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

IMS GLOBAL Learning Consortium
Better Learning From Better Learning Technology

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

IMS GLOBAL Learning Consortium
Better Learning From Better Learning Technology

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.

AEFIS

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AEFIS Solutions

Curriculum Mapping
+ Outcomes Alignment

Course
+ Syllabus Management

Outcomes Assessment
+ Evidence Collection

Course Evaluation
+ Feedback

Outcomes Transcript
+ Competency Portfolio [CLR]

Faculty Activity
+ Curriculum Vitae

Strategic Planning
+ Data Collection

Accreditation Reporting
+ Self Study

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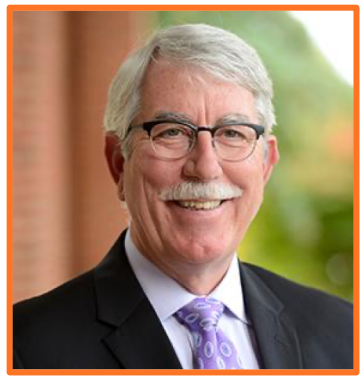
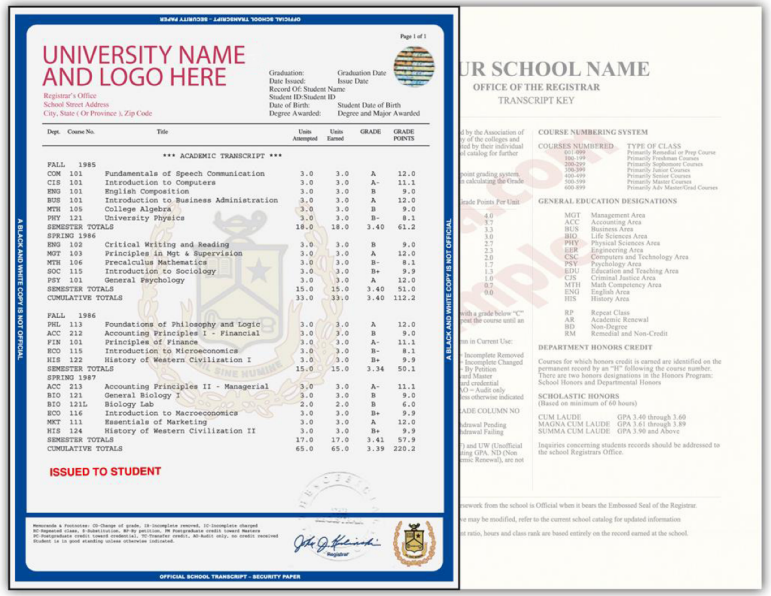
“Transcripts are a viable artifact- but they are reports for academics because they know their university programs. Yet, a third party does not understand it and the titles to courses are not clear.”



Thomas Black

University Registrar & Assistant Provost,
Johns Hopkins University



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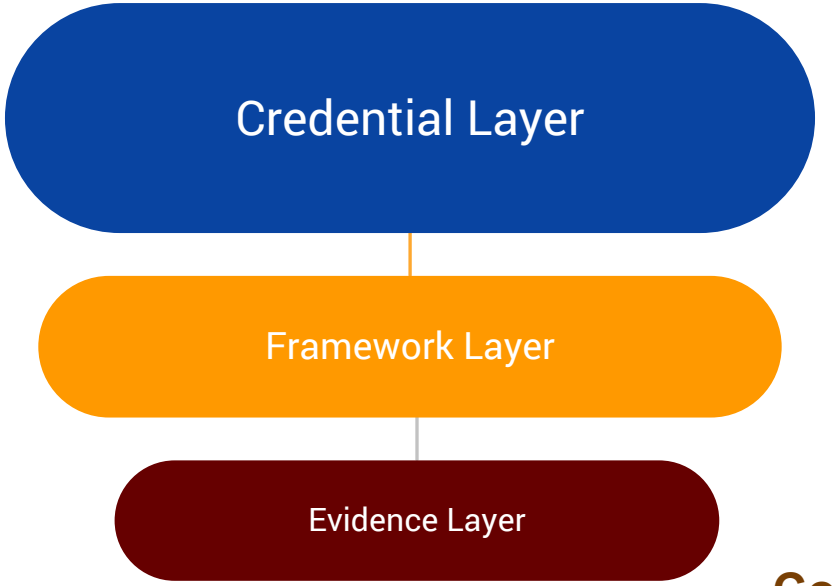
CLR in Layers



Degree

Certificate

Competencies

Program Learning Outcomes

Institutional Outcomes

NACE

Accreditation Standards

Courses

Co-curricular

Experiential Learning

Dr. Tom Green
Associate Executive Director,
AACRAO

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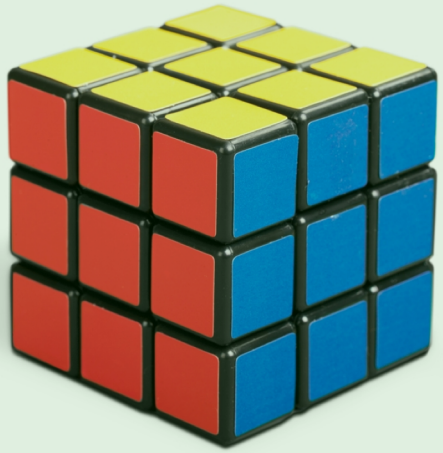
Piecing together Layers



Inside CLR…

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.)

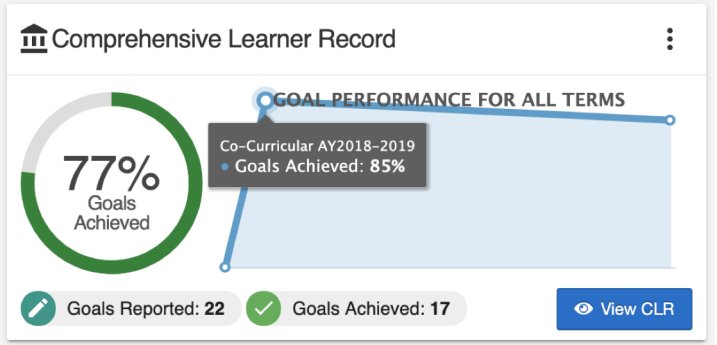
⇒ Student employment history (and associated evidence of work performance)

⇒ 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)



AEFIS Academic Value Chain for Student Success

- Career Platforms (Handshake)
- Other Institutions
- Licensure Requirements
- Personal Skills Wallets
- Social Media (LinkedIn)

SiS

OneRoster® & LIS / EduAPI

CASE®

LTI® & LTI Advantage®

LMS

Caliper Analytics®

CLR

Open Badges®

AEFIS Platform

Academic Catalogs

Courses
Traditional & On-line Courses

Co-curricular
Educational Experiences Outside Courses

Digital Credentials
Badges & Micro-Credentials

Outcomes
ILOs, PLOs, CLOs, Skills, Competencies, Standards

Rubrics
AAC&U & Custom

Programs

Program Mapping & Alignment

Academic Experiences

Syllabus 3.0
Program Aligned Syllabus

Authentic Assessment *for* Learning
Direct Assessment

Lifelong Learning
- Personal Experiences
- Prior Learning
- Licensure / Exams
- Other Institutions
- Life Credits

Comprehensive Learner Record (CLR)

- Verified Achievements
- Validated Achievements
- Self Issued (Portfolios)

Advising + Retention
Coming Soon!

- Hierarchical Organization + Top-down and Bottom-up
- Versioning + Change Management
- Workflows + Dynamic Forms + Approval Processes

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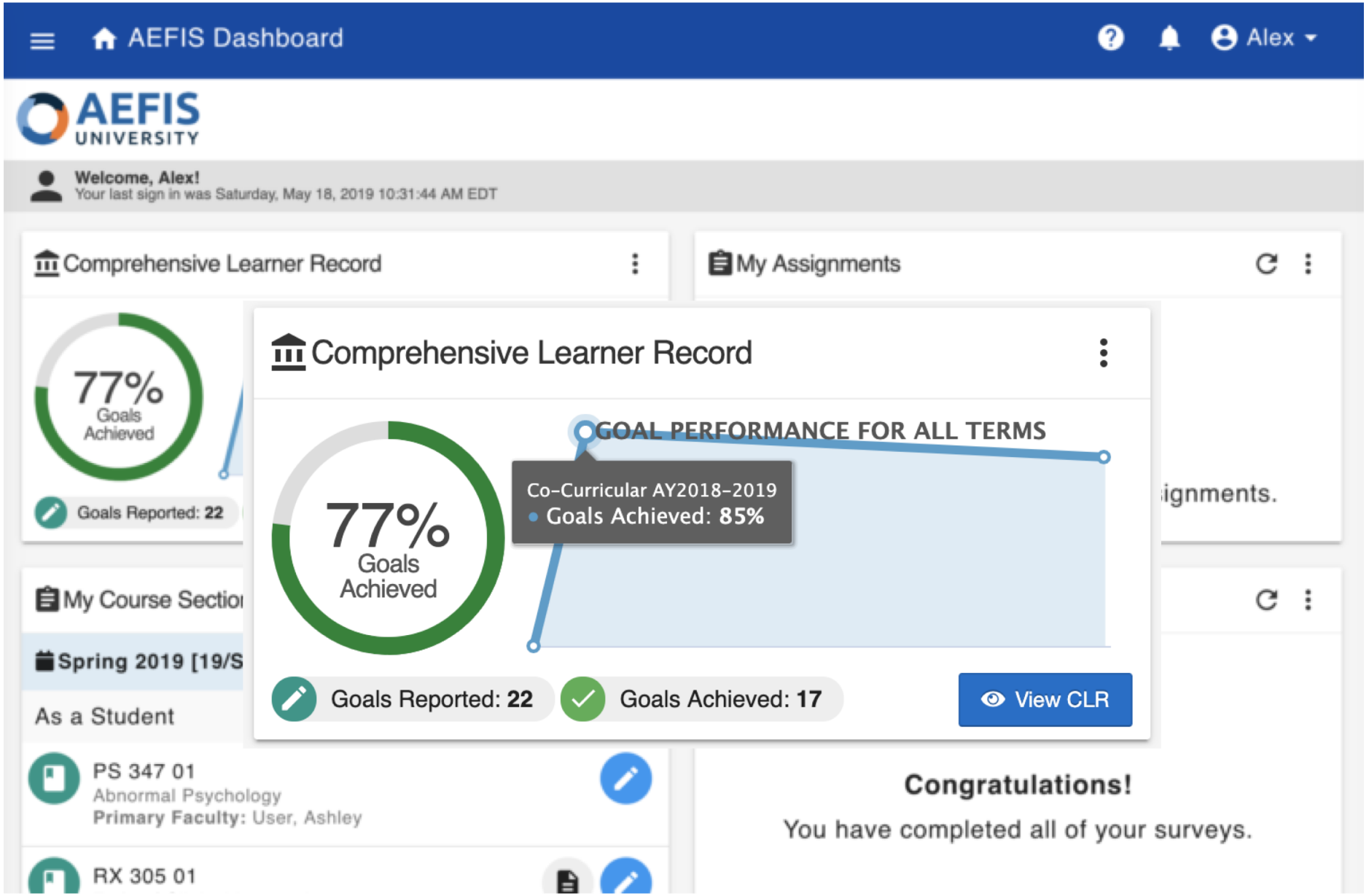

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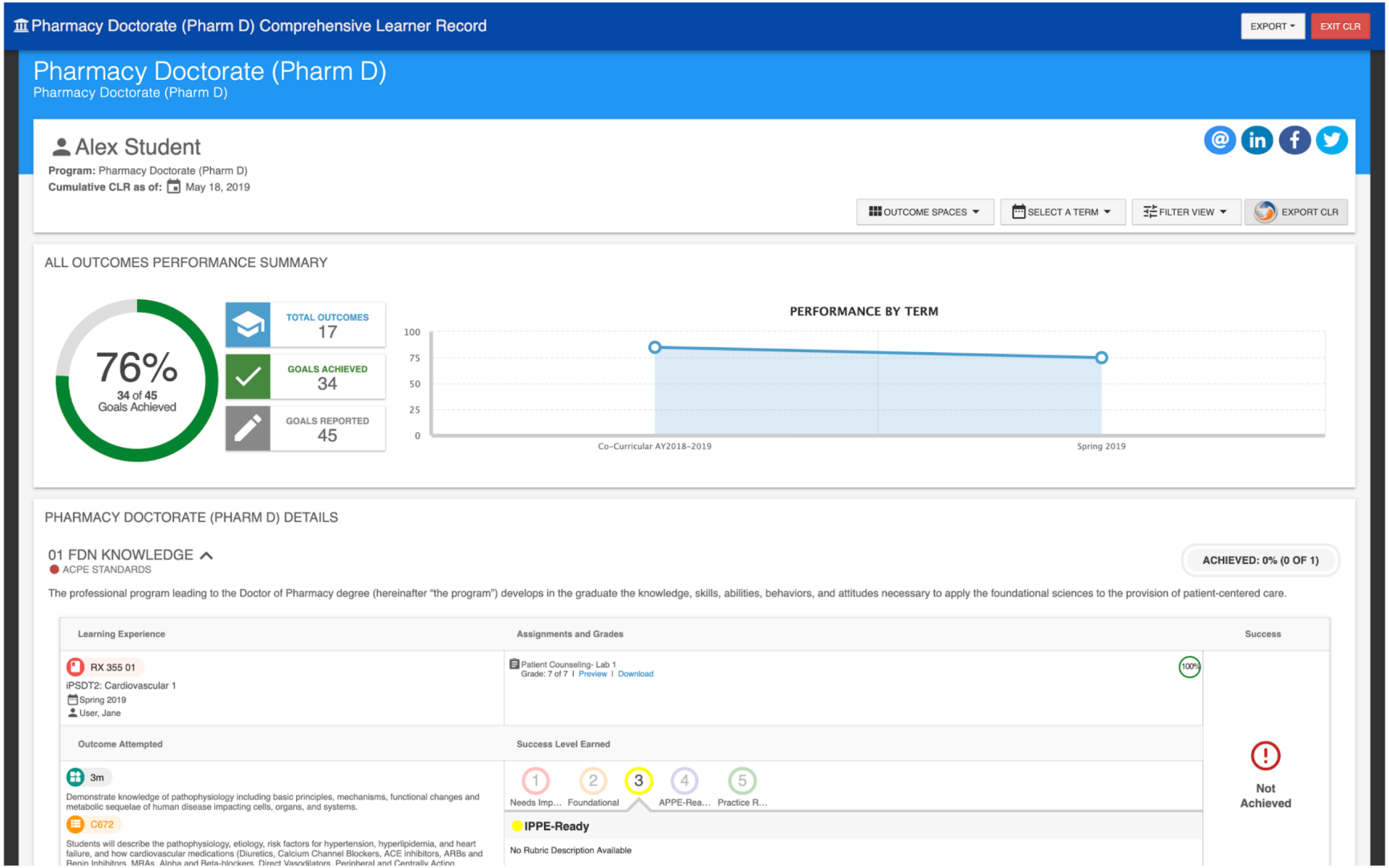

Pharmacy Doctorate (Pharm D) Comprehensive Learner Record
EXPORT
EXIT CLR
Pharmacy Doctorate (Pharm D)
Pharmacy Doctorate (Pharm D)
Alex Student
Program: Pharmacy Doctorate (Pharm D)
Cumulative CLR as of: May 18, 2019
OUTCOME SPACES
SELECT A TERM
FILTER VIEW
EXPORT CLR
ALL OUTCOMES PERFORMANCE SUMMARY
76%
34 of 45
Goals Achieved
TOTAL OUTCOMES
17
GOALS ACHIEVED
34
GOALS REPORTED
45
PERFORMANCE BY TERM
100
75
50
25
0
Co-Curricular AY2018-2019
Spring 2019
PHARMACY DOCTORATE (PHARM D) DETAILS
01 FDN KNOWLEDGE
ACPE STANDARDS
ACHIEVED: 0% (0 OF 1)
The professional program leading to the Doctor of Pharmacy degree (hereinafter "the program") develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.
Learning Experience
Assignments and Grades
Success
RX 355 01
iPSDT2: Cardiovascular 1
Spring 2019
User, Jane
Patient Counseling- Lab 1
Grade: 7 of 7 | Preview | Download
100%
Outcome Attempted
Success Level Earned
3m
Demonstrate knowledge of pathophysiology including basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs, and systems.
1
2
3
4
5
Needs Imp...
Foundational
APPE-Rea...
Practice R...
C672
IPPE-Ready
Students will describe the pathophysiology, etiology, risk factors for hypertension, hyperlipidemia, and heart failure, and how cardiovascular medications (Diuretics, Calcium Channel Blockers, ACE inhibitors, ARBs and
No Rubric Description Available
Not Achieved

Michael Student's Portfolio Published

https://au.demo.aefis.net:443/index.cfm/page/AefisStudentPortfolio.viewPortfolio?portfolioId=1

Michael Student

student1@university.edu
"Engineering, AEFIS University, Enthusiastic"

From League City, Texas, Michael started at AEFIS University in the fall of 2017. While attending AU, 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.

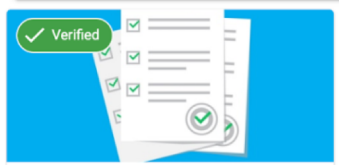
My Work Section

Here will be the student work.

Student Work

6 Verified | 1 Validated | 3 Self Issued

7 ABET-1 | 7 ABET-2 | 5 ABET-3 | 1 ABET-4 | 4 ABET-5 | 1 ABET-6 | 6 ABET-7 | 5 Collaboration | 1 Communication | 1 Critical Thinking | 1 Empathy | 7 Initiative | 4 Intercultural | 8 Problem Solving

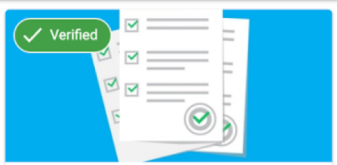


Writing assignment

December, 19 2018 00:00:00 -0500

Students will write an essay regarding to the discussions in first 3 weeks tutorials

ABET-1 | ABET-2 | ABET-3 | ABET-5 | Collaboration | Intercultural



Teamwork Assessment

December, 19 2018 00:00:00 -0500

The teamwork assessment grade is assigned by your laboratory instructor, and is a measure of how well you have worked with

ABET-1 | ABET-2 | ABET-3 | ABET-5 | ABET-7 | Collaboration | Initiative

Community Service

03/04/2019

Michael thinks that the best way to gain volunteer experience is to consider the activities you enjoy and find a way to apply

ABET-3 | ABET-5 | ABET-7 | Collaboration | Initiative

Athletics

09/16/2018

Michael participated in sports is a great way to showcase your teamwork, leadership skills and that you place an emphasis on athletics

ABET-5 | ABET-6 | Collaboration | Empathy | Problem Solving

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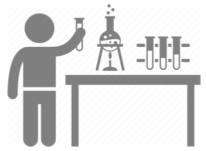
Approach to Learning Experiences

Curricular

- Structured
- Received from SIS or Other Campus System
- Based on Curriculum Design and Alignment
- Issued based on Authentic Assessment
- Validated by Instructor

Co-curricular

- Structured
- Managed in AEFIS or Received from SiS
- Based on Curriculum Design and Alignment
- Issued using on Authentic Assessment
- Validated by Instructor



Extra Curricular

- Unstructured
- Managed in AEFIS
- Flexible Outcome Mapping
- Issued by Student
- Optional validation by Instructor, Advisor, Other
- Optional Prior Learning and Life Credits Recognition

Learning Outcomes Communication Continuum

Compliance posting of outcomes & select (favorable) results

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

Nuanced, tailored framework for communicating outcomes, improvements, in comprehensive, student-focused, culturally responsive way.

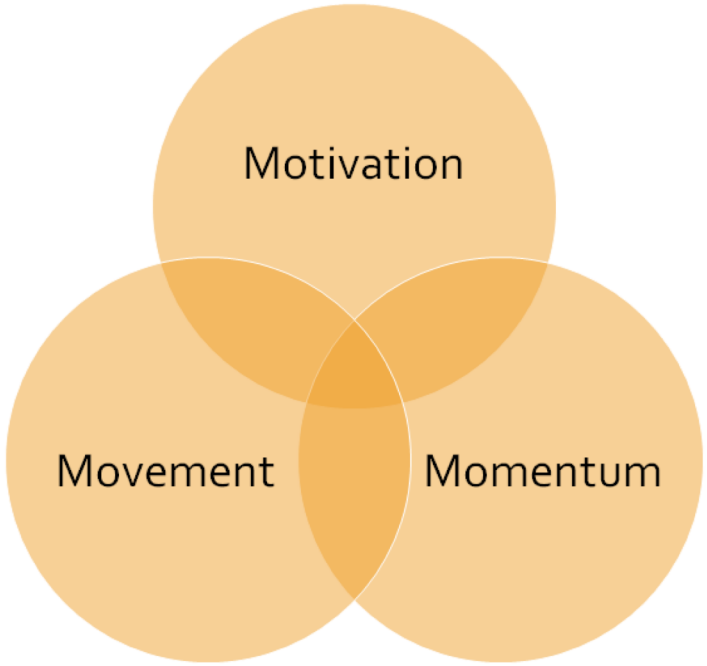
Oversharing of easy to measure outcomes & results, just to do something

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

National Learning Outcomes Assessment (NILOA)

Dr. Susan Donat
Director of Curriculum & Assistant Director of Assessment,
Messiah College

- Applied and Liberal Arts
- Undergraduate:
  - 2,545 students
  - 90 undergraduate majors
- Graduate
  - 837 graduate students
  - 9 master's programs; 2 doctoral programs



Model of Leadership for Sustained Change
Donat & Wilkins, 2018

CLR Best Practice Continuum

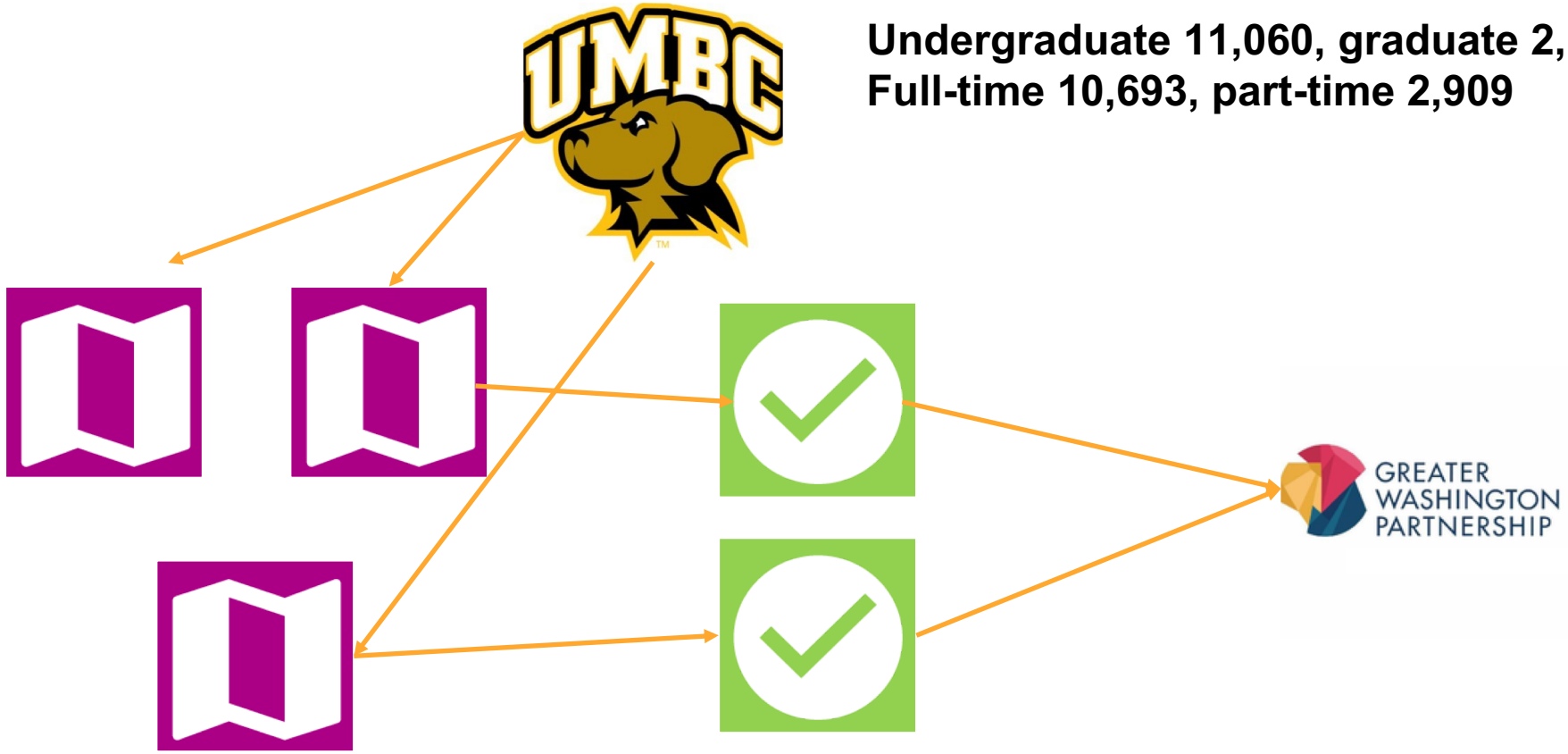
1	2	3	4	5	6
Acknowledge the change in paradigm	Start conversation with faculty about courses	Align course learning outcomes to employable skills framework	Engage with students	Agree to pilot & create an advisory committee	Create a CLR Plan & Messaging

"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?

Suzanne Carbonaro
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