

National Institute for Learning Outcomes Assessment

March 2021

The IUPUI Comprehensive Learner Record (CLR)

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Institutional Context

Indiana University - Purdue University Indianapolis (IUPUI) is Indiana's premier urban public 4-year doctoral research university. The university was formed in 1969 after the merger of the Indianapolis campuses of Indiana University and Purdue University. IUPUI is home to more than 4,000 faculty in 17-degree granting schools and 2 colleges. Today the university enrolls nearly 30,000 students within 450 undergraduate, graduate, and professional programs. The university's mission is to be a leading urban research institution recognized for the success of its students, its advances in the health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond. The campus has a strong and rich history of using numerous forms of applied and experiential learning to promote student engagement, including but not limited to undergraduate research, community engagement, internship and professional work experiences, capstone experiences, and the use of ePortfolios.

CLR Creation and Implementation

In 2016, IUPUI began its participation in an effort led by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Personnel Administrators, to create and accelerate the development of Comprehensive Learner Records (CLR). While a traditional transcript reflects student performance in coursework over time and serves to document the award of specific credentials and degrees, it does not provide a mechanism for identifying applied and experiential learning within co-curricular programming and within various high-impact practices, such as undergraduate research and community engaged experiences. A CLR provides students with a record of these experiences so that they can appropriately articulate their learning with prospective employers or when applying for graduate and professional programs. With grant funding from the Lumina Foundation, AACRAO and NASPA selected IUPUI and eleven other institutions of higher education to develop and implement a CLR model.

IUPUI has developed its Experiential and Applied Learning Record, or simply, "the Record." as part of this AACRAO and NASPA project over the last four years. The university's previous Registrar, Mary Beth Myers, led a team of individuals to develop the CLR. This team consisted of herself, the Associate Vice President for Enrollment Management, the Director of Assessment and Planning, the Director of the IUPUI RISE to the Challenge Initiative, the Director of Career and Advising Services, and the Manager of Enrollment Systems. This team also received support from Indiana University – Bloomington to develop the technical infrastructure for the Record within the Student Information System (SIS).

The IUPUI Record - Framework and Process

The implementation team created a framework and process for tracking student participation and assessing their learning across all forms of curricular and co-curricular engaged learning at IUPUI. This framework and process reflected a commitment to several key tenets:

- A rigorous application process would dictate which applied and engaged learning experiences would be included on the Record.
- Individual faculty, staff, and program directors who supervise or administer a curricular or co-curricular experience are responsible for submitting the application for an experience to be included on the Record. An applicant may be a faculty member who teaches a specific course that includes a high-impact practice or some other form of engaged learning (e.g. capstone course, learning community, etc); faculty and staff who supervise undergraduate research, service learning or internship experiences on campus or within the community; and/or staff and program directors who administer co-curricular forms of experiential and applied learning, such as programming within the IUPUI Division of Student Affairs.
- The application requires the applicant to:
 1. Articulate clear learning outcomes for the experience that are aligned to the Profiles of Learning for Undergraduate Success (PLUS), which are IUPUI's institutional learning outcomes (<https://profiles.iupui.edu/>). The “Profiles” articulate four core outcomes, or competencies, that undergraduate students will master as they participate in their coursework and within forms of experiential and applied learning: (1) communication, (2) innovation, (3) problem solving, and (4) community contributor. These Profiles provide a foundation for students as they progress through their curricular and co-curricular experiences, and they are expected to benefit IUPUI students greatly as they transition to full-time professional work, graduate and/or professional programs, and/or contribute to their local and global communities.
 2. Select one of seven achievement categories, which will be listed on the student's Record document. These include: (1) Global Engagement; (2) Research; (3) Service; (4) Leadership; (5) Diversity; (6) Internship/Career Development; (7) Creative Expression.
 3. Articulate how meaningful and sustained student reflection is integrated into the experience. Students must engage in guided reflection and critical analysis within the experience and articulate their own personal and professional development. These reflective artifacts are used in the assessment of one or more of the Profiles. The applicant must include a rubric that will be used to assess student learning. This might include an AAC&U VALUE Rubric or some other rubric identified by the applicant.
 4. Include a formal assessment plan, showing how reflections are assessed and how the owner of the experience “closes the loop” to ensure continuous improvement. The assessment plan must demonstrate student learning in relation to the experience, to the Profiles, and to the personal and professional growth of the student. Student reflection within the experience is evaluated and assessed using the pre-determined rubric included in their Record application.
- A subcommittee of the university's Program Review and Assessment Committee (PRAC) is responsible for reviewing these applications, verifying alignment of learning outcomes to the Profiles, and approving experiences for the Record. This subcommittee is composed of faculty and staff, who are responsible for reviewing Record applications, providing feedback to applicants for improvement, and ultimately approving the experience for inclusion on the Record. The time from application submission to approval is approximately 4-6 weeks. The subcommittee, comprised of assessment experts across campus, often suggests refinements to the assessment plan or the reflective exercise for the experience, and invites the applicant to revise and resubmit the proposal. Over the last four years, not a single proposal has been rejected as applicants respond to feedback and suggestions throughout the process and work toward submission of an acceptable proposal. Indeed, even for proposals that are accepted, the feedback often serves as a program improvement tool.

Once approved, the applicant effectively “owns” the Record experience, and he/she is responsible for ensuring that the experience is implemented with fidelity and for entering information into the Student Information System after students complete the experience. This practice ensures that only students who complete the experience and submit the required reflective artifact(s) receive the Record designation for each experience. The Manager of Enrollment Systems in the Office of the Registrar provides a one-time, brief tutorial and training session for faculty and staff who own Record experiences. The Record Subcommittee reviews all Record approved experiences once every three years. This requires the owner of each experience to provide a short report affirming the learning outcomes and their alignment to the Profiles, their use of reflection within the experience, and a summary of their assessment results from student participation in the experience over the prior three years. Students are able to download and print their Record document through the one.iu.edu portal. Figure 1 provides an example of student Record documents reflecting different types of achievement categories.

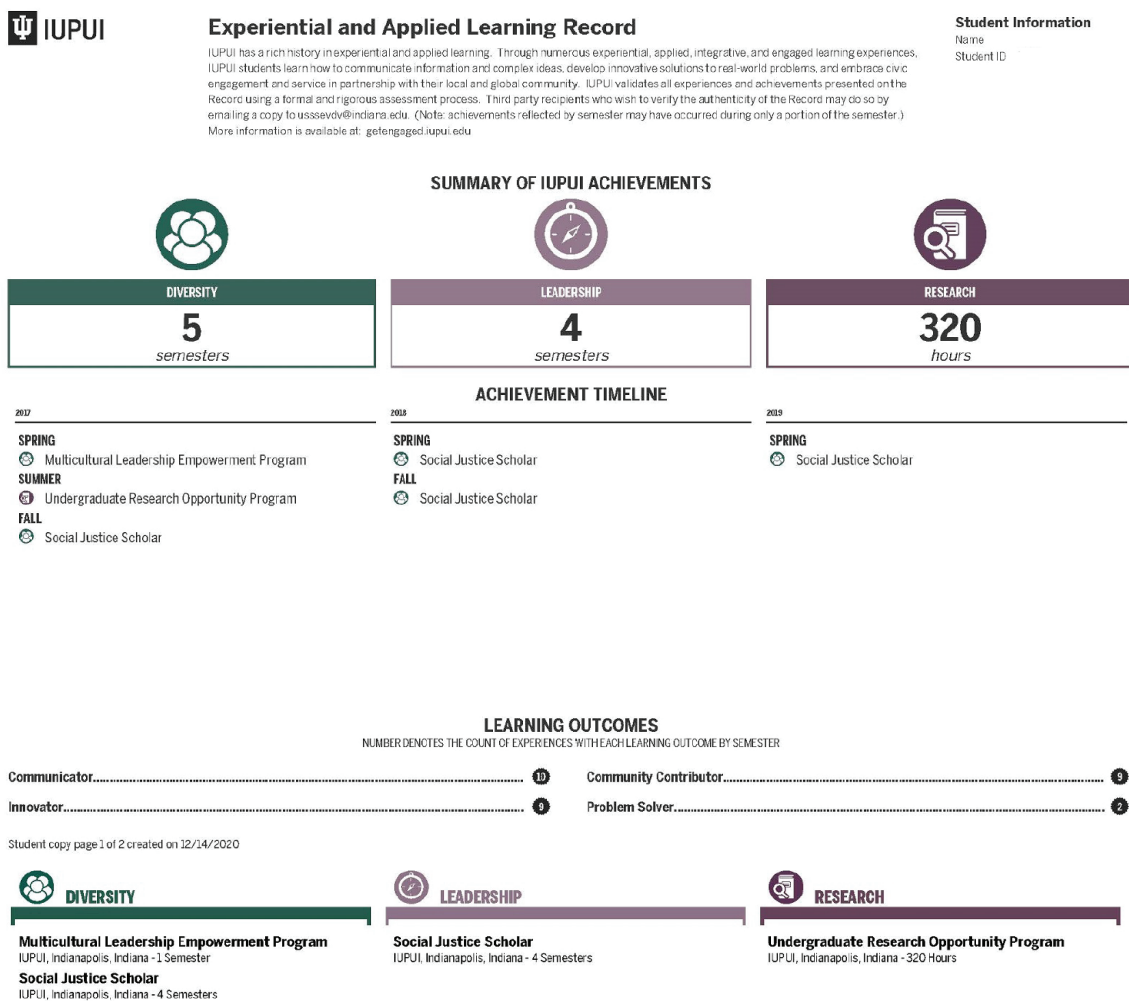


Figure 1. Student Example #1

Current Data

As of the Fall semester of 2020, more than 250 engaged learning experiences have been approved for inclusion on the Record. These experiences include, but are not limited to, internships, undergraduate research, community/civic engagement experiences, capstone projects, study abroad and global engagement, and co-curricular experiences offered within the Division of Student Affairs. More than 2,000 students currently have at least one Record bearing experience. Given that student Record information is stored within the Student Information System (SIS), the Office of Institutional Research and Decision support at IUPUI created a Tableau Report that may be used to show the number of students who have completed approved experiences overtime by achievement category. The data can be disaggregated by student attributes, such as gender, race/ethnicity, and first-generation status. A screenshot of this Tableau report is provided in Figure 2.

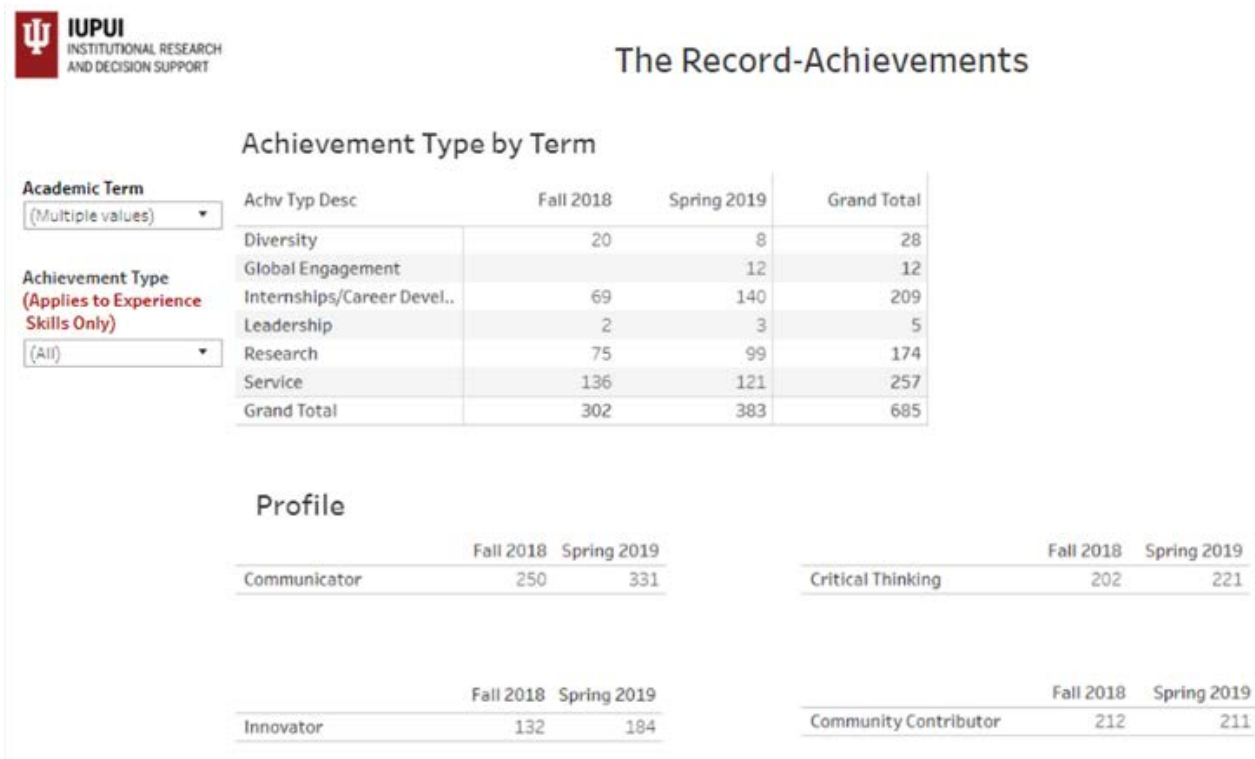


Figure 2. Tableau Report Showing Students with Record Achievements, by Achievement Type (Fall 2018, Spring 2019).

In addition to the assessment conducted within each experience itself, the Institute for Engaged Learning collects a sample of student artifacts (N=150) from Record bearing experiences. The Institute staff apply one or more AAC&U VALUE rubrics (Oral/Written Communication, Problem Solving, and Civic Engagement) to assess student learning, related to the Profiles, within these experiences. This provides a global snapshot of applied and experiential learning across the institution. The results are included in the Institute for Engaged Learning's annual Program Review and Assessment Report (PRAC) and shared with individuals and groups on campus that administer or support applied and experiential learning opportunities on the campus, with the goal of identifying strategies that can be used to improve practice and student learning.

Promoting the Record Among Constituent Groups

The Institute for Engaged Learning at IUPUI is primarily responsible for promoting the Record among students, faculty, staff and program directors. The Executive Associate Dean and the Director of Assessment and Research in the Institute for Engaged Learning regularly meet with student groups, attend campus career

fairs, and new student orientation, all in an effort to promote and raise awareness about the Record among the student population. When doing these presentations or tabling events, they include students who have experiences listed on the Record, as student voice and perspective is essential in helping other students see the value and utility of engaged learning experiences and their inclusion on the Record. They have also worked with IU Studios, the university's media office, to publish and disseminate information about the Record, using student testimonials and student voice. A recent article in *JagNews*, a campus publication, is an example of this effort (<https://go.iu.edu/3qOB>). There is also information available on the Record on the Institute for Engaged Learning's website, where one can find an overview of the Record, a direct link for students to download their Record document, samples of Record documents, the application faculty use to submit a credit-bearing experience for inclusion on the Record, and finally the application faculty, staff, and program directors use to submit a co-curricular experience for inclusion on the Record (<https://getengaged.iupui.edu/faculty-and-staff/record/index.html>).

Institute staff conduct intentional outreach to faculty, staff, and program directors who offer students engaged and applied learning experiences at IUPUI. Over the last two years, this has included meetings and presentations with a variety of constituent groups on campus, including (but not limited to):

- Faculty communities of practice
- The Program Review and Assessment Committee (PRAC)
- The Career Services Council
- Student Affairs Assessment Committee
- Faculty Meetings within Schools
- Study Abroad Advisory Committee

Recent efforts have primarily focused on promoting the Record on campus, among students, faculty and staff. More work is needed in the coming year to promote the Record with employers and civic organizations in the larger Indianapolis community. Students indicate they like the design of the Record and the way it captures their experiences inside and outside of the classroom in ways their official transcript and professional resume do not.

Summary, Next Steps, and Challenges

The Record offers a method to administratively track student participation in applied and engaged learning experiences at IUPUI. A Tableau Report (Figure 4) created by the IUPUI Office of Institutional Research and Decision Support (IRDS) allows one to quickly gather information on the total number of student experiences by achievement category over time, while also allowing for the disaggregation of data based on a variety of student attributes. The Record approval process ensures that each approved experience has a sufficient level of quality and fidelity, with learning outcomes aligned to the institutional learning outcomes, sustained and meaningful student reflection, and a formalized assessment plan for curricular and co-curricular experiences. Owners of these experiences are responsible for conducting regular assessment of student learning, using the rubrics included within their Record application, and when a student(s) completes an experience, entering this student(s) information into the SIS to receive the Record notation. In addition to the assessment effort at the level of the individual experience, the Institute for Engaged Learning gathers samples of student artifacts across Record bearing experiences each year, and applies one or more AAC&U VALUE Rubric to assess student learning.

The PRAC Record Subcommittee reviews assessment data/results from the owner of each experience every three years, and the Subcommittee reviews the comprehensive snapshot conducted by the Institute for Engaged Learning on an annual basis. Appropriate changes and modifications are made based on what is learned through this review process.

The Record affords students with a document that highlights their applied and experiential learning at IUPUI. They can use this information in their cover letters and resumes when applying for career and professional

opportunities or in their graduate and professional school applications. They can also use this information to frame conversations during professional interviews.

IUPUI participated in Phase I of the CLR project and was assisted in the development of its record by AACRAO and NASPA, including consulting and direct funding assistance. The University was again asked to participate in Phase II of the project, expanding its support to include NILOA and additional grant funding to further this important work. The support of all of these organizations has been instrumental in helping IUPUI get to this stage with its CLR. More work is needed in the months and years ahead to make the Record part of the institutional culture of the campus in the lives and experiences of students. First, faculty, staff, and program directors are directly responsible for entering student information into the SIS after students complete an experience. This requires the owner of the experience to manually enter student ID numbers into the SIS, one student ID number at a time. This represents a time commitment and a tedious administrative task. Future software development is needed that will allow owners of Record bearing experiences to upload a spreadsheet of student names and identification numbers all at once, instead of the current practice of entering student information, one student, and one field at a time. A second challenge relates to the marketing of Record experiences to students. Students often learn of Record bearing experiences either through word-of-mouth or after they participate in an approved experience. A web-based interface is needed that would allow students to search for Record bearing experiences, based on their interests, major/program of study, achievement category, or high-impact experience (i.e. undergraduate research, internships, service/civic engagement, etc). Currently, students find most Record bearing experiences on the “Opportunities” page of the Institute for Engaged Learning website. A web-based tool or interface that would help students and academic advisors more easily identify Record experiences, and when they are course-based, link them to the IUPUI course registration system each semester could increase student interest and engagement in the Record. And lastly, communication with key stakeholders and end-users is needed, to educate students, faculty, staff, and community partners about the value and utility of the Record, and how it can and should be used to convey and validate applied and experiential learning at IUPUI.

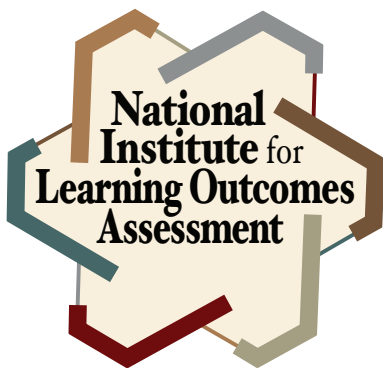
About NILOA

- 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 resources and can be found at <https://www.learningoutcomesassessment.org>
- NILOA supports institutions in designing learning experiences and assessment approaches that strengthen the experience of diverse learners within a variety of institutional contexts.
- NILOA works in partnership with a broad range of organizations and provides technical assistance and research support to various projects focused on learning throughout the U.S. and internationally.
- NILOA's Vision is to broaden the dialogue and conversation on meaningful and sustainable assessment practices that address issues of design and implementation, and position institutions, organizations, and individuals to achieve their goals.

Please Cite As:

Daday, J., Hahn, T. W., Morrical, E. (2021, March). *The IUPUI Comprehensive Learner Record (CLR)*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

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