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eTranscripts for Oregon SB 17 - 2019

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What is an eTranscript?

eTranscripts are a robust and secure web-based system to transfer academic information between high schools or school districts and to colleges and universities. An eTranscript is an official high school academic record of coursework and other academic accomplishments.

What are the benefits of eTranscripts?

➢ Time. Official transcripts, once requiring manual processing, can now be generated and transferred in a fraction of the time.

➢ Scholarships. eTranscripts could provide progress monitoring of scholarship eligibility for Oregon's state scholarships, and tracking progress toward meeting scholarship requirements as early as the 9th grade.

➢ Lift burden for students. eTranscripts save time and cost by reducing the burden of paper transcripts, manual data entry, mailings, and the disruption of educational services. eTranscripts improve the college application process for the student by providing a FREE, simple, secure electronic transcript submission. eTranscripts could contain dual credit scores, Smarter Balanced Scores, PSAT, SAT or ACT scores, and are official transcripts. Additional documentation is not necessary.

➢ Data tracking. eTranscripts provide an electronic archive for schools of their graduated students' transcript.

eTranscripts are a good fit for Oregon

The electronic transfer of academic records for Oregonians is a critical piece of an integrated system to support student success and career and college readiness for all. The electronic records system leverages ongoing work in higher education credit transferability, accelerated college credit value and intentionality, scholarship administration, and more.

The project was a high priority for past administrations in Oregon, including pilot and project mapping for "integrated K-16 data-transfer system." The project has advantages now, because student data system technology has advanced exponentially in the past 15 years as evidenced by several other states implementing similar systems (see notes below on TX, CA, ND, MI, and KT).

2020 is the right time for eTranscripts in Oregon

Given high mobility of students at the high school-level and the fact that official transcripts are required for the secondary postsecondary transition, Oregon will consider the eTranscript for high school students as a tool and a support. This system would save students and families time and money, while increasing access to advising and financial aid to more students, including underserved in K12, under-represented in higher education, and remote or otherwise marginalized students.

Transition points with the potential to be positively impacted by an eTranscript:

Aligned with the four goals expressed in SB 17, the following transition points are outlined with their potential impact on students in specific areas.

Goal 1: Improve students' abilities to track credits earned through accelerated college credit programs

Articulation of College Credits Earned in Advanced Placement (AP) and International Baccalaureate (IB) exams, Accelerated College Credit available through Partnerships such as Dual Credit, Direct Enroll, etc. Participation in all forms of accelerated learning has increased over a three-year period (from 2013/14 to 2015/16). During this period Dual Credit was the most common form of accelerated learning, and AP coursetaking was the second most common. In Oregon for 2015-2016, 32.8% of students in grades 9-12 earned college credit, that is, 62,346 individual students (Hodara & Pierson, 2018).

Goal 2: Increase students' access to financial aid

Financial Aid often requires that a student provide official transcripts. About half of Oregon Promise grant recipients each year, approximately 3,000 students, have college credit when they begin the program. (SB 81 Report, p. 28, HECC R&D, 2018)

Goal 3: Provide equitable access to academic advising and admission counseling

College Matriculation, as a rule, uses HS GPA, HS Courses, SAT, Other tests.

College Placement for Math and/or Writing (possible components HS GPA, HS Courses, SBAC, AP/IB exams): In 2016-2017 HECC's Community Colleges snapshot identified 3% of overall community college enrollment as for-credit developmental education, that is, about 8,280 students.

Research shows how the placement decision point is a powerful predictor of student success, and that standardized tests are not very accurate predictors. Many institutions in Oregon have expanded the placement decision process to include additional academic indicators and thus more accurately direct student course placement. Capacity for these "multiple measures" processes is not universal, nor is the capacity of incoming

students to track and procure (sometimes for a fee) their academic portfolio for these purposes. Such students could benefit from eTranscripts for Colleges would be empowered to adopt the popular multiple measures approach to college placement.

Goal 4: Provide equitable access to college and career planning to underserved students and students from rural communities

High School Graduation (HS Courses, SBAC, Essential Skills)

The majority of students in Oregon's four-year adjusted cohort (68%) remain enrolled in a single district for their entire high school experience. However, students who have enrollment gaps or transitions are seen to graduate at a substantially lower rate, with gaps of more than 40 percentage points compared to the students who remain in one district (the "intact" group). Read the full report [here](#).

Education Plan & Profile (CCR Indicators, Prospective Careers & Colleges)

When students transfer between schools, any planning and/or EPP drafted would follow the student in their e-portfolio/transcript. All students are required to have a personal education plan or education plan & profile for graduation. There were 180,324 students in Oregon's public high schools in 2017-2018.

Work based Learning and Certification (experiential learning hours, etc)

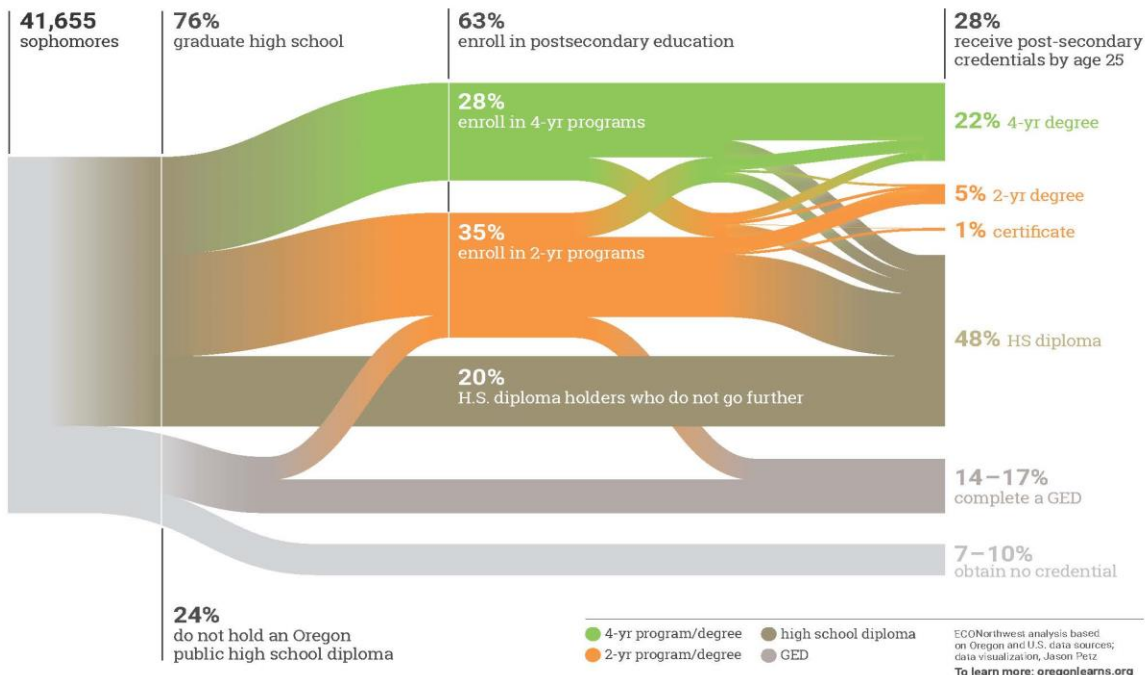Students earning credit or credentials as volunteers or paid work.

College Matriculation (HS GPA, HS Courses, SAT, Other)

About two-thirds of Oregon's high school students enroll in post-secondary education. One of the longitudinal representations of a student cohort 2006 -2015 shows that up to 10% of that cohort did not receive any credential, a total of 4,165 individual students.

In 2012 a study showed an 8% increase in college entry rates when families received help completing and submitting the Free Application for Federal Student Aid (FAFSA). Researchers argue that "application hassle" has a real effect of deterrence on low income and first generation students (Scott-Clayton, 2017).

The Education Pathway

Where the Oregon public high school class of 2006* went over the next nine years
*sophomores in 2003–04

41,655
sophomores

76%
graduate high school

63%
enroll in postsecondary education

28%
receive post-secondary
credentials by age 25

28%
enroll in 4-yr programs

22% 4-yr degree

5% 2-yr degree

1% certificate

35%
enroll in 2-yr programs

48% HS diploma

20%
H.S. diploma holders who do not go further

14–17%
complete a GED

7–10%
obtain no credential

24%
do not hold an Oregon
public high school diploma

- 🟢 4-yr program/degree
- 🟠 2-yr program/degree
- ⬤ high school diploma
- ⬤ GED

ECONorthwest analysis based
on Oregon and U.S. data sources;
data visualization, Jason Petz
To learn more: oregonlearns.org

Examples from other states:

Texas, California, North Dakota, Michigan and Kentucky have all implemented some version of an electronic academic record to help students quickly and easily provide their academic portfolio to higher education programs. In the case of California, the community college system has established records that are portable among colleges. In Texas, public school students can send their high school record to Texas public colleges and universities. In Michigan, a third party vendor provides academic records transfer for all students across both systems. Below are the links and the summary that each state provides about their system.

Texas

The Texas Records Exchange (TREx) system is a web-based software application designed for the exchange of electronic student records. By using the TREx application, school registrars have the capability to electronically request and receive student records for students who have attended or will be attending Texas public schools. High school registrars and counselors also have the capability to electronically create and send official student transcripts to Texas public colleges and universities.

California

Developed under the direction of the California Community Colleges Chancellor's Office, eTranscript California (formerly CCCTran) is a statewide Internet-based system for requesting, transmitting, tracking, receiving, and viewing academic transcripts among authorized educational institutions and their trading partners.

Characteristics of eTranscript California include the following:
- Central server accessed via the Internet
- ASP solution hosted and supported by Xap
- Support for EDI and XML transcript-exchange standards, plus ASCII flat-file format
- Standardized HTML and PDF transcript layouts
- Institution-oriented (no direct student access)
- Secure transmission and transcript storage
- Complete transaction tracking
- Automated email messaging
- Received transcripts can be archived on the system indefinitely

The benefits of eTranscript California include:
- Dramatically lower expenditures for labor, supplies, and postage
- Increased productivity of A&R staff
- Much faster transcript exchanges
- Tracking of transcript requests and fulfillment
- Enhanced security and data integrity
- Flexibility to meet each college's particular needs
- Standardized transcript views
- One system for post-secondary and high school transcripts
- Direct data feeding into degree audit and student information systems
- Improved transcript services for students
- A 'green' solution, reducing paper consumption and waste

North Dakota

ND is the only known state that has internally developed and implemented a feature-rich transcript data exchange system at a fraction of the cost of other solutions. State course codes and grade point average (GPA) calculations are standardized across the state. High school courses signified as dual credit are mapped to college courses. The project is a collaboration of multiple state agencies, schools, and colleges/universities providing improved data for research. Currently more than 140 school districts have received e-Transcript training with many actively using e-Transcript. North Dakota colleges and universities, the ND Department of Public Instruction, and the National Student Clearinghouse (NSC) participate in e-Transcripts.

e-Transcripts is a robust and secure web-based system to transfer high school transcripts to participating colleges and universities. The system has an intuitive interface and single sign-on with PowerSchool, North

Dakota's student information system, giving students and school personnel a seamless transition between applications. Data for the transcript is pulled from the ND Statewide Longitudinal Data System (SLDS) into e-Transcript. Official transcripts, once requiring manual processes, are now generated and transferred in a fraction of the time.

Benefits for Students and Parents:
- Saves time and costs incurred by sending transcripts to multiple colleges.
- Improves the college application process by providing a simple, secure electronic transcript submission.
- Provides real-time transcript information in a portal environment.
- Supports an easier process for North Dakota (ND) scholarship application and review, facilitating scholarship awards.

Benefits for Local School Districts and Colleges/Universities:
- Saves time and costs by reducing the burden of paper transcripts, manual data entry, mailings and the disruption of educational services.
- Improves communication and allows the immediate transfer of student data between school district and colleges/universities.
- Provides an electronic archive for schools of their graduated students' transcripts.
- Facilitates higher data quality and continuation of key student services, especially for mobile student populations.
- Provides a standard format for ND high school transcripts, creating efficiencies when analyzing transcript information.

Michigan

The State of Michigan has partnered with the Parchment Exchange service to give Michigan students, high schools and colleges an efficient way to request and provide transcripts.
- Saves time, money, effort.
- Fast and simple for students, high schools, colleges.
- Accurate and secure.
- Transcripts can be sent electronically or by mail to any destination worldwide.
- Contract costs are paid by the State.

Kentucky

The Kentucky eTranscript service makes it easier to take the next step toward reaching your goals. With eTranscript, send your transcript, at no charge, to participating public and private colleges in the state, throughout the country and around the world. You can complete the registration in just minutes. Your account will allow you to order and track the sending of your high school transcript and other college admissions documents.

Once you register, the process works like this:
- You pick the college(s) to receive your transcript.

- The system processes the order and notifies your high school counselor of the request.
- The counselor releases the eTranscript to the college(s) you selected.
- The system will send you notifications when your school processes the request and when the college downloads it.

Next Steps – Project Timeline

The work that may begin with the passage of SB 17 is planned to commence as soon as the bill passes. Four major phases of the project are outlined below, and will be jointly implemented by ODE and HECC.

Task Force (March 2019-October 2019)

HECC and ODE will jointly convene a 12 member task force to advise on the project plan.

When making the determination, the task force:

    (a) Must consider how electronic transcripts can be used to promote the following goals:

- *Improve students' abilities to track credits earned through accelerated college credit programs;*
- *Increase students' access to financial aid;*
- *Provide equitable access to academic advising and admission counseling; and*
- *Provide equitable access to college and career planning to underserved students and students from rural communities.*

    (b) Must identify:

- *Implications for schools and school districts in providing electronic transcripts to high school students and graduates under an electronic transcript system when the system is being initiated and maintained;*
- *The costs and benefits of an electronic transcript system for students, families, schools, school districts and post-secondary institutions of education, including the use of electronic transcripts as one measure for the placement of students into college-level courses;*
- *Data that can be tracked or questions that could be answered through the state longitudinal data system if the system is enhanced with data from the electronic transcript system;*
- *Potential benefits and uses of an electronic transcript system for youth development initiatives, including programs that promote career readiness;*
- *Other known electronic transcript systems, including systems in other states, and the effectiveness of those systems;*
- *Potential public or private partnerships that could be allowed under the electronic transcript system and other potential features of the system that would allow the system to be self-sustaining;*
- *Statutory and administrative rule changes necessary to implement the electronic transcript system and timelines for phasing in the system;*

- *Estimates of the cost to link the electronic transcript system with the state longitudinal data system; and*
- *Mechanisms by which student privacy interests can be protected.*

(c) Must emphasize efficiencies that may be provided by an electronic transcript system to the state longitudinal data system and elements of the electronic transcript system that may increase the functionality of the state longitudinal data system.

(d) May consult with experts and other interested persons, including students, parents, counselors, advisors, vendors and legislators.

Input from School Districts and Education Service Districts (Spring and Fall 2019)

Information gathering will take place beyond the members of the task force, in a targeted and/or statewide information gathering campaign in partnership with districts and/or high schools about electronic records, student transitions, and foreseeable limitations to implementation.

Report to Legislature (December 2019)

The Taskforce will submit official recommendations to an interim committee of the Legislative Assembly related to education by December 1, 2019.