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# Learner Profile Template

## Purpose

* Develop profiles for what the typical student entering their program will be like, including skills, knowledge, and other attributes.
* Develop a profile of what UMUC graduates from a specific program should be like, particularly in what learners should know and be able to do.

The first few rows are filled out with sample entries in red text.

Program

e.g. Strategic Communications

School

\_\_\_School of Arts and Sciences

\_\_\_School of Business

\_\_\_School of Cybersecurity and Information Technology

## Learner Entering the Program

|  |  |  |  |
| --- | --- | --- | --- |
| Factor | Description: can be a single description or a range of possibilities | How, if at all, might this information inform program development? | Designer notes |
| *Demographic information* | | | |
| Gender | F | Inform diversification in actors and project contexts |  |
| Age | mid-30s | Inform diversification in actors and project contexts |  |
| Ethnicity | Mix but majority African American | Inform diversification in actors and project contexts | Represent these demographics in images, characters, etc. |
| Household  *e.g., single, married, married with children, single parent* | Married with children | This could help shape project requirements to ensure the students have time to complete them. | Focus on the most essential material |
| *Education and career* | | | |
| What has the learner studied before coming to the program?  *degree, fields of study, interests* |  |  |  |
| What work experience has the learner had?  *field, profession, areas of responsibility and expertise* |  |  |  |
| Current organizational status  *e.g., entry-level, experienced, manager, executive leader* |  |  |  |
| Desired position and/or organizational status  *e.g., career boost, career change, entry into management or leadership* |  |  |  |
| *Program goals* | | | |
| What is motivating the learner to come to the program?  *e.g., trends in the field, shifts in demand and supply, professional requirements, personal factors* |  |  |  |
| How does the learner expect to apply knowledge and skills obtained in the program?  *using the skills and knowledge in the workplace* |  |  |  |
| What credentials besides a degree might the learner choose?  *Is there a point at which students can earn certification and stop there? Anything else program-specific that might impact the students?* |  |  |  |
| What industry certifications might the learner use program knowledge to obtain? |  |  |  |
| *Prior knowledge* | | | |
| What does the learner already know about the subject area?  *theory rather than practice* |  |  |  |
| What subject-related skills does the learner already have?  *practice rather than theory* |  |  |  |
| What skills apart from the subject does the learner already have?  *e,g., written and oral communication, presentation, audio recording, video recording, software* |  |  |  |
| What does the learner need to know or be able to do in order to succeed in the first course? |  |  |  |
| *Course readiness* | | | |
| How much time does the learner have per week to engage with the course?  *number of hours* |  |  |  |
| What is the learner's comfort level with asynchronous learning?  *Consider self-motivation, lack of face-to-face instructor or peer time, online learning environment* |  |  |  |
| What is the learner's writing proficiency?  *Consider grammar, spelling, mechanics, usage* |  |  |  |
| *Preferences* | | | |
| What format does the learner prefer for learning materials?  *e.g., text, video, visuals, interactives* |  |  |  |
| How much instructor support does the learner want? |  |  |  |
| What communication mode does the learner prefer for interactions with the instructor?  *e.g., email, phone, chat, conference call, discussion thread* |  |  |  |
| What kind of peer interaction does the learner want? |  |  |  |
| How does the learner feel about teamwork?  *Consider concerns, readiness, ability to handle remote teammates at different degrees of ability and motivation* |  |  |  |

## Graduate from the Program

Briefly describe the learner who has graduated from the program and obtained a degree. What does the learner look like in terms of skills, knowledge, career readiness, and management or leadership qualities?

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| e.g., An MSC graduate will be a master practitioner in public relations and in crisis, marketing and change communications. The graduate will be practiced in managing and leading communications teams and the associated skills. Further, the graduate will be able to understand and act on organizational financial reports and speak the language of the C-suite, facilitating the impact the communications team can have on organizational decision making. |