



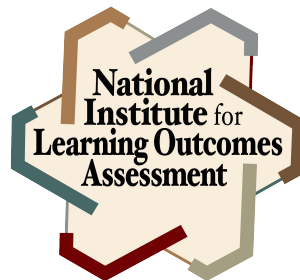
**IMS GLOBAL**  
Learning Consortium  
Better Learning From Better Learning Technology®

# How can Comprehensive Learner Records contribute to diversity, equity, and inclusion?

Roundtable November 2, 2020



*Advancing Global Higher Education*



# IMS CLR Roundtable: Learn & Lead

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- Monthly open forum for institutional leaders
- Focus on strategy, design, and implementation
- All events will be recorded and posted to our website <https://www.imsglobal.org/event/ims-clr-roundtable-open-public>
- Attendee Poll



# Speakers

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- Moderator
  - Dr. Tom Green, Associate Executive Director, AACRAO
- Panelists
  - Sherri Braxton, Senior Director of Instructional Technology, University of Maryland, Baltimore County
  - Natasha Jankowski, Executive Director and Research Associate Professor, National Institute for Learning Outcomes Assessment
  - Zander Taylor, Assistant Registrar, Elon University



# An Association Commitment

1. It is in what we say about our values:
  - Diversity, equity and inclusion is a pillar within our strategic framework
  
2. It is also in evident in our actions:
  - Caucuses for members of historically underrepresented communities among higher education professionals
  - Active support for peaceful demonstrations that highlight racial injustice and systemic inequity in our society
  - Resources to help educate members and others on issues of racial injustice and inequity, highlighting the voices of these communities
  - Policy work in issues of inclusion that impact higher education enrollment at the national level
  - Ensuring that our publication authors and conference presenters reflect the inclusive community we are today and seek to be in the future.

# Core Competency of our Professions

## 1. Functional Description

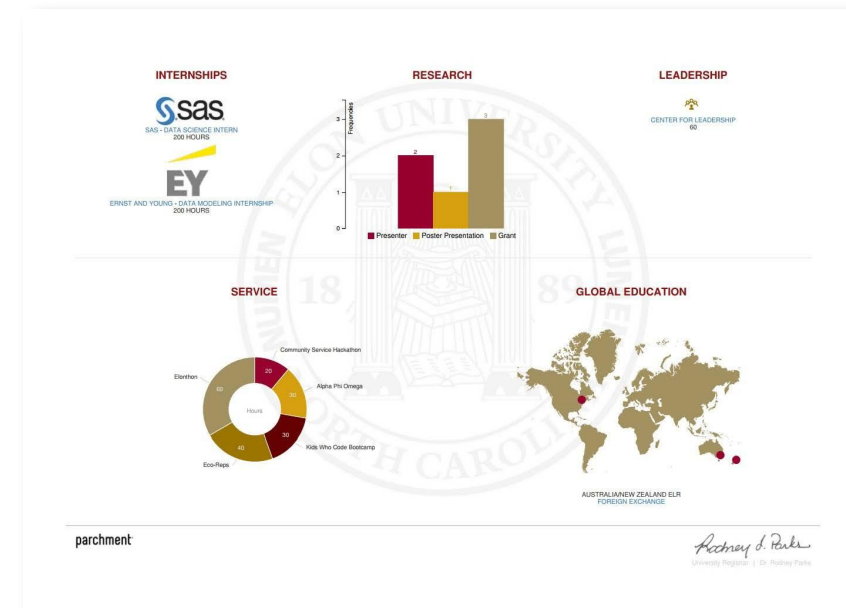
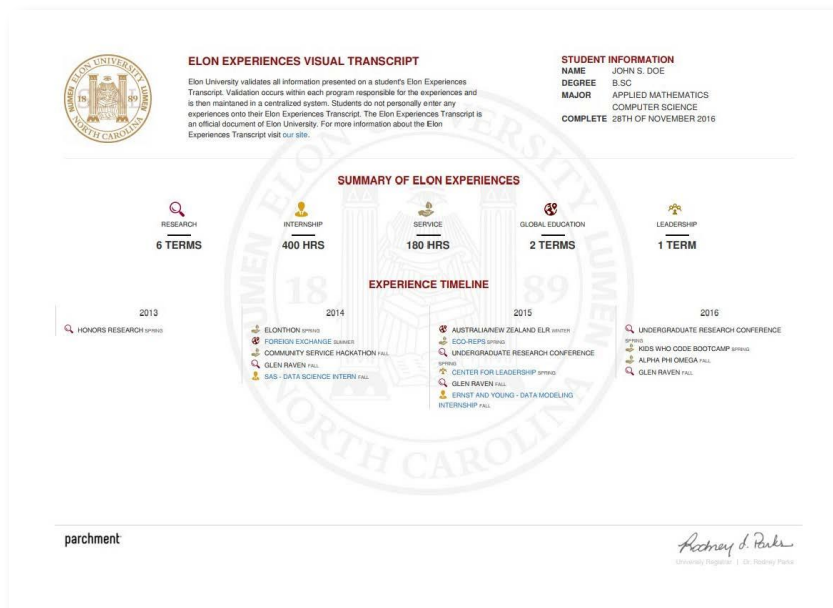
- Admissions, registrar, and enrollment management professionals value and foster an environment that ensures respect, support and safety for all members of their campus and professional communities, and actively promote the expansion of ideas, perspectives, and understanding that comes from a diverse and inclusive community.

## 2. Expert-level competency/mastery

- The principles of diversity and inclusion are integrated into all activities, including identification and elimination of barriers, resource allocation, strategic planning, attracting and hiring individuals of diverse backgrounds, and personal and professional leadership. Ensure enrollment management policies, practices, structures, resources, and technologies contribute to a diverse and inclusive climate and represent diverse abilities and beliefs. Serve as a leader on campus and across the profession in fostering a culture that supports a safe and open exchange of ideas, identifies instances of power and privilege, and actively works to address areas in which diversity is not fully supported.

# Elon's Visual Transcript

- Elon developed its first CLR focused on experiential learning since 2013
- AACRAO CLR Pilot in 2017



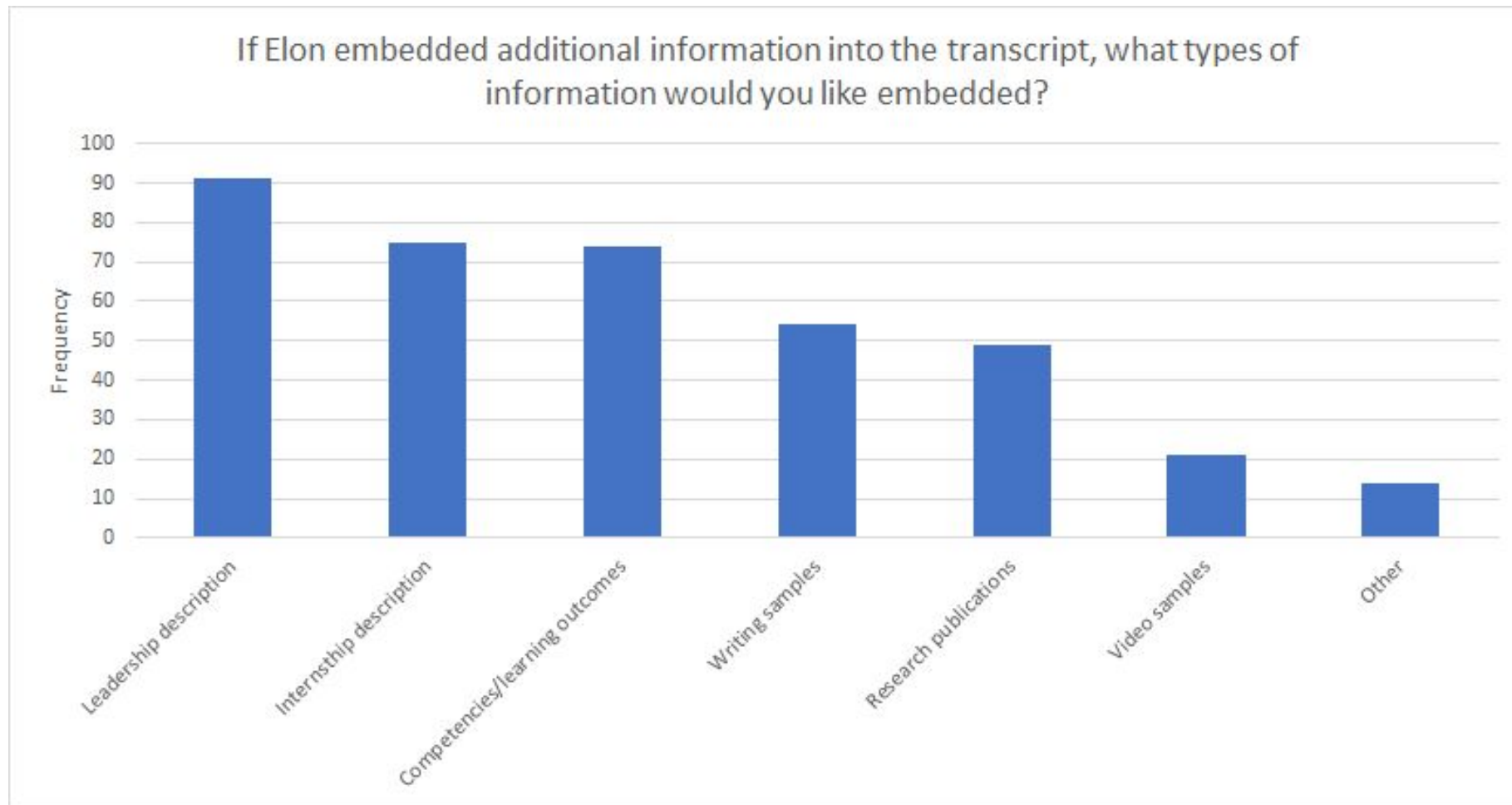
# Elon's Surveys to Employers

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Visual Transcript is easy to understand (%)	22.6	59.1	10.2	6.6	1.5
The Visual Transcript paints a different picture of the applicant (%)	28.5	50.4	20.4	0.0	0.7
The Visual Transcript provides useful information for the hiring process (%)	17.6	54.4	21.3	5.1	1.5
The Visual Transcript increases the chances an applicant will get an interview (%)	16.1	26.3	42.3	11.7	3.6

*Parrish, Fryer, & Parks. (2017). Expanding the academic record: revolutionizing credentials*



# Elon's Surveys to Employers



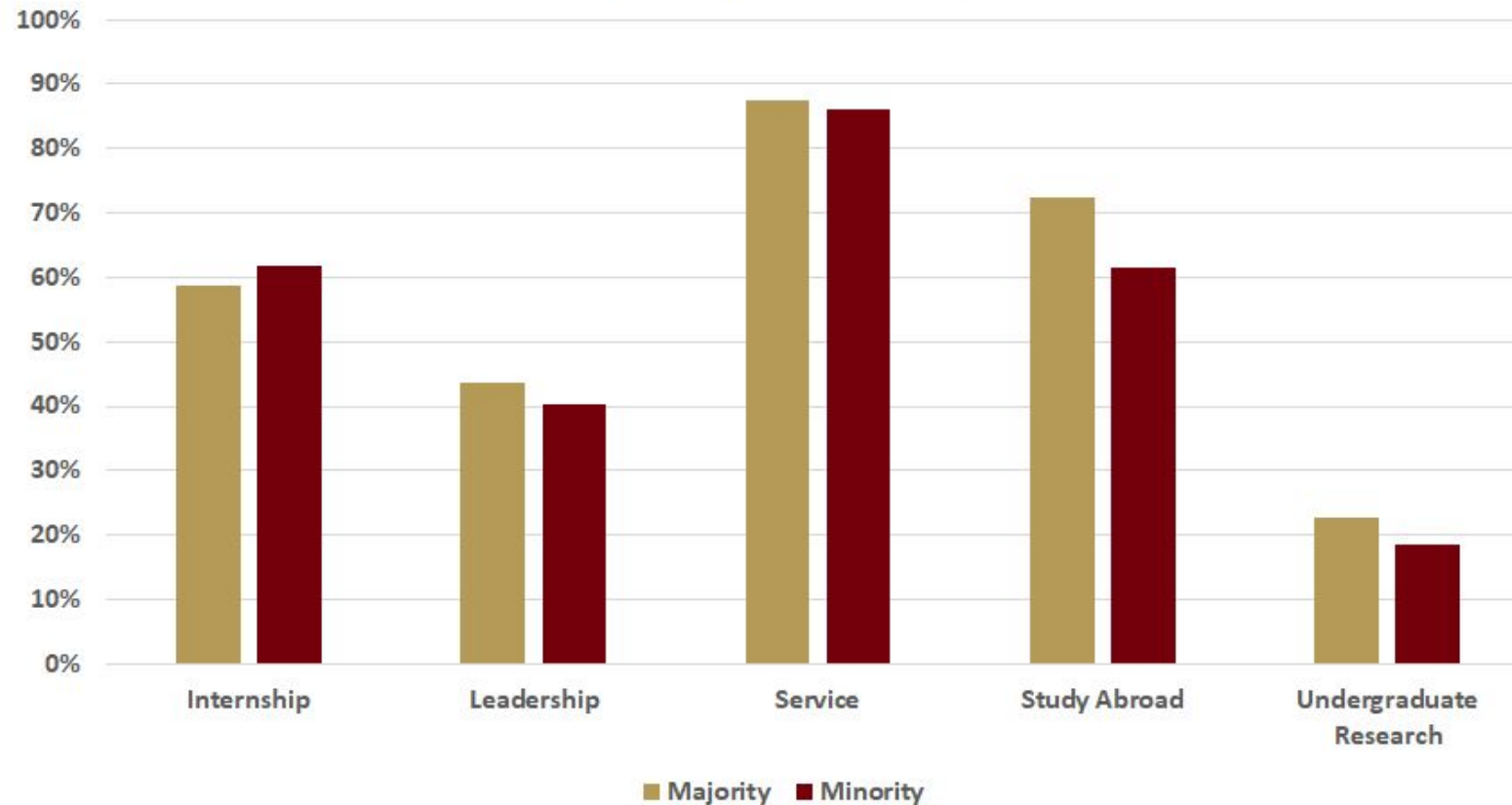
*Parrish, Fryer, & Parks. (2017). Expanding the academic record: revolutionizing credentials*





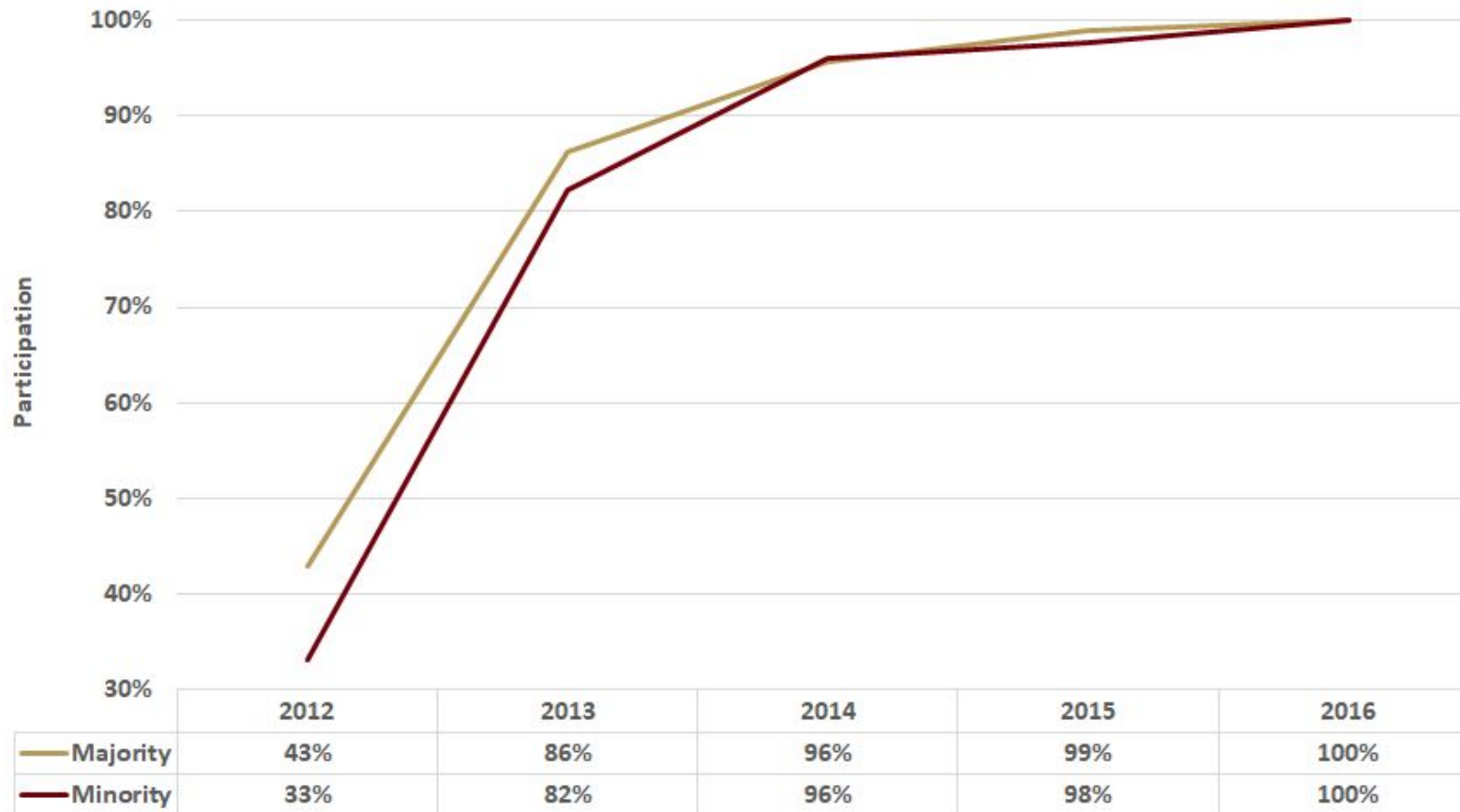
# Elon's Internal Review

Minority Engagement Comparison



# Elon's Internal Review

Experience Participation by Year, Running Total



# UMBC

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- Participating in CLR Pilot Initiative



- Focusing on credential collaboratively defined by industry and higher education institutions
- Target audience = students pursuing non-technical majors at the university



# Greater Washington Partnership - Capital CoLAB

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“...civic alliance of CEOs in the region, drawing from the leading employers and entrepreneurs committed to making the Capital Region– from Baltimore to Richmond – one of the world’s best places to live, work and build a business”

<http://www.greaterwashingtonpartnership.com/>



# CLR Pilot - GWP Digital Generalist Credential

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## Digital Generalist Competencies

1. The Role of Data and Analytics
2. Probability and Descriptive and Inferential Statistics
3. Data Manipulation
4. Data Visualization and Communication
5. Data Ethics
6. Data Security



# GWP Digital Generalist KSAs

## Competency 1. The Role of Data and Analytics

- a. Explain the importance of data and what data represent -knowledge
- b. Differentiate common data typologies, including structured vs. unstructured, numeric vs. text, root vs. derived -knowledge
- c. Explain potential uses/applications given a source and type of data. -knowledge
- d. Demonstrate how data can be used to reduce uncertainty and risk related to decisions and decision making. -knowledge
- e. Explain and demonstrate how differences in data and desired outcomes impact the appropriateness of data analysis techniques (e.g., descriptive vs. diagnostic vs. predictive vs. statistical). -knowledge

## Competency 2. Probability and Descriptive and Inferential Statistics

- a. Demonstrate knowledge of probability and standard statistical distributions. -knowledge
- b. Explain hypothesis testing and statistical significance. -knowledge
- c. Demonstrate and explain the role and importance of model validation and accuracy metrics in analytics projects, hypothesis testing, and information retrieval. -knowledge
- d. Explain the concept of the least squares criterion. -knowledge
- e. Describe the conditions that comprise the simple linear regression model. -knowledge

## Competency 3. Data Manipulation

- a. Perform basic data manipulation and exploration using appropriate tools and software, including use of key Excel functions. -skill
- b. Create and edit simple data structures and storage. -skill
- c. Detect and remediate missing, miscoded, and anomalous data. -skill
- d. Explain the purpose of and code conditional logic statements. -skill
- e. Use a computer application to manage large amounts of information. -skill
- f. Implement common information retrieval and filtering applications in databases and data systems -skill
- g. Find and access publicly available datasets. -skill
- h. Conduct ad hoc analysis (summarize, estimate, predict data, use pivot tables). -skill

## Competency 4. Data Visualization and Communication

- a. Explain the role of data visualization in discovery, communication, and decision-making -knowledge
- b. Evaluate data visualization options for proper application in various situations. -ability
- c. Create effective static and interactive data visualizations or narratives that employ analytics and visualization software and strategies for various audiences. -skill
- d. Visualize data using various types of displays including tables, dashboards, graphs, maps, and trees. -skill
- e. Distinguish between advanced visualizations and explain the advantages of each -knowledge
- f. Discuss techniques for creating advanced data visualizations. -knowledge
- g. Apply the principles of color, composition, and hierarchy to design. -skill
- h. Properly define a problem in context, use appropriate data, and deliver a compelling visualization to explain or answer a question. -ability

## Competency 5. Data Ethics

- a. Identify how global legal, policy and/or ethical constraints might impact data analyses-knowledge
- b. Identify the established ethical and legal issues in data management facing organizations-knowledge
- c. Explain how ethical, compliance, and legal issues should/must be considered in data driven decision making knowledge
- d. Demonstrate awareness of personal privacy issues related to the collection and usage of data-knowledge
- e. Explain the important issues around data governance-knowledge
- f. Recognize potential sources of bias in data or analysis. -knowledge

## Competency 6. Data Security

- a. Explain information assurance (IA) principles and organizational requirements that are relevant to confidentiality, integrity, availability, authentication, and non-repudiation. -knowledge
- b. Apply confidentiality, integrity, and availability principles. -skill
- c. Explain data classification standards and methodologies based on sensitivity and other risk factors -knowledge
- d. Explain authorization and access control principles and methods-knowledge
- e. Describe the fundamental concepts of Risk Management and Risk Management Life Cycle. -knowledge
- f. Explain rationale for data anonymization and data security standards. -knowledge
- g. Identify situations vulnerable to insider threats. -knowledge
- h. Explain various methods to prevent insider threats. -knowledge
- i. Describe the spectrum of insider threats and its implications. -knowledge



# GWP Digital Generalist Competency Mastery



Course | UMBCshell2 | edX

https://edge.edx.org/courses/course-v1:USMx+UMBCshell2+1T2020/course/

110%

Today is Jan 14, 2020 09:48 EST

Course Starts in 10 years - Dec 31, 2029

Expand All

- Welcome to Data Ethics - Start Here ✓
- Section 01: Data Governance
- Section 02: Ethical and Legal Issues in Data Management
  - Section 02: Introduction ✓
    - Section 02 Overview and Learning Objectives ✓
    - Section 02 Readings and Activities ✓
  - Section 02: Lectures
    - Section 02: Lecture Data Management ✓
    - Section 02: Lecture Data Privacy Issues ✓
    - Section 02: Lecture General Data Protection Regulation (GDPR)
  - 2.1 Ethical and Legal Issues
  - 2.2 Privacy Issues Related to Collection and Usage of Data
  - Section 02: Quiz
  - Section 02 Quiz

https://edge.edx.org/courses/course-v1:USMx+UMBCshell2+1T2020/jump\_to/block-v1:USMx+UMBCshell2+1T2020+type=vertical+block@5b3185780f34f68abb82cf6a6fa65b1

Generalist: The Role of Data & Analytics

## Generalist Competency 1: The Role of Data and Analytics

USMx - UMBCshell1





Resume Course

Generalist: Data Ethics

## Generalist Competency 5: Data Ethics

USMx - UMBCshell2



Resume Course



# Stackable Credentials (Competency-based)

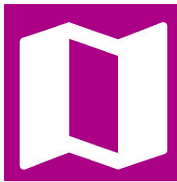


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# AEFIS Solutions

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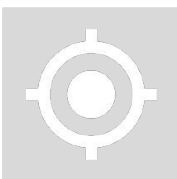
Curriculum Mapping  
+ Outcomes Alignment



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



# Competency-Based KSA Mastery



Greater Washington Partnership - Digital Generalist Credential Published

Program-16  
College: College of Engineering | Department: Department of Engineering

## Student Outcomes

### Greater Washington Partnership - Digital Generalist Credential

● Program Outcomes | Mapping Method: Performance Indicators

^ GWP-DGC1

#### Competency 1. The Role of Data and Analytics

Competency 1. The Role of Data and Analytics

Program 5 Performance Indicators

^ GWP-DGC2

#### Competency 2. Probability and Descriptive and Inferential Statistics

Competency 2. Probability and Descriptive and Inferential Statistics

Program 5 Performance Indicators

^ GWP-DGC3

#### Competency 3. Data Manipulation

Competency 3. Data Manipulation

Program 8 Performance Indicators



GWP-DGC6

### Competency 6. Data Security

Competency 6. Data Security



Competency 6a

Explain information assurance (IA) princi

1 Novice

2 Apprentice

#### Related Outcome

##### CRITICAL ANALYSIS AND REASONING 3b

Identify and evaluate stated and unstated assumptions, supporting evidence and data, alternative points of view, and assess implications and consequences of particular courses of action.

● Institutional

● AEFIS University



UMBC-GEN ED 3b (I)



# Curriculum Mapping of Learning Outcomes

## UMBC's five Functional Competencies:

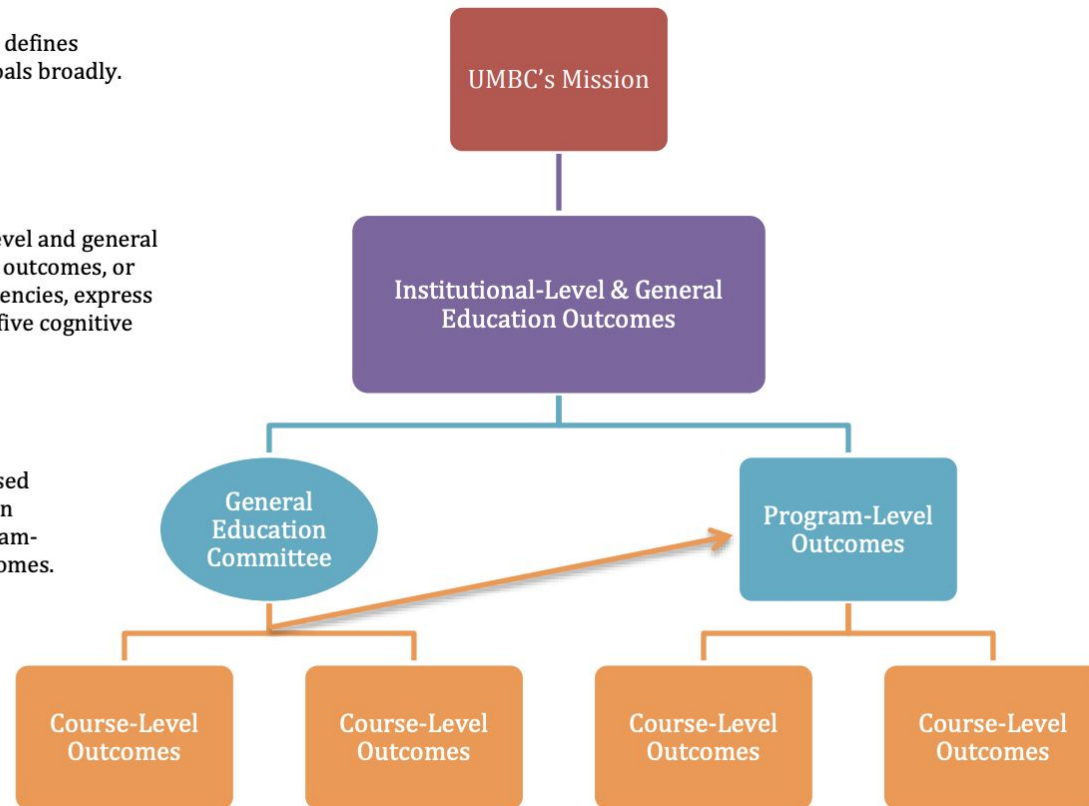
1. Oral and Written Communication
2. Scientific and Quantitative Reasoning
3. Critical Analysis and Reasoning
4. Technological Competence
5. Information Literacy

The UMBC mission defines student learning goals broadly.

The institutional-level and general education learning outcomes, or Functional Competencies, express these outcomes in five cognitive skill sets.

These general, transferable skills become more focused and particular when expressed in program-level learning outcomes.

Outcomes are even more specific in course-level and assignment outcomes.



<https://uaa.umbc.edu/files/2016/05/facultyDevelopmentCenter.pdf>



# Additional CLR Competencies

University System of Maryland B.E.S.T.\* - Digital Badges for 21<sup>st</sup> Century Skills



Badging Essential Skills for Transitions (B.E.S.T.)

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[imglobal.org](http://imglobal.org) | [@LearningImpact](https://www.learningimpact.org)

# Additional CLR Competencies

The screenshot shows a web browser window displaying the University of Maryland, Baltimore County (UMBC) profile on the youracclaim.com platform. The browser's address bar shows the URL `youracclaim.com/organizations/umbc/badges`. The page header includes the 'Acclaim to Go' logo and a search bar. The main content area features the UMBC logo and a brief description of the university. Below this, a navigation bar indicates 'Badges' and 'Collections', with a 'Sort by: Most Popular' dropdown. The main content is a grid of 36 digital badges, each with a unique icon and title. The badges are arranged in a 6x6 grid. The titles of the badges are: COVID-19 Awareness Badge, COVID-19 Awareness Student Badge, CashCourse Badge, UMBC Professional "Edge" Badge, Building Bridges Across Maryland, Effective Supervision, Personal Leadership and Project Management, Interdisciplinary Collaborator Badge, UMBC-IBM Deep Learning, Building Bridges: Administrative Leadership Development..., UMBC VITA Badge, Alternate Delivery Program (ADP) Quality Booster, Administrative Professional, Alternate Delivery Program (ADP) Course Designer, Blackboard (Bb) Ultra Experience Early Adopter, Diversity, Leadership, Professional Foundations, Supervision, Essential Supervisor Conversations, and Microsoft Office.



# Student Dashboard



### Comprehensive Learner Record

100% Goals Achieved

GOAL PERFORMANCE FOR ALL TERMS

Goals Reported: 29 Goals Achieved: 29

VIEW CLR

### My Portfolio

80% 8 of 10 Items Completed

Achievements	Verified	Validated	Self Issued
19	16	2	1

Published 11 Items Publically Visible

GO TO MY PORTFOLIO



# Question & Answer

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# IMS CLR Roundtable: Learn & Lead

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- Join us next time
  - Evidence of CLR Impact
  - December 7th, at 11:30 ET
  - Presenter:
    - Jeff King, University of Central Oklahoma
- <https://www.imsglobal.org/event/ims-clr-roundtable-open-public>





# Questions?

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Please contact Kelly Hoyland  
**[khoyland@imsglobal.org](mailto:khoyland@imsglobal.org)**