

IT Steering Committee
January 31, 2017

Blackboard Plans and Move to SaaS – John Fritz

- ❖ We need to go to another host to replace the current BlackBoard. We will be migrating to a new system during the summer.
- ❖ During the summer, we will be running the old Blackboard system concurrently with the new system called SaaS (Software As A Service).
- ❖ By the fall, SaaS should look the same as BlackBoard does now.

BlackBoard Predicts Pilot – John Fritz

- ❖ One of the in-semester predictors is the LMS system. We have not been using this data in the student success initiatives.
- ❖ There is a system (BlackBoard Predicts) which will allow us to feed in the LMS data to get a prediction of student success.
- ❖ We will be investigating how using this data works with our current interventions.

Student Success Committee Plans – Bob Carpenter and Jack Sues

- ❖ A key component of the Strategic Plan is enrollment and retention of our students. This committee is set up to address these issues at UMBC.
- ❖ This committee has a two layer approach. The first level is a broad committee from across the campus (Enrollment Management, Undergraduate Education, Academic Standards and Policies, Advising, etc.). There is another component that will determine the top priorities of the University and identify a workgroup(s) that will inventory our current practices, evaluate those practices, and make suggestions for improvement.
- ❖ At periodic intervals, the larger committee will reconvene to discuss the effectiveness of the implemented changes.
- ❖ Twelve people visited the University of South Florida to see Civitas in action. The delegation learned how USF organized themselves around student success. USF uses a case management approach to managing their student success initiatives where one advisor could potentially help a student with academic interventions, financial aid, or family resources.
- ❖ It will be important to identify a few key metrics to focus the efforts around.

Activity	Targeted Date	Notes
Post myUMBC announcement	February 15, 2017	
Present UMBC roadmap at TechFest	April 10, 2017	
Push SU2017 data to SaaS	April 11-18, 2017	Separate SaaS environment (pilot)
SaaS access to SU2017 faculty	May 1, 2017	
SU2017 begins	May 24, 2017	
BbMH DOWNTIME	June 30 - July 7, 2017	3-5 day window within this period
Push FA2017 data to SaaS	July 24-31, 2017	
FA2017 begins	August 30, 2017	
Migrate SU2017 to SaaS	September 15 - onward	

Importance of the Blackboard Grade Center (DRAFT)

- Before the 3rd week of a semester is completed, a student's prior, cumulative GPA is the most important predictor of earning a C or better in a current course. By the start of week 4, however, student grades in a Blackboard course become the most important predictor throughout the remainder of the term. These findings are based on a Fall 2016 predictive modelling pilot with Blackboard using UMBC's learning management system (LMS) courses over the last two academic years. The model was developed using an 80% random sample of all UMBC Bb courses, tested against the remaining 20%, and included several demographic and academic factors. It was 83% accurate thru week 3, 87% accurate by week 4, and 93% accurate by week 12 (final 20% of a 15-week term).¹
- Typically at UMBC, Blackboard is used by 95% of all students, 87% of all instructors and 82% of all official course sections, about 20% of which are combined into a single Bb site. About 74% of all Bb courses also use the grade center during a given term.
- The Fall 2016 Blackboard predictive modelling findings echo prior research on first year students in UMBC Bb courses in 2013-14. Specifically, when viewing student LMS activity and if faculty enabled the grade center as an interaction effect -- where the effect of one independent variable depends on the level of another independent variable -- students were 1.6 to 2.5 times more likely to earn a C or better in Bb courses that used the Grade Center compared to courses that did not. The highest student activity and grade center interaction effect occurred among Freshmen, who were 2.6 to 3.5 times more likely to earn a 2.0 term GPA.²
- These findings also complement 2007 research by the Educause Center for Applied Research (ECAR) that students value faculty use of the grade center more than any other LMS function.³
- Finally, a recent Blackboard study of 70k courses it hosts online found that student use of the grade center was highly predictive of success in the course.⁴

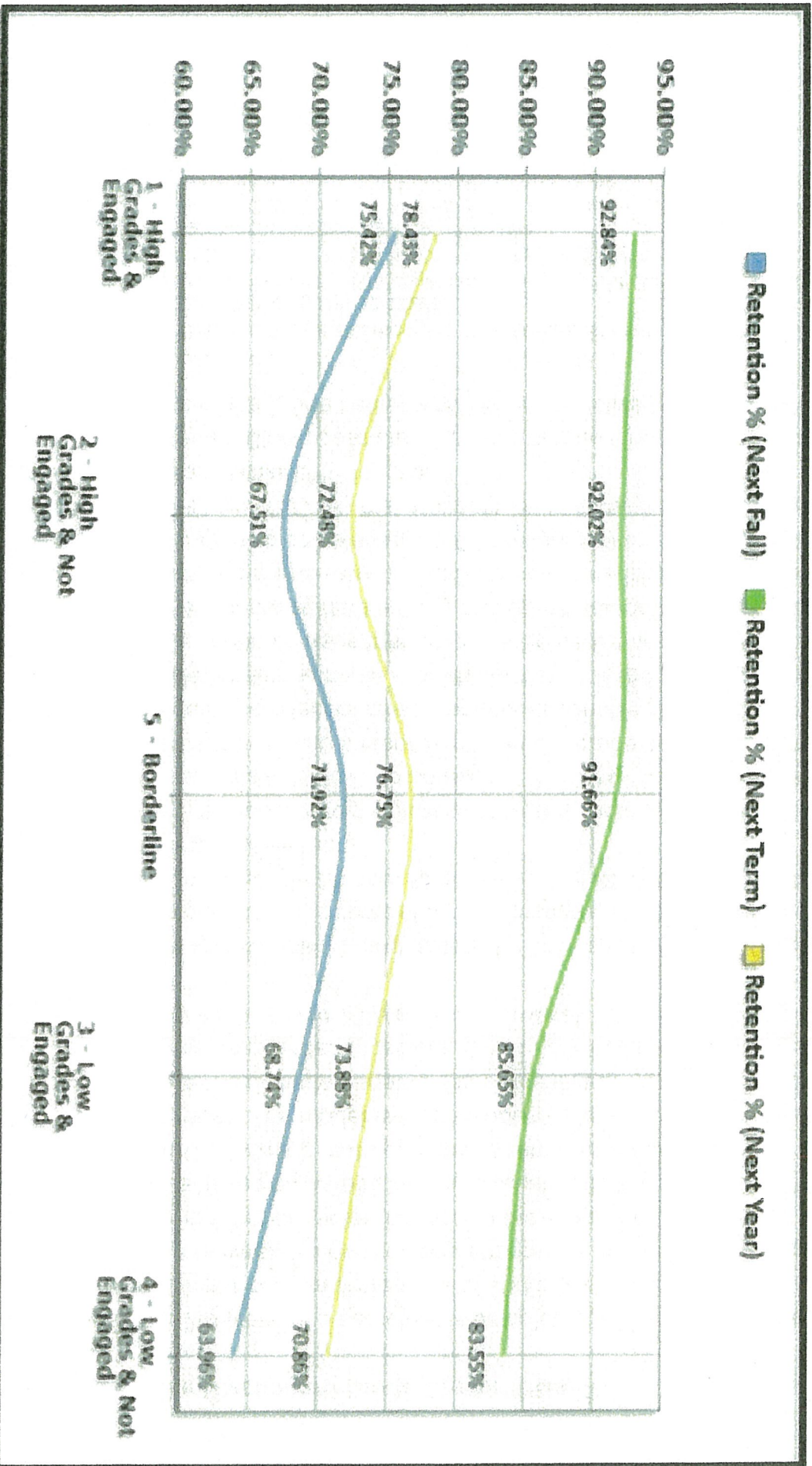
¹ For more info, including an informal, but recorded 12/13/16 web conference with Mike Sharkey, VP of Bb Analytics, see <http://umbc.box.com/bbpredictpilot>.

² Fritz, J. L. (2016). *Using analytics to encourage student responsibility for learning and identify course designs that help* (Ph.D.). University of Maryland, Baltimore County, United States -- Maryland. Retrieved from <http://umbc.box.com/johnfritzdissertation>, pp. 168-169.

³ Caruso, J., & Salaway, G. (2007). *The ECAR study of undergraduate students and information technology, 2007* (Key Findings) (pp. 1-15). Educause Center for Applied Research. Retrieved from <https://net.educause.edu/ir/library/pdf/ers0706/ekf0706.pdf>.

⁴ Young, J. (2016, September 7). What Clicks From 70,000 Courses Reveal About Student Learning. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/What-Clicks-From-70000/237704/>

Freshmen & Transfer Retention (FA13)



Quick Tips for Using REX for Teaching & Learning

John Fritz, DoIT (fritz@umbc.edu or 410.455.6596)

1. Bb Learn Use by College Report

[Home](#) > [Analytics for Learn Reports](#) > [Learn Course Use By College](#)

- Some faculty might not yet have REX access, but this is a great way to see the "bird's eye view" of Bb that we have as DoIT system admins.
- Ideally, do a descending sort of the list by any of the student activity measures (e.g., interactions, hits, minutes, submissions)
- Then drill down into the most active courses by college, discipline, and even descend sort the students.
- If you do the last step for a semester that has final grades, chances are you'll see students earning higher grades are most active.

2. REX Course to Course Grade Comparison Report

[Home](#) > [Student Records and Enrollment](#) > [Course Enrollment](#) > [Grade Comparison - Course to Course](#)

- This was inspired by Freeman's definition of student success: "Not only passing a course but also the next one that requires it."
- If you want, you can use my slides ([PDF](#) or [PPT](#)) from the last provost's symposium workshop that was very well attended or my 5 min [speed geek screencast](#) from the year before.

3. [Importance of the Bb Grade Center](#) (SP16 Bb Predict pilot and related findings)

- Though we've not turned this into an Instructional Technology group post (yet), I'd be interested in their feedback
- Coincidentally, I just heard from Bb's Mike Sharkey and we're going to test his SP17 Bb Predict findings during the same week that FYI alerts are sent
- We'll also do a post-mortem at the end of the semester.

I know there's probably too much here, and that some likely won't have REX access, but I think it's important to at least demo, show or even announce the bird's eye view that we enjoy as system admins, so they can see their own and each other's Bb courses in context. One of my favorite views is the Retention by Learn Risk Profile Pyramid report that shows how students are retained over time by their LMS activity & grades. I've attached a screen shot I'm using for an upcoming Educause Review article, but there's also a [screencast](#) associated with my [LAK16 proceedings article](#).

UMBC Student Success Strategies Committee
Draft Charge (Original 11/16; Revised 1/23/16)

The purpose of the Student Success Strategies Committee (SSSC) is to ensure UMBC addresses undergraduate student success in a collaborative, purposeful, coordinated, data-informed and cost-effective manner. The Committee will define the meaning[s] of student success at UMBC, recognizing that:

- it begins with recruiting and admission;
- it is tied to the UMBC value of a distinctive undergraduate education;
- it depends on support inside and outside the classroom;
- retention rates, graduation rates, time to degree and student satisfaction are central considerations;
- it has academic/intellectual, physical, emotional, social, and spiritual [affective?] components;
- it includes societal and economic measures that do not end with graduation;
- it is achieved only with contributions from the entire campus community.

The SSSC will inventory current student success supporting programs, interventions, and initiatives at UMBC and assess their effectiveness. It will review best and innovative practices from beyond UMBC for potential adoption. It will recommend a suite of programs, interventions, and initiatives for use at UMBC along with evaluation mechanisms and criteria for success. The SSSC will also recommend a standing arrangement for the periodic and ongoing evaluation and improvement of UMBC's student success support efforts.

Guiding/working principles of the SSSC

- (i) The work of the SSSC will be guided by the strategic plan and the recommendations of the Middle States Self-Study and will stay focused on the priorities outlined in the strategic plan.
- (ii) Student success is a responsibility shared campus wide. Leaders across the campus must be involved in and committed to both the strategy formation and the implementation phases of the work.
- (iii) The SSSC is committed to a data-driven process and to understanding the context that underlies that data.

UMBC Student Success Strategies Committee
Draft Vision Statement (1/23/16)

The Student Success Strategies Committee will support UMBC's strategic planning goals to promote high-quality, innovative teaching and learning and improve persistence, graduation, and the timely completion of students' educational plans. Using a collaborative approach and periodic assessment across colleges and divisions, the SSSC will serve as a partner to help develop policy and practices to support and improve the success of students from all backgrounds.

Student Success Strategies Committee

Revised structure and draft work groups

