CLR as a Focal Point for Campus Engagement @ Johns Hopkins University

Monday, April 19, 2021 | 11:30 AM to 12:30 PM ET

PRESENTERS

Janet Schreck
Associate Vice Provost for Education
Johns Hopkins University

Chadia Abras
Director of Institutional Assessment
Johns Hopkins University

Rita D'Aoust
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School of Nursing
Johns Hopkins University

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Assistant Dean, Learning Design and Innovation
Whiting School of Engineering
Johns Hopkins University

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Session Objectives

- Identify a comprehensive CLR visioning and implementation process for your organization that involves all stakeholders

- Understand how organizational culture can be leveraged to solicit buy-in

- Assess how the CLR can shift understanding of how higher education envisions education delivery, learning assessment, and valuation of education

Agenda

1. Context for the Johns Hopkins University CLR vision (30,000 foot view)

2. JHU CLR implementation project (descending to 10,000 feet)

3. Experiences from two JHU schools/divisions (boots on the ground)
   - Whiting School of Engineering
   - School of Nursing

4. Discussion and Q & A

Context for the Johns Hopkins CLR Vision

## Johns Hopkins University: "America's First Research University"

- Private R1
- Highly Decentralized
- Geographically Dispersed
- 9 Schools
- ≈ 6,000 UG; 20,000 Grad
- ≥ 260 courses of study

Higher Education Landscape

Disruptive Forces

- Cost of higher education and value demands
- Change in consumer demand and expectations
  - Students
  - Parents
  - Employers
- Ubiquitous nature of information
- Technology
- Changing nature of jobs and career paths

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Competencies Co-Curricular Lifelong Learning Stackable Credentials transportable flexible electronic Skills Knowledge Micro-Master's Badges Skills Abilities dynamic Extracurricular Stackable Credentials

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Confluence of JHU Initiatives

- Second Commission on Undergraduate Education (CUE2)
  - Foundational Abilities
  - Depth and Breadth (re-examine majors; Hopkins Semester)
  - Meaningful Incorporation of Co- and Extra-curricular Learning
  - Re-envisioned advising and mentoring
- Procurement of Student **AEFIS**
- Student Services Excellence Initiative (SSEI)
  - "One University" experience for students
  - 360° view of student
- Emergence of Lifelong Learning approach
  - Stackable credentials
  - Credit for prior learning

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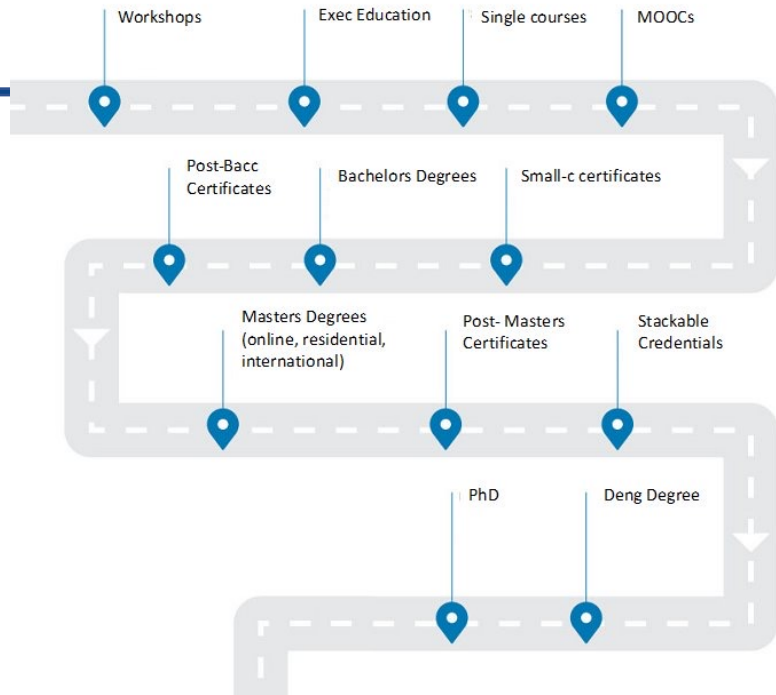
CLR Challenges that are Opportunities

Creating a culture of assessment

Building assessment structures for co-curriculars, extra-curriculars

Managing the ecosystem of software tools and determining systems of record

Establishing shared guardrails for badging and other alternate credentials without hampering innovation

Purposeful Planning & Implementation

Shared University Vision for CLR (bottom-up approach)

- Provost's office
- University Council on Learning Assessment & AEFIS Taskforce
- Lifelong learning & Continuing/Exec Ed
- Vice Dean's for Education
- Registrars
- Advising

Establishing Guardrails (work in progress using AEFIS project)

- Minimum standards for assessment of experiential learning, co- and extra-curricular learning
- Minimum standards for credit for prior learning
- What goes in the "endorsed" achievements bucket and how are they vetted?
- What about badges?

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Johns Hopkins University CLR & Campus Engagement

Blueprint for JHU CLR

1 Develop Competency Focused Learning Outcomes

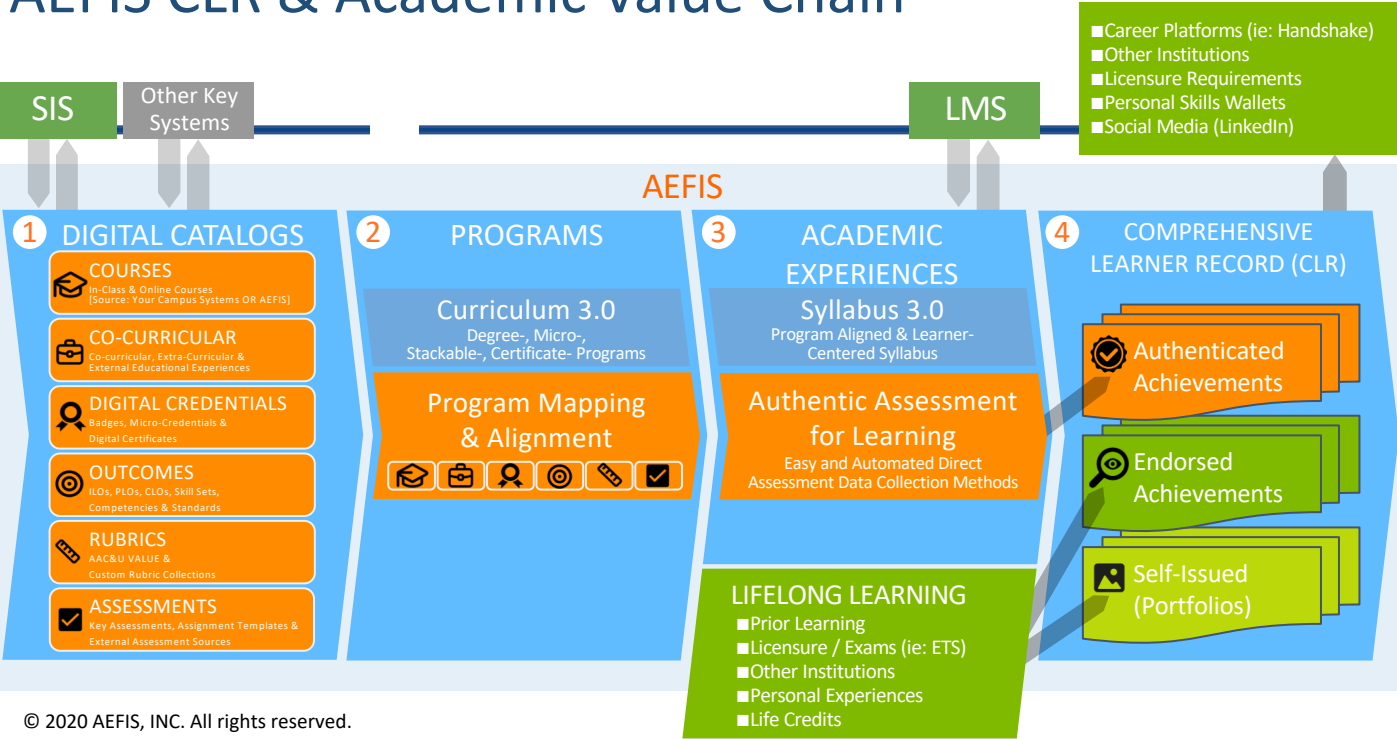**2** Design & Develop Programs

3 Develop & Align Assessment Plan

4 Collect All Achievements into CLR

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AEFIS CLR & Academic Value Chain

SIS

Other Key Systems

LMS

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

AEFIS

1 DIGITAL CATALOGS

- **COURSES**
  In-Class & Online Courses
  [Source: Your Campus Systems OR AEFIS]
- **CO-CURRICULAR**
  Co-curricular, Extra-Curricular &
  External Educational Experiences
- **DIGITAL CREDENTIALS**
  Badges, Micro-Credentials &
  Digital Certificates
- **OUTCOMES**
  ILOs, PLOs, CLOs, Skill Sets,
  Competencies & Standards
- **RUBRICS**
  AAC&U VALUE &
  Custom Rubric Collections
- **ASSESSMENTS**
  Key Assessments, Assignment Templates &
  External Assessment Sources

2 PROGRAMS

Curriculum 3.0
Degree-, Micro-,
Stackable-, Certificate- Programs

Program Mapping & Alignment

3 ACADEMIC EXPERIENCES

Syllabus 3.0
Program Aligned & Learner-
Centered Syllabus

Authentic Assessment for Learning
Easy and Automated Direct
Assessment Data Collection Methods

LIFELONG LEARNING
- Prior Learning
- Licensure / Exams (ie: ETS)
- Other Institutions
- Personal Experiences
- Life Credits

4 COMPREHENSIVE LEARNER RECORD (CLR)

Authenticated Achievements

Endorsed Achievements

Self-Issued (Portfolios)

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CLR Implementation Goals

Goal 1
- Engage all JHU Communities

Goal 2
- Create a Culture of Improvement

Goal 3
- Apply CLR Value Chain to Lifelong Learning

Goal 4
- Create Processes from Best Practices

Goal 5
- Engage Students in co-curricular and curricular records

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Stakeholders Involvement

AEFIS Onboarding/ Implementation Leadership
Janet Schreck, Chadia Abras, University Council for Learning Assessment

AEFIS Steering Committee

- Provost Office
- Registrar
- CER
- Institutional Research
- Central IT
- Student Services
- Representative from Each Division
- Student Representation

→

AEFIS Task Force

In Addition to Steering Committee, Each Division added:
- Instructional Designers
- Instructional Technologists
- Faculty
- Program Coordinators

→

AEFIS Work Groups

- Instructional Designers
- Instructional Technologists
- Faculty
- Program Coordinator
- Program Directors
- Program Leads
- Students (Advisory Group)

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Implementation Projects @ JHU
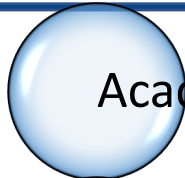
Academic Programs

Non-Credit Pilot
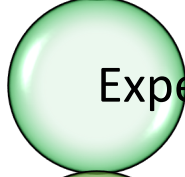
Experiential Learning & Student Affairs

PhD Programs
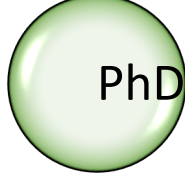
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Engaged Divisions@ JHU

Academic Programs

Experiential Learning

Provost Office / Leadership

Life Design

Student Affairs

Advising Groups

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Implementation Projects Timeline

Academic Programs
- Timeframe: June 2020 - July 2023
- Division-specific implementation plans

Non-Credit Pilot
- Timeframe: February 2021 – July 2022
- Carey Business School, AAP, WSE & SON Exec Ed, SOE Continuing Education

Expl Learning & Student Affairs
- Timeframe: June 2020 – July 2023
- Organizational structures created in AEFIS
- Determining learning outcomes & activities

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JHU School of Nursing

Johns Hopkins School of Nursing

COMPLETE LEARNER RECORD

Academic Programs - 5
- MS Entry
- MS Specialty
- DNP : 12 tracks including NP, CNS, NA, Leadership, and Dual Degrees
- PhD: 4 tracks
- PM Certificate: 3

Executive Education - 19
- Aging
- Clinical practice
- Education
- Humanitarian relief
- HIV/AIDS
- IPE
- Parenting

Co-Curricular Activities
- Heart Walk
- United Way

Academic Activities
- Research Honors
- SIGs: i.e., Palliative Care, B-More
- TA
- RA
- Tutoring

Lifelong/Informal Learning (MOOCS)
- PrEP
- Living with Dementia
- SBIRT
- Preceptor Training

Change: Timing and Culture

Culture of Collaboration
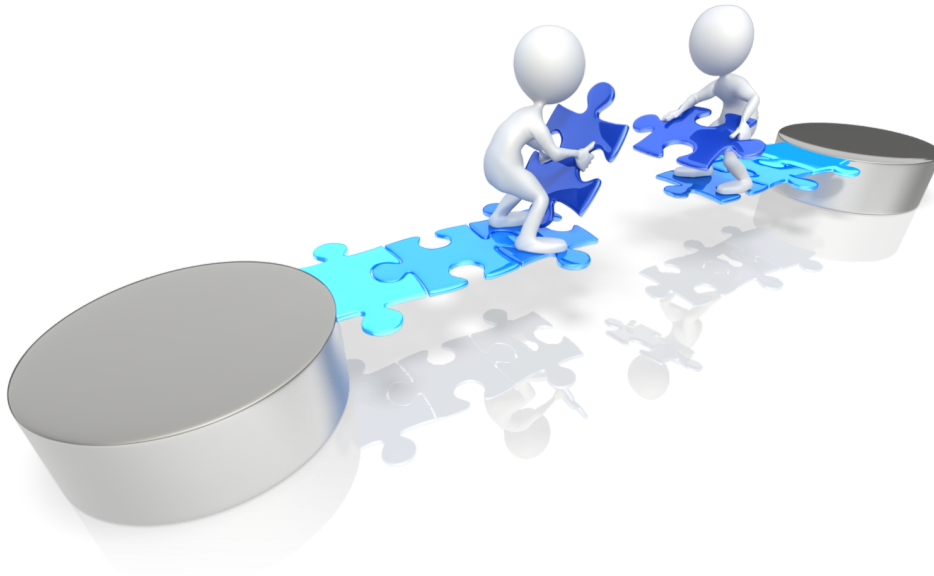
Competency: Content vs. Outcomes

Sustained Effort

"It's not going to throw itself."

Unlocking Our Future

OUTCOMES SKILLS & COMPETENCIES

RUBRICS, ASSIGNMENTS, ARTIFACTS, EXAMS

COURSES, FACE-TO-FACE, REMOTE & ONLINE

JHU Comprehensive Learner Record

BADGES, CERTIFICATES, DEGREES, LICENSURE

CO-CURRICULAR EXPERIENCES

PRIOR LEARNING & LIFE CREDITS

EXPERIENTIAL LEARNING

SELF ISSUED ACHIEVEMENTS & PORTFOLIO

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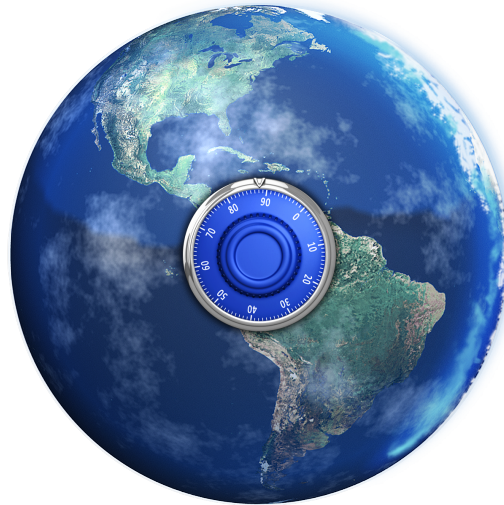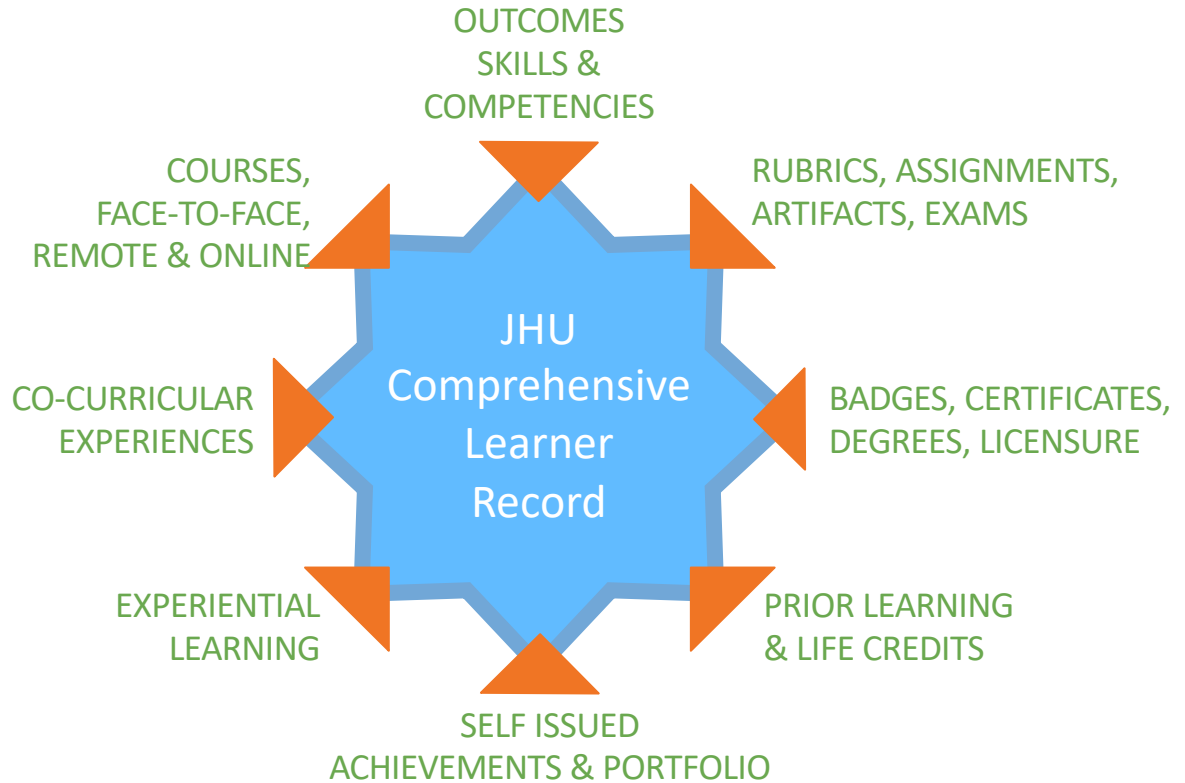
Outcome assessment (PLO, Accreditation): proficiency level for single term or longitudinal by outcome
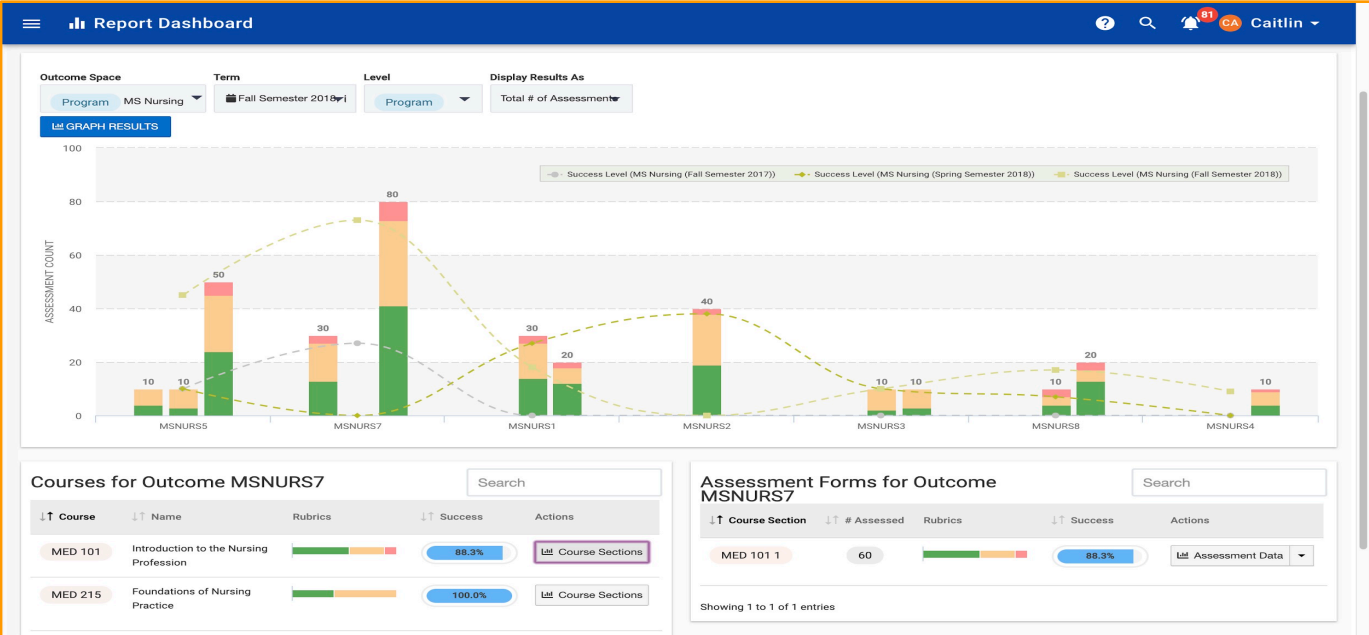
Student PLO performance level
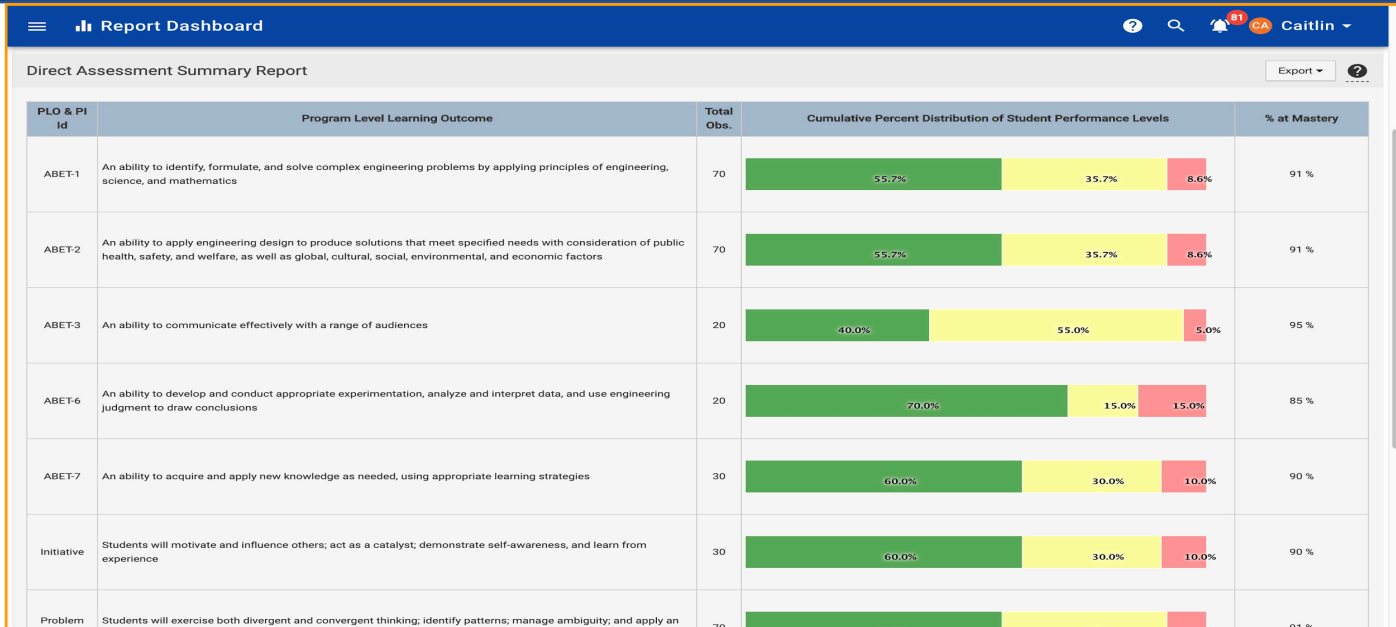
Nursing Pilot: Pathway to Micro Credentials
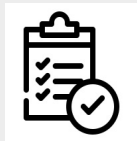
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JHU Whiting School of Engineering

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WHITING SCHOOL OF ENGINEERING
Baltimore, Maryland
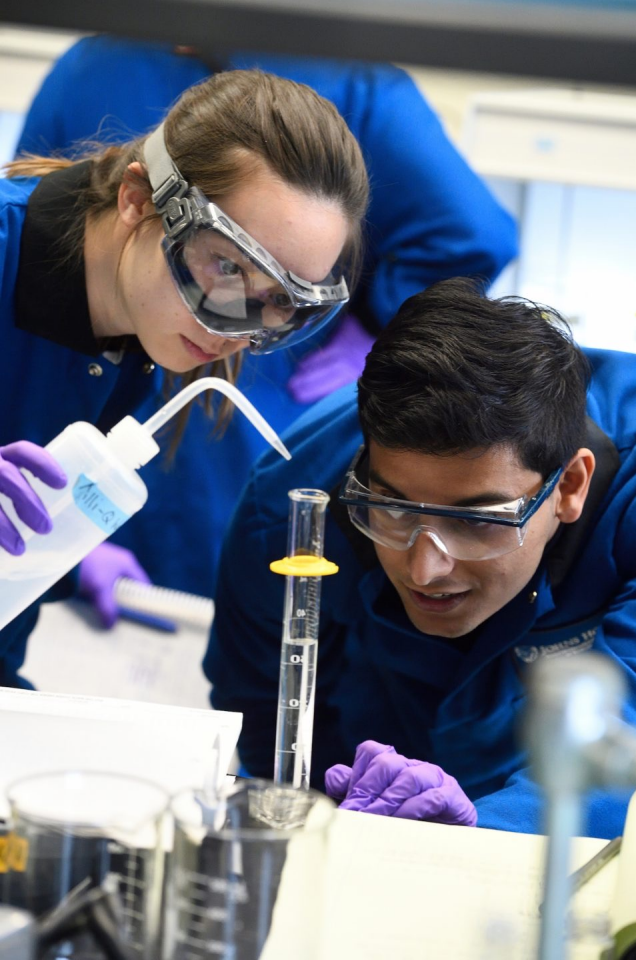
Johns Hopkins
Whiting School of Engineering

20+ Degree Programs

- UNDERGRADUATE PROGRAMS
- FULL-TIME GRADUATE PROGRAMS
- PART-TIME AND ONLINE GRADUATE PROGRAMS

5+ Lifelong Learning Programs

- MOOCS
- EXECUTIVE EDUCATION
- BOOTCAMPS
- ONLINE COURSES
- WORKSHOPS

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Our Strategic Plan

Workshops

Exec Education

Single courses

MOOCs

Post-Bacc Certificates

Bachelors Degrees

Small-c certificates

Masters Degrees (online, residential, international)

Post- Masters Certificates

Stackable Credentials

PhD

Deng Degree

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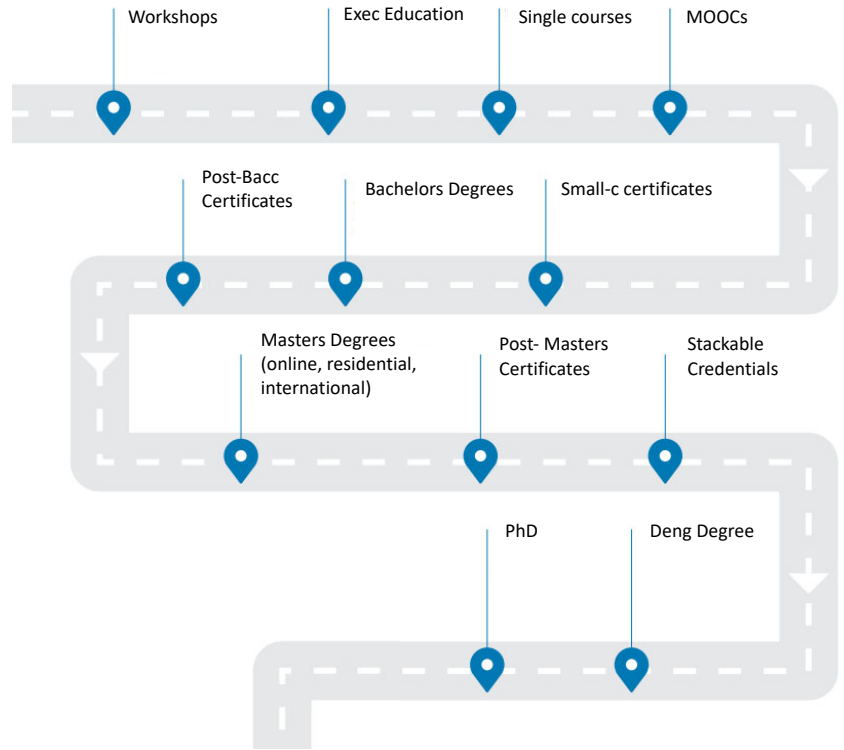
With the right strategic and tactical planning, we have a solid foundation to help build CLRs

Hi [faculty],

On top of your teaching and research load, we need you to think about how your learning outcomes align with competencies

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Blueprint for JHU CLR

1 Develop Competency Focused Learning Outcomes

2 Design & Develop Programs

3 Develop & Align Assessment Plan

4 Collect All Achievements into CLR

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Develop Competency Focused Learning Outcomes

Module #	Module Title	Module Overview	Module Learning Objectives	Teaching Strategies	Learning Activities and Assessments	Module Resources
1	How Pluto Mission Advocacy Lead to the Mission Competition and APL's	In this module we will cover the following topics: How the science advocacy (Pluto Underground), and the JPL studies ("Fire and Ice") led to the Pluto mission competition.	By the end of this module students will be able to: 1.1 Recall the history of a Pluto mission concept. 1.2 Describe how a NASA-sponsored competition for a Pluto mission came to be.	Voiceover and on-screen narrative augmented with videos, animations, simulations, and graphics. Coursera Structure Lesson 1 The Historical Encounter and Timeline? Video 1 The Historical Encounter	Learning Activity: Discussion Activity 1 (LO 5) Share another space exploration mission with the class, including details on 1. When it occurred	Published papers and articles from New Horizons and APL bibliography.

Module #	Module Title	Module Overview	Module Learning Objectives	Teaching Strategies	Learning Activities and Assessments	Module Resources
2	"Disruptive" History. 1989 - 2002	The approach taken by APL, the tie-in to other NASA missions that APL has been able to "save" and execute (NEAR, TIMED, PSP) will be discussed. The NASA process by which missions are selected and awarded will also be presented.	1.3 Determine how NASA missions are selected and formulated. 1.4 Identify some of the key figures involved in this mission. 1.5 Share details on other space missions.	New Horizon Mission Timeline Lesson 2 How the Pluto Mission Came to Be Video 1 topic. (* 5-10 minutes) Video 2 topic Video 3 topic ...... Lesson 3 NASA-Sponsored Competition and Selection Process?	2. Which organizations played a major role in the mission. 3. Was the mission a success? Assessment: Quiz (LO 1-4) Short quiz on LO 1-4.	Tom Krimigis, Alan Stern, Leslie Young, Me, Chris Hersman, Hal Weaver.

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Design once, deploy anywhere

Workshops

Exec Education

Single courses

MOOCs

Post-Bacc Certificates

Bachelors Degrees

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Masters Degrees (online, residential, international)

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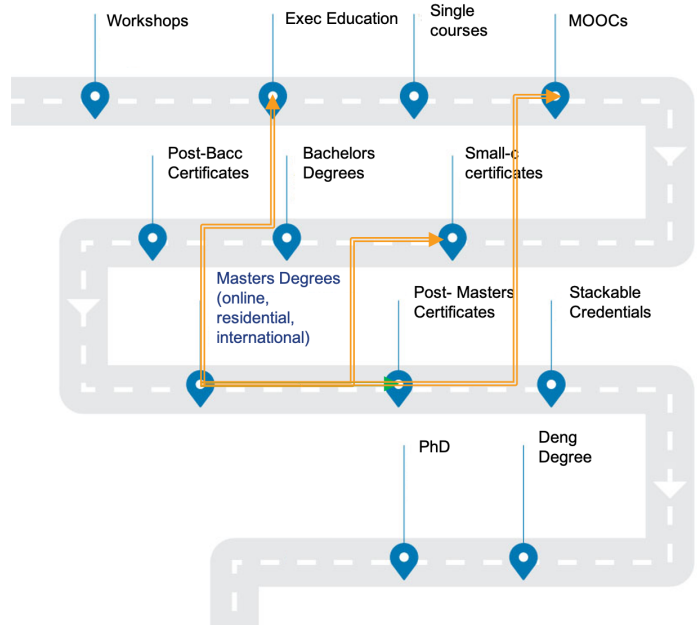
3 Develop & Align Assessment Plan

Program Learning Outcome (PLO)	Course in Which Goal is Assessed	Course Name	Where Goal is Measured in Course	Performance Threshold
Apply knowledge of life sciences (biology, physiology and medicine) to biomedical engineering problems.	585.725.81	Biomedical Engineering Practice and Innovation	Module 3 Assignment	80% of students score 80% or higher
Review current developments in biomedical engineering and analyze recently published peer-reviewed material.	585.602.81	Physiology II	Module 3 discussion	80% of students score 80% or higher
Use control theory to analyze homeostasis, such as in the maintenance of blood pressure (and other important variables, such as glucose and salt concentrations, blood volume, muscle stretch)	585.602.81	Physiology II	Module 1 assignment	80% of students score 80% or higher
Technical Paper Review on the CRISPR/Cas 9 System	585.607	Molecular Biology	Module 13 Technical Paper Review Assignment	80% of students score 80% or higher
Develop experience with advanced mathematical procedures that they may be exposed to in taking additional course work or more importantly during their career	585.615.81	Math methods	Project 1	80% of students score 80% or higher
			Interactive Assignment 10	80% of students score 80% or higher
Apply physiological knowledge and mathematical methods to design laboratory experiments and equipment, and obtain and analyze data.	585.725.81	Biomedical Engineering Practice and Innovation	Module 2 (Lab 3)	80% of students score 80% or higher
			Module 2 (Lab 4)	80% of students score 80% or higher

4 Collect All Achievements into CLR

Discussion - Questions

1. What resources are needed to support faculty?

2. How do you plan on creating a culture of ~~assessment~~ IMPROVEMENT where faculty are willing to use the system?
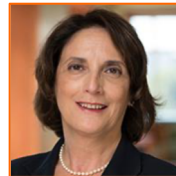
3. How do you envision using the CLR?

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Q&A

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