Implementing a Comprehensive Learner Record to Capture Student Success and Achievements

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By the end of this session, participants will be able to:

- Describe the purpose and function of the CLR.
- Identify best practices for initiating and coordination the creation of a CLR.
- Identify the potential use cases for the CLR.
- Determine next steps for building a diverse team of stakeholders at their institution.
- Align CLR work with their institution missions and visions as it relates to student success.
Have you ever been to the OLC Accelerate conference before?

Yes  No
Are you familiar with the term "comprehensive learner record"?

- Yes
- No
- I'm not sure
UMBC -> University of Maryland, Baltimore County
One of 12 institutions in the University System of Maryland

Fall Statistics:
13,602 FTE students & 830 FT/PT faculty
What is CLR?
Comprehensive Learner Record

- Employability Skills
- Competencies
- Courses
- Badges, Certificates, Degrees, and Licenses
- Co-Curricular
- Internship, Experiential and Prior Learning
Does your institution issue/award micro-credentials/digital credentials/badges?

Yes

No

I'm not sure
Comprehensive Learner Record - Background

1. AACRAO
   – Registrars, admissions officers and other records professionals

2. NASPA
   – Student affairs, leadership and co-curricular learning

3. Members of both organizations sought guidance on how innovations in digital student records could be developed and standardized
Comprehensive Learner Record - Background

“CLRs seek to capture, record, and communicate learning when and where it happens in a student higher education experience.”

--AACRAO website
Comprehensive Learner Record - Defined

1. An “semi-official” institutional record issued to students

2. 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

3. Records may focus on any or all of these but go beyond rosters of courses, activities or experiences to evidence learning
Comprehensive Learner Record - Goals

**Equitable**
Enabling economic and social mobility

**Transparent**
Based on shared open standards

**Relevant**
Carries meaning in education and employment

**Private**
Access limited by the learner

**Verifiable**
Digitally confirmed to be active and authentic

**Interoperable**
Machine readable, exchangeable, actionable

**Secure**
Protected against unauthorized access

**Portable**
Useful for a wide variety of purposes
1. Provide a summary of learning that allows the student to reflect on her education and, from this, articulate that learning to others.

2. Used formatively, these records can help students understand the areas of learning that should be completed and the variety of sources through which learning may occur.

3. Help students understand the knowledge, skills and abilities they are acquiring during their education and how those may relate to their uses, after college.
Benefits of CLRs for Institutions

1. Perhaps the greatest benefit is the work to
   - Identify learning outcomes in all or some courses
   - Identify learning outcomes in co-curricular experiences
   - Consider outside experiences that may evidence learning and contribute to the learning attained through the institution

2. Help the institution understand how its educational courses, programs and experiences contribute to a larger learning framework of an educated person

3. Contribute to a broader system of learning with other institutions through the transfer of learning outcomes
   - How learning at one institution intersects with learning at another
When we asked students to think of a specific, critical incident or moment that had changed them profoundly, 4 of 5 chose a situation or event outside the classroom.

Light, 2001, *Making the Most of College*
Learning Opportunities Outside the Classroom

1. Student Government
2. Clubs
3. Volunteerism
4. Internships
5. Student Employment
6. Career Readiness Workshops
7. Service Learning
8. Travel Abroad
9. Others?
Potential Skills Learned from Student Government, Service Learning, or Club Participation

1. Chair a committee
2. Run a meeting
3. Manage a project
4. Work in a team
5. Lead others
6. Communicate ideas
7. Develop fundraising campaigns
8. Service learning
9. Prepare/Manage Budgets
10. Campaign for office or position
11. Event planning
12. Others?
Does your institution collect data related to students' co-curricular activities and achievements?

Yes
No
I'm not sure
Choosing What to Include in your CLR

1. What is important to students?
2. What is important to local employers?
3. What is important to receiving institutions?
4. Is there a learning framework in use?
5. Must align with mission.
6. Must be able to assess and validate.
How CLR?
Capturing Everything: Learning Record Store (LRS)!

Bio/Demo

Behavioral Data
- Click-Stream
- Blackboard/LMS
- Screencasting
- Cognitive tutors (e.g., ALEKS)
- Attendance
- Tutoring

Engagement Data
- Applied Learning Experiences
- Service-Learning Internships
- Co-Op
- Student Groups
- Campus Events
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Why CLR?
Students’ experiences are more than the sum of what is represented by their transcripts.
So what?
What is the purpose of a university education?
Employment?
Yes!
Develop Knowledge and Skills?
Absolutely!
Helping to develop citizens?
Connecting students with their passion?
It’s only through addressing each of these needs that a university degree becomes valuable.
So why CLR?
A CLR can help connect and validated student knowledge, skill, and academic development along with their pro-social growth.
Use Cases
Behavioral Nudging
If you could identify a student behavioral pattern that would indicate an area for intervention...
What would you do?
Percent of DFs, by Absence Frequency, Math/Stat, FA2018 vs. SP2019
Dear [Name],

You’ve missed three or more class sessions of STP 907. Our evidence shows that even a few absences during the semester adds up to a much higher chance of receiving a grade of D or F.

Missing class, whether for excused or unexcused reasons, can hurt your chances of reaching your goals. Take charge of your success. Go to class.

My colleagues and I are committed to your success. If you have something preventing you from attending, let us know and we’ll do our best to help. We’d like to know more about the challenges you’re facing. Could you click on the link that best describes why you’ve missed class? (Your response will not be shared with your instructor)

1. My work schedule conflicts with class
2. I’m having trouble managing my time
3. I have transportation problems
4. I’m lost in class or have fallen behind
5. None of these

Sincerely,

[Name]
Professor & Chair
Department of Mathematics & Statistics
Leveraging Machine and Human Intelligences
Dear [Name],

I know this time of year can be busy and stressful, and while the end of the semester seems like it may take forever to get here, it’ll arrive before you know it. I’m checking in with you to make sure that you’re OK, and to offer you some resources or support if you need them.

Prior successful students have told me and my colleagues that one of the most useful steps they took was to talk to their professor during office hours or after class or to see their advisor.

I also want to let you know about the LRC’s Action Resource Center web page for ways that can help you with your classes and offer support if you need it. Don’t be reluctant to use it! Thousands of students take advantage of these resources every semester. They work.

If you’re doing well and want to do better, follow the link to Identifying Your Strengths to build on them. If you feel like something’s wrong but you don’t know how to fix it, try following the link to Explore Your Obstacles.

My colleagues and I are here to help if you need it.
Applied Learning Experiences
THE SHRIVER CENTER AT UMBC

Mixed-Methods
- Qualitative
  - Description and context
  - In-depth analysis of students' academic and social development

Quantitative
- 18 years of longitudinal data
- Nearly 300,000 observations representing more than 55,000 students
- Numerous statistical controls
- Quasi-experimental design making use of multiple waves of longitudinal data
- Fixed effects models reduce variance bias and sample homogeneity
- Drill-down analysis of African American outcomes

The community was the way in which you can empower people to be your partners in addressing, in this case, health disparities... that community could be used as a tool to create the team, to empower the people who you need, because you can't do it on your own.”
- John

“I always will view service as not just helping others, but also helping yourself. It puts the world in a different perspective for yourself. It widens your view.”
- Hunter

“Being able to communicate with patients quickly and effectively... being able to work on a team... a lot of that was just skill-building that you don't necessarily get in the classroom setting.”
- David

“So there I was, spreading the good word of service.”
- Beth

Statistically significant increase in applied and service-learning outcomes over those of non-applied learning students.

- GPA
- Credits
- Graduation with Honors
- Four-Year Graduation Rate

* statistical significance (p<.001)
Has this session left you feeling that your institution and students might benefit from a CLR?

Yes

No

Maybe
Q&A

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