How can Comprehensive Learner Records contribute to diversity, equity, and inclusion?

Roundtable November 2, 2020
IMS CLR Roundtable: Learn & Lead

● Monthly open forum for institutional leaders
● Focus on strategy, design, and implementation
● All events will be recorded and posted to our website
  https://www.imsglobal.org/event/ims-clr-roundtable-open-public

● Attendee Poll
Speakers

● Moderator
  ○ Dr. Tom Green, Associate Executive Director, AACRAO

● Panelists
  ○ Sherri Braxton, Senior Director of Instructional Technology, University of Maryland, Baltimore County
  ○ Natasha Jankowski, Executive Director and Research Associate Professor, National Institute for Learning Outcomes Assessment
  ○ Zander Taylor, Assistant Registrar, Elon University
An Association Commitment

1. It is in what we say about our values:
   – Diversity, equity and inclusion is a pillar within our strategic framework

2. It is also in evident in our actions:
   – Caucuses for members of historically underrepresented communities among higher education professionals
   – Active support for peaceful demonstrations that highlight racial injustice and systemic inequity in our society
   – Resources to help educate members and others on issues of racial injustice and inequity, highlighting the voices of these communities
   – Policy work in issues of inclusion that impact higher education enrollment at the national level
   – Ensuring that our publication authors and conference presenters reflect the inclusive community we are today and seek to be in the future.
Core Competency of our Professions

1. Functional Description
   - Admissions, registrar, and enrollment management professionals value and foster an environment that ensures respect, support and safety for all members of their campus and professional communities, and actively promote the expansion of ideas, perspectives, and understanding that comes from a diverse and inclusive community.

2. Expert-level competency/mastery
   - The principles of diversity and inclusion are integrated into all activities, including identification and elimination of barriers, resource allocation, strategic planning, attracting and hiring individuals of diverse backgrounds, and personal and professional leadership. Ensure enrollment management policies, practices, structures, resources, and technologies contribute to a diverse and inclusive climate and represent diverse abilities and beliefs. Serve as a leader on campus and across the profession in fostering a culture that supports a safe and open exchange of ideas, identifies instances of power and privilege, and actively works to address areas in which diversity is not fully supported.
Elon’s Visual Transcript

- Elon developed its first CLR focused on experiential learning since 2013
- AACRAO CLR Pilot in 2017
# Elon’s Surveys to Employers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>The Visual Transcript is easy to understand (%)</td>
<td>22.6</td>
<td>59.1</td>
<td>10.2</td>
<td>6.6</td>
<td>1.5</td>
</tr>
<tr>
<td>The Visual Transcript paints a different picture of the applicant (%)</td>
<td>28.5</td>
<td>50.4</td>
<td>20.4</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>The Visual Transcript provides useful information for the hiring process (%)</td>
<td>17.6</td>
<td>54.4</td>
<td>21.3</td>
<td>5.1</td>
<td>1.5</td>
</tr>
<tr>
<td>The Visual Transcript increases the chances an applicant will get an interview (%)</td>
<td>16.1</td>
<td>26.3</td>
<td>42.3</td>
<td>11.7</td>
<td>3.6</td>
</tr>
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*Parrish, Fryer, & Parks. (2017). Expanding the academic record: revolutionizing credentials*
Elon’s Surveys to Employers

If Elon embedded additional information into the transcript, what types of information would you like embedded?

Parrish, Fryer, & Parks. (2017). Expanding the academic record: revolutionizing credentials
Elon’s Internal Review
Elon’s Internal Review

Experience Participation by Year, Running Total

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<tbody>
<tr>
<td>Majority</td>
<td>43%</td>
<td>86%</td>
<td>96%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>Minority</td>
<td>33%</td>
<td>82%</td>
<td>96%</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>
UMBC

- Participating in CLR Pilot Initiative

- Focusing on credential collaboratively defined by industry and higher education institutions

- Target audience = students pursuing non-technical majors at the university
Greater Washington Partnership - Capital CoLAB

“...civic alliance of CEOs in the region, drawing from the leading employers and entrepreneurs committed to making the Capital Region – from Baltimore to Richmond – one of the world’s best places to live, work and build a business”

http://www.greaterwashingtonpartnership.com/
Digital Generalist Competencies

1. The Role of Data and Analytics
2. Probability and Descriptive and Inferential Statistics
3. Data Manipulation
4. Data Visualization and Communication
5. Data Ethics
6. Data Security
GWP Digital Generalist KSAs

Competency 1. The Role of Data and Analytics
a. Explain the importance of data and what data represent -knowledge
b. Differentiate common data typologies, including structured vs. unstructured, numeric vs. text, raw vs derived -knowledge
c. Explain potential uses/applications given a source and type of data -knowledge
d. Demonstrate how data can be used to reduce uncertainty and risk related to decisions and decision making -knowledge
e. Explain and demonstrate how differences in data and desired outcomes impact the appropriateness of data analysis techniques (e.g., descriptive vs. diagnostic vs. predictive vs. statistical) -knowledge

Competency 2. Probability and Descriptive and Inferential Statistics
a. Demonstrate knowledge of probability and standard statistical distributions -knowledge
b. Explain hypothesis testing and statistical significance -knowledge
c. Demonstrate and explain the role and importance of model validation and accuracy metrics in analytics projects, hypothesis testing, and information retrieval -knowledge
d. Explain the concept of the least squares criterion -knowledge
e. Describe the conditions that comprise the simple linear regression model -knowledge

Competency 3. Data Manipulation
a. Perform basic data manipulation and exploration using appropriate tools and software, including use of key Excel functions -skill
b. Create and edit simple data structures and storage -skill
c. Detect and remediate missing, mis-coded, and anomalous data -skill
d. Explain the purpose of and code conditional logic statements -skill
e. Use a computer application to manage large amounts of information -skill
f. Implement common information retrieval and filtering applications in databases and data systems -skill
g. Find and access publicly available datasets -skill
h. Conduct ad hoc analysis (summarize, estimate, predict data, use pivot tables) -skill

Competency 4. Data Visualization and Communication
a. Explain the role of data visualization in discovery, communication, and decision making -knowledge
b. Evaluate data visualization options for proper application in various situations -ability
c. Create effective static and interactive data visualizations or narratives that employ analytics and visualization software and strategies for various audiences -skill
d. Visualize data using various types of displays including tables, dashboards, graphs, maps, and trees -skill
e. Distinguish between advanced visualizations and explain the advantages of each -knowledge
f. Discuss techniques for creating advanced data visualizations -knowledge
g. Apply the principles of color, composition, and hierarchy to design -skill
h. Properly define a problem in context, use appropriate data, and deliver a compelling visualization to explain or answer a question -ability

Competency 5. Data Ethics
a. Identify how global legal, policy, and ethical constraints might impact data analysis -knowledge
b. Identify the established ethical and legal issues in data management facing organizations -knowledge
c. Explain how ethical, compliance, and legal issues should/must be considered in data-driven decision making -knowledge
d. Demonstrate awareness of personal privacy issues related to the collection and usage of data -knowledge
e. Explain the important issues around data governance -knowledge
f. Recognize potential sources of bias in data or analysis -knowledge

Competency 6. Data Security
a. Explain information assurance (IA) principles and organizational requirements that are relevant to confidentiality, integrity, availability, authentication, and non-repudiation -knowledge
b. Apply confidentiality, integrity, and availability principles -skill
c. Explain data classification standards and methodologies based on sensitivity and other risk factors -knowledge
d. Explain authorization and access control principles and methods -knowledge
e. Describe the fundamental concepts of Risk Management and Risk Management Life Cycle -knowledge
f. Explain rationale for data anonymization and data security standards -knowledge
g. Identify situations vulnerable to insider threats -knowledge
h. Explain various methods to prevent insider threats -knowledge
i. Describe the spectrum of insider threats and its implications -knowledge
GWP Digital Generalist Competency Mastery

Welcome to Data Ethics - Start Here

Section 01: Data Governance

Section 02: Ethical and Legal Issues in Data Management

Section 02: Introduction
Section 02: Overview and Learning Objectives
Section 02: Readings and Activities

Section 02: Lectures
Section 02: Lecture Data Management
Section 02: Lecture Data Privacy Issues
Section 02: Lecture General Data Protection Regulation (GDPR)

2.1 Ethical and Legal Issues
2.2 Privacy Issues Related to Collection and Usage of Data

Section 02: Quiz
Section 02: Quiz

Generalist Competency 1: The Role of Data and Analytics
USMx - UMBCshell1

Resume Course

Generalist Competency 5: Data Ethics
USMx - UMBCshell2

Resume Course
Stackable Credentials (Competency-based)
AEFIS Solutions

- Curriculum Mapping + Outcomes Alignment
- Outcomes Assessment + Evidence Collection
- Outcomes Transcript + Competency Portfolio [CLR]
- Strategic Planning + Data Collection
- Course + Syllabus Management
- Course Evaluation + Feedback
- Faculty Activity + Curriculum Vitae
- Accreditation Reporting + Self Study
Competency-Based KSA Mastery

Greater Washington Partnership - Digital Generalist Credential

Student Outcomes

Competency 1. The Role of Data and Analytics
Competency 2. Probability and Descriptive and Inferential Statistics
Competency 3. Data Manipulation

Competency 6. Data Security
Competency 6a

1. Novice
2. Apprentice

Related Outcome

CRITICAL ANALYSIS AND REASONING 3b
Identify and evaluate stated and unstated assumptions, supporting evidence and data, alternative points of view, and assess implications and consequences of particular courses of action.

Institutional
AEFIS University

UMBC-GEN ED 3b (1)
**Curriculum Mapping of Learning Outcomes**

**UMBC’s five Functional Competencies:**

1. Oral and Written Communication
2. Scientific and Quantitative Reasoning
3. Critical Analysis and Reasoning
4. Technological Competence
5. Information Literacy

The UMBC mission defines student learning goals broadly.

The institutional-level and general education learning outcomes, or Functional Competencies, express these outcomes in five cognitive skill sets.

These general, transferable skills become more focused and particular when expressed in program-level learning outcomes.

Outcomes are even more specific in course-level and assignment outcomes.

[https://uaa.umbc.edu/files/2016/05/facultyDevelopmentCenter.pdf](https://uaa.umbc.edu/files/2016/05/facultyDevelopmentCenter.pdf)
Additional CLR Competencies

University System of Maryland  B.E.S.T.* - Digital Badges for 21st Century Skills

Badging Essential Skills for Transitions (B.E.S.T.)
Additional CLR Competencies
Student Dashboard

Comprehensive Learner Record

100% Goals Achieved

Goals Reported: 29 Goals Achieved: 29

My Portfolio

80% Achievements: 19 Verified: 16 Validated: 2 Self Issued: 1

Items Completed: 8 of 10

Published Items Publicly Visible: 11

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IMS CLR Roundtable: Learn & Lead

● Join us next time
  ○ Evidence of CLR Impact
  ○ December 7th, at 11:30 ET
  ○ Presenter:
    ■ Jeff King, University of Central Oklahoma

● https://www.imsglobal.org/event/ims-clr-roundtable-open-public
Questions?

Please contact Kelly Hoyland

khoyland@imsglobal.org