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

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

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

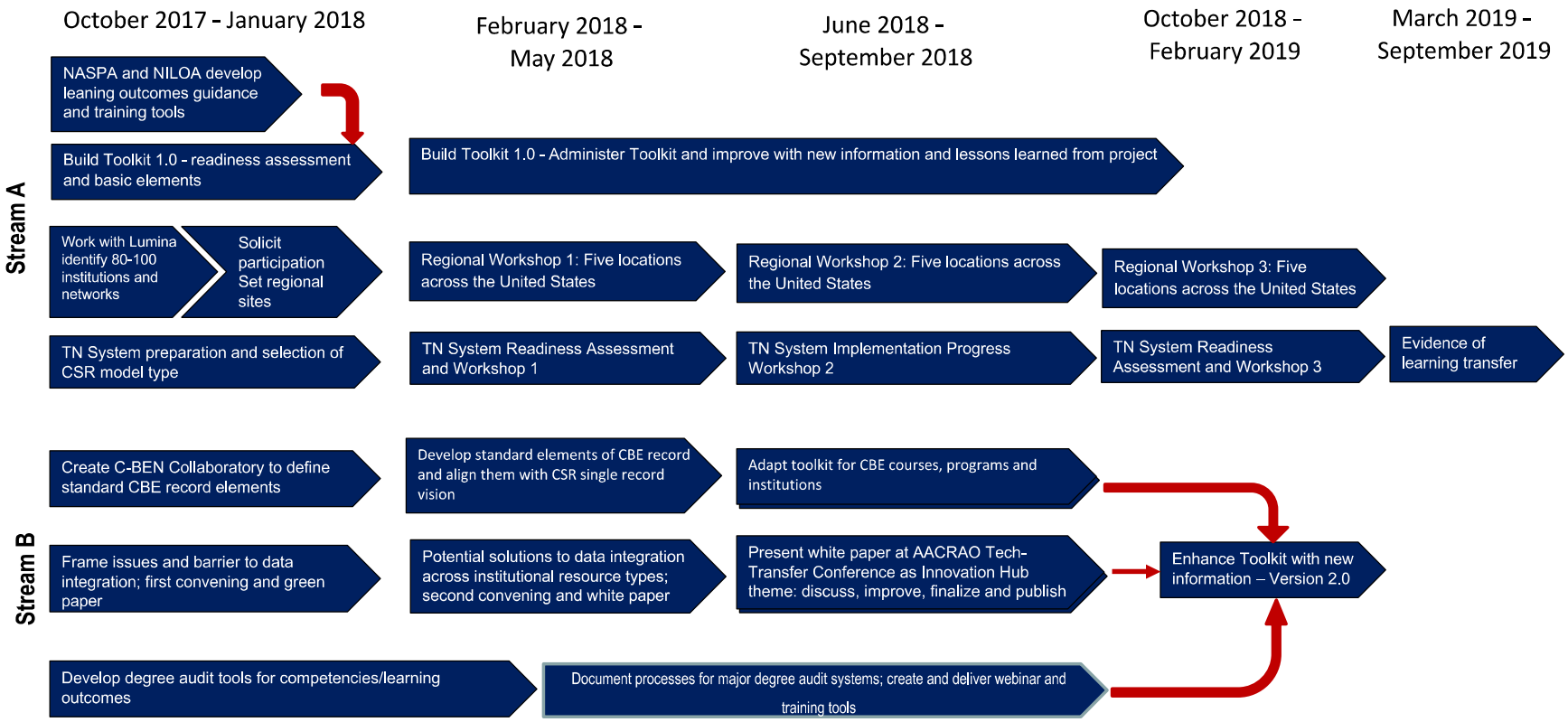
4. Leverage existing degree audit technologies to track progress toward learning outcomes/competencies

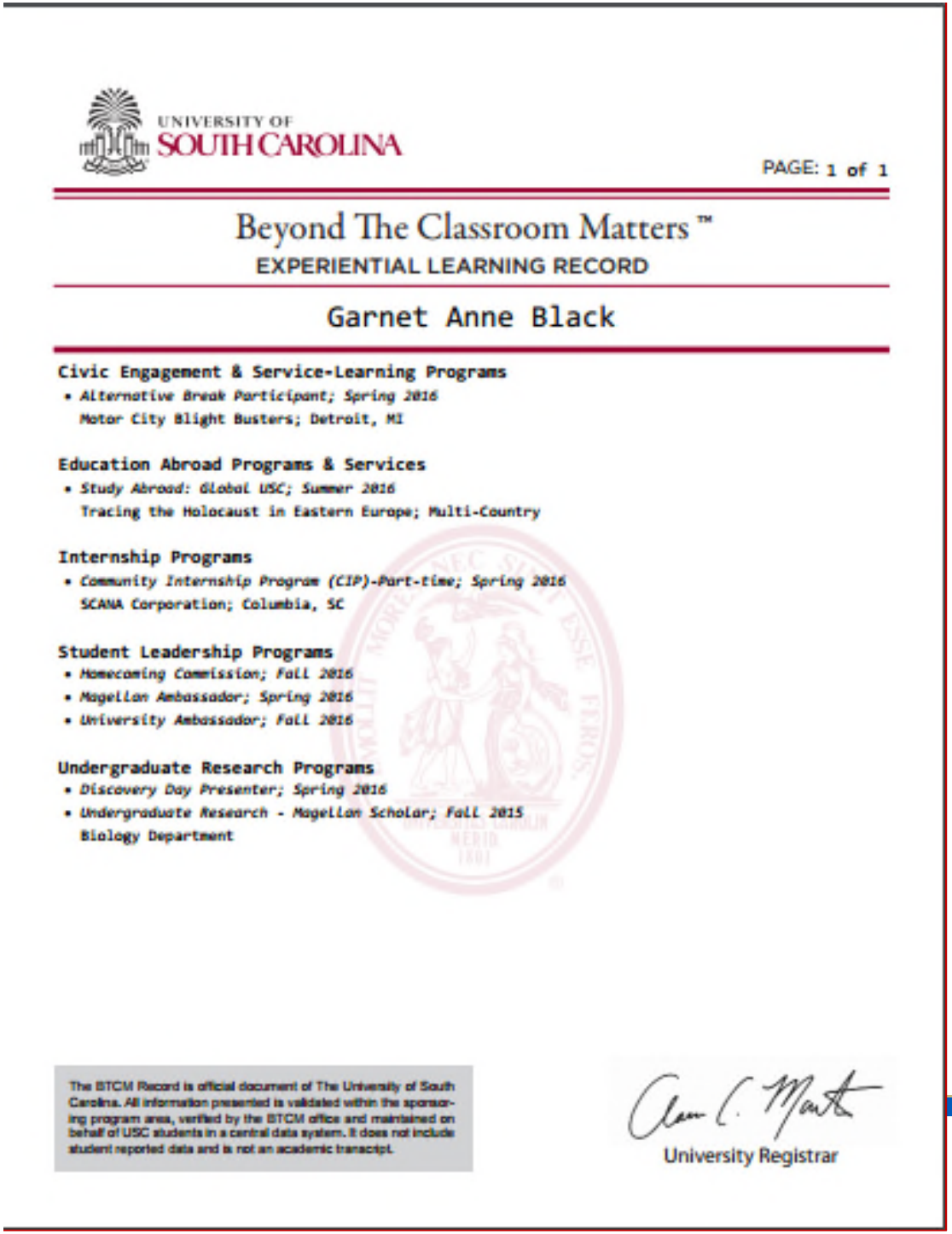
Two streams

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
February 2018 - May 2018
June 2018 - September 2018
October 2018 - February 2019
March 2019 - September 2019
Stream A
NASPA and NILOA develop leaning outcomes guidance and training tools
Build Toolkit 1.0 - readiness assessment and basic elements
Build Toolkit 1.0 - Administer Toolkit and improve with new information and lessons learned from project
Work with Lumina identify 80-100 institutions and networks
Solicit participation Set regional sites
Regional Workshop 1: Five locations across the United States
Regional Workshop 2: Five locations across the United States
Regional Workshop 3: Five locations across the United States
TN System preparation and selection of CSR model type
TN System Readiness Assessment and Workshop 1
TN System Implementation Progress Workshop 2
TN System Readiness Assessment and Workshop 3
Evidence of learning transfer
Stream B
Create C-BEN Collaboratory to define standard CBE record elements
Develop standard elements of CBE record and align them with CSR single record vision
Adapt toolkit for CBE courses, programs and institutions
Frame issues and barrier to data integration; first convening and green paper
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
Develop degree audit tools for competencies/learning outcomes
Document processes for major degree audit systems; create and deliver webinar and training tools



UNIVERSITY OF SOUTH CAROLINA

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Beyond The Classroom Matters ™

EXPERIENTIAL LEARNING RECORD

Garnet Anne Black

Civic Engagement & Service-Learning Programs

- *Alternative Break Participant; Spring 2016*
  Motor City Blight Busters; Detroit, MI

Education Abroad Programs & Services

- *Study Abroad: Global USC; Summer 2016*
  Tracing the Holocaust in Eastern Europe; Multi-Country

Internship Programs

- *Community Internship Program (CIP)-Part-time; Spring 2016*
  SCANA Corporation; Columbia, SC

Student Leadership Programs

- *Homecoming Commission; Fall 2016*
- *Magellan Ambassador; Spring 2016*
- *University Ambassador; Fall 2016*

Undergraduate Research Programs

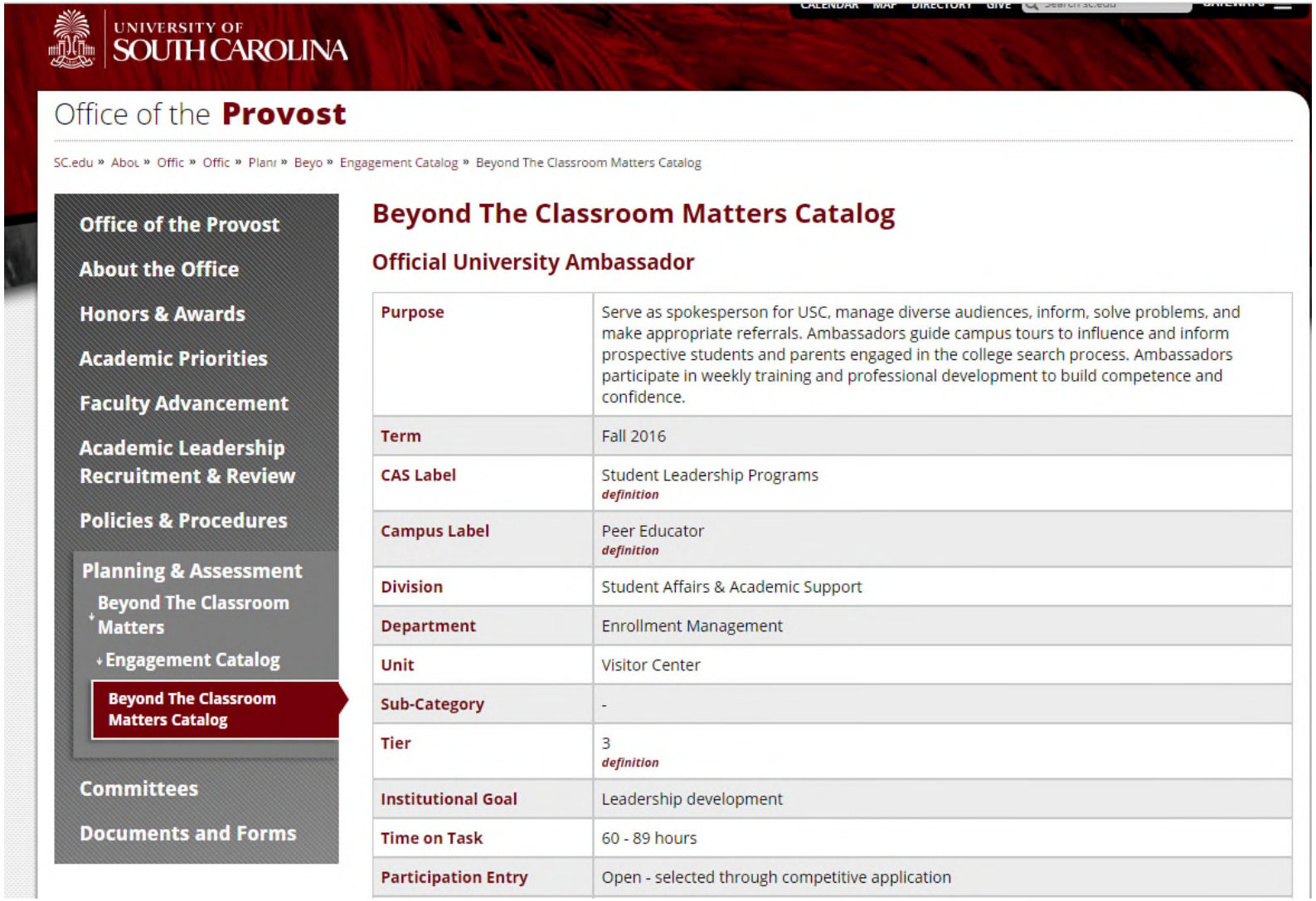
- *Discovery Day Presenter; Spring 2016*
- *Undergraduate Research - Magellan Scholar; Fall 2015*
  Biology Department

The BTCM Record is official document of The University of South Carolina. All information presented is validated within the sponsoring program area, verified by the BTCM office and maintained on behalf of USC students in a central data system. It does not include student reported data and is not an academic transcript.

University Registrar

Experiential Learning Record

- Official student records
- Verified by sponsoring department
- Linked to online catalog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Planning & Assessment
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Engagement Catalog
Beyond The Classroom Matters Catalog
Committees
Documents and Forms
Beyond The Classroom Matters Catalog
Official University Ambassador
Purpose
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.
Term
Fall 2016
CAS Label
Student Leadership Programs
definition
Campus Label
Peer Educator
definition
Division
Student Affairs & Academic Support
Department
Enrollment Management
Unit
Visitor Center
Sub-Category
-
Tier
3
definition
Institutional Goal
Leadership development
Time on Task
60 - 89 hours
Participation Entry
Open - selected through competitive application

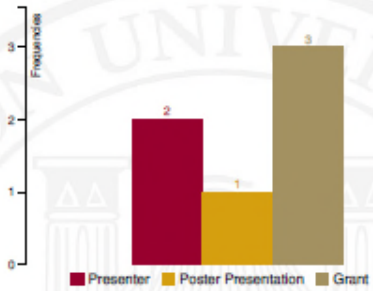
Visual eXP (Visual Experiential Profile

INTERNSHIPS

SAS - DATA SCIENCE INTERN
200 HOURS

ERNST AND YOUNG - DATA MODELING INTERNSHIP
200 HOURS

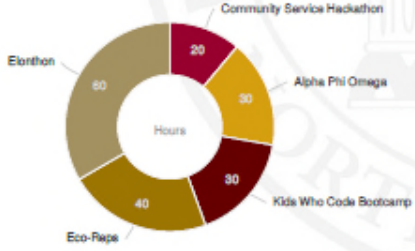
RESEARCH



LEADERSHIP

CENTER FOR LEADERSHIP
60

SERVICE



GLOBAL EDUCATION

AUSTRALIA/NEW ZEALAND ELR
FOREIGN EXCHANGE

parchment

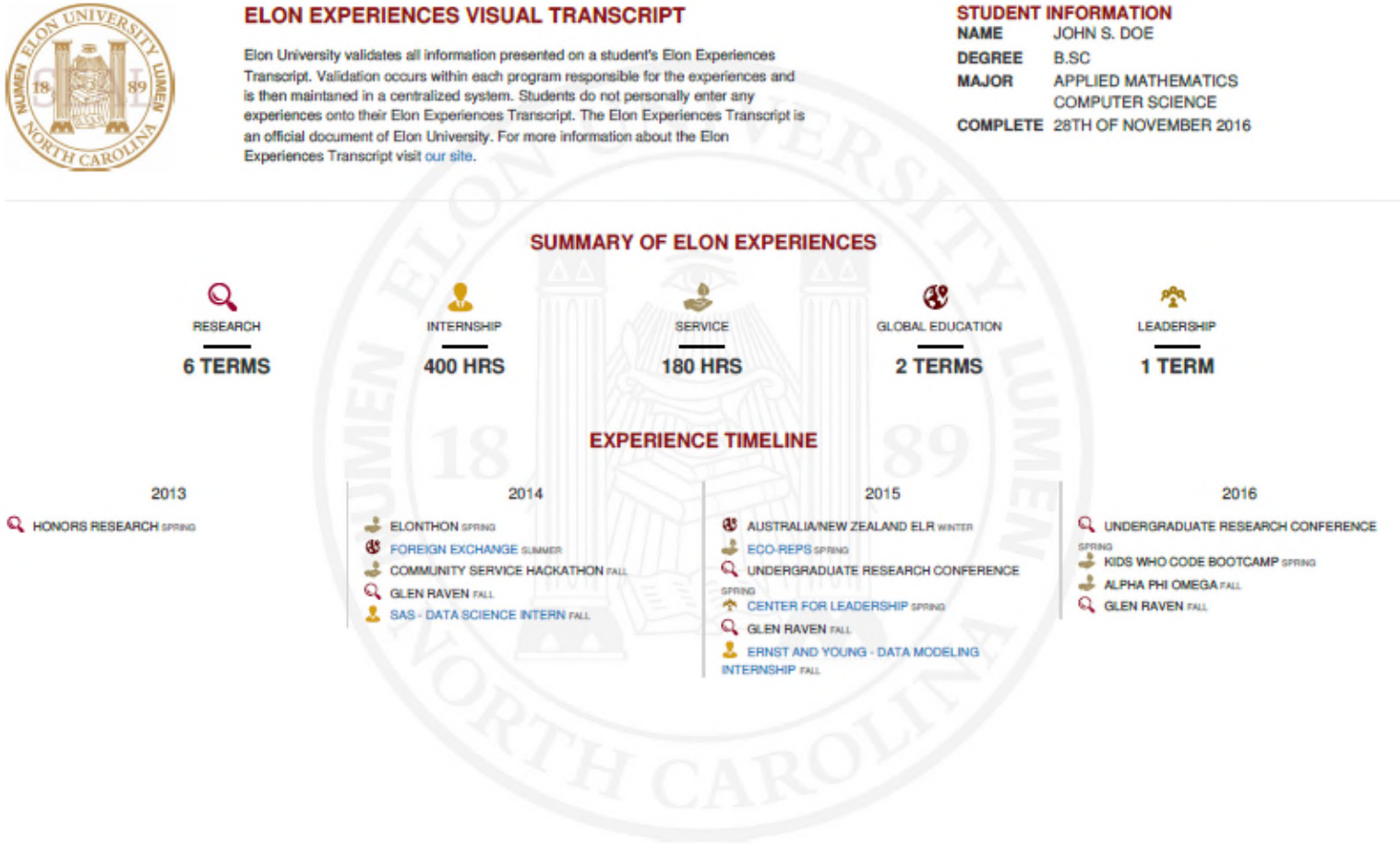
Rodney J. Parks
University Registrar | Dr. Rodney Parks

Advancing Global Higher Education

in Higher Education

ACE +expo VEGAS

Visual eXP (Visual Experiential Profile



ELON EXPERIENCES VISUAL TRANSCRIPT

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experiences and is then maintaned in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of Elon University. For more information about the Elon Experiences Transcript visit our site.

STUDENT INFORMATION

NAME	JOHN S. DOE
DEGREE	B.SC
MAJOR	APPLIED MATHEMATICS COMPUTER SCIENCE
COMPLETE	28TH OF NOVEMBER 2016

SUMMARY OF ELON EXPERIENCES

RESEARCH	INTERNSHIP	SERVICE	GLOBAL EDUCATION	LEADERSHIP
6 TERMS	400 HRS	180 HRS	2 TERMS	1 TERM

EXPERIENCE TIMELINE

2013
- HONORS RESEARCH SPRING

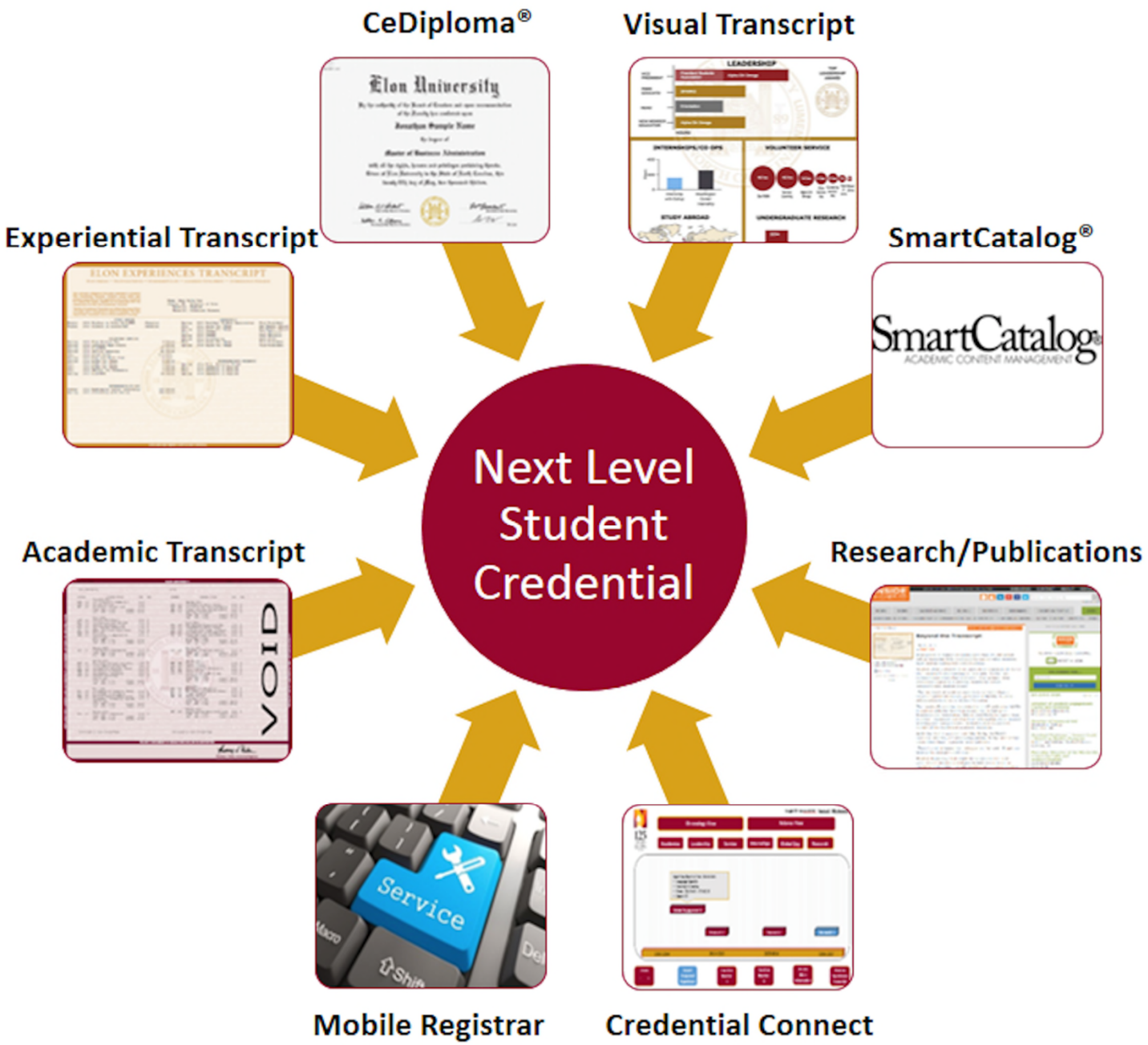
2014
- ELONTHON SPRING
- FOREIGN EXCHANGE SUMMER
- COMMUNITY SERVICE HACKATHON FALL
- GLEN RAVEN FALL
- SAS - DATA SCIENCE INTERN FALL

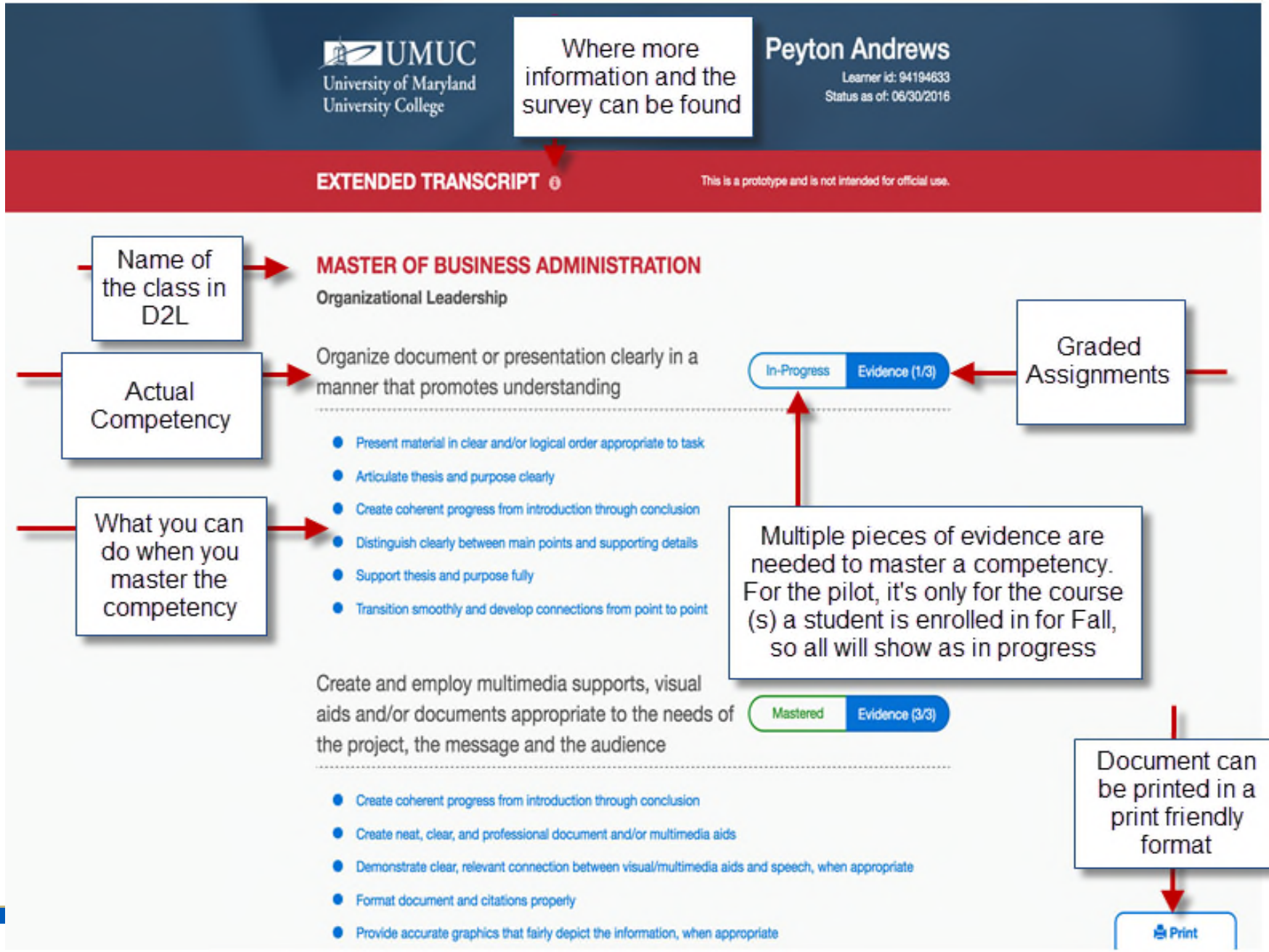
2015
- AUSTRALIA/NEW ZEALAND ELR WINTER
- ECO-REPS SPRING
- UNDERGRADUATE RESEARCH CONFERENCE SPRING
- CENTER FOR LEADERSHIP SPRING
- GLEN RAVEN FALL
- ERNST AND YOUNG - DATA MODELING INTERNSHIP FALL

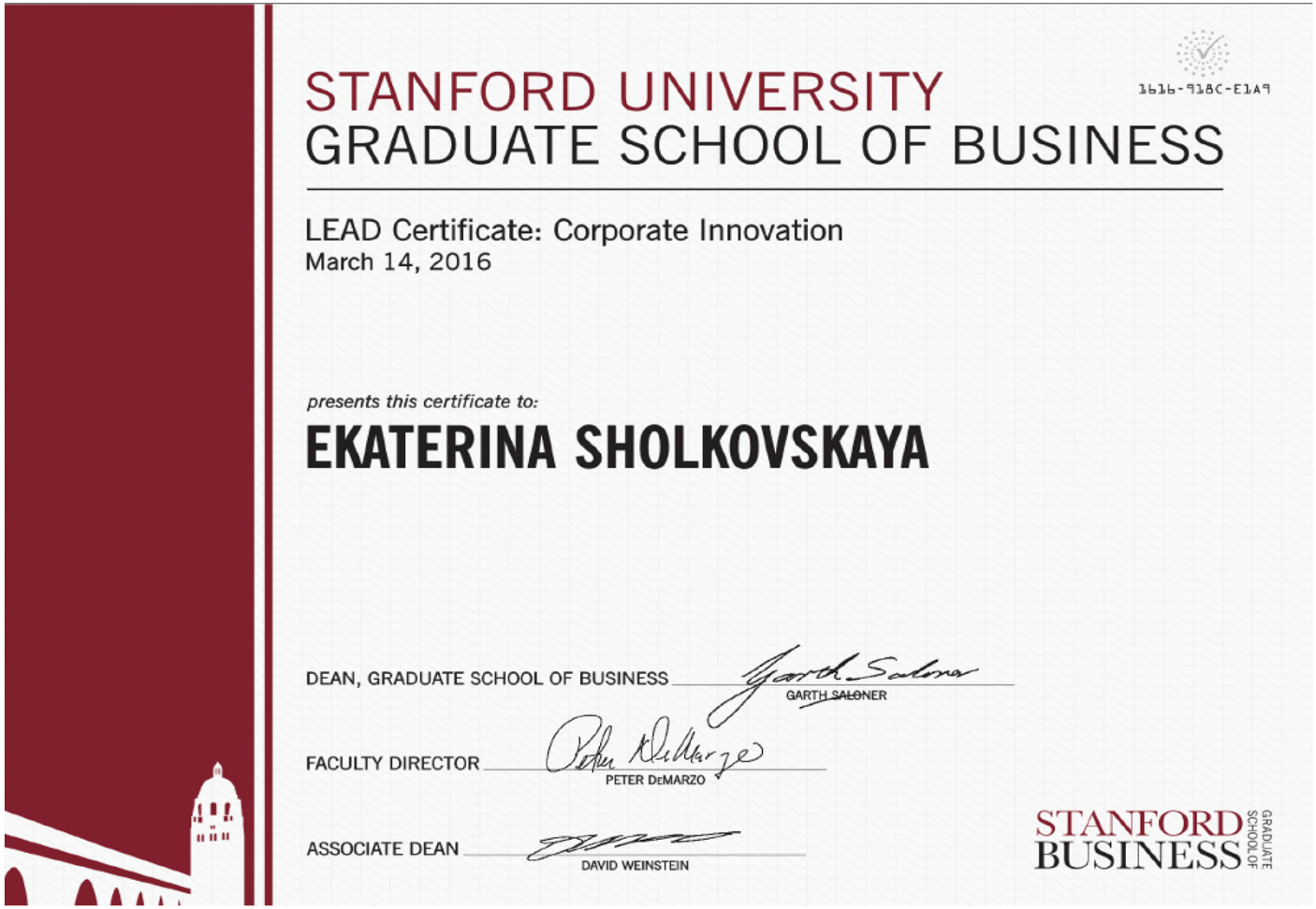
2016
- UNDERGRADUATE RESEARCH CONFERENCE SPRING
- KIDS WHO CODE BOOTCAMP SPRING
- ALPHA PHI OMEGA FALL
- GLEN RAVEN FALL

parchment

Rodney J. Parks
University Registrar | Dr. Rodney Parks


CeDiploma®
Elon University
Visual Transcript
LEADERSHIP
Experiential Transcript
ELON EXPERIENCES TRANSCRIPT
SmartCatalog®
SmartCatalog
ACADEMIC CONTENT MANAGEMENT
Next Level Student Credential
Academic Transcript
VOID
Research/Publications
Service
Mobile Registrar
Credential Connect


UMUC
University of Maryland University College
Where more information and the survey can be found
Peyton Andrews
Learner id: 94194633
Status as of: 06/30/2016
EXTENDED TRANSCRIPT
This is a prototype and is not intended for official use.
Name of the class in D2L
MASTER OF BUSINESS ADMINISTRATION
Organizational Leadership
Actual Competency
Organize document or presentation clearly in a manner that promotes understanding
In-Progress
Evidence (1/3)
Graded Assignments
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
What you can do when you master the competency
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
Create and employ multimedia supports, visual aids and/or documents appropriate to the needs of the project, the message and the audience
Mastered
Evidence (3/3)
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
Document can be printed in a print friendly format
Print



STANFORD UNIVERSITY
GRADUATE SCHOOL OF BUSINESS

1616-918C-E1A9

LEAD Certificate: Corporate Innovation
March 14, 2016

presents this certificate to:

EKATERINA SHOLKOVSKAYA

DEAN, GRADUATE SCHOOL OF BUSINESS _____ GARTH SALONER

FACULTY DIRECTOR _____ PETER DEMARZO

ASSOCIATE DEAN _____ DAVID WEINSTEIN

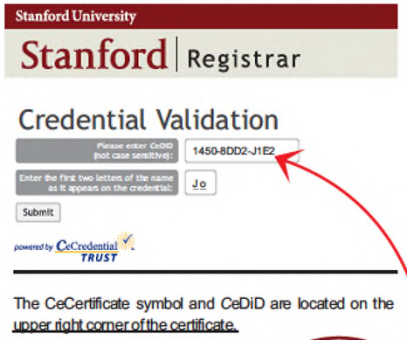
STANFORD GRADUATE SCHOOL OF BUSINESS

CeCertificate: How it works

Independent Validation

To ensure the Certificate 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.



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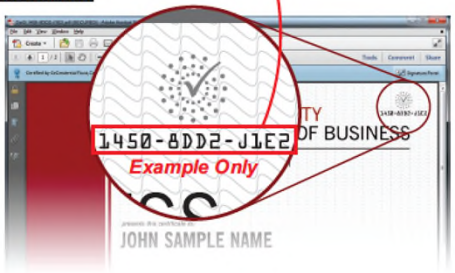

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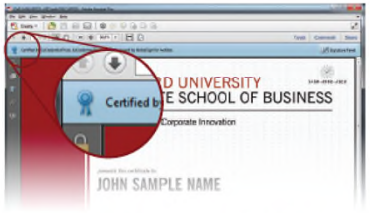

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LEAD: Corporate Innovation

STANFORD BUSINESS GRADUATE SCHOOL | Executive Education

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

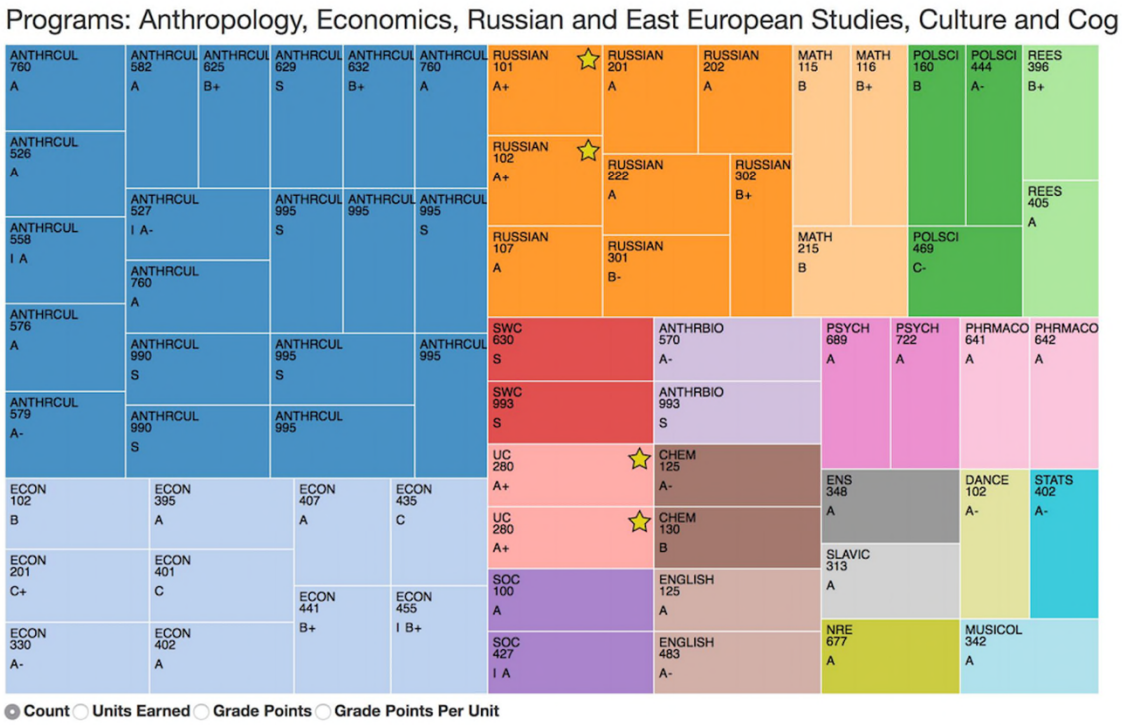
- Reads and understands balance sheets
- Uses financial concepts to promote product ideas
- Calculates NPV

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

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

Print My program

Rethinking Layout: Assessing Diversity



ACADEMIC INNOVATION
UNIVERSITY OF MICHIGAN

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Advancing Global Higher Education

NASPA
Student Affairs Administrators in Higher Education

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NOTRE DAME
SERVICE LEARNING

UNIVERSITY OF
NOTRE DAME
Dean's Renaissance Circle:
21st Century da Vinci Award
2014

Teaching Well
Using Technology

UNIVERSITY OF
NOTRE DAME
MENDOZA MAJOR CHALLENGE

UNIVERSITY OF
NOTRE DAME
Recognition of Leadership
ePortfolio STEM
Ambassador

remix
Multimedia
Producer

AACRAO

Advancing Global Higher Education

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Student Affairs Administrators in Higher Education

Thank you!