



## 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](http://nirsa.net/nirsa/wp-content/uploads/Core_Competencies-Levels_Framework.pdf)
- NACE Career-Readiness Competencies <http://www.nacweb.org/career-readiness/competencies/>
- NILOA Transparency Framework <http://www.learningoutcomesassessment.org/TFComponentUSLE.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)

---