Comprehensive Learner Record: Student Impact

Roundtable August 24, 2020

IMS GLOBAL
Learning Consortium
Better Learning From Better Learning Technology ®

Panelists

- **Insiya Bream**, Assistant Vice Provost, Data & Systems, University of Maryland Global Campus

- **Mackenzie Hall**, Graduate Apprentice, Office of the Registrar, Elon University

- **April Jolley**, University of Central Oklahoma

- **Jeff King, Ed.D.**, Executive Director Transform Learn, University of Central Oklahoma

- **Alexander Taylor**, Assistant Registrar, Elon University
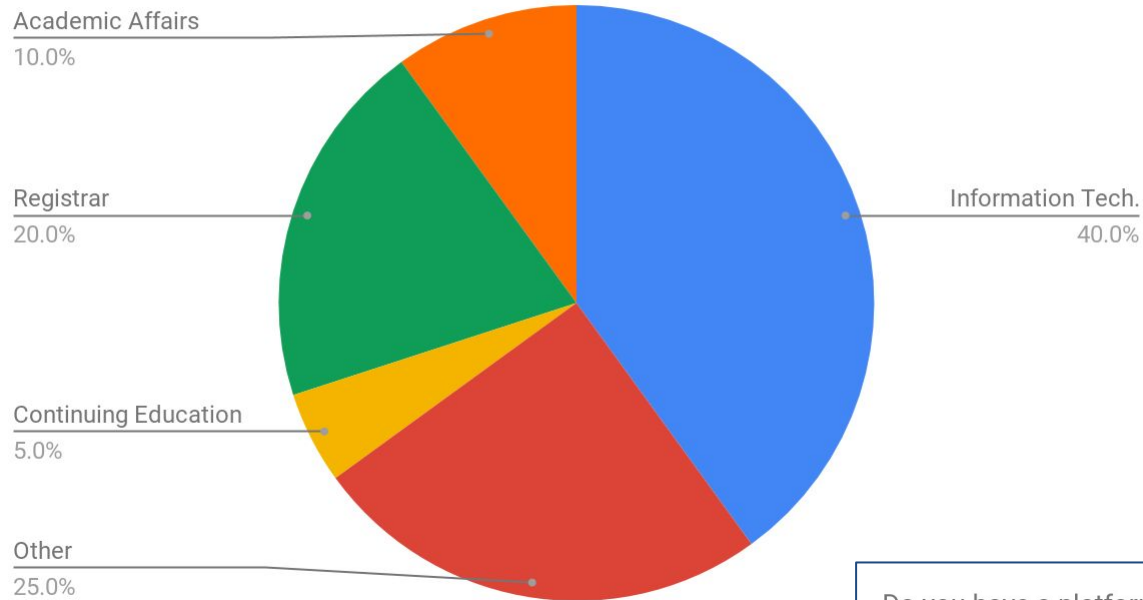
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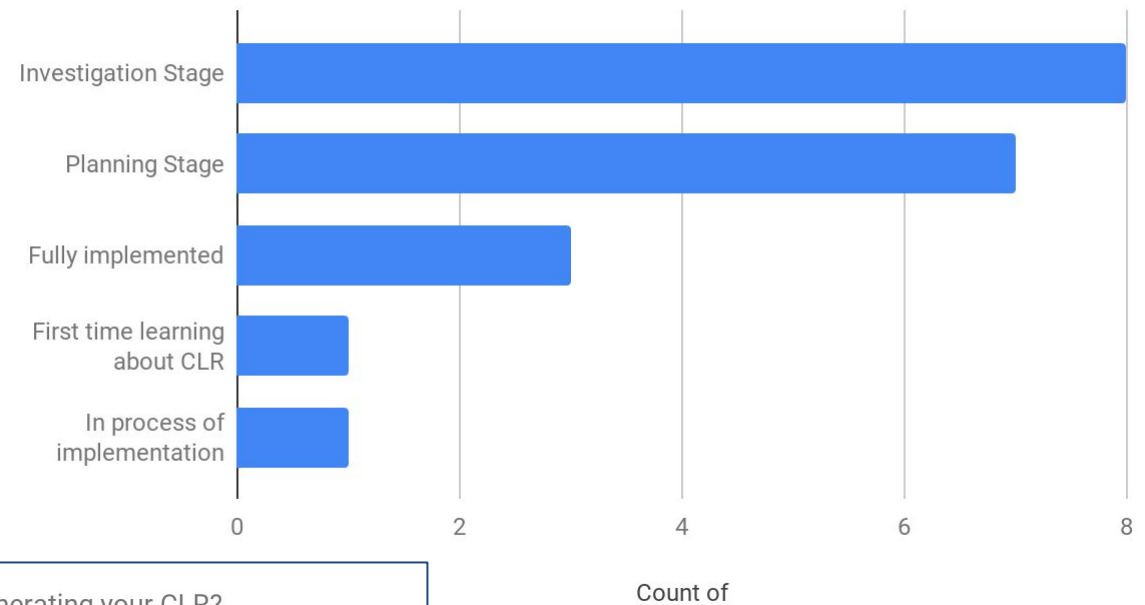
IMS CLR Roundtable: Learn & Lead

- 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

- Stay informed:
https://forms.gle/HmVYzZpc6idXtFGv9

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Attendee Poll

What is your role?

Academic Affairs 10.0%

Registrar 20.0%

Continuing Education 5.0%

Other 25.0%

Information Tech. 40.0%

What stage are you at in your CLR initiative?

- Investigation Stage
- Planning Stage
- Fully implemented
- First time learning about CLR
- In process of implementation

Count of (0, 2, 4, 6, 8)

Do you have a platform for generating your CLR?

- No
- Yes

Count of (0, 2, 4, 6, 8, 10, 12)

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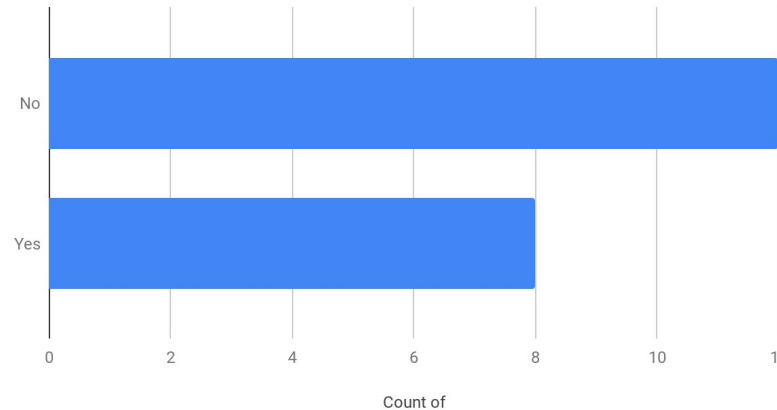
Digital Credentials Ecosystem
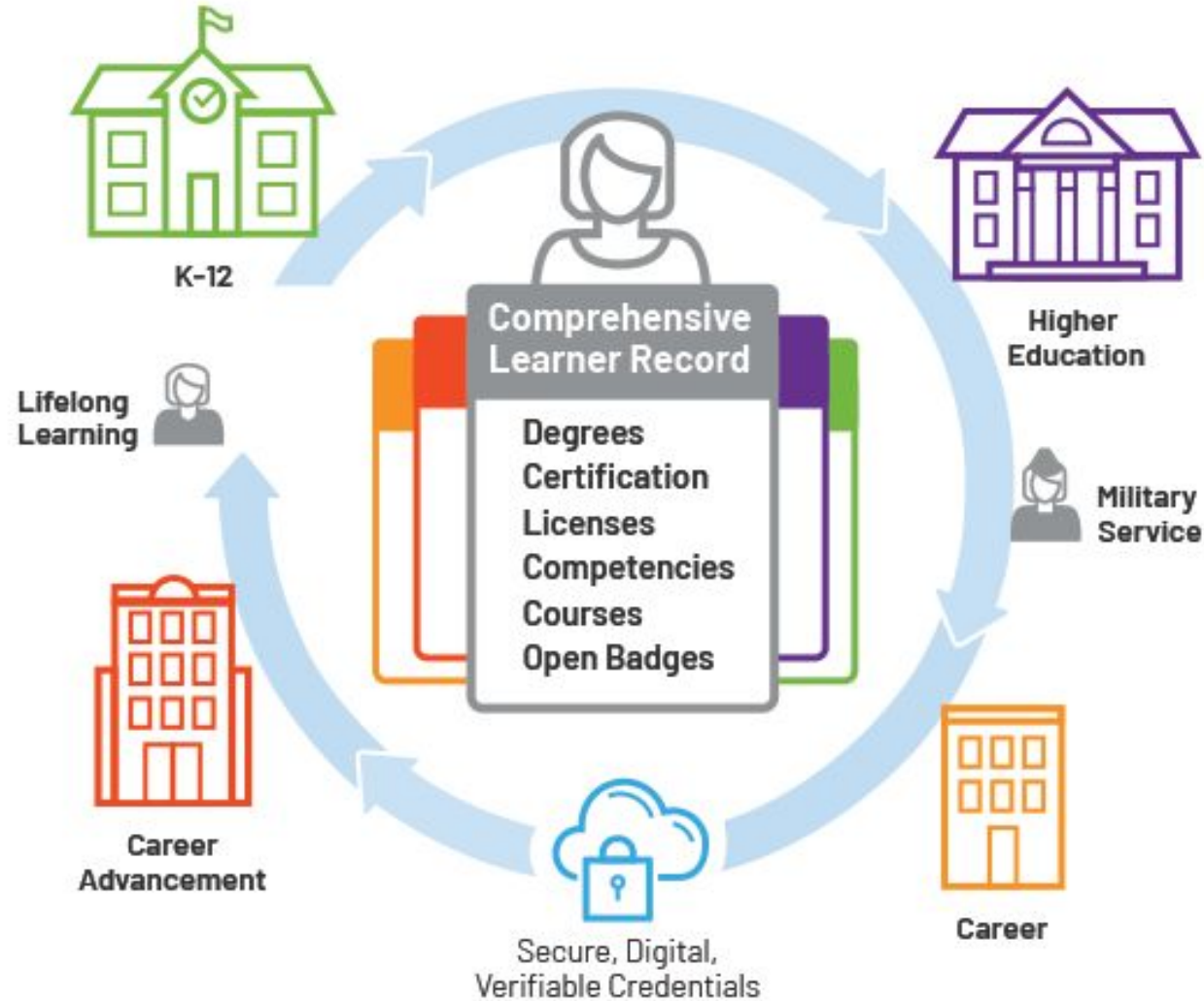
Interoperability of data is possible when all parts of the ecosystem use the CLR 1.0 standard.

imsglobal.org/clr

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Comprehensive Learner Records

What makes CLR unique?

- **Official record** of learning achievements and skills through all stages of education and work
- Captures achievements and competencies in **context of a learning experience**
- **Transferable** among organizations as an immutable and complete record
- Privately **shareable** by the learner or the employee in whole or parts and electronically **verifiable** by the recipient
- Can contain badges AND non-badged achievements
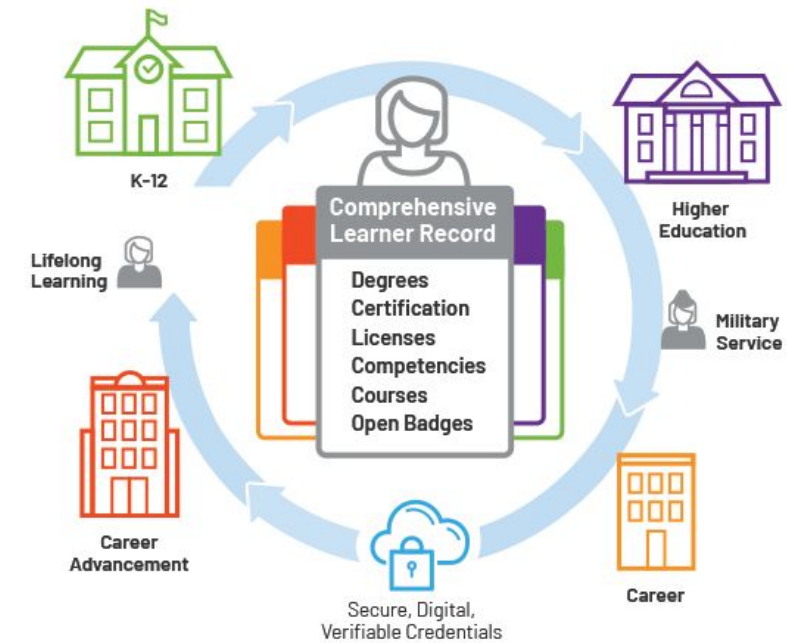
AACRAO Guidance

"Postsecondary institutions of all types and at all levels that are currently using any form of micro-credentials, digital diplomas and certificates, or digital student records or other types should work to migrate that information into the IMS CLR standard.

New records that are being developed should be written to this standard. Commercial software suppliers should adopt the standard as soon as possible to enable learner-controllable records in the IMS open standard."

JOIN OR RENEW

WHO WE ARE   EVENTS & TRAINING   RESOURCES   RESEARCH & PUBLICATIONS

HOME | WHO WE ARE | NEWSROOM | ARTICLE

AACRAO Issues Guidance for College Registrars and Admissions to Adopt IMS Global Learning Consortium Digital Standard for Learner Records

DR. TOM GREEN | MAY 5, 2020   SHARE

AACRAO NEWS   AACRAO PRESS RELEASES   COMPREHENSIVE RECORD   COMPREHENSIVE LEARNER RECORD

Washington, D. C. - The American Association of Collegiate Registrars and Admissions Officers (AACRAO) has issued guidance to its members to adopt the **IMS Global Learning Consortium** (IMS Global/IMS) standard for Comprehensive Learner Record projects and products. Since 2015, a growing number of colleges and universities have developed and implemented new forms of digital student records, Comprehensive Learner Records (CLRs). Developed largely as models or institutional innovations, to date, these CLRs are unique to each creator. While innovative, differences in technical format reduce the usefulness of these records when students seek to transmit their contents to employers or other higher

https://bit.ly/AACRAO_Guidance

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Elon University

VISUAL EXPERIENCES TRANSCRIPT

Elon University

University of Central Oklahoma

STLR
Student Transformative Learning Record

UCO
UNIVERSITY OF
Central Oklahoma

21st Century
Work & Life Skills

Service Learning & Civic Engagement

Health & Wellness

Research, Creative & Scholarly Activities

Global & Cultural Competencies

Leadership

open-minded

able to collaborate

works with all types of people

cultural awareness

problem solving skill

critical thinking skill

communication skill

writing skills

academically sound

can receive/give constructive feedback

gets along with management

creative

innovative

gets along with everyone

adaptable

conscientiousness

political & organizational acumen

emotional intelligence

conflict resolution

time management skill

prioritization skill

organized

self-driven

self-directing

coaching ability

has initiative

willing/wants to learn

STLR
stlr.uco.edu

STUDENT
TRANSFORMATIVE
LEARNING
RECORD

STLR Employer Advisory Board identifies skills along "STLR Metro" lines representing UCO's Central Tenets

From a concept visualized by Ireland's National Forum for the Enhancement of Teaching & Learning in Higher Education: http://www.allaboardhe.ie/

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STLR SNAPSHOT — STUDENT TRANSFORMATIVE LEARNING RECORD

The purpose of this Student Transformative Learning Record Snapshot is to provide a visual representation of this student's achievement in the University of Central Oklahoma's (UCO) Tenets of Transformative Learning. This student's educational experience at UCO has resulted in achievements at the exposure, integration or transformation levels as indicated below. See the key on the final page of this document for short descriptions of what these levels of learning indicate with regard to student knowledge and experience. These experiences have been assessed and validated by trained faculty and professional staff members at the University.

Leadership

Transformation ▶▶	* 2
Integration ▶▶▶	3
Exposure ▶▶▶▶▶▶▶▶▶▶ ...	* 12
	16

> Transformation 2018 Spring | Civic Leadership Capstone | Final Project
> Transformation 2017 Fall | London Study Tour | Lead Peer Mentor
> Integration 2018 Fall | Big Event Executive Board | Officer Reflection
> Integration 2017 Spring | Intern UCO Program
> Integration 2017 Fall | TEDxUCO Undergrad Leadership Board
> Exposure 2016 Fall | Student Engagement Office | Leadershape Activity Small Group
> Exposure 2016 Fall | President of Sonic Corp Claudia San Pedro - Guest Speaker Seminar
> Exposure 2015 Fall | Leadership Central | Speed Mentoring Session

Global and Cultural Competencies

Transformation ▶	* 1
Integration ▶▶▶	3
Exposure ▶▶▶	4
	8

> Transformation 2018 Fall | Independent Student Project | Vox Populi: Subjectivity and the Voices of the Poor
> Integration 2017 Spring | Care of Vulnerable Individuals | Lifespan Review
> Integration 2017 Spring | American Literature to 1865 | How Texts are Shaped by Culture
> Integration 2016 Fall | Intro to Biology | What About Bees? Reflection
> Exposure 2016 Fall | Chambers Library African Collection Exhibit
> Exposure 2016 Fall | Developmental Psychology | My Future Self Paper

Health and Wellness

Transformation	0
Integration ▶▶	2
Exposure ▶▶	2
	4

> Integration 2018 Spring | Healthy Life Skills | Behavior Change Project
> Integration 2017 Fall | Wellness Center | National Nutrition Month Health Fair Volunteering Reflection
> Exposure 2017 Spring | Counseling and Well Being Center | Stress Reduction Clinic Attendance
> Exposure 2016 Fall | Intro to Biology | What About Bees? Reflection

The ePortfolio for this student is http://tinyurl.com/y883tnrh

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124 Nigh University Center
(405) 974-3741
FAX (405) 974-3841

UCO — UNIVERSITY OF Central Oklahoma

Student Transformative Learning Record

Global and Cultural Competencies

Transformation	Integration	Exposure
Keen sense of cultural self and an identity as a global citizen has emerged.	Developing sense of cultural self; and relation to the global community.	Beginning awareness of cultural self; openness to learning.

Health and Wellness

Transformation	Integration	Exposure
A holistic view of health and wellness for self and community is articulated and practiced.	A developing holistic view; some application to self and community with some ability to evaluate own behavior.	Beginning awareness and understanding of health and wellness; initial attempts at personal change.

Leadership

Transformation	Integration	Exposure
Leadership knowledge and skills are applied effectively to community or campus issues.	Leadership is developing; knowledge and skills are applied at a basic to intermediate level.	Leadership skills are being tried out with increasing understanding.

Research, Creative and Scholarly Activities

Transformation	Integration	Exposure
The "why" and the "how" of research and creation are grasped and show in work.	Relevant inquiry about research and creative process & skills are developing.	Skills in research and the creative process are developing; ideas are beginning to emerge.

Service Learning and Civic Engagement

Transformation	Integration	Exposure
Deep engagement in the community, both through learning and helping.	Awareness of community issues and the importance of engagement.	First experiences in volunteering and civic interest.

* Items signal student learning has been demonstrated at a desired level.

The Student Transformative Learning Record is an accurate reflection of the named student's transformative learning achievements at the University of Central Oklahoma. An ePortfolio is utilized by some students at the University as a way of demonstrating and providing further evidence of learning. ePortfolio links, when included, lead to information that is not comprehensively curated by the University and is therefore not an official representation of the student's work at the University.

STLR STUDENT TRANSFORMATIVE LEARNING RECORD.™ UCO

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MOUNT

POPSOCKETS

STLR SNAPSHOT— UCO STUDENT TRANSFORMATIVE LEARNING RECORD

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Student Transformative Learning Record

An award winning initiative to record students' Transformative Learning in TU Dublin and display their improved soft skills to potential employers

The Education Awards 2020

Fingal Dublin Business Excellence & CSR Awards 2019

*STLR is a trademark of the University of Central Oklahoma.

@STLR_TUDUBLIN_   Email: stlr@tudublin.ie   @STLR_TUDUBLIN_

Leadership

Research, Creative & Scholarly Activities

Service Learning & Civic Engagement

STUDENT TRANSFORMATIVE LEARNING RECORD UCO

SCAN WITH YOUR FRONT CAMERA

Visit stlr.uco.edu

UCO Organizational Leadership

Health & Wellness

STLR STUDENT TRANSFORMATIVE LEARNING RECORD

TRANSFORMATIVE LEARNING
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STLR STUDENT TRANSFORMATIVE LEARNING RECORD

UCO UNIVERSITY OF CENTRAL OKLAHOMA

UMGC's extended Transcript pilot

IMS CLR Roundtable
8.24.2020

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GLOBAL CAMPUS

Where more information and the survey can be found

UMUC
University of Maryland University College

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

Overall Presentation of the Document

Positive Feedback:

"Very detailed. Describes students achievements better than "A" "B" grades

"Pretty simple layout and easy to understand."

Opportunity:

"Large font and multiple colors make it look juvenile. It should look more professional, maybe in a table or list format considering that students may have several classes."
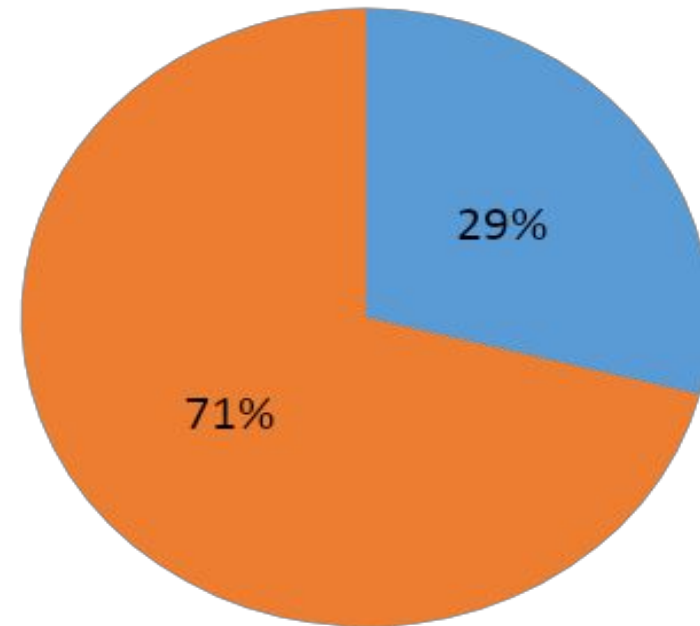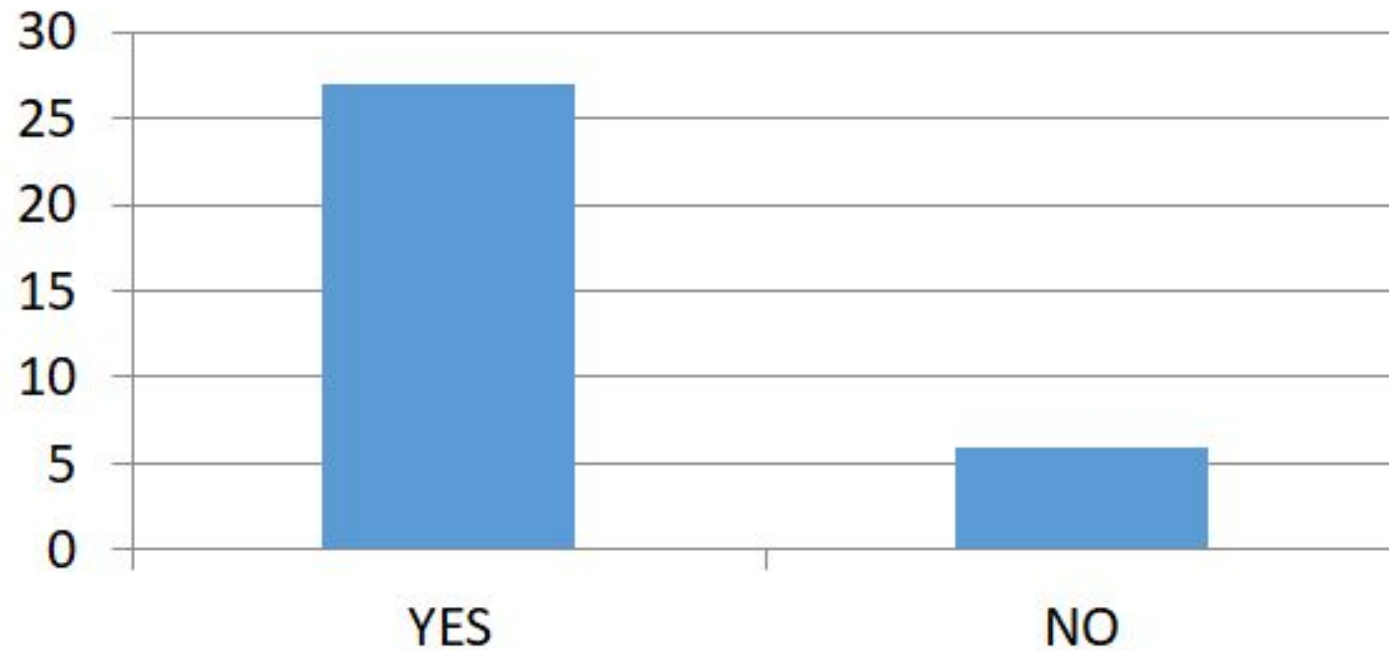

■1-5 ■6-10

Students responded on a scale of 1-10, with 10 being the best n=31

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Usefullness of eT content

26%

74%

■6-10
■1-5

Students responded on a scale of 1-10, with 10 being the best
n=31

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GLOBAL CAMPUS
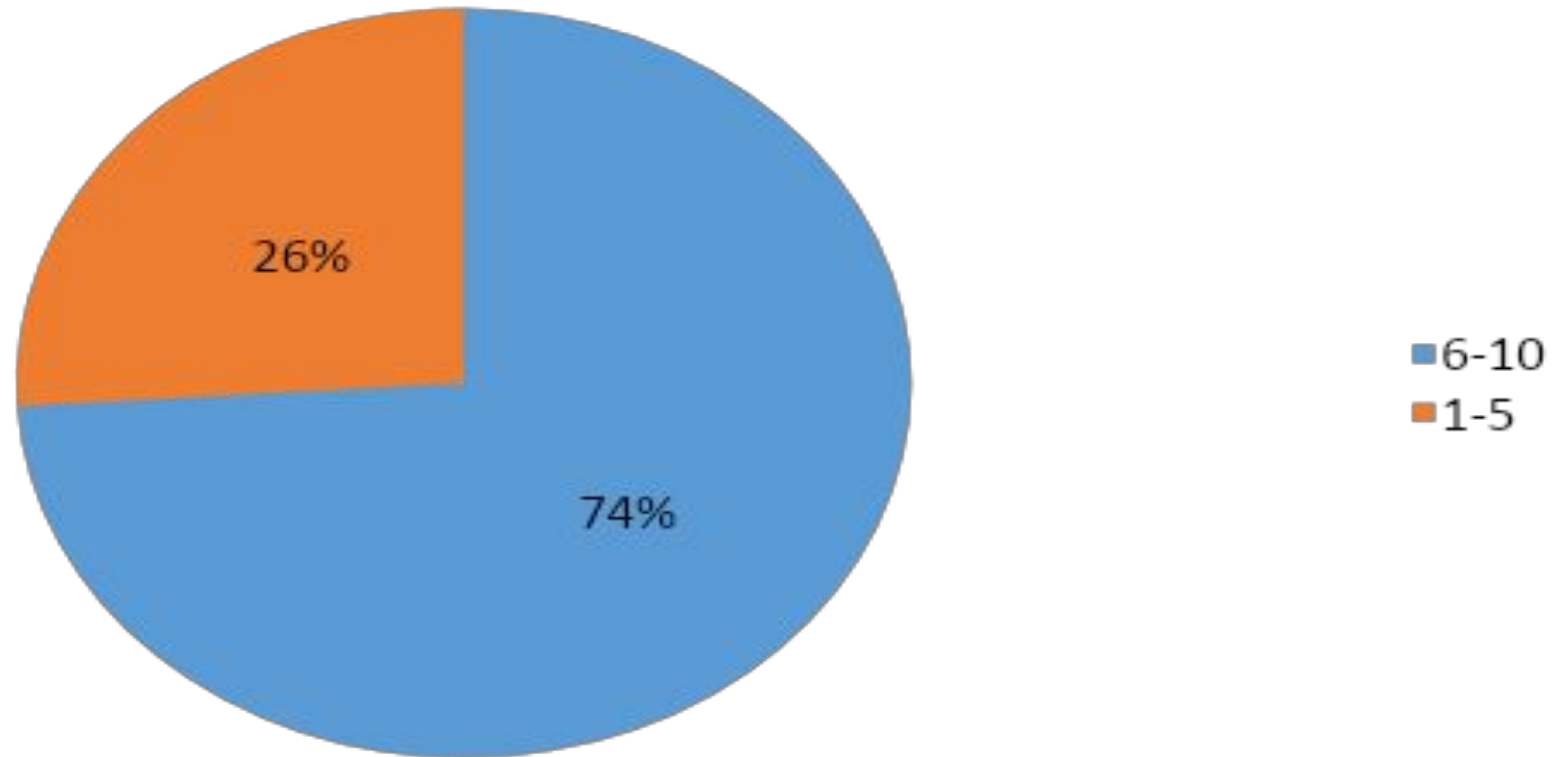
Does the name extended Transcript make sense?

"It should be called "program objectives."

It should be called "detailed transcript."

"It makes me think of electronic transcripts."

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Who would you share the eT with?
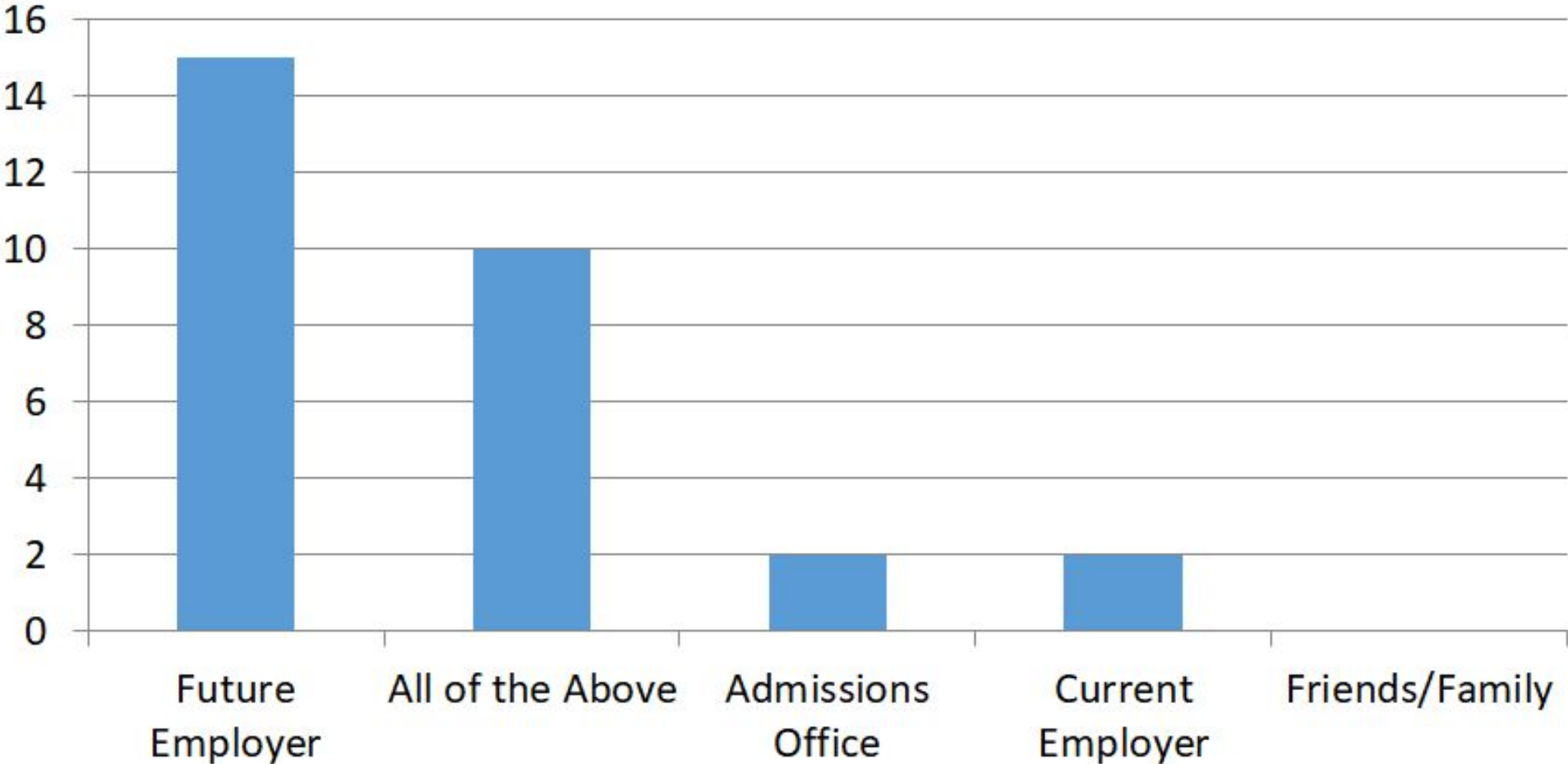
Would the eT give you more confidence when searching for future opportunities?
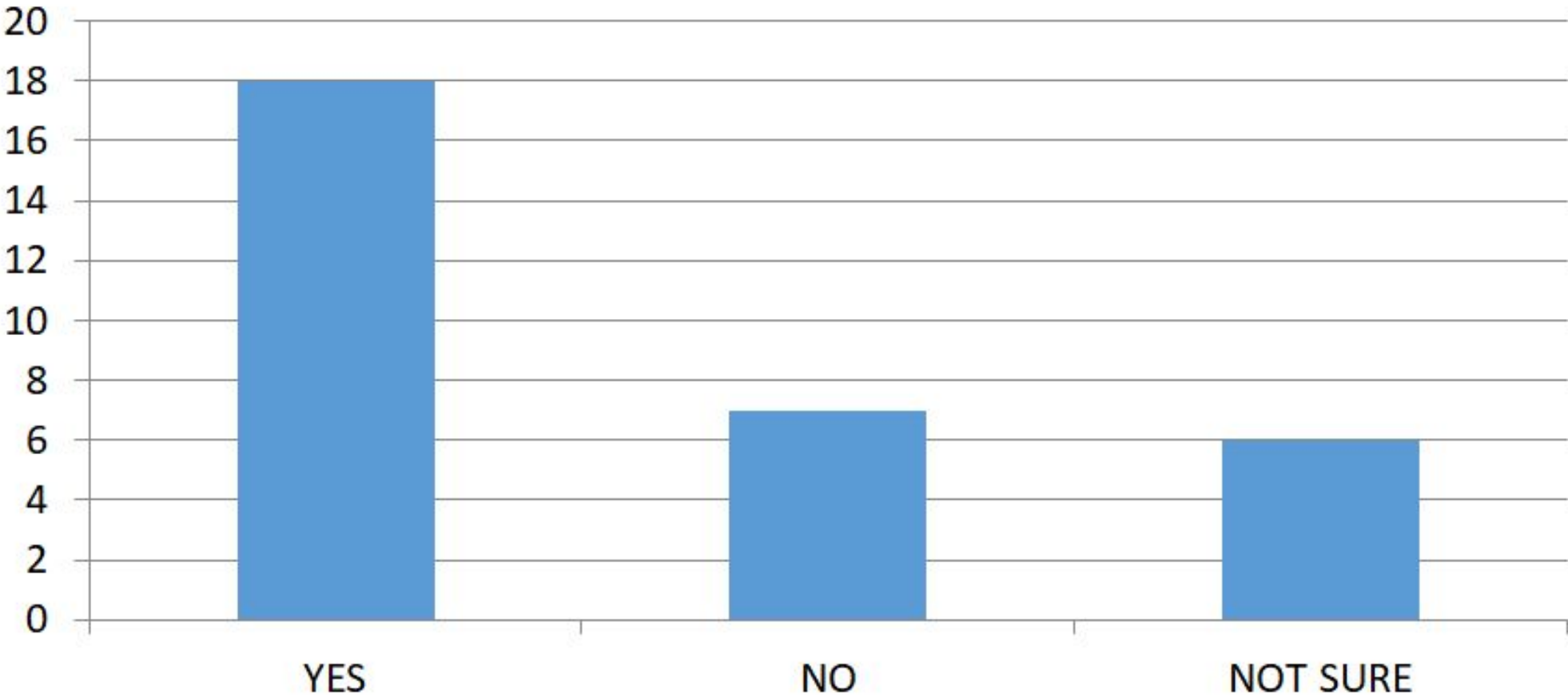
What else would you like to see on the eT?

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What else would you like to see on the eT?

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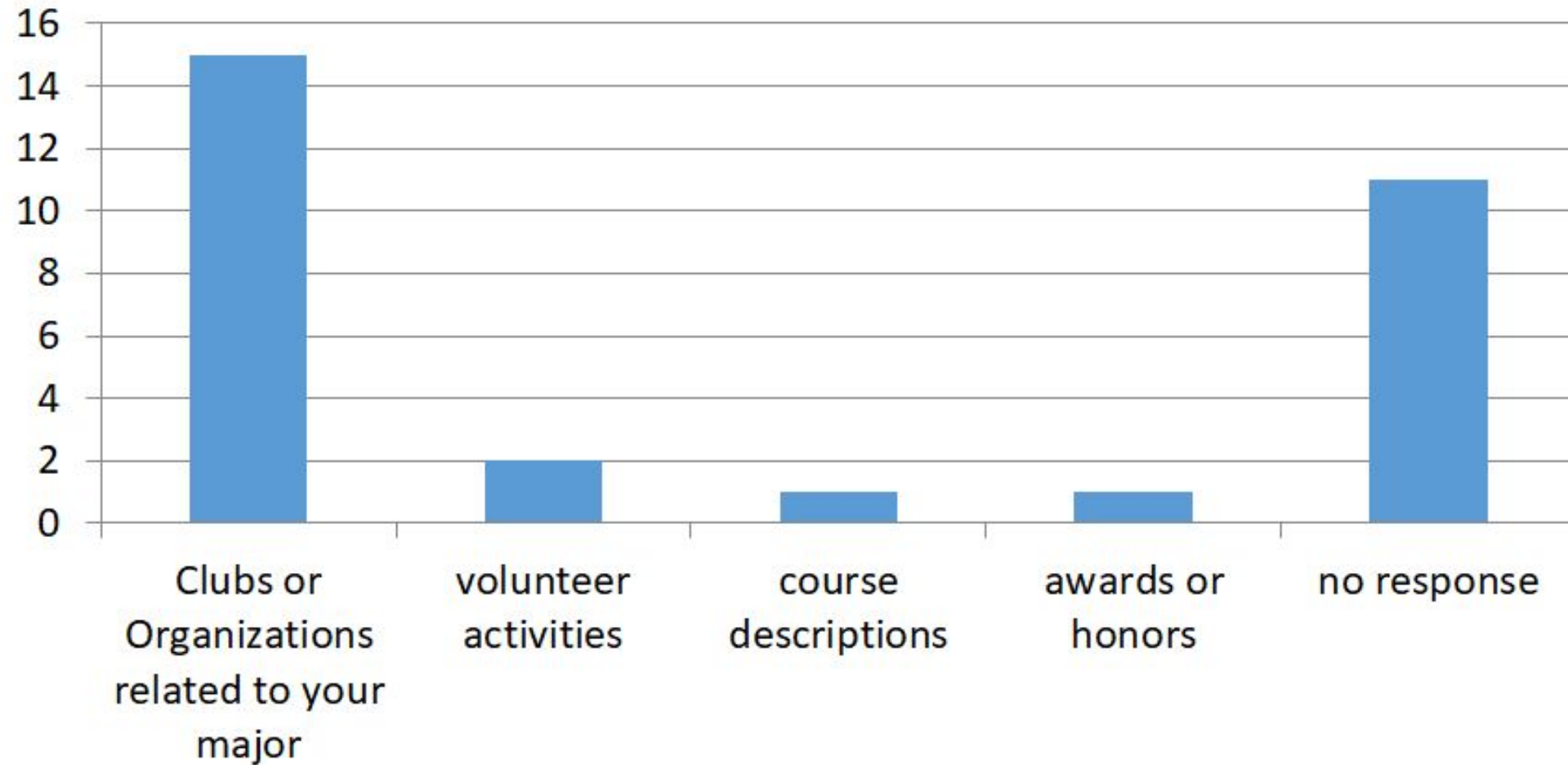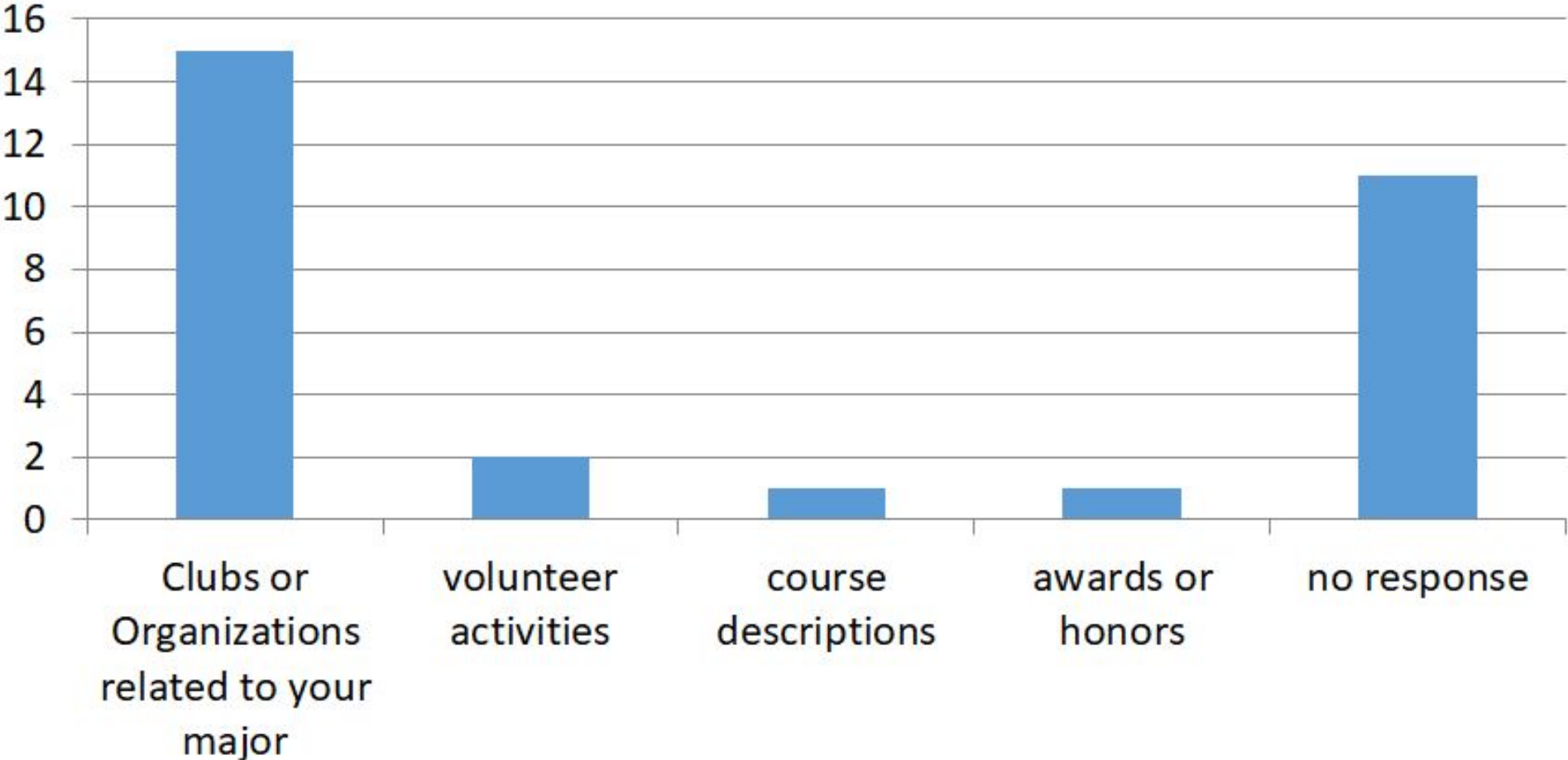
In which scenarios do you feel the eT brings value to you as a student?
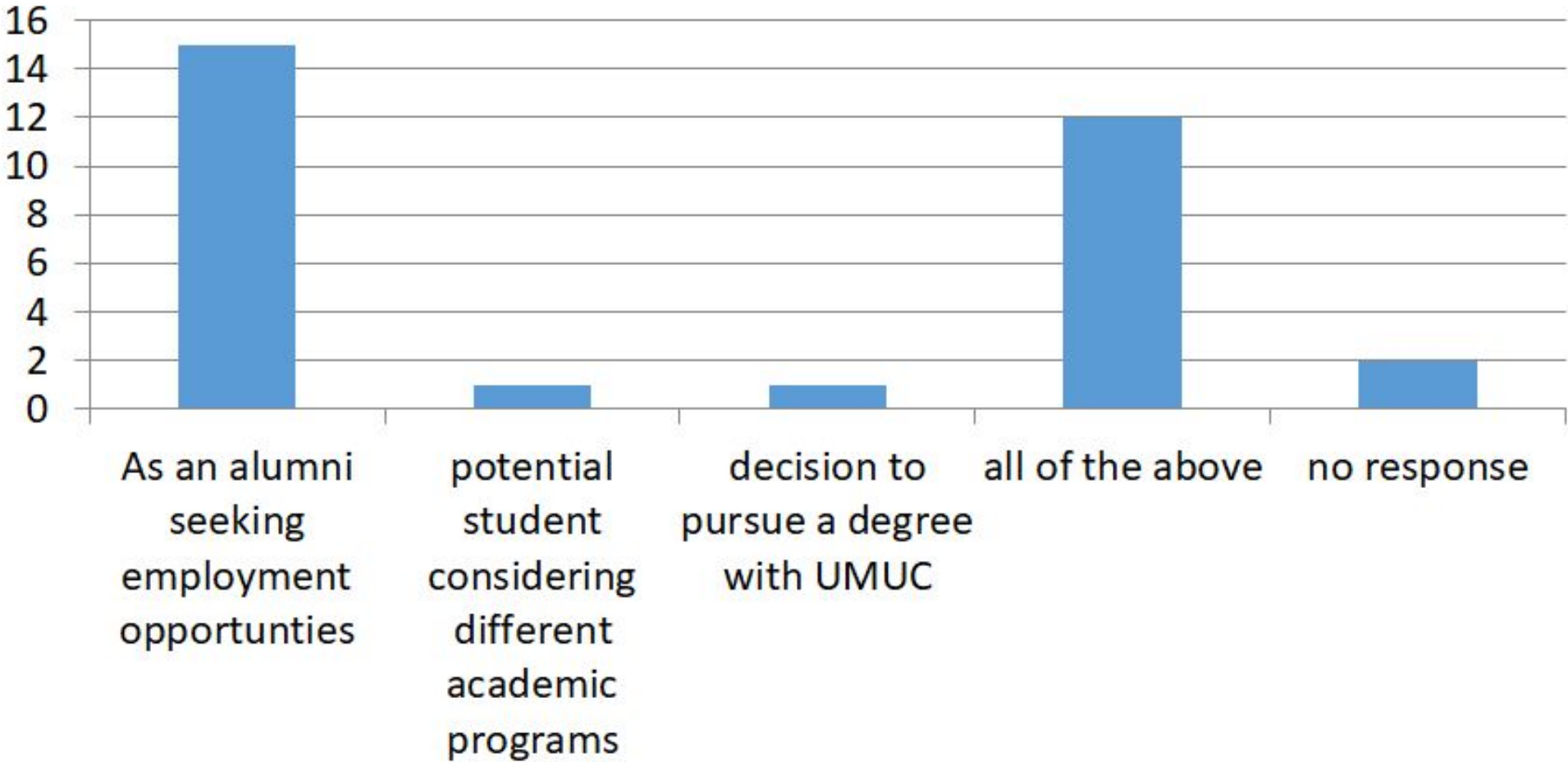
Why?

"I think it makes the bigger picture of what the student is accomplishing clearer, and describes how each project and course build on each other."

"Instead of a graduate saying I walked away from college with an X GPA, I can take this and say this is what I am capable of doing."

"It puts things into perspective."

84%

Of survey respondents recommend that UMUC provide the eT to all students

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CLR Standard

Adopting certified CLR tools equips your learners with verifiable and interoperable records.

√ CLR 1.0 is available now.

√ Early adopter educational institutions and suppliers are currently implementing CLR 1.0.

More details at imsglobal.org/clr

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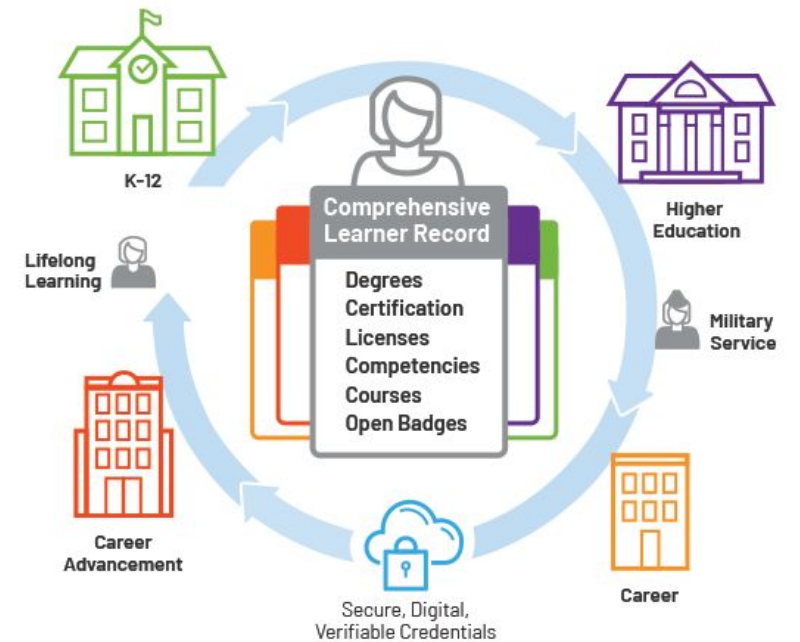
IMS CLR Roundtable: Learn & Lead

- Join us next time
  - Tools to Support a CLR Initiative
  - Date: Sept 28, 2020 at 11:30 ET
  - Easy Sign-up Process
  - https://www.imsglobal.org/event/ims-clr-roundtable-open-public

- Feedback, Suggestions, Questions
- Stay Informed: https://forms.gle/HmVYzZpc6idXtFGv9