What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the EDUCAUSE Event Planning Kit, containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

**Step One: Decide Purpose and Length of Event**

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

**Step Two: Develop Your Curriculum on Your Program’s Topic or Theme**

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your people walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website as resources, articles, podcasts, webcasts, and other valuable content is added every day.

**Step Three: Plan the Logistics and Host Your Program**

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event’s topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.
Leveraging Learning Analytics to Improve Student Success

Program Overview

Today's businesses have become increasingly adept at turning the vast array of information in their hands—statistics, usage patterns, demographics—into powerful tools for predicting behavior. Stocking an online shopping cart allows websites to make predictions about new products that might pique your interest. Keeping track of an athlete’s moves may predict their susceptibility to injury.

Once the focus for market research and businesses, this type of predictive modeling—called analytics—may have the potential to cast a spotlight on “at risk” students and open the door for early interventions. Thanks in part to the near ubiquity of course management systems and electronic record systems for college admissions and student services, most colleges and universities already have access to large amounts of student data. Using analytics software and applications, campuses can then mine that data to search for predictive patterns or uncover trends in student performance. Early research has suggested that institutions who tap into student performance data can significantly increase course and degree completion of students who may be “on the bubble” in the classroom.

Using this program, IT staff and faculty will learn more about the promise of learning analytics in higher education. Resources are intended to explore existing models while challenging participants to consider key questions related to their implementation on campus. This EDUCAUSE on Campus Kit is targeted at institutions and individuals interested in learning more about the initial challenge areas for Next Generation Learning Challenges (NGLC).

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1. Pre-Event Activities

1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:

- EDUCAUSE Learning Initiative, 7 Things You Should Know About Analytics, April 2010.

1.2. Pre-Event Conversation Starters

To help participants begin connecting around key ideas before the session begins, consider posing the following questions for discussion. Discussion might occur on a discussion board, across e-mail, or in a face-to-face meeting during the program.

- What steps are faculty and student services staff taking on your campus to track student progress? How are at-risk students identified? What types of interventions are provided?
- Is there an obligation for faculty and staff to intervene with at-risk students? What are the limits of that obligation?
- Consider the student data that your college or university currently collects. Which sources might provide the best indicators for student success?

2. Opening Session

John P. Campbell, “Academic Analytics: A Tool for a New Era” EDUCAUSE Learning Initiative Web Seminar, July 2010

Duration: 1 hour

In responding to internal and external pressures for accountability in higher education, especially in the areas of improved learning outcomes and student success, IT leaders may soon become critical partners with academic and student affairs. IT can contribute to this call for accountability through academic analytics, which is emerging as a new tool for a new era. This session explores the emerging field of academic analytics and its potential impact on the institution and IT units. John Campbell shares the potential of analytics, explore the role of IT in analytics projects, highlight some early projects, and closes with some considerations for building an analytics project on campus and potential policy concerns.

Post-Viewing Discussion Questions:

- What are the factors driving this new focus on analytics? What institutional pressures might analytics ease on your campus?
- If you were planning to implement an analytics project on campus, what key stakeholders should be part of the conversation?
- What are the first steps you and your partners should undertake?
3. Synthesize for Action/Session Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.

3.1. Identifying Opportunities

After introducing your participants to the topic of analytics, consider a group activity focused around existing campus models for learning analytics. Use the following video to start the conversation:

**Eric Kunnen and John Fritz, “Using Analytics to Intervene with Underperforming College Students”**
ELI 2010 Annual Meeting Featured Session
*Duration: 1 hour*

Data mining is typically associated with business and marketing. For example, Amazon uses people’s past purchases to suggest books they might be interested in buying. Similarly, academic analytics can be used to identify and predict students who might be at risk, by analyzing demographic and performance data of former students. However, there is no clear consensus on how to intervene with current students in a way they will accept and not associate with academic “profiling.” Why should students think they are exceptions to our rules? This panel presentation shares how three institutions are approaching this problem and provide an overview of related issues.

As they watch the video, ask participants to collect their responses to the following questions for each implementation:

- What campus needs are addressed by the implementation?
- What technologies are employed?
- What groups on campus are involved?
- What are the key challenges, if any?
- Has the project been assessed? If so, how? What were the results?

After the video, gather the teams together for a report out. Ask them to briefly share the details from their case study. Then, as a collective group, assemble lists for the following topics:

- Potential technologies
- Key stakeholders
- Potential challenges
- Potential benefits

3.2. Case Studies

You can also consider using case studies in addition to or in place of the video to stimulate discussion. Consider assigning a case study to each group and then asking them to answer the questions for each case study.

3.3. Overcoming Challenges

At this point in the program, consider engaging your participants in a spiriting brainstorming session around potential challenges and issues to consider when thinking about analytics on campus.

Before beginning the session, encourage your attendees to review the following resource as background:

- Diana G. Oblinger and John P. Campbell, “Academic Analytics” EDUCAUSE White Paper, October 2007

As you begin, consider breaking participants into three groups to address three key issues. Then, after discussing in small groups, encourage them to come together for a report out.

**Faculty Considerations**

- What are faculty obligations for intervening with students?
- What are some potential steps that faculty can reasonably take to reach out to students?
- How can we leverage technology to ease any potential concerns about increased workload as a result of student monitoring/intervention?

**Student Considerations**

- What are some strategies for sharing analytics information with students?
- How can the university address potential concerns that predicting student success or failure may negatively impact student persistence?
- What resources can we make available to students to help them stay on the path toward completion?

**Institutional Considerations**

- How can the institution prepare for potential security breaches related to student data?
- What privacy concerns might analytics raise? How can you address those concerns?

4. Customize Your Event with Additional Content and Activities

In addition to content provided by EDUCAUSE, we encourage each local institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction within your local community.

Consider:

- **Problem-Solving Workshops**: Create scenarios for individual discussion teams related to cloud computing. Individual scenarios might focus on a specific type of service or a problem that participants have faced on campus. (You could solicit potential topics from participants in advance.) Organize the group around each scenario and challenge them to read the problem, discuss, and prepare a brief presentation based on their collective ideas for a response. Present each group’s findings in a report out at the end of the session.
• **Discussion Sessions:** At the start of the session or before, ask participants to share their concerns related to cloud computing, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups around the big issues for informal discussion. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.

• **A Brainstorming Carousel:** Carousels are a high-energy activity designed to generate content and build collective ideas. Consider these three questions or create your own:
  1. What are the potential benefits to utilizing cloud computing services on campus?
  2. What are the potential risks to cloud computing?
  3. What areas are most logical for cloud computing services?

Create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart. When their time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group's responses. After another rotation, each group should have responded to each question. At the end of the session, ask each group to share big ideas from their last station, incorporating their comments with those of the group before.

4.1. **Building a Campus Commitment**

After exploring the topic, reviewing case studies, and brainstorming potential strategies for success, consider challenging participants to think about the ways that technology and data mining can help improve the precision, efficiency, and effectiveness of interventions for at-risk or under-performing students. Challenge your group to create a blueprint for moving forward with your own campus investigation or implementation.

To help generate conversation, consider watching the following video about the use of the Open Learning Initiative to collect real-time student data.

Candace Thille, “[Continuous Improvement in Teaching and Learning: Open Learning Initiative and Open Learning Net](https://www.educause.edu/edulearn/blueprint-reuse/continuous-improvement-teaching-and-learning-open-learning-initiative)”

EDUCAUSE Learning Initiative Web Seminar, January 2010
*Duration: 1 hour*

Questions to begin the dialogue:

1. What institutional priorities will analytics help address?
2. Does analytics fit our institutional culture?
3. What are the key stakeholders to involve in the discussion?
4. What are some potential first steps moving forward?

5. **After the Event**

This event should just be the start of conversations with your faculty and staff about the role of computer labs on your campus. Consider using your local event as a jump start to continued professional development. Post-session events might include:

• **Problem-Solving Lunches:** Build on the community formed during your event during a series of solution-seeking brown-bag lunches. Ask faculty and staff to bring their frustrations and concerns to the group during a series of “problem-solving lunches” where they seek feedback from colleagues. Or, pose a challenge to the group each week and ask them to collaborate on potential solutions or ideas moving forward.
• **New Ideas Lightning Round**: Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.

• **Virtual Community**: Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.

### 6. Additional Resources

- Tanya Elias, *Learning Analytics: Definitions, Processes and Potential,* January 2011, Learning and Knowledge Analytics Website