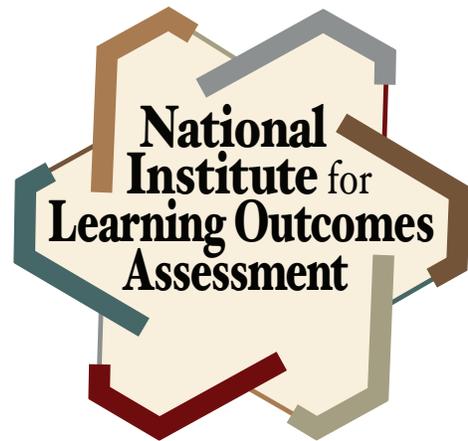


June 2020

Nº 46



Documenting Learning: The Comprehensive Learner Record

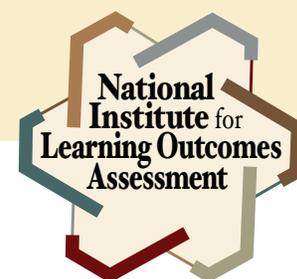
Gianina R. Baker &
Natasha A. Jankowski

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NILOA Mission

The National Institute for Learning Outcomes Assessment (NILOA), established in 2008, is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.



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Disclaimer: This Occasional Paper pulled from various internal and external project-related materials including reports and project meeting notes from the AACRAO/NASPA-led project including a **final project report** written by Green & Parnell (2018).

Abstract

Traditionally, transcripts present a collection of lists of courses and grades in a format valuable for trading information between and among institutions of higher education. What if transcripts were reimagined to not only provide information on credits earned, but also provide information on learning acquired both inside and outside the classroom? What if the transcript documented learning in a digital portable record, regardless of where the learning took place or was acquired? Beginning from a partnership between the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Personnel Administrators, the work to develop Comprehensive Learner Records (CLR) sought to address these questions with the help of a group of pilot institutions. The National Institute for Learning Outcomes Assessment (NILOA) provided professional development support to the pilot institutions as the pilot participants mapped learning and identified assessments of learning from both within and outside of the classroom for inclusion in a formal record. This occasional paper provides an overview of the Comprehensive Learner Record as well as connection points to assessment.

Documenting Learning: The Comprehensive Learner Record

Gianina R. Baker & Natasha A. Jankowski

Traditionally, transcripts present a collection of lists of courses and grades in a format valuable for trading information between and among institutions of higher education. But where is evidence of student learning captured within a transcript? What if transcripts were reimagined to not only provide information on credits earned, but also provide information on learning acquired both inside and outside the classroom? What if the transcript documented learning in a digital portable record, regardless of where the learning took place or was acquired? What if information collected on learning outcomes assessment and assignments were part of the transcript, so those who examined the transcript could drill down within a course and see actual student work?

Beginning from a partnership between the [American Association of Collegiate Registrars and Admissions Officers](#) (AACRAO) and [NASPA: Association of Student Personnel Administrators](#) (hereon referred to as NASPA), the work to develop [Comprehensive Learner Records](#) (CLR) sought to address these questions with the help of a group of pilot institutions. The [National Institute for Learning Outcomes Assessment](#) (NILOA) provided professional development support to the pilot institutions as the pilot participants mapped learning and identified assessments of learning from both within and outside of the classroom for inclusion in a formal record. This occasional paper provides an overview of the Comprehensive Learner Record as well as connection points to assessment.

Background

The background of this project is outlined best in the final project report by Tom Green of AACRAO and Amelia Parnell of NASPA (2018). As such, the following excerpt from the report provides readers with the project background:

In 2015, conversations among AACRAO and NASPA members focused upon questions about the future of student records. In AACRAO, registrars were realizing the limitations of current records to convey the nature of learning within courses. The transcript, according to then Stanford University Vice Provost and Registrar Tom Black (2016), is “a chronological record of enrollment.” Fixed in form for decades along conventions developed by registrars, it contained information vital to other registrars and admissions officers. Degree program, degree earned, terms where credit was attempted, course codes and titles, credits completed and resulting grades—all listed in a condensed format to minimize the amount of paper needed to transmit the information between academic institutions. It says little to nothing about learning, especially as students and other audiences, outside of academia, seek to find out what knowledge, skills and abilities graduating or transferring students acquired and/or are bringing with them.

For institutions with a robust assessment system, a CLR is not a far-off futuristic possibility but one that can help provide documentation in a form of value to internal and external stakeholders on acquired learning by thinking differently about how we document what is known about students and their learning.

In both the records and student affairs spheres, technology was racing ahead of the associations. AACRAO pioneered the standardization of digital records transmission in 1992 and helped launch the **Post-Secondary Electronic Standards Council (PESC)** in 1997. Companies, such as Credentials Solutions and Parchment, as well as the non-profit National Student Clearinghouse (NSC) picked up these standards and began to form networks that allowed institutions to transmit traditional student records data across them. The spread of digital technologies allowed for information, beyond the basic information contained on the transcript, to be stored in records—layering information and meta-data into a record and digitally sending it to another interested party. Institutional practitioners in both organizations began to experiment and envision possibilities for new ways to express and share information. As these ideas grew and spread, both organizations received requests from members for guidance and even standards on what to include on such reimagined documents.

At NASPA, the conversation centered on the growing number of options to create co-curricular transcripts. As most registrars had eschewed these as non-academic certificates, student affairs professionals were left to develop mechanisms to capture and report student activities and learning outside the classroom on their own. More than a list of activities, student affairs practitioners wanted to document learning that would appear in the institutional transcript for a comprehensive record of all student learning.

To help merge the conversations, AACRAO and NASPA received Lumina Foundation support to accelerate the development of possible records of learning, working with pilot institutions to create **sample Comprehensive Learner Records**. Part of the work involved drawing a distinction between a CLR as different than an “extended transcript.”

The CLR served to demonstrate that a college education is more than a chronological enrollment summary, allowing students and those with whom they choose to share their records, to see and understand what was learned. Eight institutions were part of the initial pilot, focused on accelerating the creation of a CLR as well as documenting the developmental journey of creating one. Involving faculty, registrars, student affairs, and IT, CLR development focused on learning outside the classroom (co-curricular learning and student employment) as connected through an institutionally shared learning outcomes framework. Upon the completion of the first pilot cohort, an additional round of funding was provided by Lumina Foundation to scale the work to 150 institutions.

What is a Comprehensive Learner Record and How Does it Work?

While there have been conversations on inventories of co-curricular activities, the use of badges for documenting student engagement or participation in activities, and ePortfolios as assessment and student development tools, the process for assessing learning occurring in different environments has been challenging.



More challenging has been connecting the data from different silos together in one place on a transcript. In order to make the connection, a learning framework, or shared institutional learning outcomes as a point of connection, have provided the means to map data between different points.

In essence, students have various curricular experiences such as courses, where different information is collected on credits, grades, and learning. Those courses are mapped to learning outcomes at the course and program level—which are ultimately mapped to learning at an institutional level (including institutional learning outcomes, general education learning outcomes, or a learning framework such as [AAC&U LEAP](#), [DQP](#) or [NACE](#)). Students are also participating in various other learning experiences including those offered by student affairs or functional units across an institution or through student employment. Learning in those experiences can be aligned with learning outcomes as well, which are then mapped to the same learning framework which pools into the Student Information System, allowing for mapped learning to be connected to a particular student which can then be compiled in a transcript. Figure 1 provides a visual of the described data flow and examples of what a CLR can look like may be found on the right-hand sidebar of the [AACRAO Comprehensive Learner Record website](#).

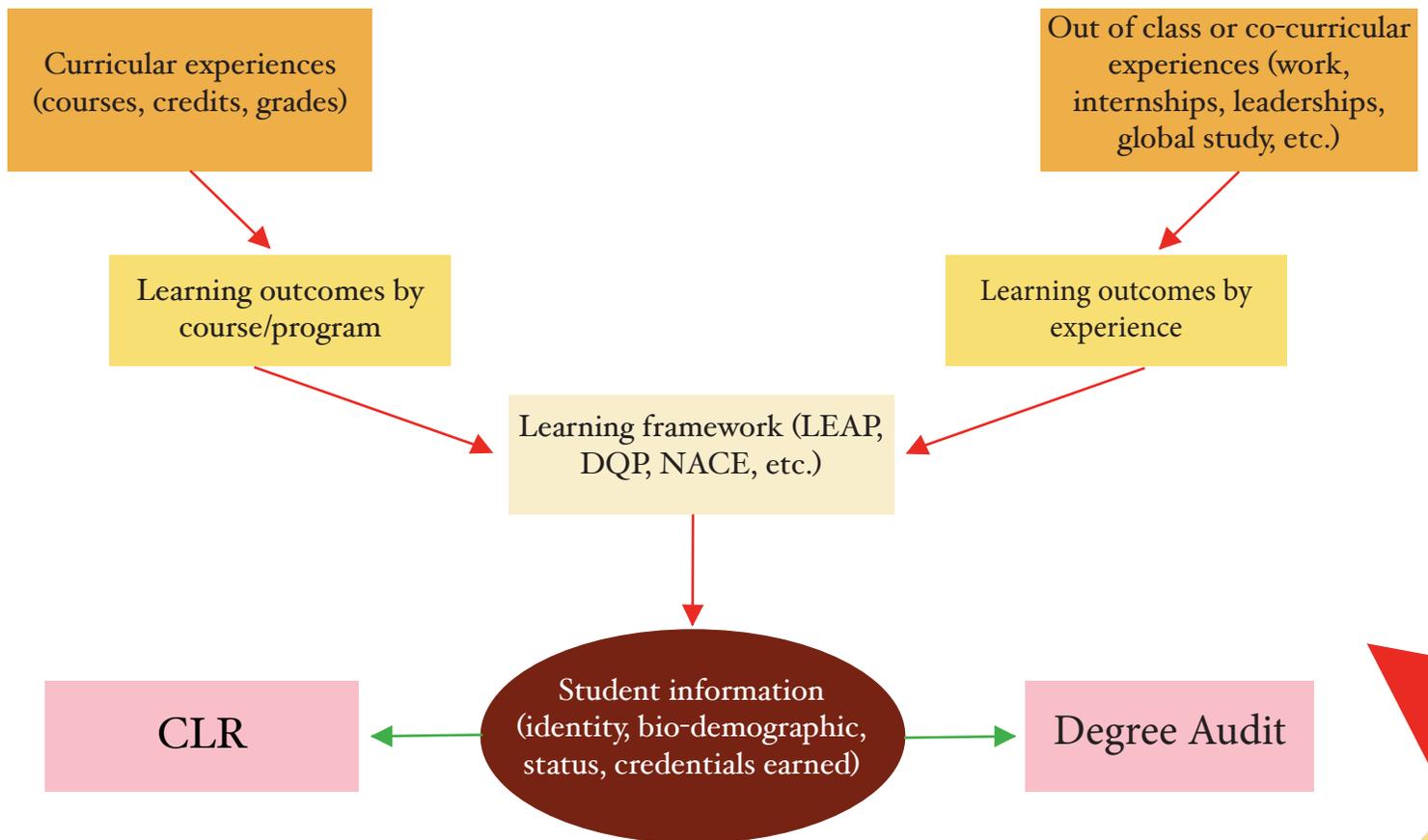


Figure 1. Conceptual model for data integration (created by AACRAO and NASPA)

Student affairs, registrars, and assessment directors/coordinators not only assist in providing and compiling data but are also integral in supporting data integration. It is from this process that a CLR becomes an official record from the institution, focused specifically on learning that occurred in curricular and co-curricular locations, validated for inclusion on the record (AACRAO, 2018). The validation of learning happens through the process of assessing student learning—meaning that the record becomes a catalog of assessment data connected to learning, associated with in and out of class experiences.

What are the Benefits of a Comprehensive Learner Record?

With integrated data outlined in Figure 1, institutions are able to provide a summary of learning that more clearly articulates, to internal and external audiences, learning within a course or program. As a student is moving through an institution, the record can be a mechanism for advising offices to help students see the learning outcomes associated with different learning experiences and opportunities. And finally, it serves to make the intentional design of institutions transparent to key stakeholders to help better explain the value-added by higher education institutions by clearly connecting the learning associated with different activities, courses, and experiences offered to students.

Overall, CLRs provide value in several ways. Students often struggle to see and then complain about the disconnected or disjointed nature of their learning (Gaston, 2015). Asking questions such as: Why do I have to take this course? Go to this event? Participate in this activity? What is the point of it all? The CLR not only provides transparency as to why something is being done, it also provides a means to indicate the connected nature between academic and student affairs learning that builds towards shared institutional goals. This directs students and others to see the connected nature of learning, but also the value of how the different pieces are supporting and driving towards the same end goals, albeit in various ways.

The CLR can also help with the transference of learning and application of learning to different contexts, if done correctly. Students do not simply graduate from a program; they graduate from an institution and the CLR showcases how the learning all fits together—even if the campus operates in silos. A fully implemented CLR can assist with student success and sense of belonging by providing avenues for different learning demonstrations to count towards a degree (Montenegro & Jankowski, 2017) because the requirement for inclusion on a record is the demonstration of particular learning at a particular level, not the demonstration in a particular way, that allows it into the record. For institutions with a robust assessment system, well aligned and mapped learning outcomes and assessments, a CLR is not a far-off futuristic possibility but one that can help provide documentation in a form of value to internal and external stakeholders on acquired learning by thinking differently about how we document what is known about students and their learning.



The Role of a Learning Framework

To build a CLR that links together learning from academic and co-curricular spaces and places in one location, pilot institutions aligned programs, courses, and activities to a learning framework. Why learning frameworks? Because they served as a guidepost or collective end point to which different types of learning could point and build toward. The learning frameworks provide connective tissue to talk across different ways of doing things—frameworks do not outline how to do it, instead they provide a point to drive toward. Using framework(s) helps say what a *degree* means and why the different experiences and opportunities are provided.

Learning frameworks employed by the pilot institutions included NACE’s Common Employability Skills, LEAP Essential Learning Outcomes (ELOs), Degree Qualification Profile (DQP), or institution specific learning outcomes. However, linking to a learning framework that was “beyond” an individual institution (such as LEAP or NACE) allowed for similarity in transcript language and easier portability between institutions. If various institutions used the learning frameworks as a high-level mapping point that then could align to internal language, other institutions and employers were in a better position to intake and understand the information (see Figure 2).¹

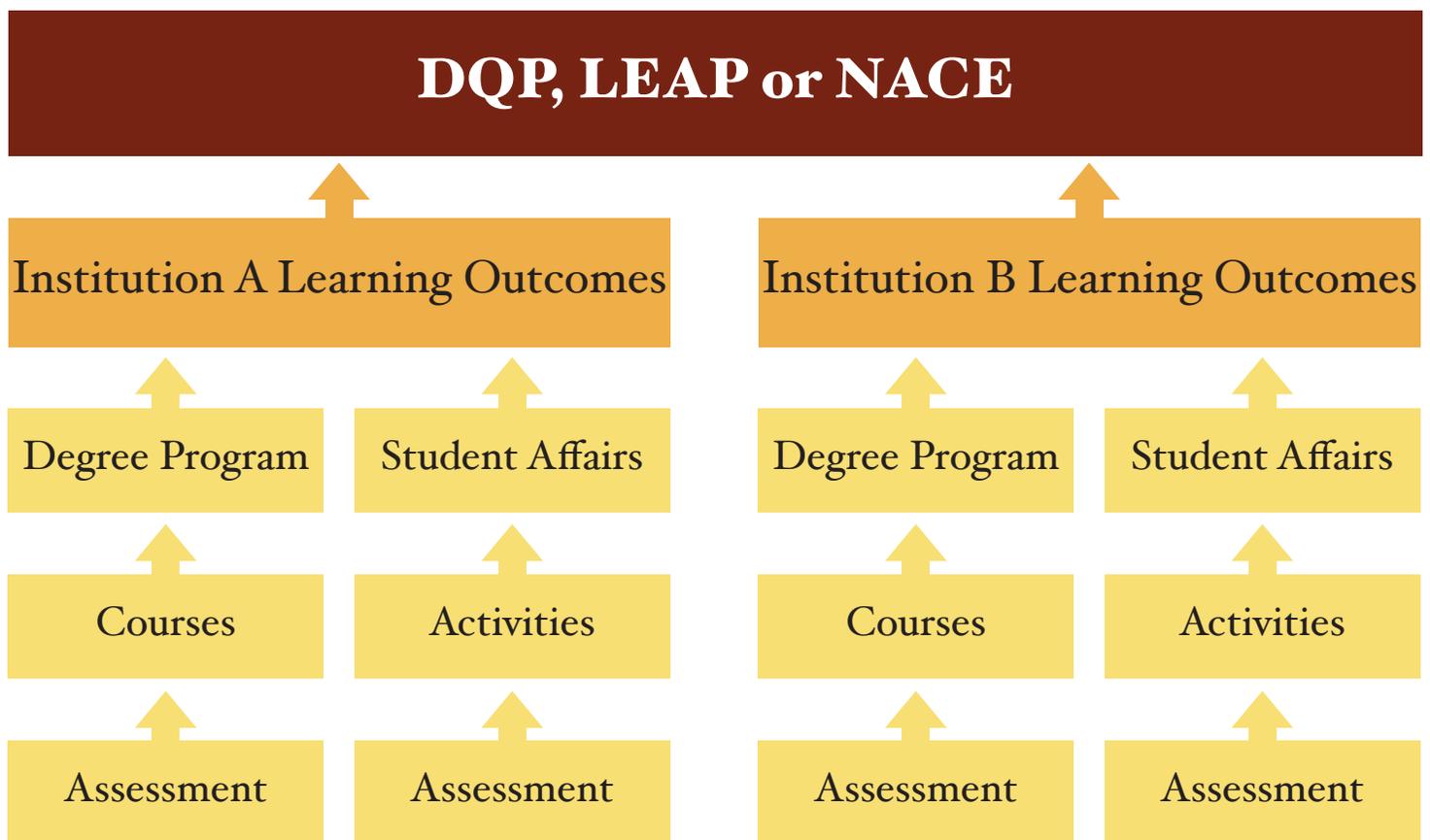


Figure 2. Visual of Alignment and Connection Points within an Individual Institution to a Learning Framework for Translation Across Institutions

¹For additional information on learning frameworks, see [Learning Frameworks: Tools for Building a Better Educational Experience](#) (Travers, Jankowski, Bushway, & Garrison Duncan, 2019)

Starting with a learning framework provides an opportunity for those within an institution to become clear on the shared end points to which learning drives, and then go back and indicate the different places aligned learning occurs.² Of note, this does not mean that every activity or moment of learning is aligned to a larger learning framework point of connection. It simply means that if there is a thread that connects them, and the learning is demonstrated at a level to appear on the transcript, those points of connection need to be clear, aligned, and well documented from the assessment to the larger learning framework used in the CLR.

Lessons Learned

In the following section are lessons learned as documented by institutions working to create a CLR including technology considerations and challenges identified by the institutions.

1. Mapping outcomes and validating evidence to include on transcripts take more time than allotted.

Institutions across both the original and the scaling pilot institutions found it difficult and time consuming to determine the number of learning outcomes to include on the transcripts. Should all programmatic learning outcomes appear even if some do not map to institutional learning outcomes or a common learning framework? If there are specific learning outcomes identified with only a course, do they appear on the transcript? If the learning was assessed, even if it was not at the level of mastery, should that appear on the transcript? Most of the discussions focused upon the purpose and function of the transcript as well as the audiences who used the transcript. As such, for a learning journey used by advisors, every learning and instance of assessment made sense to be part of the record. For a student to move between institutions, start and stop their learning, the additional information assisted in intake for assigning transfer or prior-learning assessment related credit. However, for those who viewed the transcript as a pen-ultimate cumulative record of official degree associated learning, only the learning assessed at mastery-level aligned to a learning framework needed to appear on a transcript.

Thus, in planning for time allocated to mapping and alignment, include time to discuss the purpose and function of the CLR itself. Some decision points include:

- What learning will be recognized? From where?
- Can students put forward their own examples for review?
- How will evidence of learning be validated?
- Which learning framework will be used and in what way?
- How will learning be documented? How much depth will be visualized in the transcript?

²For additional information on mapping learning, see the NILOA (2018) [toolkit on mapping learning](#), and *Mapping and Assessing Student Learning in Student Affairs* from Jankowski & Baker (2020).



Some of the work of the mapping and assessment discussion is to determine, for a specific institution, how a record differs from an inventory of activities. For instance, an institution's student ambassador role may offer several leadership opportunities for students over a few days of orientation and student participation as an ambassador can be validated by the institution—but is that for inclusion on a student resume, inventory of activities and events participated in that have been validated, or a record of validated learning?

2. The development of a Comprehensive Learner Record is a collaborative effort.

Key players in the development of CLR's included the registrar, faculty, and personnel from various student affairs units. Registrar professionals focused on the process for verifying learning information and developing processes for how the information would be recorded and officially recognized by the institution. Faculty contributed to the process by examining and mapping learning. In addition to providing the sources of co-curricular engagements and learning outcomes, student affairs professionals redesigned assessments and developed rubrics. Last but not least, IT professionals participated in discussions on how to connect data from different systems as well as how to format information to the development of a portable, electronic record.

One mechanism employed was a common data standard and/or format along with the use of interoperability standards. The goal of the CLR pilots was not to create a single standard for CLR's but several standards emerged as a result of the efforts including:³

- Standardized Components for a Competency-Based Educational Record
- [IMS Global Comprehensive Learner Record Standard](#)
- [Credential Transparency Description Language \(CTDL\)](#)
- [Interoperable Learning Record Resources](#)

3. The success of the effort is contingent upon students understanding the value of recording co-curricular experiences.

As mentioned by Green and Parnell (2018) in the pilot project final report,

Institutions indicated that they would like to increase the number of students who participate in co-curricular activities. Institutions also shared that students need a process that is easy to understand and visible across the institution in order to ensure that their learning is captured in the record from both in and out of class. This is especially relevant to institutions that have students in high-demand fields which may require students to manage heavy course loads and out-of-classroom assignments. Some institutions are conveying to students the importance of connecting co-curricular experiences to a larger life goal.

One important element of these records is the opportunity to use the process as a reflective exercise for students, allowing them to summarize a multi-year learning experience in ways they could communicate those experiences to employers, graduate admissions offices or others in preparation for life after college.

³For additional information and commentary on standards see the AACRAO reports, *Standardized components for a competency-based educational record* (2020), and *Standardized components for a competency-based educational record* (2019).

One important element of these records was the opportunity to use the process as a reflective exercise for students, allowing them to summarize a multi-year learning experience in ways they could communicate those experiences to employers, graduate admissions offices or others in preparation for life after college. Some even became formative experiences, where students could think about how they might acquire experiences that would help them upon graduation.

These considerations lead to several key questions in development:

- What is the communication strategy to inform students of the record and its value to their learning journey?
- How will learning opportunities be integrated and presented to students?
- How is the institution ensuring that it is not adding additional requirements or burdens to students who may not be able to participate in certain activities?
- What equity implications are considered in the development as well as access to experiences? Which students benefit the most from the comprehensive learner record as designed?

Questions on equity are crucial because participation in various co-curricular offerings is generally at the discretion of the student or optional. However, students have different circumstances, interest, and ability to participate in co-curricular offerings. Some students may be employed, have dependents for which they provide, or are already engaged in community groups. Instead of adding additional layers of burden to students, institutions could opt to include different experiences that are not institution sponsored or driven on the record. For instance, incorporating skills acquired in work settings into the record as opposed to requiring an internship, or including involvement in community-based church groups as community engagement in a transcript. While opening where learning unfolds for review may create new challenges to validate and verify the learning that occurred, doing so provides a more accurate and fulsome record for all students, not simply those who have the luxury to be engaged in campus-specific offerings.

Challenges To Address

Before beginning the development of a CLR, the pilot institutions completed a readiness assessment (Appendix A). This readiness assessment helped determine areas of focus before delving deeper into development of a learner record.

Consensus. Before any work occurred to construct a CLR, institutions evaluated and clarified their own definitions of learning. Each institutional participant in the CLR project had engaged in the groundwork to create a broad learning framework prior to the start of the project or limited the scope of the CLR to areas where that agreement was already in place, for instance, some institutions already had aligned learning to NACE Competencies. As institutions considered



the development and implementation of a CLR, the framework was a useful tool to help consider the various policy and practice issues.

Assessment. Much of the conversations with teams started and ended with assessment of student learning. Without a focus on the assessment of student learning, the CLR simply does not work. Decisions on form, function, technology, and design all hinge upon assessment. Technology is not a solution for the issues encountered when working toward good assessment practice. A good CLR explicitly describes learning experiences that can expose, integrate, and transform students and, in turn, places equity front and center. No longer are the curricula, co-curricular and beyond, hidden and only experienced by those who already knew about such experiences.⁴

Data Integration and Storage. Existing student information systems employed by most institutions were designed to capture, store, and then report information that was needed for traditional transcripts. These options fall short of the range of data needed to provide better information on what students learn, where that learning takes place, and how is it measured (AACRAO, 2018). As the work of the CLR advances, new record formats will emerge. Those that include evidence of student learning means that storage of learning artifacts, such as student projects, papers, and other evidence will need to be maintained, kept, and secured. But for how long? Who has access to the data? Can students provide others with access at different points and time or to view different pieces of evidence?

Without a focus on the assessment of student learning, the CLR simply does not work. Decisions on form, function, technology, and design all hinge upon assessment.

Future Considerations

In the final report by Green and Parnell (2017), they state:

Several institutions reported that while they have systems for gathering information about students' participation in co-curricular environments, the information is often stored in systems that are external to the student information system. This presents a challenge for institutions that intend to analyze their data to examine the influence of co-curricular engagements on students' persistence toward a college degree. Connecting co-curricular data to student information systems would also help institutions get a better understanding of the students that participate in these activities. For example, institutional researchers can help test the notion that students who have certain majors are more or less likely to participate at high levels.

Although we are not yet at a point where the majority of employers are familiar with comprehensive learner records and the many types of co-curricular learning, there are opportunities to both increase awareness and capture valuable input from organizations that are hiring new college graduates. A common response from the employer community is

⁴For information on the process of assessing student learning, see the *Assessment in Practice* by Hynes, Pope, Loughlin, and Watkins (2015), on the Student Transformative Record at the University of Central Oklahoma.

that they value recent graduates who possess skills such as critical thinking, effective communication, and problem solving, among other critical skills. Some institutions are inviting employers to share ideas for how to best develop records that will appeal to their search criteria. Such collaboration will not only increase awareness of comprehensive learner records in the workforce community, but it will help institutions develop opportunities that more specifically address the core skills that students need for their careers.

Several institutions have begun the process of awarding college credit for learning experiences outside of the institution. For it to be a true comprehensive learning record, prior learning experience, whether inside the classroom or outside of the institution, is integral. Additionally, the role of transfer and articulation of that learning needs recognition and validation.

That said, much of the work has been focused on four-year institutions, and there is a need for involvement from two-year institutions, as well as articulation of learning from two-year to four-year institutions. It is not just about getting students through programs, it should be about the learning acquired through the learning pathway chosen.

Concluding Thoughts

While the work of developing a Comprehensive Learner Record serves to map and document the learning unfolding through various parts of the institution, it also creates possibilities to reimagine learning. First, it positions institutions of higher education to serve as validators of learning at a particular level—not simply providers of learning, but validators of learning from various places and spaces. The process of validating learning acquired from student affairs experiences that then appear on the official record can be applied to other forms of learning such as military, employment, and the like. Once the process is in place for one type of learning, other spaces of learning attainment are well positioned for exploration.

Second, the transparency required by CLR development opens conversations on the role of students as stewards and/or owners of the learning in the record. For institutions interested in exploring development of CLR, it is important to be clear on the audience and purpose of the record. If the record is for the student, then discussions of what is in the record may include options that are at the discretion of the student such that the student has complete ownership and management of the record, deciding what to share with whom and when. The university then serves as the source of validation on claims the student made about learning. Such records of validated mastery may also include the option to drill down to the layer of the evidence supporting claims of mastery such that a student can say to an employer, “I know these skills, here’s the evidence, and I learned it here at this time.”⁵ If the record is a developmental one, linking

⁵For additional information and guidance on working with employers or determining employer value and interest in projects see *Working with Employers: Tips for Success*.



only to the associated learning outcome without any further drilling down may be needed instead.

As stated at the beginning of the paper, original records were for institutions to pass information back and forth between each other and were not of value or interest to either students or employers. That was not the point or the reason for design. Answering the question—who is the record for?—will guide development and dashboard option choices. Take time to be clear as an institution on who the re-imagined record is for and why it is needed or adds value. The CLR is not a participation award or a list of activities students attended, nor is it a resume. It is a mechanism of being transparent about learning to students, faculty, staff, and employers the learning that is housed in experiences and courses.

And lastly, as with all technology solutions there will be issues of privacy, storage, and upkeep. Librarians can be excellent partners in exploring issues of long-term storage of digital evidence of student learning as well as IT partners. Just as the record indicates the collaboration of learning from various environments throughout an institution, the development of a record will entail partnerships with stakeholders throughout the institution.

A good CLR explicitly describes learning experiences that can expose, integrate, and transform students and, in turn, places equity front and center. No longer are the curricula, co-curricular and beyond, hidden and only experienced by those who already knew about such experiences.

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Appendix: Readiness Assessment



Comprehensive Learner Records (CLR) Readiness Assessment

Please note: The survey question logic is not displayed. Not all questions will be proffered to each respondents

Introduction

New types of student records are emerging in higher education. While official academic transcripts are still very valuable and required in higher education institutions, these records are intended as a chronological record of student enrollment and related results, expressed in credits, grades and earned credentials (certificates, degrees), generally. New record types are focusing on learning, rather than course attempts. Some institutions will refer to these as learning outcomes and others as competencies.

Comprehensive Learner Records (CLRs) are intended to reflect learning where and when it happens. This can be inside the classroom through traditional in-person experiences, online learning, co-curricular experiences, research projects, student employment, or other environments where learning is recognized by the college or university.

American institutions interested in pursuing the development and implementation of these records are encouraged to complete this readiness assessment. The instrument, developed jointly by a team from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA – Student Affairs Administrators in Higher Education, will be used to help respondents understand areas where they may be prepared to take on this work and areas where they may have much to do before they should consider CLRs.

To ensure that this will be supported at the highest levels of the administration, note that we ask that a letter of support be provided by the senior academic officer (provost, vice president of academic affairs) OR the senior executive officer (president, chancellor) of your institution. Please be prepared when completing the assessment to upload that document as a PDF document.

Section 1: Institutional Information

- Institution name _____
- Address _____
- State _____
- Zip Code _____

Institutional control and level

▼ Public ... Private for-profit ~ Other

Please describe your institutional level:

Primary contact information

- First Name _____
- Last Name _____
- Title _____
- Email _____
- Phone _____

Section 2: Project Team

It is critical that a CLR project has support from the highest levels and that it be led by a strong team that will coordinate the work of the institution across the project. We recommend representation from the following areas: academic affairs, student affairs (if this is present at your institution), the registrar, and information technology. You may select a team of other representatives but if you do, please present the rationale for doing so in the comments area of this section.

Please upload a document in Excel format that includes the following information about each team member.

First name Last name Position title Email Best contact phone number Team lead? Yes/no

Upload a letter of support from your institution's senior academic or executive officer in PDF format.

Please use the area below for any comments about the project team that will help us know more about your reasons for the team composition: (free text of up to 500 characters).

Section 3. Learning Frameworks and Learning Outcomes/Competencies

A CLR is the report/reflection of the institution's framework of what matters in learning. In order to create a CLR, the institution must have a clear sense of what it declares to be learning by its students. Within this framework are learning outcomes. If the nomenclature at your institution utilizes the term(s) competencies or proficiencies rather than learning outcomes, please identify your competencies/proficiencies in the learning outcomes section of this survey.

Below are some learning frameworks that you may be using or with which you may be familiar. This list is not intended to be all-inclusive (you may be using others) but rather to help you more clearly identify the meaning of our inquiry into your use of learning frameworks at your institution.

- Degree Qualifications Profile <http://degreeprofile.org/>
- AAC&U LEAP Essential Learning Outcomes <http://www.aacu.org/leap/essential-learning-outcomes>
- NIRSA Core Competencies http://nirsa.net/nirsa/wp-content/uploads/Core_Competencies-Levels_Framework.pdf
- NACE Career-Readiness Competencies <http://www.naceweb.org/career-readiness/competencies/>
- NILOA Transparency Framework <http://www.learningoutcomesassessment.org/TFCComponentUSLE.htm> NACA Next <http://www.naca.org/NEXT/Pages/default.aspx>

Do you have an existing framework or rubric that you plan to use in this project to measure learning? Examples of this may include AAC&U "LEAP", Degree Qualifications Profile (DQP) or other national frameworks (see sample list above) or an institutionally-developed framework.

- Yes
- No
- Unsure

Which of the following best describes your institution's current learning framework?

- We are using a framework that was developed in-house.
- We are using an existing framework (e.g. Liberal Education and America's Promise, Degree Qualifications Profile, etc.)
- We are using both an in-house framework and an existing framework.

Existing Framework

Please describe the rationale for the existing framework selected.

Which divisions or institutional units were involved in the selection of the existing framework? Please select all that apply.

- Registration and records
- Provost
- Financial aid
- Curriculum
- Faculty governing body
- Advising
- Chief executive
- Student success unit
- Student affairs
- Institutional research/assessment
- Information technology
- Other

Please describe the other divisions or institutional units involved in the selection of the existing framework.

When did your institution adopt the existing framework?

- Within the last academic year
- 1 to less than 2 academic years ago
- 2 to less than 3 academic years ago
- 3 to less than 4 academic years ago
- 4 or more academic years ago
- Unsure of the timing of the adoption of the existing framework

In house Framework

Please describe the rationale for the in-house framework selected.

Which divisions or institutional units were involved in the development of the framework? Please select all that apply.

- Registration and records
- Provost
- Financial aid
- Curriculum
- Faculty governing body
- Advising
- Chief executive
- Student success unit
- Student affairs
- Institutional research/assessment
- Information technology
- Other

Please describe the other divisions or institutional units involved.

When did your institution initially develop the framework?

- Within the last academic year
- 1 to less than 2 academic years ago
- 2 to less than 3 academic years ago
- 3 to less than 4 academic years ago
- 4 or more academic years ago
- Unsure of the timing of the adoption of the existing framework

Further information on your framework(s)

How often is it reviewed?

- Never
 - Once a year
 - Once every other year
 - Every 3 years
 - Some other frequency. Please describe.
-

In which areas of the institution is it applied? Please select all that apply.

- Courses within the academic curriculum
- Experiences in the co curriculum
- Learning outside of institution's control
- Other

Please describe the other area(s) in which it is applied.

Does your institution define discrete levels of knowledge/proficiency?

- Yes
- No
- Unsure

Do you maintain the framework's relevance and improvement as part of your quality assurance process?

- Yes
- No

How is it maintained?

Has the framework changed since it was adopted?

- Yes
- No

How has the framework changed?

What quality assurances are in place to maintain the consistency and accuracy of learning outcome assessments?

Do you provide assessment trainings to faculty and/or staff?

- Yes
- No

Section 4: Assessment of Learning

Do you offer a competency-based education (CBE) program that results in a credential (certificate or degree)?

- Yes
- No

Describe the CBE program(s) (what area(s), how long has it been offered in this format?) up to 1000 characters

Section 5: Integration of Student Learning

Data and information related to student learning may exist in several places at your college or university. These may include the student information system (SIS), learning management system (LMS), co-curricular system (Campus Labs, Suitable, Symplicity, Handshake, etc.), electronic catalog or other institutionally-developed databases. The following section addresses issues related to where you collect and store student learning data and how that data is integrated across systems to align with the SIS as the system of record.

Please specify student information system(s) (SIS) being used at your institution to capture student data and the primary offices, who maintain these records and/or oversee the software? Include learning management system(s) (LMS), customer relations management tool(s) (CRM), co-curricular software used to capture student activities and/or learning outside the classroom, and any degree audit software, data warehouse or other technologies being used to capture student information and from which reports are created.

Please upload an Excel spreadsheet. System Admin Unit or Position Comment

Does your institution use a data warehouse to archive student information system data today?

- Yes
- No

Please briefly describe the data warehouse (type, platform and/or vendor name) and its use.

Are data from other systems kept in the data warehouse?

- Yes
- No

Are these data joined to student records?

- Yes
- No

Please upload an Excel sheet identifying the data elements currently being used for reporting and transcript fields that are already an extension or addition to your SIS.

What data collection on student learning takes place and how is this learning validated?

Describe how collection and reporting processes are coordinated.

Do you currently use an extended/co-curricular transcript, ePortfolio or another instrument including, but not limited to, noncredit, honors programs, service learning, or athletic participation, etc.?

- Yes
- No

Are you using a third-party provider to capture requests for and/or issue official transcripts?

- Yes
- No

Which third-party provider are you using?

Are there other primary projects which are competing for existing personnel, technology or other resources that would impact your participation in this project?

- Yes
- No

Please provide additional information on the major project, including a brief description, timeline for completion and/or how this would be managed in light of the CLR project?

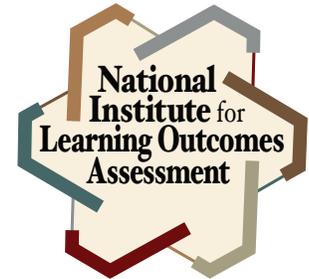
Section 6: Concluding Statements

Please describe any current projects that you feel align particularly well with the CLR project or that you feel make your institution or system particularly ready to take on this project. (up to 2000 characters)

What are the greatest challenges you see in creating and maintaining Comprehensive Learner Records at your institution or system today? (up to 2000 characters)

About NILOA

- The National Institute for Learning Outcomes Assessment (NILOA) was established in December 2008.
- NILOA is co-located at the University of Illinois and Indiana University.
- The NILOA website contains free assessment resources and can be found at <http://www.learningoutcomesassessment.org>.
- The NILOA research team has scanned institutional websites, surveyed chief academic officers, and commissioned a series of occasional papers.
- NILOA's Founding Director, George Kuh, founded the National Survey for Student Engagement (NSSE).
- The other co-principal investigator for NILOA, Stanley Ikenberry, was president of the University of Illinois from 1979 to 1995 and of the American Council of Education from 1996 to 2001.



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