Abstract: The current standards of many accrediting bodies require institutions to: 1) publish expected learning outcomes for each of their programs, 2) provide evidence that the expected learning outcomes are realized by students, and 3) demonstrate how learning outcome data collection and analyses lead to continuous improvement of student learning, the curriculum, and the university. This is a complex challenge because it involves iterative processes as disciplines change and evolve in terms of what is taught, how it is taught, and how learning evidences are collected and analyzed. This paper profiles XX University’s (XXU) award-winning efforts to create, track, and evaluate learning outcomes across 12 colleges and 56 departments offering over 400 degree-granting programs. This paper will illustrate 1) technological and behavior obstacles and challenges, 2) innovative strategies—both technological and behavioral —employed to address the obstacles and challenges, and 3) current and future strategies for improved success.