oh my gosh, youre very welcome and I didnt feel cut off. Thank you :)

15:07:49   From Ivana Trottman : that seems very well captured Stacey! I hear a lot of that from students

15:09:50   From Ivana Trottman : do we have the link for this one?

15:11:53   From Stacey Davis : Group C:

15:11:57   From Stacey Davis : https://app.mural.co/t/washingtoncenter0502/m/washingtoncenter0502/1595427132974/3c4935f14a6a0a08ddfb15084a206ff436bba2d4

15:12:12   From JuliA Metzker (she/her) : Thanks Stacey!!

15:13:04   From JuliA Metzker (she/her) : The link to the mural that Luis is talking to is https://app.mural.co/t/washingtoncenter0502/m/washingtoncenter0502/1595426911751/25443721026c8675bc466bd9ee29b37fe3b07ba8

15:14:28   From Ivana Trottman : go Luis, Go!!! you're killin' it

15:14:56   From Lori Klatt : Great job, Luis.

15:15:21   From Ivana Trottman : I couldn't be more proud to have you as my colleague. *applause*

15:16:36   From Stacey Davis : I didn't realize students couldn't see their transcripts in progress.

15:17:11   From Sandra Yannone (she/they) : Well done, Luis! I'm sorry /i wasn't able to join fully. Everything is ok, though.

15:17:14   From Stacey Davis : No wonder they have a hard time writing academic statements!

15:17:41   From Ivana Trottman : Students can review their individual program evaluations and credit allocations, but not all at once.

15:17:42   From Sandra Yannone (she/they) : @Stacey yes! we wish students could see them when they come to the Writing Center —

15:17:45   From Lori Klatt : @Stacey. Students can see evaluations in progress, if faculty choose to share with them

15:17:49   From JuliA Metzker (she/her) : The list we've captured is at the bottom of this document: https://docs.google.com/document/d/1RMDPmsitXGWF6yuD7YS2KMry510LpxWHNwwF-vAZ25w/edit

15:17:52   From JuliA Metzker (she/her) : Page 7

Have something to contribute? Leave a comment!

15:18:22   From Krishna Chowdary : Lori should correct me, but there isn't really a transcript n progress. However, they should be able to access their academic record including program descriptions and faculty evaluations via their my.evergreen.edu.

15:18:37   From Kristina Ackley : Very informative - thanks Luis. I'm wondering about the self-reflexive nature of the transcript. I see that with the Academic Statement of course, but the potential for the transcript as a whole is important.

15:18:44   From Sandra Yannone (she/they) : Yes, absolutely. It helps them make meaning, I think

15:19:02   From Lori Klatt : Yes, @Krishna. They can access anything which has been shared by faculty and/or posted to their permanent record.

15:19:16   From Sandra Yannone (she/they) : So it actually is a learning tool, even while in progress, just like the iterative academic statement.

15:19:31   From Lori Klatt : They also have the ability to print each evaluation, which comprises an unofficial transcript.

15:20:45   From Lori Klatt : And, we have a person in Registration who reviews student's record for science credits (including transfer credits) and gives them a summary document.

15:21:30   From Krishna Chowdary : Can anyone besides the student and their _current_ faculty see their academic record in this way? E.g. Academic Advisors? I know that after one quarter of leaving my program, I lose access to that info (which is ok but sometimes inconvenient).

15:21:47   From Karen Gaul : Please do return to your notes from the morning's discussion to add to the ideas to bring forward for tomorrow's prototyping.

Have something to contribute? Leave a comment!

Thursday, July 23 – Ideate & Prototype

Framing Questions: What structure or formats could we imagine that would serve students' goals? How might we imagine the transcript as an equity-producing document? How might the transcript bring coherence to the curriculum? How might we support faculty?

9:00-11:00 Synchronous learning and discussion

REVIEW YESTERDAY'S WORK:
- Stakeholder Brainstorm
- Stakeholder Persona A - (students & families)
- Stakeholder Persona B - (employers, grad schools admissions committees, scholarships)
- Stakeholder Persona C - (students & families)
- Stakeholder Persona D - (Evergreen internal - advisors, faculty, tutors)
- Stakeholder Persona E - (Institutional need and external audiences)

11:00-2:30 Asynchronous collaborative prototype-building (lunch on your own)

READ THIS! Grocott, L. (2015, October 5). What am I learning, again? It'd help if you told me. It'd help if I knew. *The Synapse.*

potential foci:
- centering the prototype on evaluation processes, rubrics, use of consistent evaluative language, processes for GPA equivalencies, etc.
- centering the prototype on developing a cover page that communicates quickly and effectively the student's "learning story"
- Wildcard??

GROUP 1 - Coral, Edwin, Ivana (not available 11-12 (ACA Staff Mtg), 1-3), Kristina, Sue
Meeting time: 12:00

GROUP 2 - Krishna, Lori, Luis (not available 11-12) , Marcella (not available at 1pm) Melissa (not available 11-12)
Meeting time: 12:00

GROUP 3 (move yourself) - Melissa (11-12), Mukti, Stacey (not available 12-1, would prefer to work on this 1-2:30),

(I am out in a meeting from 11am-12pm~Me)l
Wen
Meeting time: 1:00
Zoom link:

[MURAL support links]

2:30-3:30 Debrief and wrap up.

Programs with Credit Equivalencies (from Ivana)

Have something to contribute? Leave a comment!

[Group 2's coversheet prototype](#)

Group 1: Sue, Coral, etc. Suggesting to separate eval from transcript. Important discussion to have with faculty. Students could have a choice of getting a grade, a p/f or a non-graded choice, partnered with faculty giving estimated grade range, plus a pass/fail. All put into a black box. Only taken out if student chooses option for grade or p/f. They would then see that information. The GPA and p/f comes from the faculty. Shorten the turn-around time. End practice of assigning GPA 5 years later. Offer student agency for how they would like their evaluation documented. Credit equivalencies system needs to be streamlined; have a curated list of options that faculty could choose from--and to also see previous entries in student record. Credit equivalencies should be determined before a program begins. In all syllabi--available to students, so they know what they are signing up for. Assign credit equivalencies at end of eval. Don't include the bulk of the written eval; available upon request. Between student and faculty. Faculty may not be organized and trained in writing succinct evals. In favor of using 6 expectations as part of a rubric (like STLR); as either hours, effort, or achieved competency. Think it's important to have faculty development around eval writing; rotate into transcript review.

Kristina: intersections...noticeable lack of faculty input in this conversation. Talked about credit equivalencies as well. System for limitations for "bad actors"--students put things in academic statements that they should not include. Should we intervene?

JM: noticing some merging of tools--"Transcript should be used for advising." Those who teach or support students have information about their progress. There is a clear, intentional disconnect between that and the permanent record. Allows for growth and mistakes, but does not go on public record.

Edwin: we realize this would be a sensitive decision for faculty...they should have final say. Eval is written to student, may not make as much sense to public.

Lori: discussion about focusing down to brevity. Urgent issues: Need for GPA; brevity; identify major audience; honor values currently embedded. Not be married to form, but to value. Innovative: willing to change how the document looks. Stakeholders are grad schools, financial supporters, employers. Should show area of emphasis. Estimated GPA, certification, competencies, capstones. Short, easily understood translation of an Evergreen stduent's learning.

Stacey: Sharing mock up of a cover sheet. Show area of emphasis, capstone (each of these approved by faculty committee); did not talk about evaluations, just cover sheet.

Marcella: portfolios are something faculty love. It's something we want to honor--can this be an internal focus, not external? Can we hand them a binder of their entire transcript--something they can share with family and friends.

JM: GPA conversation. Have been embedded in both systems--see merit and challenge in both. Have done a lot of grading of people. Assumption in the evaluation is that you would average all of the learning along the way in a GPA. We are never going to get away from the need to translate. If we are not honest about this being something students need, it will inform how they think about us. Some liberal arts schools are divorcing GPA from individual courses they take. As you move through the curriculum, you are doing individual learning, but also demonstrating competencies in 6

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expectation--so the GPA comes out of that. It allows students to fail and still be ultimately successful. Grades: recovery from a bad semester can take years to recover. Liberal Arts institutions are trying to work this out--such as repeating a course. Holistically assessing students across

Mukti: At this time of great need, what can we do that is sustaining and affirming? The example from the article we read...focused on how to cultivate life long learners, not just immediate outcomes. The written eval is not that sacred. Thinking about sustainability and workload. the more we break the 16 credit box, the less time we would have to write all of these. Health care report analogy. How can the evaluation reflect learning without driving… In this time of great need, how

Lori: Emphasize where each student excels

Krishna: specificity of external demands. How about a GPA in course work only in their area of emphasis? but in fact, some places ask for very specific writing competencies, for example. What if most GPAs could be a fairly broadbrush process, and then some work would have to be specified later. Some programs might have trouble saying in advance what the anticipated credit equivalencies might be. But some could do this easily.

Julia: The grade is not the object, but an outcome in a program designed for students to succeed (can fail and recover…

POINTS OF AGREEMENT: Krishna: Enhanced and revamped Record of Academic Achievement, such as Stacey's arranging. Imposes some structure. Say where students did advanced work. Get their area of emphasis with faculty approval. Amplify student voices. Edwin: sounds easy to say we would work out an area of emphasis but this is an intensive process. Incredible bulk of transcript: ought to reduce this; make it more accessible. Mukti: might help recruit diverse faculty. Marcella: honor student experience and development. What do they need

Who is interested in moving forward? Melissa, Lori, Coral, Luis, Sideways, Edwin, Marcella.

Discussion NOTES:

-What is the timeline moving forward?

-Registration and Records is also a stakeholder, (and Curriculum Management System) as are the Deans Area.

-Krishna: Concern about mission creep--lots of interrelated problems, but some are discrete, and can be sorted out. Different areas need different tools to do their work: what is needed internally? What do we need externally?

Lori Klatt: We really could use something faster and more efficient. It takes 3-5 days to get a transcript together and out the door. This could mean people miss deadlines.

Mukti: our evaluative process is so labor-intensive. From evaluative to palliative--not doing the correct intervention. From years of people wanting to do something different--when student/faculty ratio was 10:1, and older students. Workload creep over time. Evals can be narcissistic. Huge workload stress has negatively affected people's health. Need change--can't just be a 1970s artifact.

-JM: move the discussion forward

-KG: sharing cover sheets to transcript we have.

Have something to contribute? Leave a comment!

-Krishna: evals are places where faculty try to articulate everything about what they are doing, college aspirations, etc to prove we all are doing great work despite being different.

-Mukti: Curious about GPA process…

-Marcella: Has never seen an Evergreen transcript before. GPA

-Stacey--what if there was at least a "pass" indication of each thing listed on cover sheet (Shared Yale transcript)

-Karen: articulation of the GPA conversion process as it now happens; raising some questions and concerns about it.

Break

-JuliA: introducing sets of resources for prototyping. 1) Evals and GPA equivalencies; 2) skills and achievements clear to internal and external audience; 3) efficiencies in labor for staff and faculty.

Group 1 Prototype Notes:

#1 Proposing to separate the evaluation from the transcript - evaluation has value for faculty and students but we think it should not be part of the transcript - this requires a discussion of the faculty

What we would like to include in the transcript model:

Students could have a choice of being graded, pass/fail, or non-graded. Partnered with this faculty would submit an estimated grade range that they think reflects the work of this student and a pass/fail - they would go in a black box and would not be seen by anyone except if the student were to choose the option for a grade or pass/fail.

faculty who does the teaching does the equivalency. shorten the timeframe between the learning and the allocation of the gpa - end practice that this is dean's work in a way that empowers students with choices.

transcript student would have the choice.

Organizing the chaotic system of how we do credit equivalencies, streamlined for everyone, especially faculty. Transcripts should be set up so that they can be used by the institution to monitor student progress.

Proposal that the credit equivalency page is still part of the transcript.

Development to make the evaluation more succinct and shorter.

Use six expectations as part of a rubric to document progress over time. Put x's in the evaluation reporting

Faculty development around evaluation writing - have all faculty do transcript review.

Credit equivalencies are assigned before the program begins. A menu of choices that faculty can choose from.

Make the credit equivalencies part of the syllabi - having syllabi as thorough and available documents to help students make choices about programs. So, students can have a very clear sense of what the program will be doing and what they will get credit for.

value of the evaluation is important in the context of the relationship between faculty and student?

How would that information from faculty get connected to the transcript?

Group 2:

Have something to contribute? Leave a comment!

focusing on brevity -
modernize to serve contemporary needs but honor the
not married to form but to values
can we take the value of innovation forward into the document that we create
employers, internships, graduate schools, 3rd party financial supporters.
include an area of emphasis - that can be verified
estimated or translated gpa
certificates
capstones
a short easily understood translation of an Evergreen students learning
Stacey presented a mock up of a coversheet (linked above).
Summative evaluations as a graduation "gift"

What can we do that is innovative, life-sustaining