



# IMS Digital Credentials Roundtable Expert Perspectives on Implementing a CLR

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# What is a Comprehensive Learner Record?

- A record focused on learning that occurs throughout the educational experience:
  - Through coursework
  - In co-curricular experiences
  - In learning experiences that may occur at the same time as the educational experience but outside the institution's oversight
- Records may focus on any or all of these but go beyond rosters of courses, activities or experiences to evidence learning
- An official institutional record issued to students

# STANDARDS – WHO NEEDS THEM?

We all do!!

- Comprehensive Learner Records (2015-16)
  - Breadth of the Credentials
  - Plethora of Expressions
  
- Digital exchange and interoperability
  - Existing Digital Standards for HE not broadly adopted

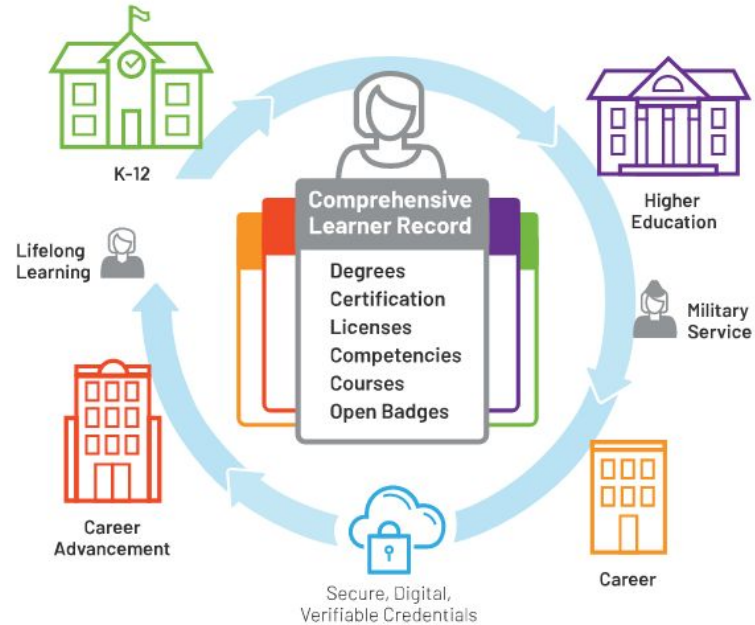


# STANDARDS – WHO NEEDS THEM?

**We all do!!**

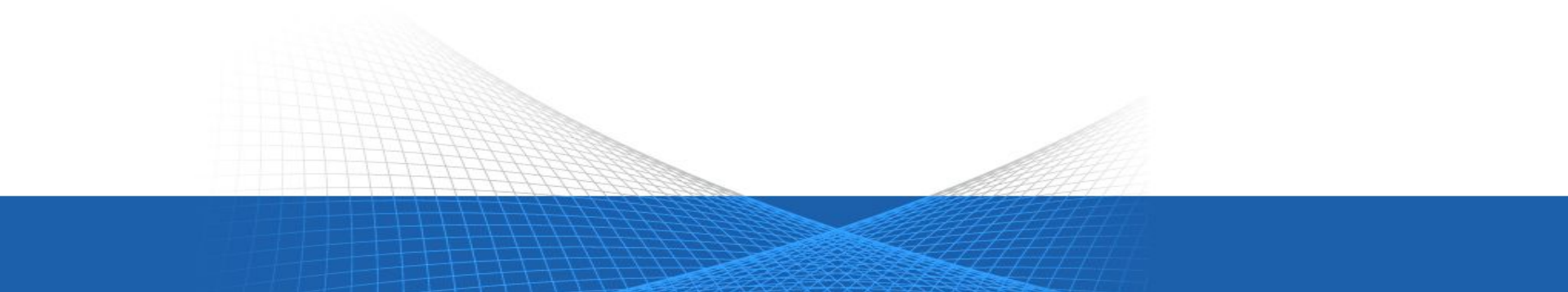
## ★ IMS Global CLR Standards

- ❖ *Breadth*
- ❖ *Flexibility*
- ❖ *Richness*
- ❖ *Relative low cost of entry*





# Review of the CLR Standard



# IMS CLR Standard Review Team

## AACRAO, NASPA, IMS

1. Consensus that the standard allows for learning to be captured:
  - Among various modalities and environments:
    - Traditional courses, Online learning, Experiential learning, Co-curricular learning, Competency-based education
  - For all types of learners:
    - Traditional, Mature, Technical, vocational, undergraduate, graduate, professional
2. The IMS CLR Standard aligns with the AACRAO recommendations for CBE transcript content standards
3. IMS CLR Standard is the only one that currently meets objectives of an official institutional learning-focused and comprehensive learner record.
4. Postsecondary institutions currently using any form of micro-credentials, digital diplomas/certificates or other types should work to migrate to the IMS Global CLR Standard.

# Needs – Interpretation and awareness

1. Terms used in the standard must be translated to the terms used to describe elements of a record and should provide multiple use case examples of their application in the CLR Standard:
  - Achievement, Authority, Association
2. Use cases and examples will be needed for the application to learning not based in courses or CBE:
  - Outcomes that are not graded nor evaluated but completed
3. Greater understanding of CLRs is needed among companies that can provide systems and products



# AACRAO - CLR Implementation Guide Workgroup

## Charge, Expectations and Timeline

- Charge
  - Enable exchange of broader set of learning achievements - the many forms of CLR
    - (e.g., Academic, Co-curricular, Competency information/credentials)
  - Provide fundamental introduction IMS CLR constructs and basic mapping to classes in CLR standard.
  - Recommend CLR data interpretation and mappings to IMS Global CLR standard concepts and classes.
  - Goal: Ensure those receiving the credentials understand and trust the content!

# AACRAO - CLR Implementation Guide Workgroup

## Charge, Expectations and Timeline

- Scope
  - Transmission of Summative Record (not formative)
  - Not intended:
    - to replace internal system data exchange (e.g., SIS -> Degree Audit)
    - to replace a Full SPEEDE Transcript Record Exchange
  - Description/Mapping of specific Use cases
  
- Intended Audience
  - Registrar/Admissions/Student Affairs
    - Any unit engaged in design and assessment of student learning experiences.
  - Functional personnel (*or perhaps funky-techs*).
    - Will point technical personnel to appropriate resources.

# AACRAO - CLR Implementation Guide Workgroup

## Charge, Expectations and Timeline

- Content
  - Purpose, Scope, Intended Audience
  - IMS global Standard Overview
  - Recommendations for Some Specific Tricky Mapping Concepts (derived from the Use Cases)
    - E.g., Achievements/Assertions mapped to Unmet Objectives (e.g., Majors, Competency, etc.)
    - Conceptual Levels and/or chronological segments (e.g., term-based header)
  - Seven (+) Use Cases
    - CLR Data → Map → Template → Converted JSON → Map
    - Rendering in an "eWallet"
  - Conclusion, Resources, Appendices

# AACRAO - CLR Implementation Guide Workgroup

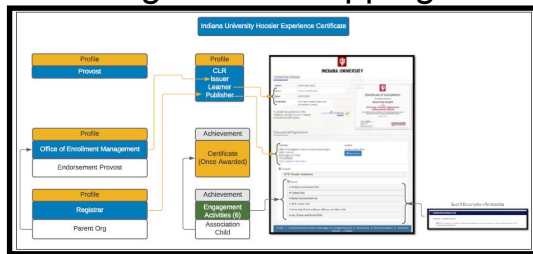
## Use Case - IU Hoosier Experience Record

## Detail Mapping

### Institutional Data



### High Level Mapping

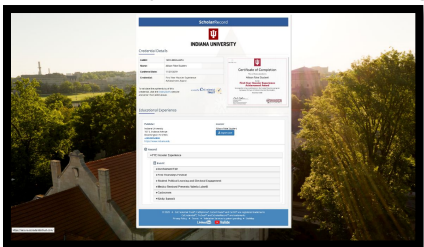


**Draft- CLR Campus Planning/Mapping Template - V1-Draft**

Background	Response
What is the existing activity or data collection (Data Acquisition) process related to this data?	The IU Office of Enrollment Management through the support of the Indiana System Board of Trustees
Do your achievement (competencies, course awards, etc.) have a corresponding data activity (FYI: include the data collection tool as well as a source of activity and a data type?)	Achievement and course awards are eligible for the FYE Hoosier Experience Award. That tool (or more) quality engagement supports the award of the Hoosier Experience Award
Do any of your achievement "stand alone" in a way that is a higher level award or achievement?	No. Hoosier Experience Certificate is not a stand alone award and is not awarded individually, it is a collection
Do these "stand alone" award(s) represent a higher level award or achievement that is not included in the award or achievement category? If so, please describe how you submit this higher level award or achievement (format, location, etc.)	There are no other award or achievement that is not included in the award or achievement category. That tool (or more) quality engagement supports the award of the Hoosier Experience Award
What is your response to the above, and how do you collect your data for use in your reporting to AACRAO and how does your data flow to the data collection tool?	There are no other award or achievement that is not included in the award or achievement category. That tool (or more) quality engagement supports the award of the Hoosier Experience Award
How do you describe your mapping to the IMS CLR achievement data?	No
Please describe how your achievement data relates to one another and how they are reported to AACRAO and the IMS CLR data.	There are no other award or achievement that is not included in the award or achievement category. That tool (or more) quality engagement supports the award of the Hoosier Experience Award
Please describe how you submit your achievement data to the data collection tool and how you submit your achievement data to the data collection tool.	The Hoosier Experience Certificate is not a stand alone award and is not awarded individually, it is a collection

IMS Record/Response	Response	Source of Data	IMS Data Description
DOB	DOB	Parent	All IMS Hoosier
ESSID OR ID	ESSID OR ID	Registrar Office of Enrollment	All IMS Hoosier
External ID (Internal Tracking System Number, etc.) Before use at IMS			All IMS Hoosier
Response Data			
Family Name	Family Name	Certificate (PS)	All IMS Hoosier
Organization	Organization	Indiana University (PS)	All IMS Hoosier
Additional Contact Information (Address)			All IMS Hoosier
Student ID	Student ID	ESSID OR ID	All IMS Hoosier
Student Address (Street), City, State, Zip	Student Address	ESSID OR ID	All IMS Hoosier
Student Address (Street), City, State, Zip	Student Address	ESSID OR ID	All IMS Hoosier
Student Address (Street), City, State, Zip	Student Address	ESSID OR ID	All IMS Hoosier

### Third Party CLR Rendering

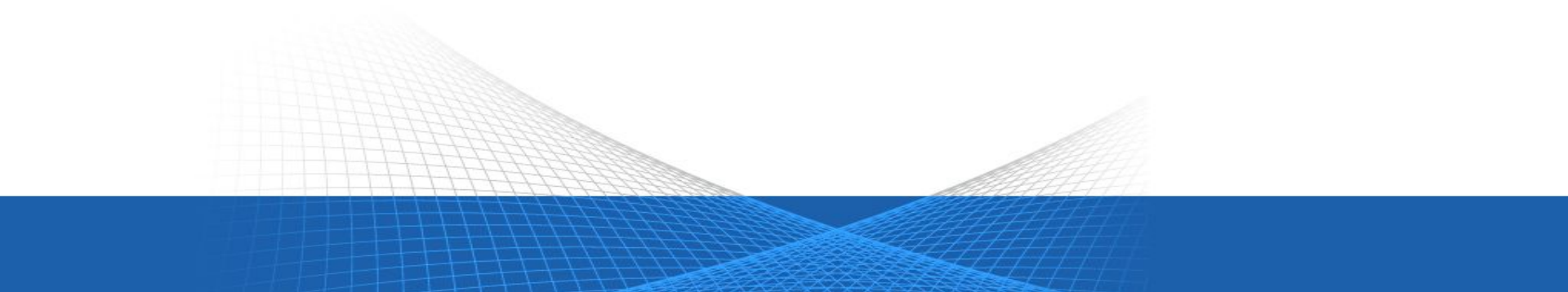


### IMS CLR Compliant JSON





# Case Studies



# Case Study: Volunteer State Community College – Warranty Card

## Warranty Program

- Applies to all graduates in applied/technical programs
- Valid for one year after graduation
- Claimed by the employer
- Covers retraining only at no cost to the graduate and employer

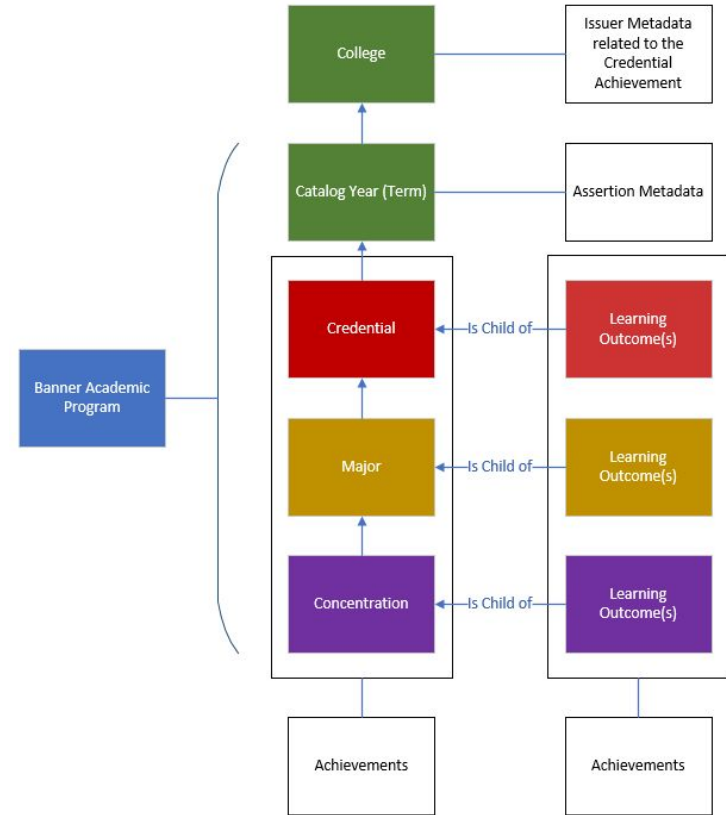
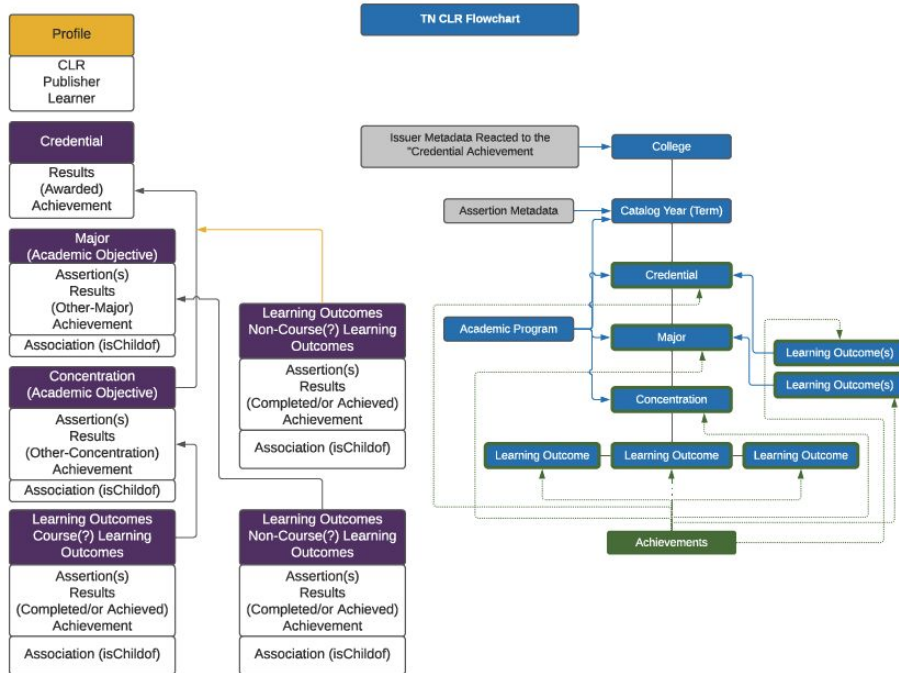
## The Challenge

- Based on learning outcomes
- Employers don't know the learning outcomes

## The Solution

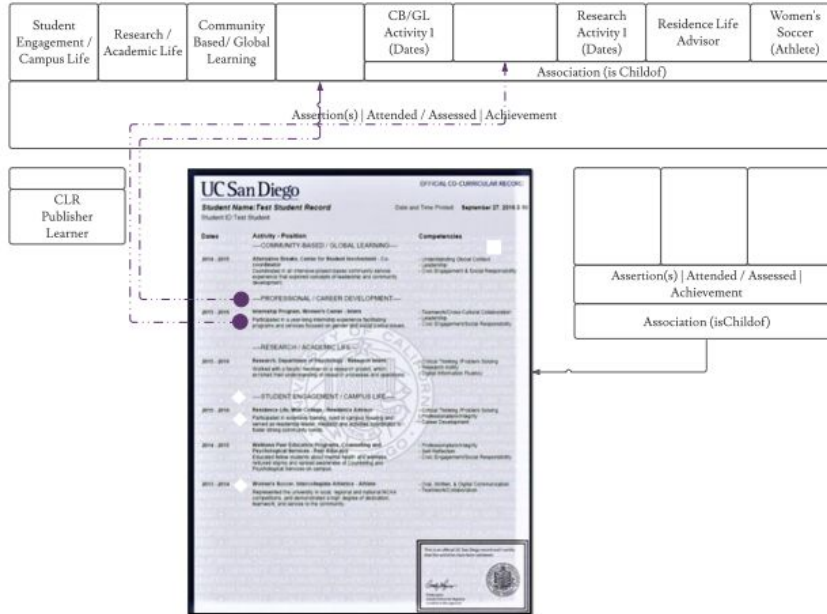
- Summative CLR - issued only at time of completion
- Date aware - the warranty expires
- Contains learning outcome and credential earned (validated digital credential)
- Learning outcomes extracted dynamically from the SIS (Ellucian Banner)

# Case Study: Volunteer State Community College – Warranty Card



# Case Study: University of California San Diego – Enhanced Electronic Transcript and Co-Curricular Record

## Step 1: High-Level Mapping of Record to CLR Standard Elements





# Case Study: University of Maryland Global Campus – Comprehensive Learner Record (UMGC CLR)



## PROGRAM OVERVIEW

Jessica Lynn Cumberland  
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION  
(MBA)

### About The Program

The Master of Business Administration (MBA) degree program at UMGC is designed to develop analytics and leadership skills. The program provides opportunities to work on real-life business problems in teams with faculty, business mentors, and other adult learners from around the world. In the final capstone project, students develop a business idea and prepare a pitch-deck to present to an investor panel. Specialization areas for the MBA degree are available in Business Analytics, Marketing, and Project Quality Management.

36

Total Credits Required



### Program Accreditation



University of Maryland Global Campus has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE)

### Courses 50% Complete



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UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS



## COURSE PROJECT SUMMARY

Jessica Lynn Cumberland  
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION  
(MBA)

10 Projects Completed

### Completed Projects

#### PRO 600

Apply Critical Thinking  
Work as a Team

#### MBA 610

Project 1: Assessing Your Strategic Leadership Capacity and Potential  
Project 2: Situation Audit  
Project 3: Culture, Climate, and Ethical Decisions  
Project 4: Implementing Virtual Teams

#### MBA 620

Project 1: Applied Economics for Managers  
Project 2: Accounting for Managers  
Project 3: Analyzing Financial Reports  
Project 4: Finance and Investment Decisions

### Current Projects

#### MBA 630 Leading in the Multicultural Global Environment

- Project 1: Introduction to the Legal Environment of Business**  
In the first project, you will gather information, evaluate the legal questions raised by several cases, and provide a written assessment of, and rationale for, the likely outcomes.
- Project 2: Making Decisions That Are Legal and Ethical**  
In this project, you will analyze complicated issues related to contracts, employment law, and potential civil and criminal liability that have arisen in various subsidiaries of a company. You will produce a report for executives at the company that includes specific recommendations of what action, if any, should be taken based on your analysis and conclusions.
- Project 3: Leading Ethically and Legally at Home and Abroad**  
In this project, you will perform ethical and legal analyses of a business case and provide a report in which you present your analyses and recommendation about what actions, if any, HR should take.
- Project 4: Structuring a New Business Venture**  
In this project, you will research the steps to create and manage a small business, as well as prepare a presentation for potential investors about the legal form and organizational structure for your new business.
- Project 5: Managing a Global Business**  
In the final project in this course, you will work with a team to review several situations involving multinational businesses and evaluate the political, legal, and cultural factors involved. For each case, the team will make specific recommendations on what action, if any, that the CEO should take based on its analysis and conclusions.

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# Case Study: University of Maryland Global Campus – Comprehensive Learner Record (UMGC CLR)



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS



LEARNING OUTCOMES  
BADGES

Jessica Lynn Cumberland  
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION  
(MBA)



**BUSINESS COMMUNICATION**

**Business Communication**  
Excellence in Communication: communicate clearly in writing and speaking, meeting expectations for content, purpose, organization, audience, and format.



**ORGANIZATIONAL LEADERSHIP**

**Organizational Leadership**  
Excellence in Leadership: set strategic goals for an organization and motivate team members to accomplish these goals.



**GLOBAL BUSINESS**

**Global Business**  
Excellence in Global Business: plan, evaluate and manage the strategic implications of an organization's global operations.

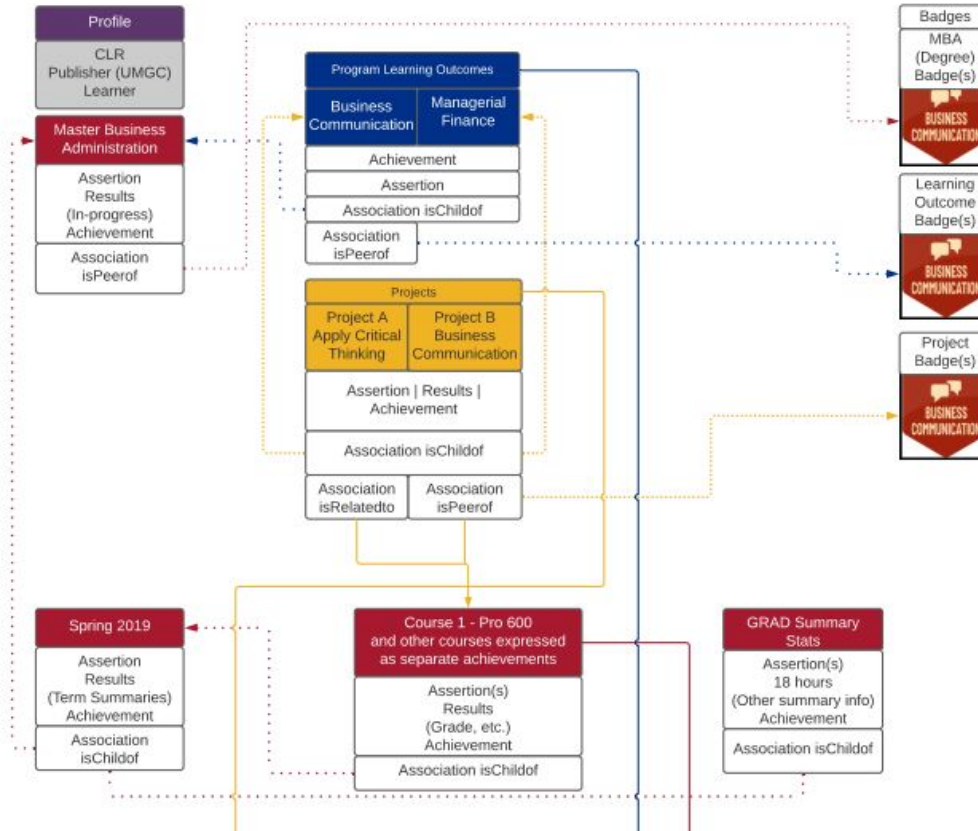


**MANAGERIAL FINANCE**

**Managerial Finance**  
Excellence in Financial Management: plan, evaluate and manage the financial implications of an organization's global operations.

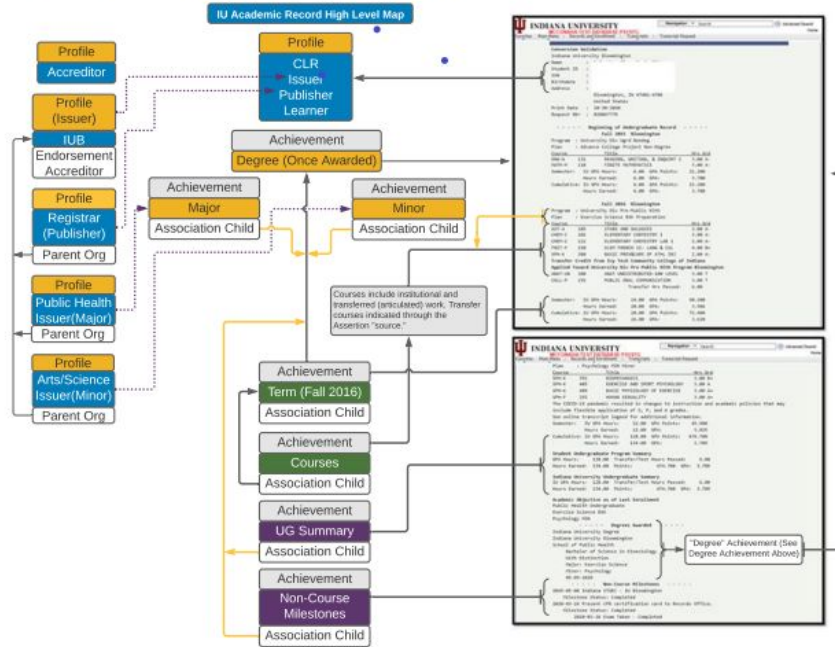
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# Case Study: University of Maryland Global Campus – Comprehensive Learner Record (UMGC CLR)



# Case Study: Indiana University Academic Record

## Step 1: High-Level Mapping of Record to CLR Standard Elements



# AACRAO - CLR Implementation Guide Workgroup

## Committee Members

<u>Name</u>	<u>Institution</u>	<u>Title</u>	<u>Role</u>
Tim Amyx	Volunteer State Comm College	Registrar/Dir of Adm	AACRAO BoD/CLR
Jeff Bohrer	IMS Global	Tech Prog Manager	IMS Global Staff
Insiya Bream	Univ of Maryland Global Campus	Registrar	CLR Practitioner
Lesley Cotita	Western Governors University	Business Owner,	CLR Practitioner
Tuan An Doh	San Francisco State University	Director of ERP and BI	SPEEDE Committee
Patrick Elliott	Hartford Comm College	AVP Enroll Man	SPEEDE Committee
Tom Green	AACRAO	Assoc Exec Director	AACRAO
Cindy Lyons	University of California San Diego	University Registrar	CLR Practitioner
Jeff King	Central Oklahoma University	Exec Dir, CTL	CLR Practitioner
Rock McCaskill	Clemson University	Assc Regr, Operations	AACRAO BOD
Mark McConahay <b>(Chair)</b>	Indiana University	AVP and Registrar	CLR Practitioner
Kristi Wold-McCormick	University of Colorado	University Registrar	AACRAO BOD
Meena Naik	University of North Texas	Program Director	CLR Practitioner
Rodney Parks	Elon University	University Registrar	CLR Practitioner
Laura Wankel	Northeastern Univ/NASPA	AACRAO Consulting	NASPA Rep



**AACRAO**

# IMS Digital Credentials Roundtable Expert Perspectives on Implementing a CLR



## Questions?



January 24, 2022



**IMS GLOBAL**