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
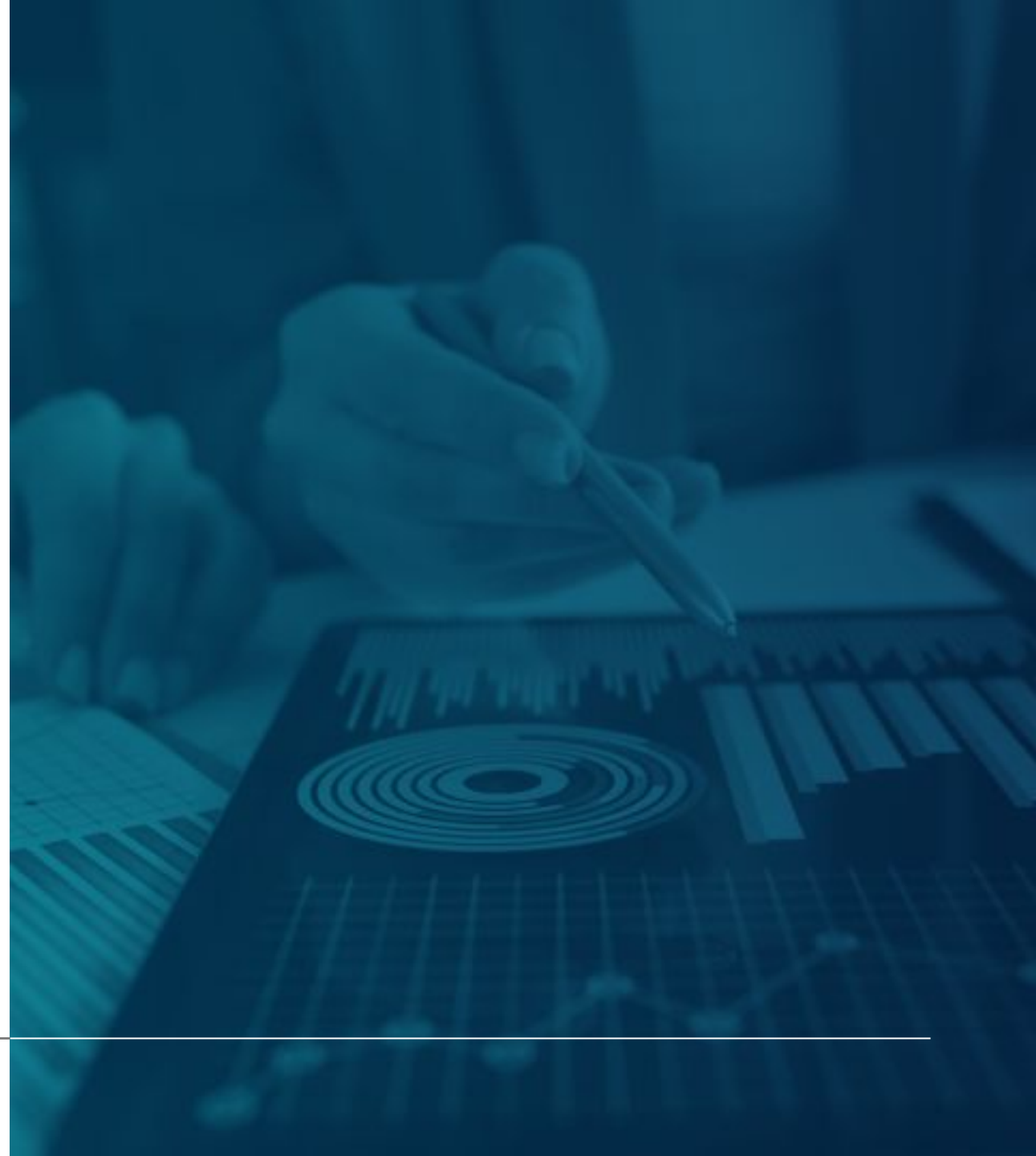
Johns Hopkins University Background

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

Workshops

Exec Education

Single courses

MOOCs

Post-Bacc Certificates

Bachelors Degrees

Small-c certificates

Masters Degrees (online, residential, international)

Post-Masters Certificates

Stackable Credentials

PhD

Deng Degree

University of Maryland
Global Campus Background

UMGC Enrollment

More than **99 percent** of enrollments are either online or in a hybrid format.
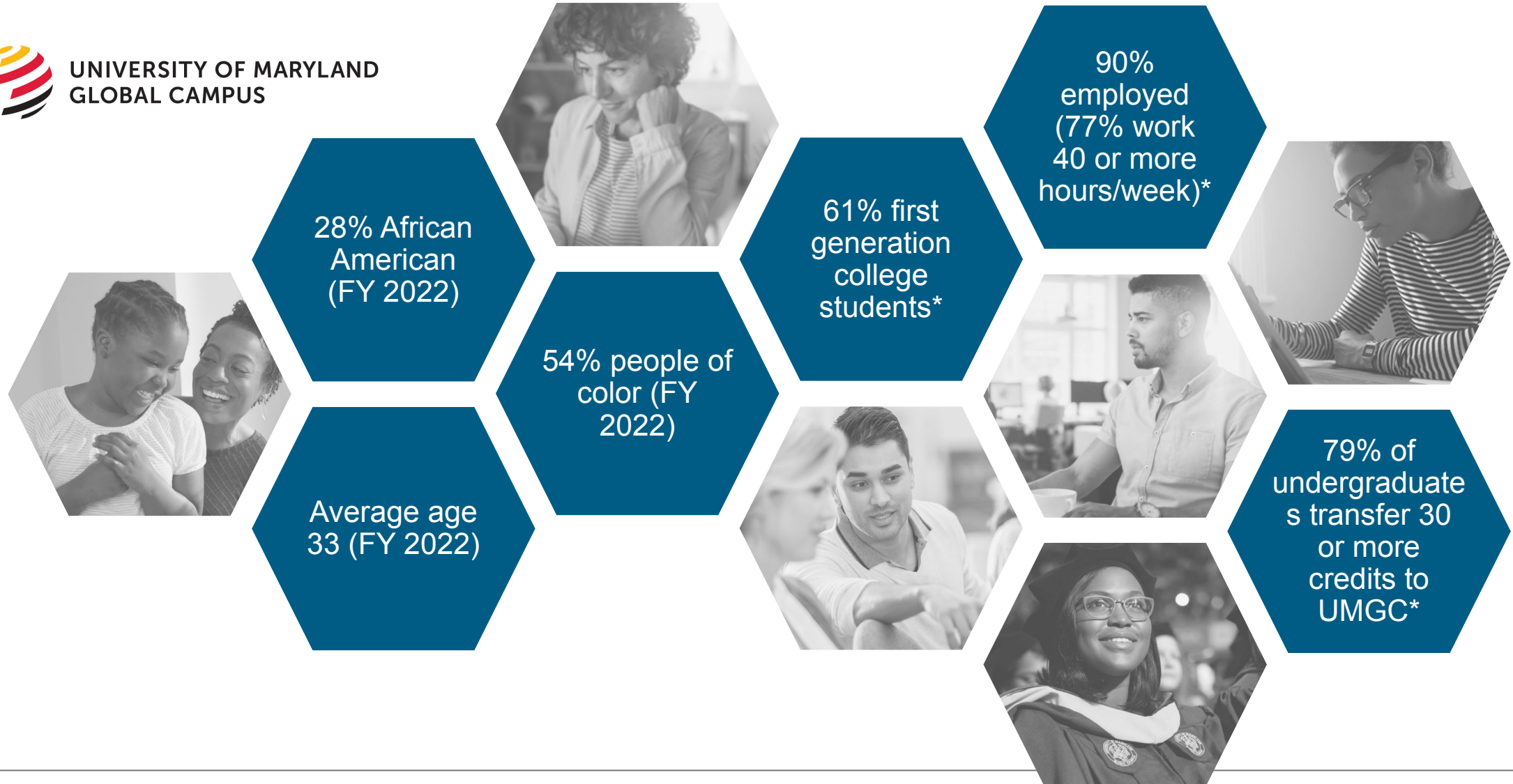
Fiscal Year 2022

86,562
students enrolled

15,061
degrees and certificates awarded

332,499
course enrollments

Student Profile

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

28% African American (FY 2022)

Average age 33 (FY 2022)

54% people of color (FY 2022)

61% first generation college students*

90% employed (77% work 40 or more hours/week)*

79% of undergraduates transfer 30 or more credits to UMGC*

* UMGC Demographics Survey, Fall 2020

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
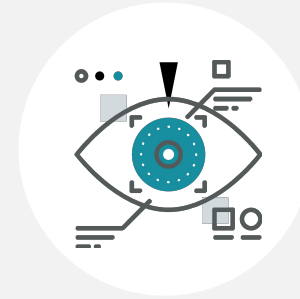
Assessment results are often not visible to students or other stakeholders

HelioCampus Roots: Innovation from Within Higher Ed

2010

First generation platform at UMGC
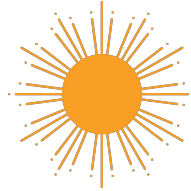
2016

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.
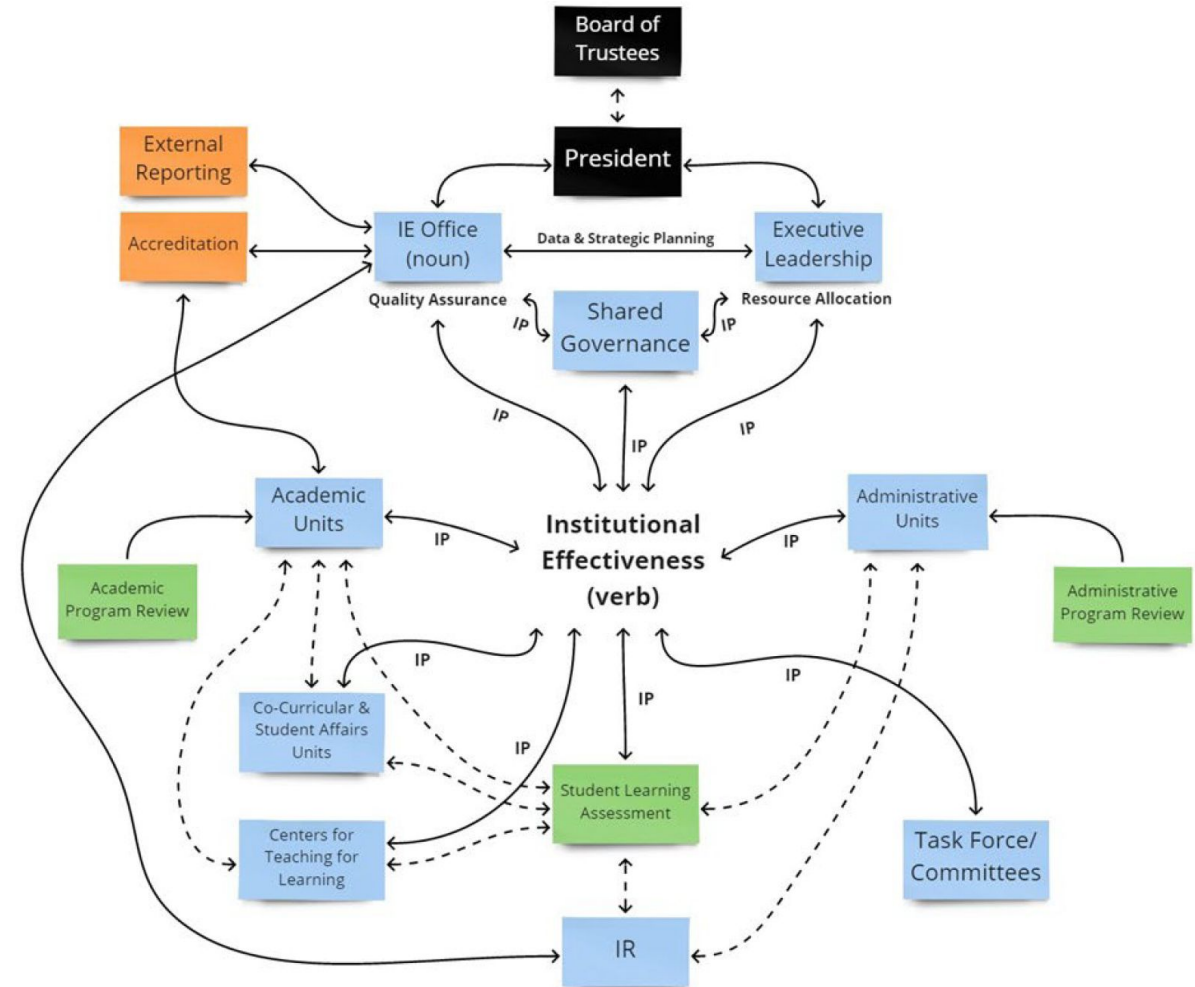
HelioCAMPUS

HelioCampus Solution Framework
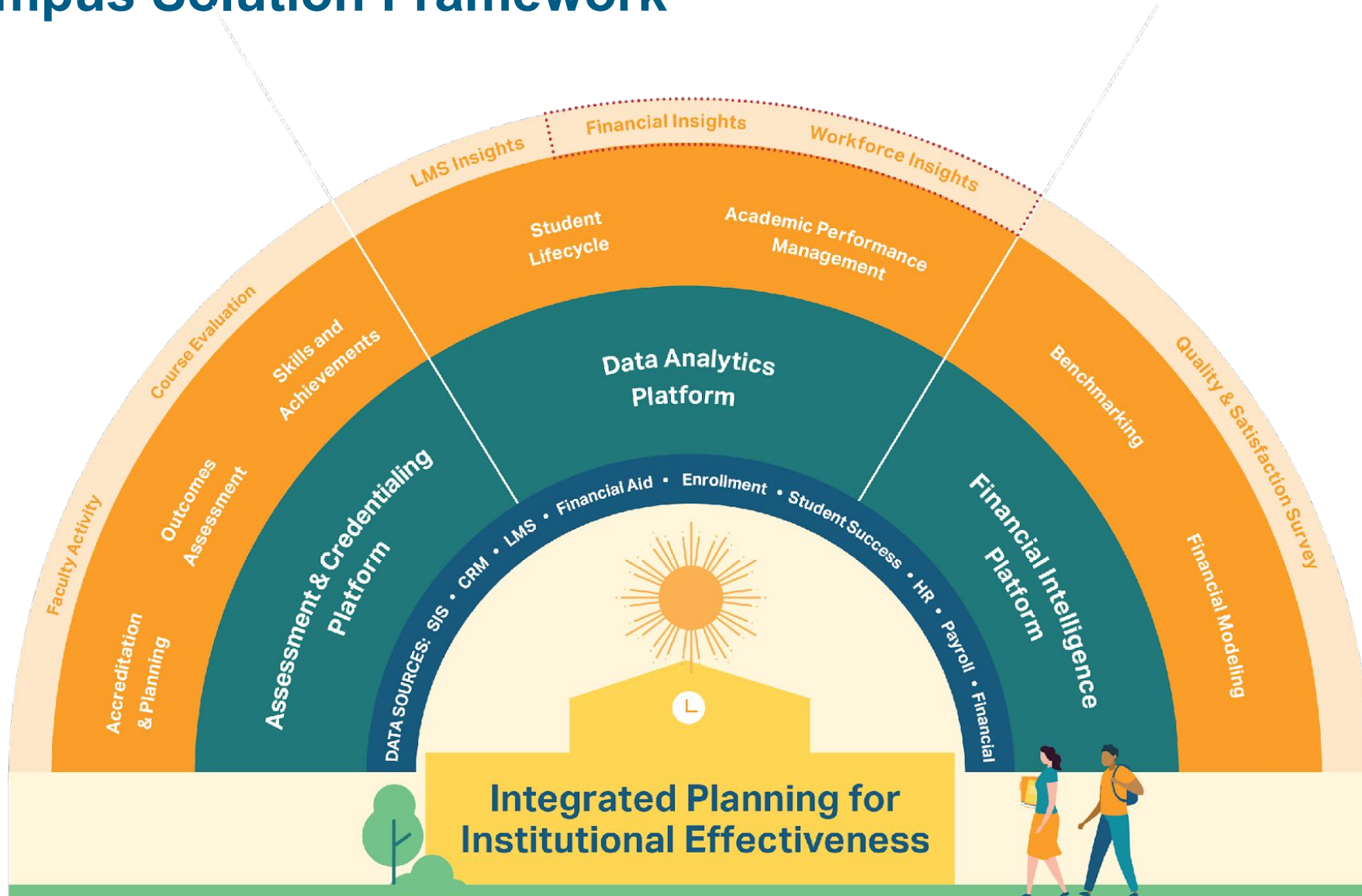
Comprehensive Learner Record

"

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

Grand Challenges in Assessment

Vol. 3, Issue 2, 2022 · June 07, 2022 CDT

Empowering Metacognitive Learning in a Competency-Based Curriculum Through Comprehensive Learner Record

Andrew Wolf, Suzanne Carbonaro, Rebecca Wolf

Metacognitive learning | ePortfolio | competency-based learning | reflection | intervention

formative assessment | comprehensive learner record | Health professions education

- 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?**

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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

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JHU CLR Implementation Goals

Engage all JHU Communities
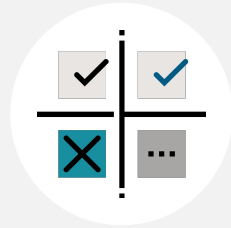
Create an Institutional Culture of Assessment and Improvement
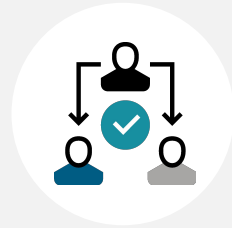
Engage students in Reflection on Learning Inside and Outside the Classroom
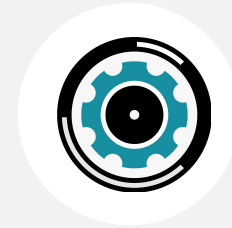
Create Processes from Best Practices
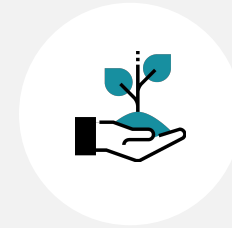
Apply CLR Value Chain to Lifelong Learning

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Engaged Stakeholders@ JHU

Academic Programs	Experiential Learning	Provost Office / Leadership
Life Design	Student Affairs	Advising Groups

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Implementation Projects @ JHU

Academic Programs

Non-Credit/Non-Degree Pilot

Experiential Learning & Student Affairs

PhD Student Professional Development

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UNIVERSITY

Johns Hopkins CLR

Johns Hopkins CLR

Johns Hopkins CLR

Johns Hopkins CLR

Johns Hopkins CLR

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

JOHNS HOPKINS UNIVERSITY

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

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University of Maryland Global Campus: Case Study

Our assessment platform makes learning meaningful

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

" 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

UMGC

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

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

18 Credits Completed

18

Program Accreditation

IACBE Accredited

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

PRO 600	MBA 610	MBA 620	MBA 630	MBA 640	MBA 670
PRO 600	**MBA 610**	**MBA 620**	**MBA 630**	**MBA 640**	**MBA 670**
Communicating, Problem Solving, and Leading in Professional Fields	Leading Organizations and People	Financial Decision Making	Leading in the Multicultural Global Environment	Innovation Through Marketing and Technology	Strategic Decision Making
2 Projects	4 Projects	4 Projects			

■ Complete   ■ In Progress   ■ Remaining

PAGE x OF x

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COURSE PROJECT
SUMMARY

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.

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UMGC

Launch CLR

- Planning Began February 2020

- Launch June 1, 2021

- 6,000 CLRs awarded to date
  - 70% claimed (4214)
  - 10% shared on social media (454)

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Evaluation Methodology

Student
UMGC surveys

Alumni
Presentation and survey

Employers
Focus Group

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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.

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

Bridge Program (Asia)

Greater Washington Partnership

Digital Forensic Examiner
Digital Media Collector


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?

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We are just beginning the journey…

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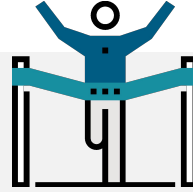
- Launch of first CLR and evaluation
- Replication with second CLR
- Standardization of badging capability

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

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Additional Questions

Janet Schreck

**Senior Associate Vice
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Christopher Davis

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Thank you