**Practical Considerations for Learning Analytics Implementations**

**EDUCAUSE Annual Meeting 2015**

**Practical Advice from the Experts**

**Vince Kellen, Senior Vice Provost for Analytics & Technologies**

*Kentucky University*

* Respect the complexity!!!
* Consider organizational structure of your organization
* Attend diligently to very human aspects of puzzle
* Ignite passion of community
* Choose and use tools wisely

**Matt Pistilli, Director of Assessment and Planning**

*Indiana University-Purdue University Indianapolis*

* Use data that exists on campus
* Take advantages of existing programs
* Bring a “complete picture” beyond academics
* Focus on the “Action” in “Actionable Intelligence”

**Kim Arnold, Senior Evaluation Consultant and Learning Analytics Lead**

*University of Wisconsin-Madison*

* Complete a stakeholder analysis BEFORE you have your readiness conversation
* Begin your conversation about readiness BEFORE you begin your initiative; continue the conversation at each stage
* Use your readiness conversation to start your transparency regime

**Josh Baron, Assistant Vice President, Information Technology for Digital Education**

*Marist College*

* Decide if your initiative will be software-centric or platform based
* Decide if your initiative will be rule based or model based (or have components of each)
* Spend time up front figuring out how you will access learning data
* Consider ethics and privacy implications
* Make sure you have access into how all models are working, if not data/models in detail. Make sure students are not getting alerts that don’t make sense for those students.

**Karen Vignare, Vice Provost, Center for Innovation**

*University of Maryland University College*

* Establish consistent metrics
* Process for developing initiatives
	+ Analysis and Research
	+ Hypothesis creation
	+ Test and learn

**Russ Little, Chief Innovation Officer**

*PAR Framework*

* “The beginning of wisdom is a definition of terms” –establish common data definitions
* “Measure what is measurable, and make measurable what is not so”—Robust reporting will help you determine what additional data may be needed
* Connect Student Success predictors to interventions

**Jack Neill, Senior Director, Data Analysis**

*University of Maryland University College*

* Get to know your data:  Don’t outsource your core competency
* Form the right team:  Involve a cross section of stakeholders and implementers
* Experiment often:  Create a process to learn from the data and put your ideas to the test

**James Willis, Research Associate**

*Indiana University*

* Considerer the following questions:
	+ What is student data and who owns it?
	+ What rights and responsibilities do institutions, individual researchers, and staff have with student data?
	+ How do we know what are ‘ethical practices’ and what are not?

**Kevin O’Shea, Educational Technologist**

*Purdue University*

* Clearly define what the problem is
* Identify needed outcomes
* Identify technology last
* IT as research partners so that the burden of proof is shared
* Collaboration builds strong relationships

**Steve Lonn, Asst Director, Assessment & Evaluation, Digital Education & Innovation**

*University of Michigan-Ann Arbor*

* Consider seminar series like SLAM leverage local knowledge and learn from the emergent field.
* Establish groups of faculty / staff / student fellows to learn together, explore, and conduct small-scale research projects.
* Redefine key infrastructure and data that learning analytics research & applications can utilize more readily. UM’s LARC can be a model.

**Viktoria Strunk**

*American College of Education*

* Platform should be robust in models and analytics
* Have to have solid stewardship of data
* Proper training for faculty
* How will analytics be used to promote learning?