

Appendix B: Summary of Consultation Questions

Section 2: Toward a 2015 ARUCC Transcript Guide.....	7
Subsection 2.1: The Role of the Transcript	7
1. Should the role of the transcript be redefined? If yes, how and what principles should underpin this redefinition?	8
2. Indicate your level of agreement with each of the following transcript standard principles. A transcript should (note: these are in addition to those already confirmed in Phase 1).....	8
i. Depict academic achievement of relevant academic milestones.....	8
ii. Demonstrate the issuing institution’s adherence to quality assurance.	8
iii. Facilitate student mobility through different institutions and programs by ensuring clarity. .	8
iv. Reflect regulations approved by the academic body of the issuing institution.	8
v. Ensure transparency about relevant milestones in a student record related to the credential the student is pursuing.	8
vi. Be sufficiently comprehensive.....	8
vii. Be coherent, easy to understand, and supported by a comprehensive transcript key/legend.	8
3. Identify your level of agreement with the following statement: Student achievement outcomes from programs reviewed by institutional academic governing bodies that are subject to academic quality assurance review should be the only items reflected on the transcript. What is the rationale for your position?	8
4. What other documented outcomes regarding learner achievements should be published on a transcript? What is the rationale for your position?	8
5. If approved by the institutional academic governing body, which of the following should be represented on a transcript: Bridging programs offered as part of an approved certificate, diploma, or degree; Non-credit bridging programs that are not part of an approved certificate, diploma, or degree; Bridging programs that combine credit and non-credit studies and that are not part of an approved certificate, diploma, or degree; Non-credit learning of relevance to the academic record (e.g., Academic Honesty tutorials, Ethics tutorials); Credit-based work integrated learning/experiential education. What is the rationale for your position?	8
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6. What is your opinion regarding the future recommendations for the various transcript component and student record system categorizations in the following database: http://b5.caspio.com/dp.asp?AppKey=95ca300006abb17d64624fa3b1aa	11
• The future recommendations for both the transcript standards and the student record system seem appropriate.	11
• Refinement of transcript component recommendations is required in the following areas:___.....	11

- Refinement of student record system recommendations is required in the following areas:___ 11
- The following items should be added: ___ 11
- 7. The search categories in the Transcript Standards Comparison Database...(Response Categories: make sense; should be refined as follows....) 11
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- 8. Should the future Guide re-emphasize a commitment to avoiding retroactive application of policy changes to a transcript? Should the future Guide re-emphasize a commitment to avoiding expunging data from the student transcript?..... 14
- 9. What core principle(s) should govern best practice in this area particularly if the practical evidence suggests retroactive changes to student records occurs (selectively) at a number of institutions in Canada?..... 14
- 10. If it is known that an institution engages in this practice beyond the rare exception, what implications does this have for how transcripts are received, assessed, and perceived by other institutions when students apply for further studies? 14
- 11. Is there a chance that retroactive removal of information from a student transcript would impede student mobility and perceptions of an institution’s commitment to academic quality? 14
- 12. Provide a rationale for your responses above..... 14
- 13. Does your institution report academic misconduct on a transcript? For those institutions that do report academic misconduct on transcripts, what reasons and/or rationale underpin this approach? 14
- 14. Does your institution report non-academic misconduct on a transcript? What rationale underpins your institution’s approach?..... 14
- Section 3: Exploring the Intricacies of Student Mobility..... 16
- Subsection 3.1: Defining the Credit Hour 16
- 15. Do you agree that how your institution defines credit, credit hour, and credit weight should be identified on an institutional transcript key/legend to facilitate assessment and transfer? Please provide a rationale. (Response categories: Agree, Disagree)..... 16
- 16. Confirm your agreement with the following: at minimum, institutions should specifically define within the transcript key/legend the predominant unit of measurement for learning. This should describe the unit value and the number of hours of instruction per unit/credit, per week, and per term for each unit/credit value and how the unit/credit value relates to a course (or equivalent). If you disagree, please provide a rationale..... 16
- 17. Phase 1 findings suggest there is very selective interest in including mode of delivery on a transcript; in contrast, some jurisdictions and institutions focus on learning outcomes and consider mode of delivery irrelevant. In your opinion, what are some of the considerations that should drive whether or not mode of delivery should be identified on a transcript? What is the rationale for your response?..... 16
- Subsection 3.2: Transcription of Transfer Credit 18

18.	In your opinion, what are the risks and opportunities when student information regarding studies taken at another institution is embedded within your school’s transcript? What policy and systems considerations emerge?.....	18
19.	What assumptions drive decision making in this area? What might be ways to mitigate reliance on those assumptions?	18
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20.	Identify your level of agreement with the following statements:	21
	• PLAR results should be explicitly identified on the institutional transcript.....	21
	• PLAR results do not need to be explicitly identified when the assessment is conducted by the institution’s subject matter expert/faculty assessor, using established course learning outcomes and reliable evaluation processes to assure quality.	21
	• PLAR results should be eligible for transfer credit assessment	21
21.	Provide a rationale for your responses above.	21
22.	Are there other considerations and/or potential research that the researchers should explore to help inform development of promising national practice for transcribing PLAR and assessing it for transfer credit?.....	21
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23.	What other jurisdictions might provide a definitional framework for inter-institutional agreements that would lend insights to the Canadian postsecondary sector?	23
	Subsection 3.5: Defining Inter-institutional Programs	29
24.	Do the following definitions apply to your local context?.....	29
	• Consecutive credential program - “A consecutive ... program awards two different qualifications at consecutive levels upon completion of the collaborative program requirements established by the partner institutions.”	29
	• Double credential program - “A double [credential] program awards two individual qualifications at equivalent levels upon completion of the collaborative program requirements established by the two partner institutions.”	29
	• Joint program - “A joint [credential] program awards one joint qualification upon completion of the collaborative program requirements established by the partner institution.”	29
	• Multiple credential program - “A multiple [credential] program awards three or more individual qualifications at equivalent levels upon completion of the collaborative program requirements established by the three or more partner institutions.”	29
	Subsection 3.6: Operational Transfer Credit Nomenclature Usage	32
25.	How might adoption of new best practices or promising practices for transfer credit nomenclature be encouraged and realized across Canada?	32

26.	Are there any transfer credit terms missing from your local context that you have noticed in other jurisdictions and that you would recommend be adopted as a standard in light of the changing Canadian postsecondary environment?.....	32
27.	What principles should inform good practice when implementing transfer credit nomenclature?.....	32
Subsection 3.7: Institutional Readiness for Competency-based Education and Learning Outcomes		35
28.	Is your institution experimenting with transcribing alternate forms of learning beyond the credit hour? Click on “Not applicable,” if you do not represent an institution.....	37
29.	If you represent an institution, provide an example of where your institution has represented a final result other than a grade on a transcript or in another institutional artifact. Does your institution have a policy in place that underpins this practice? If so, provide the URL for the policy. (Response categories: Yes, please explain; No; Not applicable)	37
30.	Identify your agreement with the following: learning outcomes and/or competency-based learning achievement should be documented...(Response Categories: Agree, Disagree, No opinion, Don’t know)	37
	• Within an existing transcript structure.	37
	• As a supplement to a transcript.....	37
31.	Rather than expanding the transcript, do you think a separate complementary document is necessary that details alternate forms of learning outcomes achievement?.....	37
32.	If yes, what would you recommend? If no, proceed to the next question.	37
	○ Something similar to the UK HEAR Document, the European Diploma Supplement, or the Australian AHEGS Document	37
	○ Some form of Badging.....	37
	○ A new competency report	37
	○ Some kind of learning portfolio	37
	○ Other; if you responded with “Other,” provide details here.....	37
33.	What core requirements must be confirmed and in place before documenting achievement of learning outcomes at the individual student level whether on a transcript or on a separate competency-based report?.....	38
Check all that apply. Response categories: Strongly Agree, Agree, No opinion, Disagree, Strongly Disagree, Not applicable		38
	• Adoption of a validated assessment tool to measure final achievement of learning outcomes at the student level by program and level.....	38
	• Approval of institution-wide credential level expectations that are in keeping with adopted and approved credential frameworks.....	38
	• Defined and approved learning outcomes by program.....	38

- Defined and established principles for assessing and documenting achievement of learning outcomes at the student level. 38
- Established, institution-wide definitional framework for documenting learning outcomes at the student level. 38
- 34. If you chose “Other,” please provide the explanatory details here. 38
- 35. Is there anything else you would like to add to support this project? 38
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