Failure to Reflect is Failure to Progress: Uncovering the Superpowers of Comprehensive Learner Record (CLR)

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CLR in the Field: www.aefis.com/clr/
Learning Outcomes of Today’s Session

- Discover how Comprehensive Learner Record (CLR) can transform your institution to a student-ready college
- Determine how the value of CLR can overcome the obstacles to implementing it at your institution
- Discuss strategies to overcoming challenges in engaging university stakeholders in using CLR as part of their assessment of lifelong learning
Digital Credentials Ecosystem
CLR Design Principles

- **Transparent**: Based on shared open standards
- **Equitable**: Enabling economic and social mobility
- **Relevant**: Carries meaning in education and employment
- **Verifiable**: Digitally confirmed to be active and authentic
- **Portable**: Useful for a wide variety of purposes
- **Interoperable**: Machine readable, exchangeable, actionable
- **Secure**: Protected against unauthorized access
- **Private**: Access limited by the learner
Comprehensive Learner Record (CLR) Model

What are meaningful experiences to share?
What kinds of evidence of learning are generated?
What audiences are/would be interested in these experiences?
AEFIS is an all-in-one platform with integrated solutions that work together.

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AEFIS Solutions

- Curriculum Mapping + Outcomes Alignment
- Outcomes Assessment + Evidence Collection
- Outcomes Transcript + Competency Portfolio [CLR]
- Strategic Planning + Data Collection

- Course + Syllabus Management
- Course Evaluation + Feedback
- Faculty Activity + Curriculum Vitae
- Accreditation Reporting + Self Study
“Transcripts are a viable artifact— but they are reports for academics because they know their university programs. Yet, a third party does not understand it and the titles to courses are not clear.”

Thomas Black
University Registrar & Assistant Provost,
Johns Hopkins University
CLR in Layers

Credential Layer

Framework Layer

Evidence Layer

Dr. Tom Green
Associate Executive Director, AACRAO
Piecing together Layers

#aeFisible
The AACRAO Comprehensive Learner Record (CLR) Data Integrations Workgroup (2018) has identified the following information as components that could comprise a CLR:

⇒ Student academic record
⇒ Learning outcomes (also called skills, competencies, etc.)
⇒ Learner artifacts (dissertations, thesis, certificates, work product, etc.)
⇒ Student employment history (and associated evidence of work performance)
⇒ Student activities (role, responsibility, accomplishments, etc.)
⇒ Internships ⇒ Research activities ⇒ Portfolios ⇒ Study Abroad
⇒ Service learning projects, civic engagements, honors activities
⇒ Licensures and certifications ⇒ Volunteer activities (role, responsibility, contributions)
From League City, Texas, Michael started at AEFIS University in the fall of 2017. While attending All, he has worked as a manufacturing technology intern at DuPont. On campus, he has volunteered and worked as a tutor at Library. Michael is very active in student organizations, with leadership roles including President for NSBE, Vice President for SGA, Vice President of the Science Club, and special liaison for Civil Engineering Honor Society.

#aeveisable
## Approach to Learning Experiences

<table>
<thead>
<tr>
<th>Curricular</th>
<th>Co-curricular</th>
<th>Extra Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Structured</td>
<td>- Structured</td>
<td>- Unstructured</td>
</tr>
<tr>
<td>- Received from SIS or Other Campus System</td>
<td>- Managed in AEFIS or Received from SiS</td>
<td>- Managed in AEFIS</td>
</tr>
<tr>
<td>- Based on Curriculum Design and Alignment</td>
<td>- Based on Curriculum Design and Alignment</td>
<td>- Flexible Outcome Mapping</td>
</tr>
<tr>
<td>- Issued based on Authentic Assessment</td>
<td>- Issued using on Authentic Assessment</td>
<td>- Issued by Student</td>
</tr>
<tr>
<td>- Validated by Instructor</td>
<td>- Validated by Instructor</td>
<td>- Optional validation by Instructor, Advisor, Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Optional Prior Learning and Life Credits Recognition</td>
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</tbody>
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Learning Outcomes Communication Continuum

Compliance posting of outcomes & select (favorable) results

Oversharing of easy to measure outcomes & results, just to do something

More tailored posting of outcomes, by program/major experience & results for different audiences

More complete picture of all of the places learning occurs, posting outcomes in student affairs/services & results for different audiences

Nuanced, tailored framework for communicating outcomes, improvements, in comprehensive, student-focused, culturally responsive way.
- Applied and Liberal Arts
- Undergraduate:
  - 2,545 students
  - 90 undergraduate majors
- Graduate
  - 837 graduate students
  - 9 master’s programs; 2 doctoral programs

Dr. Susan Donat
Director of Curriculum & Assistant Director of Assessment, Messiah College
“There’s got to be a real education and awareness program that goes along with these initiatives so people understand the how, the why the so what.”

Dr. Sherri Braxton
Senior Director of Institutional Technology, University of Maryland Baltimore Campus
Engaging Faculty in the Shift

Undergraduate 11,060, graduate 2,542
Full-time 10,693, part-time 2,909
What are your next steps?

How can you **shift the paradigm** of learning at your institution to make learning more visible for students, faculty, administrators and employers?

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