Comprehensive Learner Records (CLR) Phase II

May 2, 2018

Mike Reilly

AACRAO
Combining Forces to Meet Common Needs

1. AACRAO
   - Registrars, admissions officers and other records professionals

2. NASPA
   - Student affairs, leadership and co-curricular learning

3. Members of both organizations sought guidance on how innovations in digital student records could be developed and standardized
Leveraging Phase I results

1. Developed models for digital learner records

2. Involved 12 colleges and universities of diverse types that served all types and levels of students:
   - Community colleges
   - Online universities
   - Historically Black College/University, Hispanic-Serving University
   - Regional public universities
   - Flagship public research universities
   - Traditional, residential private universities

3. Institutions also represented various geographic areas of the United States:
   - As well as urban, suburban and rural locations
Lumina Foundation Comprehensive Student Record Project

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Location</th>
<th>Enrollment size</th>
<th>Control</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough of Manhattan Community College</td>
<td>New York, NY</td>
<td>31,482</td>
<td>Public</td>
<td>2-year community college</td>
</tr>
<tr>
<td>Brandman University</td>
<td>Irvine, CA</td>
<td>7795</td>
<td>Private, non-profit</td>
<td>4-year comprehensive</td>
</tr>
<tr>
<td>Central Oklahoma University</td>
<td>Edmond, OK</td>
<td>16,840</td>
<td>Public</td>
<td>4-year comprehensive regional</td>
</tr>
<tr>
<td>Dillard University</td>
<td>New Orleans, LA</td>
<td>1185</td>
<td>Private, non-profit</td>
<td>4-year undergraduate focus, HBCU</td>
</tr>
<tr>
<td>Elon University</td>
<td>Elon, NC</td>
<td>6483</td>
<td>Private, non-profit</td>
<td>4-year undergraduate focus</td>
</tr>
<tr>
<td>Indiana University Purdue University Indianapolis</td>
<td>Indianapolis, IN</td>
<td>30,000</td>
<td>Public</td>
<td>4-year doctoral research</td>
</tr>
<tr>
<td>LaGuardia Community College</td>
<td>Long Island City, NY</td>
<td>20,231</td>
<td>Public</td>
<td>2-year community college</td>
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<tr>
<td>Stanford University</td>
<td>Palo Alto, CA</td>
<td>16136</td>
<td>Private, non-profit</td>
<td>4-year extensive AAU research I</td>
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<tr>
<td>University of Houston Downtown</td>
<td>Houston, TX</td>
<td>14439</td>
<td>Public</td>
<td>4-year comprehensive regional</td>
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<td>University of Maryland University College</td>
<td>College Park, MD</td>
<td>54032</td>
<td>Public</td>
<td>4-year extensive research I</td>
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<tr>
<td>University of South Carolina</td>
<td>Columbia, SC</td>
<td>32972</td>
<td>Public</td>
<td>4-year extensive research I</td>
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<tr>
<td>University of Wisconsin Extension and Wisconsin Colleges</td>
<td>Madison, WI</td>
<td>300 - 1000</td>
<td>Public</td>
<td>4-year extensive research I; 2-year community colleges</td>
</tr>
</tbody>
</table>
What we learned

1. Learning frameworks matter:
   – If we want to focus on learning outcomes/competencies, the institution itself must have some consensus on these
   – Records with hundreds of learning outcomes/competencies not organized by major areas would lack utility and practicality

2. The integration of data across multiple information systems is the greatest challenge to creating records that integrate evidence of learning and achievement, where and when it happens

3. Commitment from leadership, a strong partnership between academic affairs, student affairs, the registrar and IT are required to develop and implement a CLR
Phase II

1. Focused on the scaling of CLRs in ~150 colleges and universities

2. Standardize the components of a competency-based education (CBE) transcript/record

3. Address the data integration issue:
   - Clearly identify the challenges across institutions at various resource levels
   - Identify potential solutions appropriate to these levels

4. Leverage existing degree audit technologies to track progress toward learning outcomes/competencies
Two streams

1. Stream one:
   – Work with systems, networks and individual institutions to identify those ready to take on the development and implementation of CLRs
   – Develop an initial readiness assessment and toolkit of resources, based upon what was learned in Phase I
   – Provide a series of workshops for participating systems and institutions that outline the development and implementation process, create a network of peers and track development of CLRs

2. Stream two:
   – CBE record content alignment
   – Data integration challenges and solutions
   – Degree audit
   – Improved toolkit 2.0
Timeline

October 2017 - January 2018

Stream A
- NASPA and NILQA develop learning outcomes guidance and training tools
- Build Toolkit 1.0 - readiness assessment and basic elements
- Work with Lumina to identify 80-100 institutions and networks
  - Solicit participation
  - Set regional sites
- TN System preparation and selection of CSR model type

Stream B
- Create C-BEN Collaboratory to define standard CBE record elements
- Frame issues and barrier to data integration: first convening and green paper

February 2018 - May 2018

- Regional Workshop 1: Five locations across the United States
- TN System Readiness Assessment and Workshop 1

June 2018 - September 2018

- Regional Workshop 2: Five locations across the United States
- TN System Implementation Progress Workshop 2

October 2018 - February 2019

- Regional Workshop 3: Five locations across the United States
- TN System Readiness Assessment and Workshop 3
- Evidence of learning transfer

March 2019 - September 2019

- Adapt toolkit for CBE courses, programs and institutions
- Develop standard elements of CBE record and align them with CSR single record vision
- Potential solutions to data integration across institutional resource types: second convening and white paper
- Present white paper at AACRAO Tech-Transfer Conference as Innovation Hub theme: discuss, improve, finalize and publish
- Enhance Toolkit with new information - Version 2.0

- Document processes for major degree audit systems; create and deliver webinar and training tools
- Develop degree audit tools for competencies/learning outcomes
Experiential Learning Record

- Official student records
- Verified by sponsoring department
- Linked to online catalog
## Beyond The Classroom Matters Catalog

### Official University Ambassador

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Serve as spokesperson for USC, manage diverse audiences, inform, solve problems, and make appropriate referrals. Ambassadors guide campus tours to influence and inform prospective students and parents engaged in the college search process. Ambassadors participate in weekly training and professional development to build competence and confidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Fall 2016</td>
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<tr>
<td>CAS Label</td>
<td>Student Leadership Programs</td>
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<tr>
<td>Campus Label</td>
<td>Peer Educator</td>
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<tr>
<td>Division</td>
<td>Student Affairs &amp; Academic Support</td>
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<td>Department</td>
<td>Enrollment Management</td>
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<tr>
<td>Unit</td>
<td>Visitor Center</td>
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<tr>
<td>Sub-Category</td>
<td>-</td>
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<td>Tier</td>
<td>3</td>
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<tr>
<td>Institutional Goal</td>
<td>Leadership development</td>
</tr>
<tr>
<td>Time on Task</td>
<td>60 - 89 hours</td>
</tr>
<tr>
<td>Participation Entry</td>
<td>Open - selected through competitive application</td>
</tr>
</tbody>
</table>
Visual eXP (Visual Experiential Profile)
Visual eXP (Visual Experiential Profile)
Where more information and the survey can be found

EXTENDED TRANSCRIPT

This is a prototype and is not intended for official use.

Name of the class in D2L

Actual Competency

What you can do when you master the competency

Graded Assignments

MASTER OF BUSINESS ADMINISTRATION
Organizational Leadership

Organize document or presentation clearly in a manner that promotes understanding

- Present material in clear and/or logical order appropriate to task
- Articulate thesis and purpose clearly
- Create coherent progress from introduction through conclusion
- Distinguish clearly between main points and supporting details
- Support thesis and purpose fully
- Transition smoothly and develop connections from point to point

Create and employ multimedia supports, visual aids and/or documents appropriate to the needs of the project, the message and the audience

- Create coherent progress from introduction through conclusion
- Create neat, clear, and professional document and/or multimedia aids
- Demonstrate clear, relevant connection between visual/multimedia aids and speech, when appropriate
- Format document and citations properly
- Provide accurate graphics that fairly depict the information, when appropriate

In-Progress    Evidence (1/3)

Mastered    Evidence (3/3)

Multiple pieces of evidence are needed to master a competency. For the pilot, it's only for the course(s) a student is enrolled in for Fall, so all will show as in progress

Document can be printed in a print friendly format
STANFORD UNIVERSITY
GRADUATE SCHOOL OF BUSINESS

LEAD Certificate: Corporate Innovation
March 14, 2016

presents this certificate to:

EKATERINA SHOLKOVSKAYA

DEAN, GRADUATE SCHOOL OF BUSINESS

FACULTY DIRECTOR

ASSOCIATE DEAN
CeCertificate: How it works

Independent Validation
To ensure the CeCertificate information is still valid, we highly recommend you visit the School’s official website to perform an additional validation.

Please visit https://cecredential.stanford.edu to validate the CeCertificate.

Stanford Registrar

Credential Validation

Digital Signature Explanation
Each CeCertificate will be certified by CeCredential Trust and should be read as such.
A blue ribbon signifies that the document has not been tampered with.

Valid and certified
Authority and integrity are verified

TRUST

Note to Mac and Linux users: To view a CeCertificate, you must use Adobe Reader or Adobe Acrobat 7.0 or higher.

The digital signature may not display on Tablets or Mobile Phones and cannot be properly viewed with other PDF viewers.
LEAD: Corporate Innovation

The Stanford LEAD Certificate: Corporate Innovation is a year-long, 8-course program on key business fundamentals: finance, strategy, and critical thinking, as well as elective options such as design thinking and the innovation process, building business models, negotiation strategies, and overcoming resistance to change. Throughout the program, participants exchange ideas and collaborate on projects with small teams of like-minded, like-motivated peers, and engage with world-renowned Stanford GSB faculty, Silicon Valley leaders, coaches, thought leaders, and luminaries through regular live events, discussions, and facilitated feedback.

**Program Outcomes**
- Reads and understands balance sheets
- Uses financial concepts to promote product ideas
- Calculates NPV

**Recipient:** Jane Doe  
**Award Date:** 03/08/2016

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
</tr>
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<tbody>
<tr>
<td>Financing Innovation: The Creation of Value</td>
<td>Learn the difference between earnings and cash flow, the importance of net working capital, and the determinants of a firm's cost of capital.</td>
</tr>
<tr>
<td>Topics</td>
<td>Outcomes</td>
</tr>
<tr>
<td>Critical Analytical Thinking</td>
<td>Develop and hone the skills needed to analyze complex issues, to formulate well-reasoned arguments and to evaluate others' arguments</td>
</tr>
<tr>
<td>Topics</td>
<td>Outcomes</td>
</tr>
<tr>
<td>Strategic Leadership</td>
<td></td>
</tr>
<tr>
<td>Topics</td>
<td>Outcomes</td>
</tr>
<tr>
<td>Mobilizing Successful Change: A Toolkit</td>
<td></td>
</tr>
<tr>
<td>Topics</td>
<td>Outcomes</td>
</tr>
</tbody>
</table>
Rethinking Layout: Assessing Diversity

Programs: Anthropology, Economics, Russian and East European Studies, Culture and Cog

© Count  Units Earned  Grade Points  Grade Points Per Unit

@UMichiganAI
Thank you!