IMPROVE STUDENT LEARNING WITH ACTION ANALYTICS

August 4 & 5, 2010 :: 1:00 – 2:30 p.m. EDT

OVERVIEW

Despite demands for accountability and learning outcomes assessment in higher education, few colleges and universities have a comprehensive program of academic performance data analysis, predictive modeling, and curricular redesign to improve student learning. The three major barriers (or opportunities) continue to be technology, tactics, and culture. Regardless of institutional type, size, or mission, there are new, emerging strategies to engage faculty and staff in a culture of assessment and effective practices for improving student learning.

Join your colleagues in this two-part webcast to learn how action analytics can enhance readiness and tactics for campus-wide learning assessment. Action analytics integrates technology infrastructure, data mining, and analysis at the course and program level. Beyond technology, the strategy emphasizes explicit actions to coordinate intervention, clarify organizational ownership and staff skills, and galvanize cultural readiness focused on student success and measurable institutional impact.

Join four respected leaders-practitioners in action analytics to learn about:

• Building technology infrastructure and staff skills for learning assessment analytics
• Implementing effective practices to measure and improve learning outcomes
• Understanding the differences between accountability and assessment
• Influencing the dynamics of campus readiness for action analytics
• Cultivating campus partnerships for learning improvement

WHO SHOULD ATTEND

Presidents/CEOs, provosts/CAOs, deans/department chairs/faculty, academic support/advising administrators, CIOs, institutional research directors, enrollment management and retention VPs/directors, student affairs VPs/directors.

PROGRAM AGENDA

Session 1: Learning Analytics Assessment Tactics
Wednesday, August 4, 2010
1:00 – 2:30 p.m. EDT

• Technical infrastructure and data sources
  ○ Understanding what you have, where it resides, what form it is in, and how it needs to be readied for analysis
  ○ Scalable opportunities for data mining-lite and -deep
• Staff skills and resource needs
• Hype and reality of vendor-based and in-house analytics options
  ○ ERP vendor claims of enhanced reporting tools
  ○ Transparent desktop decision support tools
• Capella University's Learning and Career Outcomes Paradigm
  ○ Building analytics capacity
  ○ Transparency and partnerships
  ○ Defining course competencies and assessing outcomes
  ○ Providing feedback to students
  ○ Learning outcome manager reports

• A 2009 study by the National Institute of Learning Outcomes Assessment found that gathering information about what students learn is commonplace in most colleges and universities, but the results are not always used to improve learning.

• The 2009 Campus Computing Project survey of IT leaders ranked assessing impact as one of the key drivers for allocating institutional resources.

• The 2010 Gartner survey of CIOs found increasing use of analytics as one of three top expectations for IT.

AGENDA (CONTINUED)

- Purdue University's Signals Program
  - Real-time predictions of student course success
  - Visualization
  - Progress and impact measures
  - Actions and actionable intelligence
- Developing a planning tool for learning assessment analytics projects

Session 1 instructors: Kimberly Arnold, Purdue University; Jeffrey Grann, Capella University; Donald Norris, Strategic Initiatives, Inc.

Session 2: Cultural Readiness for Action Analytics
Thursday, August 5, 2010
1:00 – 2:30 p.m. EDT

- Understanding the drivers of change
  - Differences between and interdependencies of accountability and assessment
  - Economic pressure on the total cost of learning
  - State, national, accreditation, and professional/association initiatives
- Shaping processes and the campus culture
  - Executive commitment – asking the right questions
  - Connecting learning outcomes with retention and graduation rate goals
  - Institutional, program, and course analytics
  - Aligning funding with learning assessment
  - Cultural/disciplinary divides to improvement
- Organizational ownership and matrix teams
  - Turning-the-battleship strategies
  - Faculty/academic affairs/student affairs/IT/institutional research/public relations partnerships
- Privacy/access issues and data management
- Public relations: which stories to tell and how

Session 2 instructors: Linda Baer, Minnesota State Colleges and Universities & Donald Norris, Strategic Initiatives, Inc.

INSTRUCTORS

Kimberly E. Arnold, Educational Assessment Specialist, Purdue University
Kimberly is the educational assessment specialist for the Teaching and Learning Technologies group at Purdue University. Her research interests include academic analytics and data mining, evaluation of educational impact of technology, and assessment of learning outcomes. She has presented extensively and written about Purdue's Signals Program at educational and technology conferences.

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs, Minnesota State Colleges and Universities
Linda provides leadership in the broad areas of student and academic affairs for the largest provider of higher education in Minnesota. She has led Minnesota Online, a gateway to programs and courses offered via the Internet by MnSCU, which received the Institutional Service Award from the Council for Adult and Experiential Learning. She has also been recognized for developing new kinds of instructional technology; strengthening ties between colleges and universities and the workplace; and improving assessment and accountability. Her publications and presentations include work in the challenge of change, myths and realities of technology-enhanced education, the blueprint for building strong partnerships, and principles for smart change.

INSTRUCTORS (CONTINUED)

Jeffrey D. Grann, Manager of Assessment, Capella University
Jeff leads assessment innovations in support of online educational quality and adult learner success. He has worked to design and implement an assessment system that serves adult learners, program faculty, and external stakeholders via the Transparency By Design initiative. He also serves as an associate member of the Joint Committee on Standards for Educational Evaluation and is founder of the Visual Display Guild, an organization to improve members' visual communication skills.

Donald M. Norris, President, Strategic Initiatives, Inc.
Don has 35 years of experience as a thought leader and expert practitioner in leading and navigating change, crafting and executing strategy, strategic marketing, and organizational transformation. His clients include hundreds of corporations, colleges and universities, and associations, with whom he has been co-creating action analytics solutions. He has published 20 books and monographs on transformative, strategic change.

LOGGING IN TO THE WEBCAST

After registration, each registrant will receive a confirmation of payment or an invoice, depending on method of payment. Each registrant will also receive an email with appropriate login information and more information regarding the event a few days prior to the start of the event. The day of the conference, you will receive another email with the same information. To participate, you will need a computer with a high speed internet connection. You will have the option to receive audio via your computer speakers or telephone.

WHAT IS A SINGLE SITE CONNECTION?

A site connection allows a single connection to the web conferencing software and teleconference. We encourage you to set the event up in a conference room or classroom from a single computer in order to allow multiple stakeholders from your campus to participate. Remember, as long as only a single computer connects, you can bring as many people as you want to the event. Because there are no travel expenses and only a single registration fee is required, each additional participant lowers the cost per person significantly. Purchasing a site connection and inviting everyone involved in a particular topic is a great way to provide cost-effective professional development. Please note that you will have the option to receive audio via your computer speakers or telephone.

If for any reason a relevant stakeholder cannot co-locate for the session, we encourage you to include that person by purchasing an additional connection at the reduced fee of $195 per session. This will ensure that every member of a team receives the same relevant, timely information in the most efficient way. If an interested party cannot participate at the designated time, or if someone would like to view the presentation again, an archived copy of the event will be available for 60 days. If you have any technical or purchasing questions, please contact us at 720.488.6800.

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REGISTRATION FORM

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Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.
Register online at www.academicimpressions.com

REGISTRATION FEES

Single Site Connection: Improve Student Learning with Action Analytics
Postmarked on or before July 28, 2010

☐ **Both Sessions (BEST VALUE)** _____ $650.00 USD
☐ **One Session Only**   ☐ **Session One**   ☐ **Session Two** _____ $350.00 USD
(After July 28, 2010 an additional $75.00 fee for the first connection and $50.00 fee for each additional connection applies)

Additional Site Connections: Improve Student Learning with Action Analytics _____ $195.00 per session
Session One, Quantity:_____   Session Two, Quantity: _____

☐ Registrants receive a 50% discount on a CD recording of all sessions in this event. Please send me the CD _____ $325.00 USD
☐ Can't attend the live sessions? Please send me a CD recording of this webcast _____ $650.00 USD

Total amount enclosed or to be charged: $_____
How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.) _____

WEB CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

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5