



## NINE THINGS YOU CAN DO WITH Blackboard Analytics for Learn



Save time



Increase accuracy



Increase retention

### 1. Automate Attendance Tracking

In the US, the federal government requires institutions to demonstrate active student attendance before distributing student loan funds. Fulfilling this requirement can be very challenging for online programs in which traditional methods of taking attendance don't work, and simply recording that a student has logged in is insufficient evidence. Instead, schools with online courses and programs are required to demonstrate academic attendance by tracking activities like assignment submissions, discussion board participation, and engagement in interactive instruction. With help from Analytics for Learn, institutions can streamline a process that would otherwise be labor-intensive and prone to error. Using system generated activity data, Analytics for Learn can help accurately capture and report student activity which helps save time and ensures compliance to Title IV regulations.

#### CASE STUDY: California Baptist University Online

At California Baptist University Online, courses run every 8 weeks. To comply with Title IV requirements, the school relied on pdf sign-in sheets that were cumbersome and inefficient. After using Analytics for Learn to develop a custom report, CBU online has seen a significant decrease in the amount of time dedicated to tracking attendance, and an increase in the accuracy of its reports. The report also serves as an early alert system that is helping CBU Online to proactively reach out to non-attending students and keep them on track for graduation

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Drive LMS adoption



Improve teaching



Increase retention

## 2. Improve faculty development

Effective teaching in online environments results in higher student achievement, increased persistence, and higher graduation rates. With access to rich information about student engagement, LMS tool usage, and instructional design practices, Analytics for Learn helps faculty developers provide evidence in support of high impact instructional practices. Additional access to information about faculty behavior before and after professional development activities helps institutions to evaluate the impact of their faculty development initiatives, identify areas of excellence, and locate areas in need of improvement.

### CASE STUDY: University of Missouri – Kansas City

University of Missouri – Kansas City has an institutional policy that every faculty member teaching online will be certified by fall 2018. They offer the Faculty Certification in Online Teaching and Learning course every month in three different formats: 1) an online, asynchronous three-week instructor-led format, 2) twice a year as a one week, intensive, hands-on boot camp, and 3) year-round as a self-paced online course. UMKC Online tracks faculty certification using a home-grown Oracle database that they call the eLearning Tracker. This tool has been customized to integrate with A4L. Using A4L, UMKC has access to faculty behavior in online courses such as: time spent in course, course accesses, interactions, and more.

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## 3. Increase academic progression with student-facing analytics

The path to graduation begins with successful course completion. If students do not complete the courses they need to graduate, they can't progress. Grades of D, F, and W mean wasted credits, increased time to degree, increased educational costs, and decreased chances of overall success. Student-facing reports in Analytics for Learn provide learners with information about their activity compared to others in a way that has shown to have a statistically significant impact on overall student performance. By putting learning analytics into the hands of students themselves, Blackboard Analytics for Learn promotes self-regulated learning in a way that not only improves student outcomes, but fosters a mindset likely to increase success post-graduation as well.

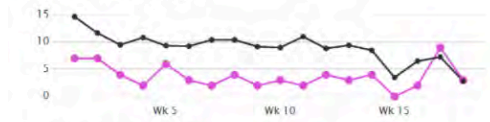
## Ann Thomas Compared to Course Average

### SUBJ15-0111-05 Microcmp Bus Softwer (2015FA) - Web Enhanced (05)

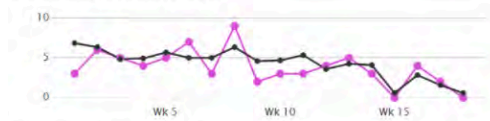
Your Total Activity Compared to the Course Average



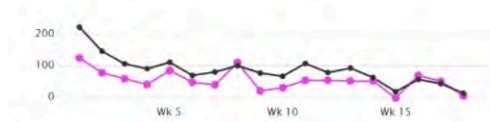
Accesses vs Course Average



Submissions vs Course Average



Interactions vs Course Average



Time in Course vs Course Average



*Student-Facing Dashboard in Analytics for Learn*

### CASE STUDY: University of Maryland, Baltimore County

Research conducted by John Fritz (2016) at University of Maryland Baltimore County has shown that giving students information about their Blackboard Learn activity compared to others significantly increases their course performance. On average, students who checked their activity compared to others were 1.5 times more likely to earn a grade of C or higher when compared to students who did not check their activity.

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## 4. Power early alerts and drive proactive advisement

Students who are the most likely to struggle in college are the least likely to benefit from traditional walk-in approaches to academic advisement. Proactive advising works because it uses data to identify students exhibiting signs of academic struggle, and puts it in the hands of professionals who can reach out, intervene, and keep students on track to graduate with high quality post-secondary credentials. Blackboard Analytics for Learn surfaces relevant information about student engagement and performance that is invaluable for academic advisors and student success specialists. A pre-packaged advisor report makes it easy for institutions to target students sooner, develop high impact interventions, and increase rates of student success.

Home > Analytics for Learn Demo > Advising Reports > Advisor At A Glance

Term: Fall 2015 Semester | Advisor Role: GEN  
 Advisor: Smith, David | Primary: All  
 Course Status: All

**Advisor At A Glance**

Smith, David (0070176)

Legend  
 + > Avg. + 10%    - With Avg. + 10%  
 < < Avg. - 10%    = NA

Student Course Activity Summary (4 Students)

STUDENT NAME	PRIMARY ADVISOR	LEARN COURSE	ENROLL STATUS	MS GRADE LETTER	GRADE CENTER SCORE		SIS GRADE		COURSE ACCESS		MINUTES		INTERACTIONS		SUBMISSIONS					
					STUDENT	AVG	STUDENT	AVG	STUDENT	AVG	STUDENT	AVG	STUDENT	AVG						
Robson, Ryan (0114895)	X	SIU154-0115-01 Statistics (00175A) - Online (01)	New	F			0.00	4	1.88	7	15.4	119	4	748.9	15	4	83.4	1	1.1	
Fully, Emory (003987)	X	SIU154-0206-01 Prep for the Bio-Nano (00175A) - Online (01)	New	C	80.06	47.93	5.00	4	3.88	76	4	60.3	4170	9	3231.2	530	4	417.6	46	11.8
Holmes, William (000002)	X	SIU154-0112-01 College Chem II + Lab (00175A) - Web-Enhanced (01)	New	C	79.05	82.61	2.00	4	2.29	36	4	55.6	1207	9	1139.2	120	4	233.1	0	0.0
Rogers, Candice (011771)	X	SIU154-0251-01 Lifespan Pers/Genet Hlth (00175A) - On-Campus Lecture (01)	New	B	81.06	65.65	3.00	4	3.30	50	4	204.2	6329	9	9151.7	1200	4	1893.4	3	3.6

Pre-built Advisor at a Glance report in Analytics for Learn

### CASE STUDY: Indian River State College

Between 2014 and 2016, Indian River State College saw enrolment in its online programs increase by 56%. At the same time, average grades in online classes lagged behind traditional classes by 7.5 points. Using Blackboard Analytics for Learn, IRSC developed an online advising program designed to meet the specific needs of online learners. They provided real-time student success data to academic advisors, they used it in support of faculty training, and they taught faculty how to use analytics to identify challenges and opportunities. After just three semesters, IRSC had virtually eliminated the online – in-person achievement gap by increasing average course grades in online courses by 7 points. Since using A4L in support of its high impact advising and faculty development initiatives, IRSC has seen an 11% increase in online baccalaureate success rates.

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## 5. Track the impact of general education courses

General education courses are a huge barrier to success for many students. These are courses that students need in order to progress, but many struggle in mathematics, history, and science. When students fail a course they have to retake it before they can move on in their program. With every wasted credit, time to degree increases, student debt rises, and chances of graduation decline. With Analytics for Learn, deans and department chairs can identify courses in which students are particularly prone to struggle. They can also discover ‘bright spots,’ or course sections in which students are succeeding at higher rates, and scale high impact practices. The ability to classify LMS use by type is invaluable as departments work to develop and deliver curricula in ways that are most likely to see students succeed.

### CASE STUDY: Central Piedmont Community College

All programs of study at Central Piedmont Community College require that students complete 18 hours of general education courses specific to the General Education Foundation. Courses in the General Education Foundation have an obligation to associate degree programs to provide students with the CRITICAL CORE skills and knowledge required for academic, professional and personal success. All General Education Foundation courses have an identified Signature Assignment (a common assignment used consistently across all course section offerings, and weighed the same in all course section offerings) that best captures student attainment of the skill associated with the Key Indicator. CPCC is using Analytics for Learn to gather the assessment scores and provide a collection of student learning data as assessment scores.

[Watch the video](#)



Drive LMS adoption



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## 6. Match instructional design pattern to curricular goals

Instructors use the learning management system in many different ways. Research from the data science team at Blackboard has found that faculty tend to use Blackboard Learn one of five basic ways, and that when viewed at a large scale, none are ‘better’ than any others. When looking at specific program and curricular goals, however, one type might be better than others. Analytics for Learn automatically classifies courses by archetype, making it possible to identify the most successful instructional design style by program and course, so that high impact practices can be identified, optimized, and scaled.

## Course Archetype



### Supplemental

Content-heavy. Low interaction.



### Complementary

One-way communication through content, announcements, and gradebook.



### Social

High peer-to-peer interaction through discussion board.



### Evaluative

Heavy use of assessments.



### Holistic

High LMS activity with balanced use of assessments, content, and discussion.

Five basic course archetypes as discovered by Blackboard data scientists

## RESEARCH REPORT: How instructors ACTUALLY use the LMS

In Blackboard's data science research practice, we've been investigating how faculty and students use Blackboard Learn, and looking into the relationship between that use and student achievement. In previous studies, we found a large variation in this relationship between courses, and uncovered interesting differences based on tools usage. However, we know that tool use doesn't occur in a vacuum. These tools are part of a broader course context and the instructional goals that teachers have set for their course. To pursue this research thread, we conducted analysis for patterns between courses based on the relative time students spent using different tools, taking use of features/functionality as a proxy for course design.

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## 7. Identify achievement gaps by course modality

Online education is increasingly important as institutions work to increase access to non-traditional students. Frequently, however, course performance and completion rates in online courses lag behind face-to-face equivalents. Using Analytics for Learn, Institutions can identify achievement gaps by course modality (online, blended, in person) and develop targeted instructional design, faculty development, and student support strategies to overcome those gaps.





Improve learning



Save time



Drive LMS adoption

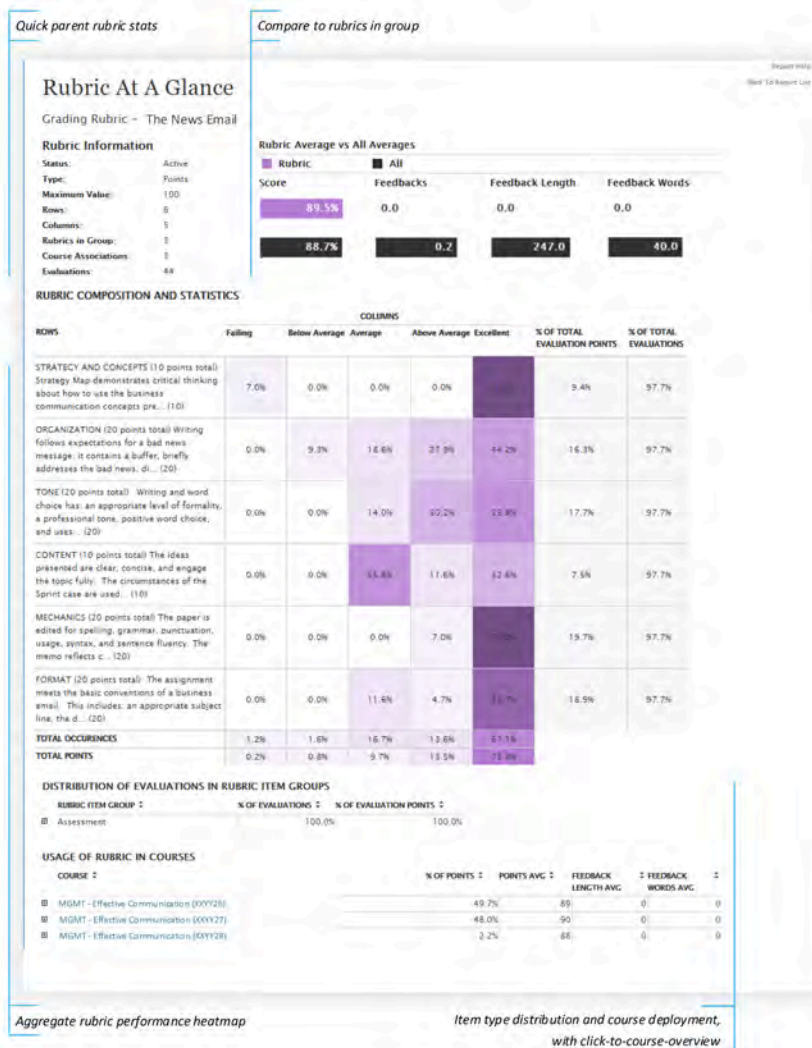


Improve teaching

## 8. Assess learning objectives and competencies using rubric data

Rubrics are powerful. They foster equity by promoting consistent grading practices. They are also formative pedagogical tools. They render grades meaningful by making areas of strength and weakness explicit for students. With Rubric support in Analytics for Learn, faculty developers are in a better position to encourage the use of rubrics as a best practice among instructors.

Institutional researchers can easily monitor and report on progress toward the achievement of broad institutional learning priorities. Curriculum designers can ensure that programs are achieving what they are designed to achieve. Advisors can more easily guide students to take advantage of the right academic support services. In short, with access to rubrics, we can finally start to bridge the divide between conversations about student progression and educational quality.



Rubric at a Glance report in Analytics for Learn



Drive LMS adoption



Increase ROI

## 9. Optimize the ROI on your educational technology investments

Without clean, longitudinal usage data, it is impossible to determine the value that educational technology investments bring to an institution of higher education. When calculating LMS adoption, many institutions simply look at the number of accessed course shells compared to the total number of shells created. But many shells are created for courses that are unlikely to use the LMS (ex., independent studies, programs abroad, labs, musical/theatrical performance requirements, etc.). With access to clean data about LMS activity, institutions can get a realistic picture of how Blackboard Learn is being used, and promote increased adoption where it is likely to make the biggest impact. With access to granular tool detail, institutions can also assess the use of third party tools. In some cases, third-party educational technology investments costing many thousands of dollars a year may only be used by a handful of faculty members. With this knowledge in hand, institutions can optimize their innovative teaching and learning practices through a combination of targeted faculty development efforts and resource re-allocation.

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