

## Subsection 2.2: Specific Transcript Components

### Considerations:

In Phase 1, the community provided a tremendous amount of detail about specific transcript components. There is much in the findings that will guide the establishment of standards in the future Guide. They also requested an alternate format for the final Guide – as an online, searchable database rather than a printed publication or a PDF document.<sup>1</sup>

With respect to standards related to specific transcript components, the community signaled a desire for more guidance in the areas of college, graduate, transfer, and inter-institutional partnerships. Also requested were standards that more obviously transcended institutional type and sector or jurisdiction. While numerous specific examples were provided for transfer and inter-institutional partnerships, it was somewhat harder to explicitly identify the gaps for the other areas noted above.

The questions in this section are intended to elicit confirmation for what will be noted in the final Guide as “Essential,” “Recommended,” “Optional,” and “Not recommended.”

### Online Survey Questions

***The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.***

*For your convenience and to assist you with the next few questions, a comparison between the 2003 ARUCC Guide, the 2011 AACRAO Academic Record and Transcript Guide, and the planned recommendations for the new ARUCC PCCAT Transcript Guide are provided in a Transcripts Standards Comparison Database.*

1. 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>
  - The future recommendations for both the transcript standards and the student record system seem appropriate.
  - Refinement of transcript component recommendations is required in the following areas: \_\_\_\_
  - Refinement of student record system recommendations is required in the following areas: \_\_\_\_
  - The following items should be added: \_\_\_\_
2. The search categories in the Transcript Standards Comparison Database...(Response Categories: make sense; should be refined as follows....)

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<sup>1</sup> The development and related testing of the future Guide is not addressed in this Consultation Document as it will be created at a later date. Therefore, questions related to its usability are not contained in this Document.

## Background

In Phase 1, we found much currency in the work of past registrarial colleagues and academic leadership as represented by the level of agreement with the standards and thinking within the 2003 ARUCC Transcript Guide, including the continued relevance of some of the foundational principles. However, the shift in the educational landscape in the last decade coupled with an increase in technology tools led institutional colleagues to advocate for an updated national transcript guide that was available in a user-friendly and practical format. Colleagues further noted a number of gaps or requests for enhancements including, but not limited to, a need to the following:

- represent more equitably all postsecondary options in Canada;
- reflect more fully courses, activities, and programs taken at the graduate/postgraduate levels;
- re-examine the relevancy and currency of 2003 Guide recommendations regarding which elements should or should not appear on a Canadian postsecondary transcript in light of current legislative or social policy frameworks or protocols, balanced with broader institutional or collective jurisdictional goals;
- update or clarify terminology and language used in the Guide;
- provide best practice recommendations on how to reflect courses or learning from outside of the institution and for which credit was transferred;
- explore best practices on reflecting inter-institutional partnerships on a transcript; and,
- provide examples of transcript legends, supplements, and an “ideal” transcript template.

*Phase 1 identified the following themes:*

- a. There appears to be variation in practice among universities and colleges in Canada regarding what is included on an official transcript, how it is displayed, and what information is available on institutional websites describing policies and practices with respect to transcripts (ARUCC PCCAT Phase 1 Report, 2014, p. 66).*
- b. Workshop participants pointed to terminology used in the Guide that was rapidly becoming obsolete such as “correspondence courses” or “Electronic Data Interchange (EDI),” and which needed to be updated. In addition, they identified a need for the Guide to address how changes in traditional classroom delivery of courses: distance education, online or blended delivery, as well as the proliferation of MOOCs should or should not be reflected on a transcript (p. 68).*
- c. Institutions are challenged by how to navigate and create joint transcripts and to reconcile different transcript expectations and practices of institutional partners, especially in the international realm (p. 68).*
- d. The community has called for greater detail on best practices such as those for transfer credit, partnerships, grading, progression, academic history, co-curricular records, legends, etc. (p. 69).*
- e. Some non-university participants found the current Guide to be too university focused and would appreciate it be expanded to enhance the presence of colleges and CEGEPs (p. 69).*

*Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, 2014*