

# The Missing Link: Assessment and Microcredentials

April 27, 2023. | 2:00– 3:00 pm EST

# Panelists



**Janet Schreck**

**Senior Associate Vice  
Provost for Academic Affairs  
& Accreditation Liaison**  
Johns Hopkins University



**Christopher Davis**

**Vice President of Academic  
Services & Quality**  
University of Maryland Global  
Campus



**Suzanne Carbonaro**

**Director of Academic  
Partnerships &  
Development**  
HelioCampus

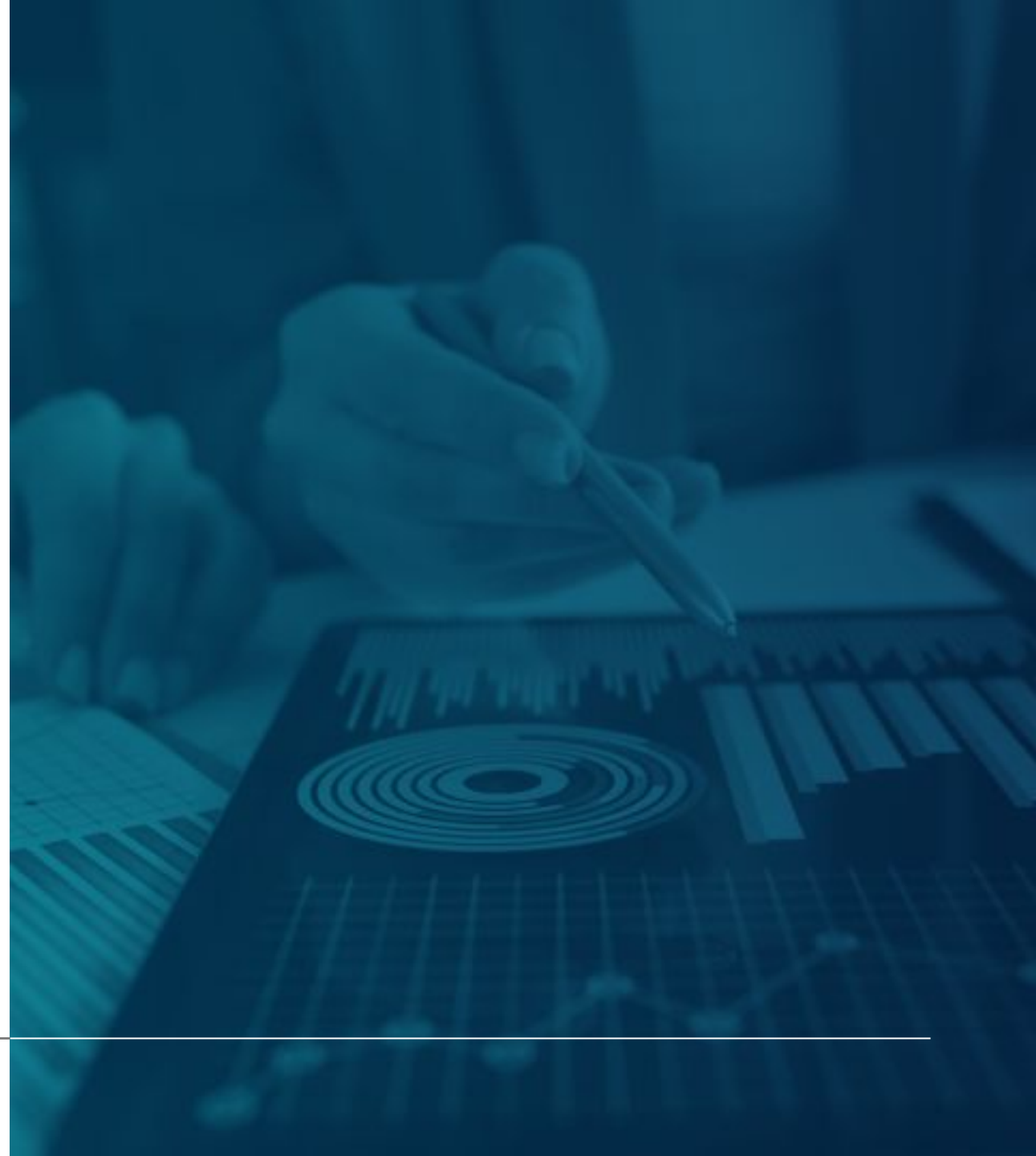
# Session Outcomes

- Identify how Comprehensive Learner Record can serve as record of achievement across different learning experiences
- Evaluate ways to use outcomes to support the development of alternate credentials
- Foster collaboration between assessment, registrar, and faculty
- Leverage technology to enable CLR to actively engage students in their learning



# Agenda

- Introduction and Context
- Assessment of Student Learning
- Leveraging Technology to Support Learning and CLR
- Next Steps Discussion



# **Johns Hopkins University Background**

## Johns Hopkins University: "America's First Research University"

- Private R1
- Highly Decentralized
- Geographically Dispersed
- 9 Schools
- ≈ 6,300 UG; 22,500 Grad
- ≥ 260 courses of study



# Lifelong Learning @ JHU



# **University of Maryland Global Campus Background**



# UMGC Enrollment



More than **99 percent** of enrollments are either online or in a hybrid format.

Fiscal Year 2022



**86,562**  
students enrolled

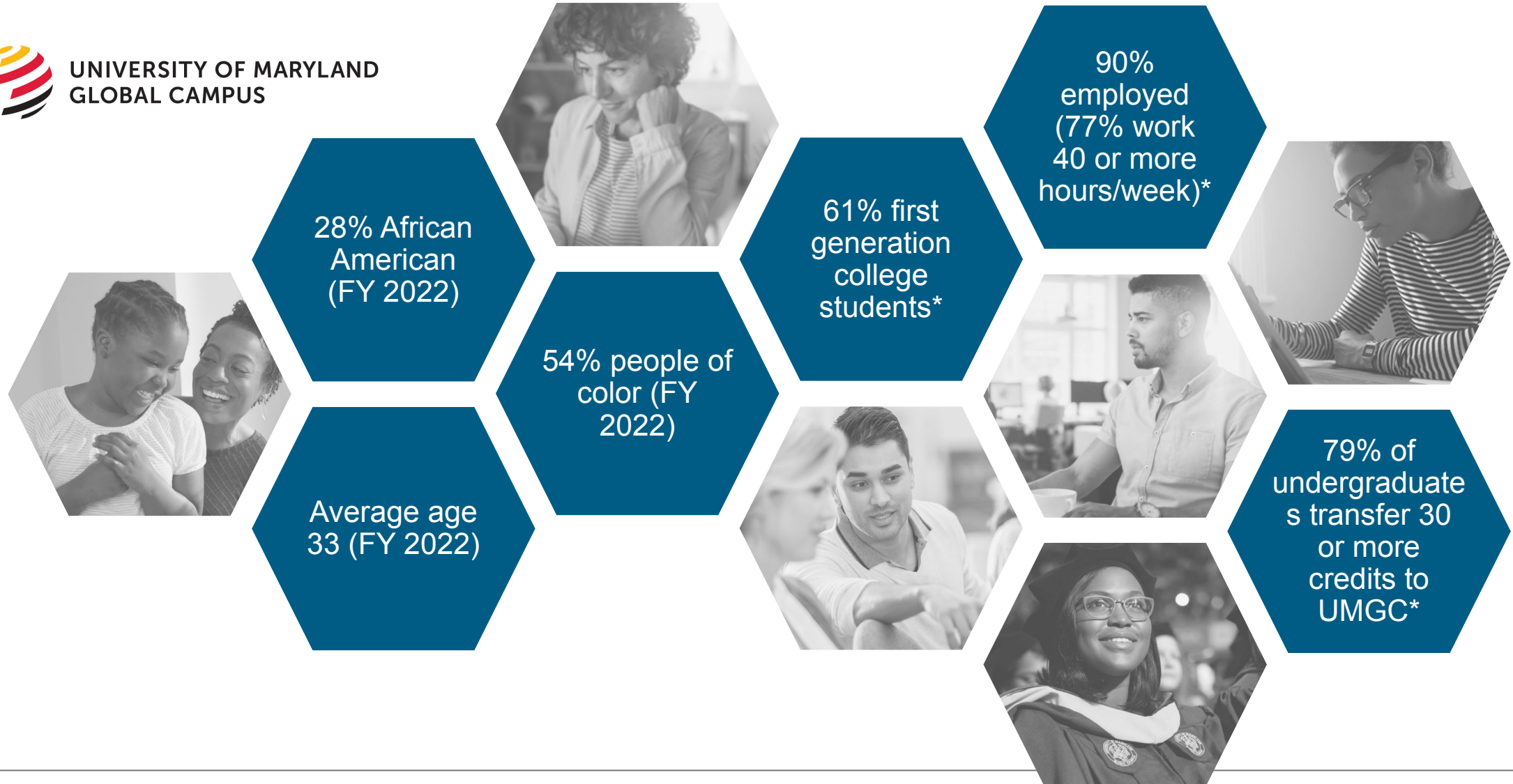


**15,061**  
degrees and  
certificates awarded



**332,499**  
course enrollments

# Student Profile



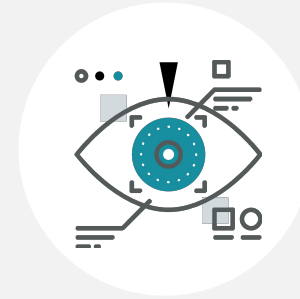
# Celebrating 25 Years of Assessment



Assessment has meant articulation of student learning outcomes and measurement of student performance against those outcomes



Assessment provides essential data for academic quality assurance and improvement



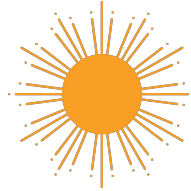
Assessment results are often not visible to students or other stakeholders

# HelioCampus Roots: Innovation from Within Higher Ed



**2010**

First generation platform at UMGC



**2016**

HelioCampus spun out to serve higher education



**2020**

HelioCampus adds Benchmarking capabilities



**2021**

HelioCampus adds Assessment capabilities



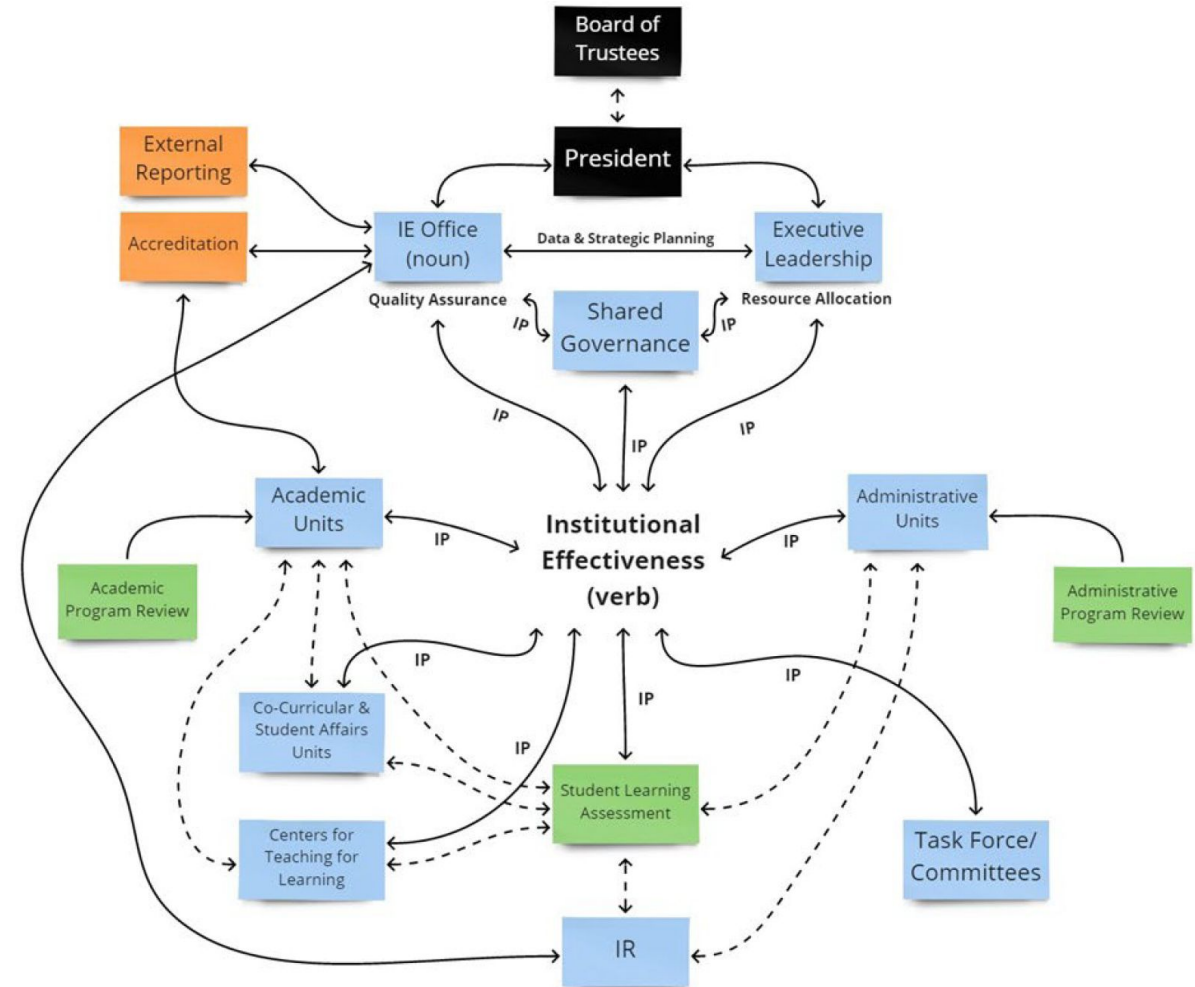
**Future**

Accelerating higher education's path to achieve mission & sustainability

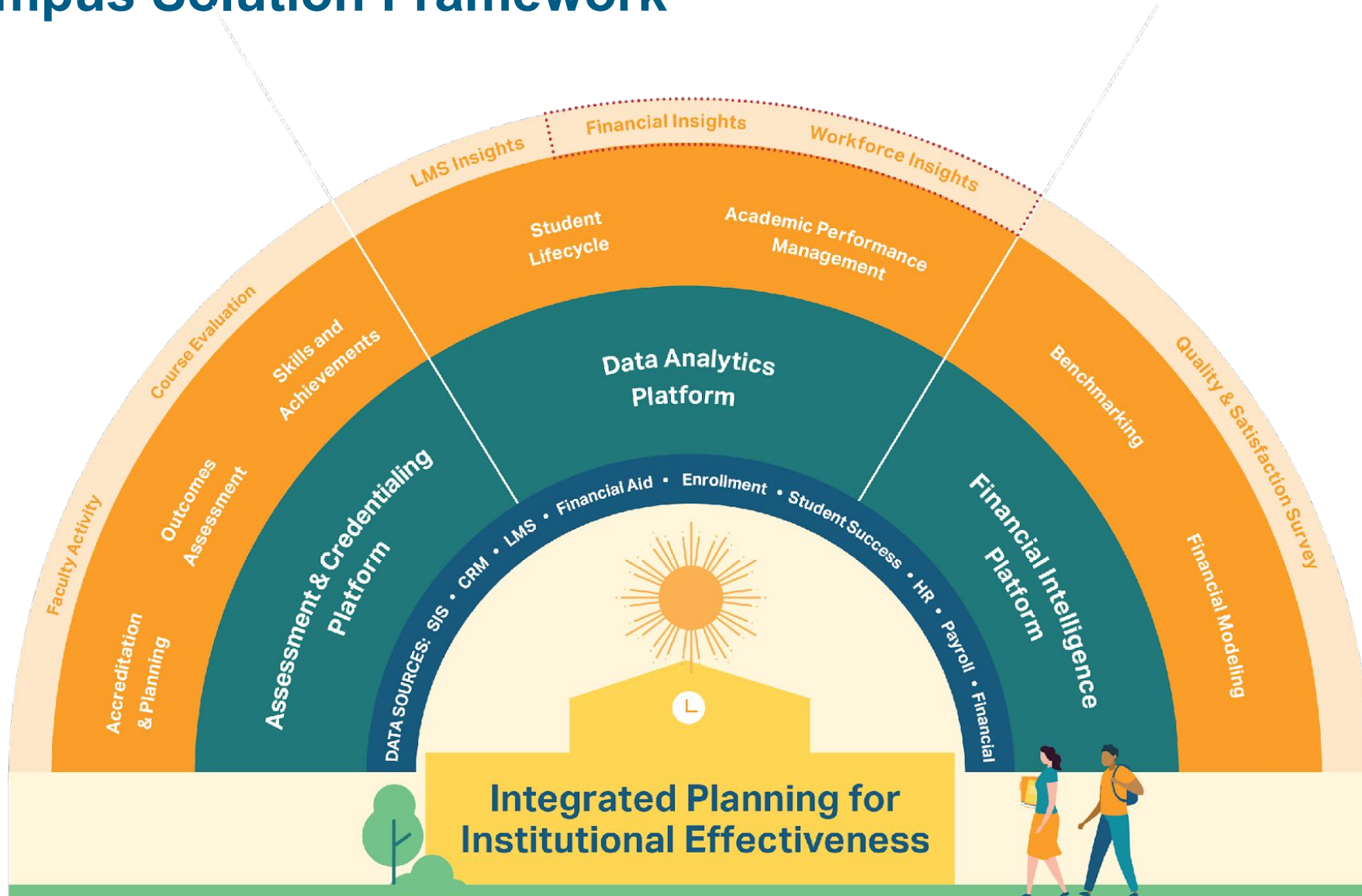
# Future of Planning and Institutional Effectiveness

The market is evolving to support a vision of institutional effectiveness as an integrated planning and continuous improvement function.

One focused on academic program reviews, administrative efficiency and student learning assessment that relies on relevant data and planning processes to chart a successful path for an institution.



# HelioCampus Solution Framework



# Comprehensive Learner Record



CLR seeks to **capture, record, and communicate learning** when and where it happens in a student's higher education experience. This includes **learning outcomes** from courses, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.”

American Association of Collegiate Registrars and Admissions Officers



Digital student records are evolving in ways that more fully document student achievements. One such form is the Comprehensive Learner Record (CLR), a **digital asset** that helps students both better understand their learning and share a verifiable record of their knowledge and accomplishments.”

Source:

<https://library.educause.edu/resources/2019/1/7-things-you-should-know-about-the-comprehensive-learner-record#:~:text=Digital%20student%20records%20are%20evolving,of%20their%20knowledge%20and%20accomplishments.>

# The Missing Link

**A Comprehensive Learner Record provides a way to engage students in their learning aligned to outcomes**

- Active learning process vs. passive transcript development
- Engaging learners in metacognition

**Leverages existing academic infrastructure from assessment to engage students transparently in their learning**

- Curriculum Map
- Student Learning Outcomes (PLOs and ILOs)
- Comprehensive context of student progression





# Developing learner metacognition in real-time



- Providing opportunities for learners to practice metacognition as part of their coursework
- Build effective intellectual habits and flexible use of discipline-specific knowledge and skills
- Autonomy to design and seek learning experiences that best meet students needs, and fill in knowledge gaps

“Comprehensive learner records can provide institutions of higher education and their students with a unified system to support metacognition and achieving professional competencies.”

Source:

<https://aalhe.scholasticahq.com/article/36299-empowering-metacognitive-learning-in-a-competency-based-curriculum-through-comprehensive-learner-record>

## Question 1

**Which of the following best describes your Comprehensive Learner Record initiatives at your institution or program ?**

- A. Just getting started with CLR**
- B. We have some pilots in the works**
- C. We are mapping outcomes to courses**
- D. Just learning what CLR is**



## Question 2

To what extent have you mapped your co-curricular and perhaps curricular experiences to skills and/or outcomes?

- A. Fully mapped
- B. Only Some Curricular Experiences
- C. Only Some Co-curricular Experiences
- D. Skills? What's that?



# **Johns Hopkins University: Case Study**

# Confluence of JHU Initiatives

## Second Commission on Undergraduate Education (CUE2)

- Foundational Abilities
- Depth and Breadth (re-examine majors; Hopkins Semester)
- Meaningful Incorporation of Co- and Extra-curricular Learning
- Re-envisioned advising and mentoring

## Procurement of AEFIS (now HelioCampus)



## Student Services Excellence Initiative (SSEI)

- "One University" experience for students
- 360° view of student

## Emergence of Lifelong Learning approach

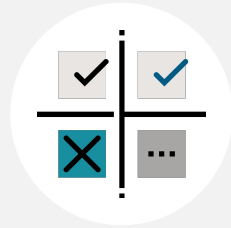
- Stackable credentials
- Credit for prior learning



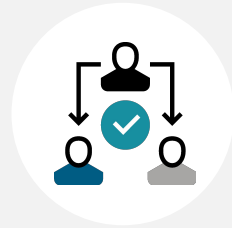
# JHU CLR Implementation Goals



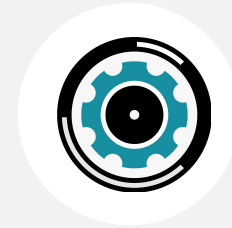
**Engage  
all JHU  
Communities**



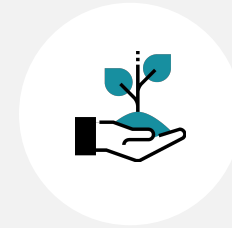
**Create an  
Institutional  
Culture of  
Assessment  
and  
Improvement**



**Engage  
students in  
Reflection on  
Learning Inside  
and Outside the  
Classroom**



**Create  
Processes from  
Best Practices**



**Apply CLR  
Value Chain to  
Lifelong  
Learning**

# Engaged Stakeholders@ JHU

**Academic  
Programs**

**Experiential  
Learning**

**Provost Office /  
Leadership**

**Life Design**

**Student Affairs**

**Advising Groups**

# Implementation Projects @ JHU

**Academic  
Programs**

**Non-Credit/Non-Degree  
Pilot**

**Experiential Learning  
& Student Affairs**

**PhD Student  
Professional  
Development**



# Johns Hopkins CLR

The screenshot displays the AEFIS (Advanced Educational Framework for Instructional Support) user interface. The browser address bar shows the URL <https://jhucdr.training.aefis.net/learners/me>. The page features a blue header with the AEFIS logo and a user profile icon labeled 'SU'. Below the header is a navigation bar with 'MY JOURNEY' and a dropdown arrow.

The main content area is divided into several sections:

- Badge Notification:** A large orange circle with a lightbulb icon contains the text: "You've earned a new badge! It's time to review your skills and badges." Below this, a congratulatory message reads: "Congratulations! What an awesome accomplishment! Take some time to review your skills and badges." A button labeled "REVIEW MY BADGES AND SKILLS" is positioned at the bottom left. To the right is an illustration of five people celebrating with a trophy and confetti.
- My Badges:** A section titled "My Badges" contains one badge: "Carey ExecEd Test" issued on "Nov 07, 2022".
- My Educational Experiences:** A section titled "My Educational Experiences" has two tabs: "ACTIVE TERMS" (selected) and "PAST TERMS". Under "ACTIVE TERMS", the "Fall 2022" term is expanded to show three courses:
  - EN.510. 433 01 SENIOR DESIGN RESEARCH
  - EN.601. 490 01 INTRODUCTION TO HUMAN-COMPUTER INTERACTION
  - EN.660. 361 03 ENGINEERING MANAGEMENT & LEADERSHIP
- Action Items:** A section titled "Action Items" has two tabs: "TO DO" and "COMPLETED". The "COMPLETED" tab is active, showing a congratulatory message: "Congratulations! You've completed all your action items." Below this, a message reads: "Great work! It's time for a break. You have completed all your to do actions items. Remember, You can click the completed tab to view all the actions items you have completed." An illustration of a person with a checklist is shown above the text.

The Windows taskbar at the bottom shows the search bar, task view, and several open applications (File Explorer, Teams, Word, Edge, PowerPoint, Excel). The system tray on the right indicates the time is 3:42 PM on 11/8/2022.

# Johns Hopkins CLR

The screenshot shows a web browser window with the URL <https://jhucdr.training.aefis.net/learners/me/skills>. The page header includes the AEFIS logo and a user profile icon labeled 'SU'. Below the header is a navigation bar with 'MY JOURNEY' and a dropdown arrow. The main content area is titled 'All Skills' and displays a grid of skill cards for 'EN Materials Science & Engineering'. Each card shows a skill ID, a description, and assessment progress. Skills 1a and 1b show 0% success (0 of 1) with a 'Trend Not Available' warning. Skills 1c and 1d show 0% success (0 of 0) with a 'No Assessment Data Available' warning. Skills 1e, 2c, 3a, and 3b are listed at the bottom but do not have visible progress data. An 'Assessments?' section in skills 1c and 1d indicates that faculty are working on assessments.

Skill ID	Description	Assessment Success	Assessment Count	Status
1a	evaluate existing models of physical systems	0% SUCCESS	0 of 1	Trend Not Available
1b	simulate or model materials systems using a mathematical, physical or computational model	0% SUCCESS	0 of 1	Trend Not Available
1c	integrate a solution based on the individual components of the problem	-- SUCCESS	0 of 0	No Assessment Data Available
1d	decompose problems into components that can be addressed with known mathematical and/or physical models	-- SUCCESS	0 of 0	No Assessment Data Available
1e				
2c				
3a				
3b				

# Johns Hopkins CLR

The screenshot displays a web browser window with the URL <https://jhucr.training.aefis.net/learners/me/evidence>. The page header features the AEFIS logo and a user profile icon labeled 'SU'. Below the header is a navigation bar with 'MY JOURNEY' and a dropdown arrow. The main content area is titled 'Learning Evidence' and includes a '+ ADD EVIDENCE' button and a download icon. Two evidence cards are shown:

- Buckling Lab Report**  
EN.510.428.01 : Fall 2021  
No Description Available.  
ASSIGNMENT SCORE: No Score  
SUBMISSION: Sep 07, ...  
DEMONSTRATED SKILLS: Criterion 3.1 Student Outcomes, 1b
- Computational Module #1**  
EN.510.315.01 : Fall 2021  
No Description Available.  
ASSIGNMENT SCORE: 12 of 20 (represented by a yellow progress bar)  
SUBMISSION: No Submis...  
DEMONSTRATED SKILLS: Criterion 3.1 Student Outcomes, 1b, 1a

The Windows taskbar at the bottom shows the search bar, task view, and various application icons. The system tray on the right indicates the time is 3:44 PM on 11/8/2022.

# Johns Hopkins CLR

The screenshot displays the AEFIS (Assessment and Evaluation Framework for Instructional Support) interface. At the top, there is a blue navigation bar with the AEFIS logo, a search bar, and user profile icons. Below the navigation bar, the main content area is titled "Badges" and features a grid of four digital badge cards. Each card represents a different skill or achievement, including "Leadership & Teamwork", "Problem Solver", and "Self Care and Personal Wellness". Each badge card includes a unique icon, a title, an issue date, a description, a list of demonstrated skills, and a badge type (Course). The interface also includes navigation elements like "MY JOURNEY" and "EXPERIENCES" in the top bar, and a "Badges" filter menu on the left side of the grid.

**Leadership & Teamwork**  
ISSUED ON: FEB 23, 2022  
Seeks, values and leverages the strengths and contributions of self and others to achieve common goals.  
DEMONSTRATED SKILLS  
- Applies strengths and contributions of self ...  
- Demonstrates commitment to realistic self-...  
BADGE TYPE: Course

**Problem Solver**  
ISSUED ON: FEB 23, 2022  
Learner can solve complex engineering problems.  
DEMONSTRATED SKILLS  
- An understanding of design as a start-to-fin...  
- An ability to apply material from their discip...  
BADGE TYPE: Course

**Leadership & Teamwork**  
ISSUED ON: FEB 24, 2022  
Seeks, values and leverages the strengths and contributions of self and others to achieve common goals.  
DEMONSTRATED SKILLS  
BADGE TYPE: Course

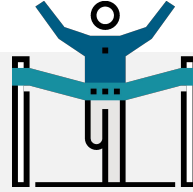
**Self Care and Personal Wellness**  
ISSUED ON: FEB 24, 2022  
Earners of the Self Care and Personal Wellness badge , in the two week period, have participated discussions of basic...  
DEMONSTRATED SKILLS  
BADGE TYPE: Course

# Johns Hopkins CLR

The screenshot shows a web browser window with the URL <https://jhucdr.training.aefis.net/learners/me/badges>. The page header includes the AEFIS logo and a user profile icon labeled 'SU'. Below the header is a navigation bar with 'MY JOURNEY' and a dropdown arrow. The main content area is titled 'Badges' and features a badge for 'Carey ExecEd Test'. The badge details include: 'ISSUED ON: NOV 07, 2022', 'Test Badge of Completion', and 'DEMONSTRATED SKILLS' with a sub-badge for 'CoCurrTest 02 Test2 CoCurricular1'. The badge type is listed as 'Course'. A modal window titled 'Share or Validate Your Badge' is open, showing 'SOCIAL SHARE' as the active tab and a row of social media icons: Facebook, Twitter, LinkedIn, Pinterest, Reddit, WhatsApp, and Email. The modal also includes an 'EXIT' button at the bottom right. The Windows taskbar at the bottom shows the search bar and various application icons, with the system tray displaying the time as 3:49 PM on 11/8/2022.

# We are just beginning the journey...

## Early Wins



- Leadership support of vision
- Inclusion of non-credit learning
- Capability to capture extra- and co-curricular learning brought on several new partners
  - Student Affairs
  - Life Design
- Badging and micro-credentialing capability

## Ongoing Challenges



- Unclear if employers are fully buying in and even less clear if graduate/professional schools will
- Transparency is challenging for faculty
- Who owns co-curricular?
- Concerns about unintentionally increased student stress and feeding the “collection of credentials” culture

## Question 3

How have you engaged your faculty/staff in curriculum mapping to outcomes and skills?

- A. At faculty development sessions
- B. As part of our program review process
- C. We have an initiative in the works
- D. On the to do list



# **University of Maryland**

## **Global Campus: Case Study**



# Our assessment platform makes learning meaningful



A CLR is what best represents your students and institution in terms of what is needed to support students so that they may reach their goals. At UMGC, we really want our document to serve students so that they may articulate skills and learning within the classroom and be able to say with confidence, 'this is what I have learned, this is how I learned it, and this is how I can apply it to the job opportunity that I am seeking'."

Insiya Bream, Registrar & Associate Vice President



Jessica Lynn Cumberland  
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION  
(MBA)

### About The Program

The **Master of Business Administration (MBA)** degree program at UMG 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.



### 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



■ Complete ■ In Progress ■ Remaining



Jessica Lynn Cumberland  
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION  
(MBA)

10 Projects Completed

### Completed Projects



### Current 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

#### 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.



Jessica Lynn Cumberland  
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION  
(MBA)



### Business Communication

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



### Organizational Leadership

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



### Global Business

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



### Managerial Finance

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

PAGE x OF x

# Launch CLR

- Planning Began February 2020
- Launch June 1, 2021
- 6,000 CLR's awarded to date
  - 70% claimed (4214)
  - 10% shared on social media (454)



# Evaluation Methodology



**Student**  
UMGC  
surveys



**Alumni**  
Presentation  
and survey



**Employers**  
Focus Group

# CLR Pilot- The Transformational Leadership Program

## Program at a Glance

- The TLP program focuses on individual students & transitions from the military into leadership roles in the civilian workforce, and their growth into transformational leadership.
- Each course presents the student with the opportunity to develop and showcase their competencies within the diverse situations presented in the projects.

<b>TLP 610: Repositioning Your Leadership Skills</b>	Developing Self
<b>TLP 620: Leading in the Organization</b>	Developing Others
<b>TLP 630: Leading with Strategy and Performance Measures</b>	Developing the Organization
<b>TLP 640: Leading through Change and Uncertainty</b>	Change and Uncertainty
<b>TLP 670: Leadership Capstone</b>	Consulting Project

# TLP Curriculum Planning

Badge Title	TLP 610			TLP 620			TLP 630			TLP 640			TLP 670			Requirements
Skills	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	
D2L Assignment Name	Project 1: Organizational Scan	Individual Development Plan	Project 3: Career Portfolio	Project 1: Workforce Action Plan	Employee Engagement Roadmap	Employee Development Plan	Primary and Financial Analysis	Predictive Indicators Report	Project 3: Marketing Plan	Project 1: Change Plan, Part 1	Project 2: Change Plan, Part 2	Transcript of the Narration	Project 1: Business Case Part 1	2: Complete Business Case	Project 3: Final Presentation	
Communications	X		X					X		X	X	X	X	X		Analyze verbal and written communication
Organizational Leadership				X								X			X	Describe communications, staffing and team development in an organization
Global Business										X	X					Identify worldwide business processes
Finance					X		X		X							Explain finance and its business applications
Leadership	X					X	X			X				X		Describe leadership principles and methods
Critical Thinking and Analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Support critical thinking and analysis through curiosity and discovery
Decision-Making		X			X				X				X			Modify decision-making based on circumstances and situational awareness
Organizational Behavior		X										X				Interpret organizational behavior through the lens of sociotechnical factors
Presentation Skills														X	X	Compose presentations based on content and audience needs



**UNIVERSITY OF MARYLAND GLOBAL CAMPUS | ASIA**

**College Bridge Program for Academic English**

## Certificate of Completion

**Representing knowledge, skills and abilities in the following areas:**

- English speaking and listening
- Critical thinking skills
- Research writing process
- College level presentations

**Having successfully completed the following courses:**

- UMEI 030: Interpersonal Communication (3 credits)
- UMEI 020: Integrated Skills for College Literacy (3 credits)
- EDCP 102: Integrated Skills for Academic Success (3 credits)
- WRTG 111X: Academic Writing I (3 credits)
- WRTG 112X: Academic Writing II (3 credits)

*James B. Cronin*  
James B. Cronin  
Vice President and Director  
UMGC Asia


*Amanda C. Maguire*  
Amanda C. Maguire  
Associate Vice President and Deputy  
Director, UMG Asia

Bridge Program (Asia)

**UNIVERSITY OF MARYLAND GLOBAL CAMPUS**

**GREATER WASHINGTON PARTNERSHIP**

GENERALIST DIGITAL CREDENTIAL



Representing knowledge, skills, and abilities in the following areas:

- Data Ethics
- Data Security
- The Role of Data and Analytics
- Data Manipulation
- Data Visualization and Communication
- Probability and Descriptive and Inferential Statistics

In partnership with: **CAPITAL CoLAB**

The Capital CoLAB (Collaborative of Leaders in Academia and Business) is a first-of-its-kind, multi-business, multi-university alliance committed to strengthening the Capital Region. This dynamic platform of 26 UNIVERSTIES AND 14 OF THE AREA'S LARGEST BUSINESSES allows educators and employers to address the topics that impact the region's students and workers most.

Greater Washington Partnership

**UMGC School of Cybersecurity and IT**

**UNIVERSITY OF MARYLAND GLOBAL CAMPUS**  
School of Cybersecurity and Information Technology

## UMGC Certified Digital Forensic Examiner Badge

**Representing knowledge, skills, and abilities in the following areas:**

- Use Digital Forensic Tools
- Analyze Digital Evidence and Artifacts
- Examine Digital Evidence
- Examine Digital Media
- Examine Forensic Images
- Perform Forensic Analysis

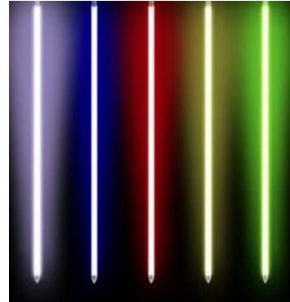
**Representing UMGC School of Cybersecurity & Information Technology Courses Completed:**

- CMIT 202: Foundation of Computer Troubleshooting
- CMIT 424: Digital Forensics Analysis and Application
- CMIT 460: Network Forensics

Digital Forensic Examiner  
Digital Media Collector

**UNIVERSITY OF MARYLAND GLOBAL CAMPUS**

## UMGC CYBER WARRIORS DIGITAL BADGE



Representing knowledge, skills, and abilities in the following areas as a UMGC Cyber Team Member:

- Blue Team Defender
- Red Team Penetration Tester
- Cyber Competition Competitor
- Linux & Windows Expertise
- Cyber Security Mentor
- Competed at the local & national level

UMGC Cyber Warriors Team



UPE Honor Society

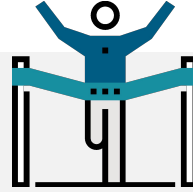
# CLR to Support Transfer

- Provide students access to course description, syllabus, and learning outcomes
- One stop access to information needed for transfer applications
- Might also benefit employers?
- What about program learning outcomes?



# We are just beginning the journey...

## Early Wins



- Launch of first CLR and evaluation
- Replication with second CLR
- Standardization of badging capability

## Ongoing Challenges



- Understanding what employers will use and how
- Alignment with skills mapping initiatives
- Scaling up to 70+ programs

## **Next Steps:**

- **Determine how CLR can align with your mission, vision and strategic goals**
- **Engage with your stakeholders including students and faculty regarding the value of CLR**
- **Identify elements of your assessment infrastructure that you can leverage for CLR**

## Question 4

Do you want to schedule a personalized consultation for your institution?

- A. Yes
- B. Not ready yet
- C. No





Student Success

APRIL 25, 2023

## How Johns Hopkins is Improving Undergraduate Education

[Read More >](#)



<https://www.heliocampus.com/blog>

# Additional Questions



**Janet Schreck**

**Senior Associate Vice  
Provost for Academic Affairs  
& Accreditation Liaison**  
Johns Hopkins University



**Christopher Davis**

**Vice President of Academic  
Services & Quality**  
University of Maryland Global  
Campus



**Suzanne Carbonaro**

**Director of Academic  
Partnerships &  
Development**  
HelioCampus

**Thank you**