Draft Recommendations: eTranscript California Task Force

Overview

The Office of Cradle-to-Career Data convened the eTranscript California & Career Passport Task Force for the purpose of: 1) providing concrete, actionable recommendations for how to leverage eTranscript California to reduce administrative burden for students; 2) clarifying complementary systems and processes that are necessary to attain the concept of a Career Passport that would support skills-first hiring; and 3) documenting specific steps that various entities are ready to take in the next three years to advance this vision.

The task force included the following members:

- Andy Anzaldo, Chief Operations Officer of Corporate Social Responsibility, The Wonderful Company
- Todd Britton, Chief Information Officer and Vice President, Office of Information Technology, the University of La Verne
- April Grommo, Assistant Vice Chancellor for Strategic Enrollment Management, California State University Chancellor's Office
- John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics, California Community Colleges Chancellor's Office
- Jake Johnson, Chief Information Officer, California Department of Rehabilitation
- Michael Karavolias, Sustainable Innovation Specialist, Governor's Office of Business & Economic Development
- Mia McIver, President of the Universities Council, California Federation of Teachers
- Travon Reed, student
- Laura Rodriguez, Senior Policy Director, California State Board of Education
- Abby Snay, Deputy Secretary, Workforce Strategy, California Labor & Workforce Development Agency
- Liberty Van Natten, Division Director, Educational Data Management Division, California Department of Education
- Jacqueline Yannacci, Chief Program Officer, California Volunteers
- Han Mi Yoon-Wu, Associate Vice Provost and Executive Director of Undergraduate Admissions, University of California Office of the President

In addition, two subcommittees developed recommendations on ways to flag A-G course status in ASSIST and on developing a postsecondary transcript standard (the membership of these subcommittees is listed with their recommendations below).

The task force recommends that the following actions be taken. A graphic on the final page visualizes how this new interconnected system would operate.

California Public Postsecondary Transcript

- Expand eTranscript California to share information on coursetaking at all CCCs, CSUs, and UCs
- Revise the eTranscript California transcript standards so they address the needs of CSU and UC and include dual enrollment and credit for prior learning (CPL), using PESC-aligned notations
- Support colleges to understand the appropriate designations they need to provide for the transcript standard and mandate the use of this standard
- Wherever possible, use linked data sets to provide information, rather than requiring duplicative data entry at the local level
- To determine the transfer status of community college courses, connect eTranscript California to ASSIST as the source of truth for this information
- Develop a policy for whether the context of course completion (such as CPL or dual enrollment) should be included on the transcript that is exchanged between institutions
- Expand mechanisms for sending eTranscript California records so that students can initiate a request and enable batch function for all senders so that institutions can also initiate requests
- Integrate eTranscript California with student advising tools, including enhancing existing features in CSU Transfer Planner and the eligibility tools provided by the California College Guidance Initiative (CCGI), and ensure the revised standard provides the information needed for these tools
- Leverage the expanded information available in eTranscript California to expand the capacity of advising tools, such as alerting students to potential majors based on the courses they have completed and what-if scenarios where students can see options based on their prior coursetaking or courses they are

considering and/or CPL opportunities based on their certifications and qualifications

Application Integration

- Develop functionality in the CCC, CSU, and UC application forms that allow students to authorize sending their postsecondary transcript to the college they are applying to (both to pre-populate the courses they have taken in their application and to share final transcripts), including credits earned through dual enrollment, community college, CSU, or UC, and provide support to students to utilize this new functionality
- Develop functionality in the CCC, CSU, and UC application forms that allow students to report other types of prior learning documentation for CPL evaluation
- Develop publicly-available standards that allow independent colleges to integrate eTranscript California with their application forms

Dual Enrollment

- When students are dually enrolled (enrolled in high school and college at the same time), share information on the California public college courses they have enrolled in back to the local education agency (LEA) where the student is also enrolled by connecting eTranscript California to CCGI (CCGI will develop the ability to send information directly to student information systems)
- Provide stronger advising to students, counselors, and parents before students participate in dual enrollment so they understand the implications of having this information included on their permanent college transcript
- Include A-G flags in ASSIST and have eTranscript California connect to ASSIST to determine whether a course has a specific A-G designation
- Focus on guidance tools, such as CCGI's eligibility tools and transfer planners, to share information on the A-G designation of courses, rather than the ASSIST website
- Leverage existing faculty review processes to document A-G status for college courses taken as dual enrollment, with sufficient funding

Credit for Prior Learning

- Information on credit awarded through prior learning should be included in eTranscript California, provided that faculty have identified whether those skills are equivalent to the learning outcomes of college courses and will meet the requirements of accreditors
- Provide funding for a faculty equivalency body that could review CPL generated through a variety of opportunities (such as noncredit, apprenticeship, workforce development training, military service, industry certifications, and work experience) and establish how credit would be accepted across the education segments
- Establish standards for how CPL is documented (e.g., digital badges, core competencies learned in jobs, credit that appears on a transcript)
- Create a credential registry for all state credentials that includes those that have not yet been evaluated for CPL and those with CPL equivalencies established by faculty, both for technical and general education courses, and documents the skills that employers have endorsed
- Embed CPL options into college planning tools
- Provide guidance to students about when securing CPL would support their certificate and degree goals, ideally from the point of applying to college
- Inform people not currently connected to education about how CPL can help them attain their career goals and increase access to postsecondary education

Career Passport

- Have eTranscript California provide the academic information that would be included in the Career Passport, including highlighting CPL that has been approved by faculty
- Have information from the credential registry provide information on validated competencies gained in non-academic contexts for the Career Passport
- Identify ways to flag 21st Century skills taught in traditional education settings in the Career Passport
- Support adoption of the Career Passport through the public workforce system, including training provided through WIOA, apprenticeship, employer-based, labor-management partnerships, and community based organizations

- Ensure the Career Passport is designed so it is accessible to workers who are not connected to education and easy to use by all, including those who are multilingual or have different levels of educational attainment

Funding and Implementation

- Ensure sufficient funding is allocated to create and maintain eTranscript California, with the capacity to handle high usage volumes during application season, ensure privacy and security, and meet all accessibility standards
- Stage the roll out of eTranscript California and provide funding to allow for colleges to adjust their internal processes so that they can utilize the new technology and revise guidance structures so that time formerly spent by faculty and staff on securing and evaluating transcripts can be redirected to other counseling and admissions activities
- Develop workflow processes for new functionality of eTranscript California, such as the real-time requirements of integrating with student advising tools or local requirements for accepting final transcripts, to ensure that all use cases can be addressed
- Conduct further research to inform the design of the Career Passport, including scanning current state projects and technologies, determining which sectors are ready to implement skills-first hiring, documenting technology requirements, exploring private sector partnerships, and collecting stories of how specific individuals in various sectors advanced in their career journey as the result of using similar tools in other states
- Fund a proof of concept for the Career Passport, leveraging work already underway for state hiring and testing the idea in another industry sector where there is significant support from employers to adopt skills-first hiring practices

A-G Status of Dual Enrollment Subcommittee Recommendations

The eTranscript California Task Force surfaced a need to clarify the A-G status of college courses that high school students take through dual enrollment. A subcommittee was formed to recommend where that information should be housed and how existing documentation on transferable courses could be used to streamline a faculty-approved process of establishing the A-G status of college courses.

The subcommittee was made up of the following members:
- Heather Allen, Chief Programs Officer, California College Guidance Initiative
- Allegra Alessandri, Administrator, California Department of Education
- Mark Cohen, Product Manager, Infrastructure and Data Services, California Community Colleges Technology Center
- Rebecca Farley, Associate Vice Chancellor, Kern Community College District
- Chase Fischerhall, Director, A-G and Transfer Articulation Policy, University of California Office of the President
- April Grommo, Assistant, Vice Chancellor for Strategic Enrollment Management, California State University Chancellor's Office
- Abel Guzman, Executive Director of Pathways, Wonderful Company
- John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics, California Community Colleges Chancellor's Office
- Omar Marquez, Assistant Principal, Valley View High School, Moreno Valley Unified
- Kristin McKenna, Director of College & Career Readiness, Madera Unified
- Laura Rodriguez, Senior Policy Director, State Board of Education
- Lara Sandora, Lead & College Counselor - 11th/12th grade, TIDE Academy
- Han Mi Yoon-Wu, Associate Vice Provost and Executive Director of Undergraduate Admissions, University of California Office of the President

The subcommittee recommends that the state:
- Establish an agreement among CDE, CCC, CSU, and UC that ASSIST will serve as the official repository for the A-G status of transferable college courses taken by students through dual enrollment
- Provide funding to:

- ○ Build the subject requirement (A-G) flag in ASSIST, adapt and maintain the technical infrastructure of ASSIST to assign and track the A-G status of courses and for ASSIST to provide information on the A-G status of transferable college courses taken through dual enrollment downstream into other statewide data tools
  - ○ Build flags to address other requirements, including a flag for Language other than English (Area E) courses that count as equal to or greater than two year of high school study in a language other than English (LOTE) credit
  - ○ Expand ASSIST to include CSU and UC courses taken as dual enrollment
- Using existing, faculty-approved guidance regarding how US regionally-accredited college courses can be used to fulfill A-G requirements (as outlined in the UC Quick Reference Guide and the CSU Admissions Handbook), create crosswalks to map A-G to Cal-GETC and/or other data elements found in ASSIST
- As a first step, ensure faculty affirm how the reference guide and handbook is translated into flags related to A-G, using existing general education subject areas (e.g., Cal-GETC) as a starting point
- Provide funding to support staffing for an annual faculty-led process that includes UC, CSU, and CCC to determine the A-G status of additional college courses that could be taken as dual enrollment that do not have a Cal-GETC designation, so that those courses get reviewed, approved and flagged, and the data gets cleaned and exported to downstream systems desired
- Provide funding to integrate information on the A-G status of college courses taken through dual enrollment into other advising tools and downstream application platforms, rather than use the ASSIST.org portal to support advising

The subcommittee felt that ASSIST would be the appropriate mechanism because:

- Community college courses that could be taken through dual enrollment already exist in ASSIST, so costs can be reduced by adding functionality to an existing data set
- ASSIST already shares information how on community college courses are articulated to CSU and UC, so when users are seeking to understand how community college courses are accepted by students seeking to attend CSU

and UC, it which would reduce the fatigue of switching between tools and possible data discrepancies

● By using ASSIST as the source of truth for A-G status of college courses taken through dual enrollment, and integrating this information with eTranscript California and CCGI, more accurate information could be included on transcripts when high school students apply to CSU and UC

● By including validated information on the A-G status of college courses taken through dual enrollment in CaliforniaCollege.edu eligibility tools, counselors will be able to keep up with the accelerating phenomenon of high school students engaging in dual enrollment when helping them prepare to apply to CSU and UC

Specific implementation recommendations include:

Technical Adaptations to ASSIST

The subcommittee developed a list of potential actions that would be needed, which should be reviewed with the ASSIST team and approved by ASSIST's Executive Management Oversight Committee.

1) Create new fields on the documentation on the A-G status of college courses

2) Add course IDs for all CCC courses to support the import/match of courses

3) Create the ability to indicate CSU and UC courses taken as dual enrollment

4) Upon consultation with the UC Board of Admissions and Relations with Schools (BOARS), CSU Admission Advisory Council, and California Community Colleges Curriculum Committee, create the ability to use a crosswalk to automatically designate the A-G status of Cal-GETC and other general education courses, in accordance with the faculty-approved admission handbooks

5) Create the ability to export data on the A-G status of college courses taken through dual enrollment to other tools, including CSU and UC applications, eTranscript California, CaliforniaColleges.edu, and the Course Management Portal

6) Have a use-case based design process to determine other ways that information on the A-G status of college courses could be integrated into other tools

7) Potentially include information on the A-G status of individual courses in the public display (dependent on a discussion of use cases with K-12 and community college practitioners)

Course Evaluation

1) Have faculty determine whether any non-transferrable dual enrollment courses should count for A-G

2) Have faculty determine how to translate existing guidance on the A-G applicability of college courses taken through dual enrollment to create a crosswalk of IGETC, CSU-Breadth, and Cal-GETC to A-G

3) Based on the faculty-approved crosswalks, create a provisional list of the A-G status of each transferable college course for review, amendment, and approval by the appropriate faculty bodies

4) Establish an annual process for reviewing new college courses not in the crosswalk to determine their A-G status

Communications and Advising

1) Clarify that ASSIST includes data elements to indicate both how college coursework taken through dual enrollment meets A-G requirements for freshman admission, and how courses transfer from CCC to UC/CSU

2) Provide information on ASSIST.org that directs students and advisors to other tools that will provide them with curated, relevant information (CaliforniaColleges.edu, CSU Transfer Planner, UC Transfer Admissions Planner)

3) Change CaliforniaCollege.edu college eligibility tools to include college courses taken through dual enrollment, so that there is a user-friendly tool for students and parents where they can find out how dual enrollment meet A-G, degree attainment, and transfer

4) Create resources that help students to determine why they should take a dual enrollment course, and how the course relates to potential short-term and longer-term goals

5) Include information on whether courses that may be offered through dual enrollment also fulfill A-G in tools that help high school students explore majors

Transcript Standards Subcommittee

The eTranscript California Transcript Standards Subcommittee was established to provide more detailed investigation into existing postsecondary transcript standards and what adjustments would be necessary to accommodate recommendations emerging monthly from the Task Force. The topics it explored included documenting dual enrollment, supporting integration with college transfer planning tools, documenting CPL, and documenting non-traditional learning experiences and supporting LERs.

The subcommittee was made up of the following members:
- Kristine Ayvazayan, Admissions & Records Evaluation Tech, Pierce College
- Matt Bemis, Associate Registrar, University of Southern California
- Chris Constan, Programmer Analyst , Information Technology, South Orange County Community College District
- Jim Feigert, Registrar, Saddleback College
- James Fitzsimmons, Applications Developer/Programmer, Los Angeles Community College District
- Hannah Frankel, Senior Evaluation Specialist, UC Berkeley
- April Grommo, Executive Vice Chancellor for Enrollment Management Services, California State University's Office of the Chancellor
- Joe Hackbarth, Director of Student Systems and Operations, Cal Poly Pomona
- Lillian Justice, Registrar, El Camino College
- Michelle Pena, Visiting Assistant Vice Chancellor, California Community Colleges Chancellor's Office
- Michelle Ransom, Interim Associate Director of Operations, Admissions & Records, UC San Diego
- Sue Reyes, Analyst/Programmer, Administrative Information Systems, San Diego State University
- Monterey Sims, Director, Admissions and Evaluation, University of Phoenix
- Rena Martinez Stluka, Director, Admissions and Records, Fullerton College
- Triseinge Ortiz, Director of Admissions & Records, North Orange Continuing Education
- Will Wu, Registrar, City College of San Francisco
- Krystal Yeo, Director, Systems and Operations, School of Continuing Education, Mt. San Antonio College

Dual Enrollment

Key solutions from the Task Force driving this discussion:
- Document dual enrollment participation at the course level (not about the course being a dual enrollment course, but about the student being a dual enrollment student at the point in time when the course was taken)
- Deliver college coursework data from eTranscript California to CaliforniaColleges.edu to enhance planning tools for dually enrolled high school students

The subcommittee reviewed existing standards created by the Postsecondary Electronic Standards Council (PESC) and PESC-derived dual enrollment related elements in the existing California transcript standard and evaluated their current use and extension for these use cases. Additionally, subcommittee members that serve on the PESC Board of Directors consulted with their colleagues for additional insight.

Recommendations:
- There is an existing standard mapped to PESC, which may be the ideal location for this data element, as it would be more portable across a variety of institutions (as well as outside of the state and for LER considerations). The field has other potential uses (e.g., see CPL discussion later in this document) but it is underutilized and should be the "home" for this documentation. Details on this area:
    - PESC: Student.AcademicRecord.AcademicSession
        - CourseCreditBasis
            - HighSchoolDualCredit
    - Existing eTranscript California Standard: 08E80 Course Detail
        - Course Credit Basis
            - 22 => HighSchoolDualCredit

Implementation considerations:
- Receiving institutions found little value in having the dual enrollment status of a class noted on a college transcript. Instead, they need the college that offered the course that was taken through dual enrollment to provide an official college transcript.
- Introducing new or enforcing the implementation of data elements has varying levels of complexity depending on the college's student information systems (SIS)

and other resources. Recommend completing a deeper dive with colleges to document implementation challenges, requirements, and considerations for consistent adoption of this revision to the data standard to record dual enrollment participation. Making data elements required for reporting or other purposes can accelerate vendor support and prioritize the effort.

- Using an automated matching process that leverages data exchanges between colleges and CCGI to identify courses taken by dually enrolled students would be preferable to requiring high schools or colleges to identify dual enrollment status in their SIS and on transcripts used for college admissions.

College Planning Tools

Key solutions from the Task Force driving this discussion:

- Connect eTranscript California to the CSU Transfer Planner so students receive guidance based on their official coursework and grades vs. self-reported data
- Connect eTranscript California to ASSIST for official course details to ensure consistent and current documentation of transfer-specific data elements

The subcommittee reviewed existing eTranscript California standards related to course transferability, as well as the latest ASSIST data extract specifications.

Recommendations:

- There are a variety of data elements in the existing standard that address transferability of courses but this is inconsistently delivered by colleges due to variations in SIS, vendor support, and other challenges.
- Receiving institutions have already embedded their own crosswalks and automated processes for translating course information and often do not rely on the course-level data provided by colleges on the transcript (e.g., they use degree audit and other "source of truth" software and processes).
- For now, the subcommittee recommends retaining these data elements in the eTranscript California standard until requirements for integration between eTranscript California and ASSIST are documented.
- If ASSIST becomes the source for course-level detail, the standard should be updated to reflect that colleges are no longer expected to provide those elements (or that they are overridden by ASSIST-provided data elements).

- The subcommittee recommends working with representatives for the various proposed tools to document the minimum data delivery requirements for tools like CSU Transfer Planner to work with eTranscript California data to ensure that those elements are documented in the standard as having the correct format and that they are required elements.

Credit for Prior Learning

Key solutions from the Task Force driving this discussion:
- Establish consistent approaches for documenting CPL awards

For this topic, the subcommittee was extended to include Dr. Samuel Lee and Calvin Gloria from the Mapping Articulated Pathways (MAP) Initiative and Erin Larson, Dean of Student Services at the California Community Colleges Chancellor's Office. The subcommittee reviewed possible existing eTranscript California data standards related to CPL (e.g., 08E80 Course Detail - Course Credit Basis - AP and Credit by Exam).

Recommendations:

The subcommittee recommends following the approach taken by the MAP Initiative, which has been working with cohort colleges to document best practices and approaches for transcribing CPL based on the particular implementation needs of participating colleges and requirements from the state. The draft MAP recommendations include:

- Using consistent notations for transcribed CPL, such as:A
    - *CR* denotes credit (listed in SX04 Grade field – note "CR" would need to be added as a valid coding)
    - CPL is denoted by *PL (this coding level would need to be added to MIS reporting. Note, may not be necessary as SY02 indicates CPL)*
    - CPL Type is denoted by: (use notation field for SY02)
        - M: Military
        - I: Industry Certification
        - E: Credit by Exam
        - P: Portfolio Review
        - A: Standardized Assessment (other than AP, IB)
        - IB: High-level International Baccalaureate examination

■ AP: Advanced Placement

The subcommittee discussed the need to dedicate specific data elements (outside of the Notes field) for this to be more efficient and readable. MAP offered to facilitate conversations with college cohorts to document implementation considerations for each of the leading SIS operating in the state (similar to the dual enrollment recommendation) and the subcommittee recommends the addition of dedicated data element standards, derived from PESC (when possible) to consistently document all types of CPL decisions on transcripts.

Documenting non-traditional learning experiences

Key solutions from the Task Force driving this discussion:
- Establish consistent approaches for documenting and vetting non-traditional learning experiences in MAP and including in a credential library.
- Provide opportunities to combine learning from both academic and non-academic settings in an LER.
- Empower learners and workers to have access to, and agency over, sharing their LER data as a means to pursue their education and career goals.

Recommendations:
The subcommittee recommends an iterative approach to this conversation.

1) Start by making it technically possible to send other types of documentation, beyond academic transcripts (e.g., co-curricular records, certifications and licenses, documentation of digital badges, e-portfolios) and for students to access and share those documents as part of an LER solution.
2) In California, the topic (and foundational work around shifting to skills-first hiring practices) is too new for standards to be developed yet. Follow national conversations around emerging data standards for LERs and their implementation to meet the needs of employers. There is work happening now within the American Association of Collegiate Registrars and Admissions Officers (AACRAO)'s Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE) Committee.

3) The existing standards subcommittee, the eTranscript California Steering Committee, or a new group could be established to follow these national trends and provide ongoing guidance.