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|               | A                 | B                 | C                 | D |
|---------------|-------------------|-------------------|-------------------|---|
|               | Exam 1 Question 1 | Exam 1 Question 2 | Exam 1 Question 3 |   |
| 10 Student    |                   |                   |                   |   |
| 11 Student 1  | 2                 | 1                 | 1                 |   |
| 12 Student 2  | 2                 | 2                 | 2                 |   |
| 13 Student 3  | 2                 | 1                 | 2                 |   |
| 14 Student 4  | 2                 | 1                 | 2                 |   |
| 15 Student 5  | 2                 | 1                 | 1                 |   |
| 16 Student 6  | 2                 | 2                 | 2                 |   |
| 17 Student 7  | 2                 | 2                 | 2                 |   |
| 18 Student 8  | 2                 | 1                 | 2                 |   |
| 19 Student 9  | 2                 | 1                 | 1                 |   |
| 20 Student 10 | 2                 | 1                 | 2                 |   |

### 29 | 2015 CAMPUS TECHNOLOGY INNOVATORS AWARDS

Introducing this year's honorees: 12 innovative projects using technology to improve teaching, learning, administration and operations in higher ed.



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# 2015 CAMPUS TECHNOLOGY INNOVATORS AWARDS

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## STUDENT SYSTEMS AND SERVICES

### NYU Polytechnic School of Engineering

**Project:** Pre-registration Tutorial

**Project leads:** Yona Jean-Pierre, director of faculty innovations in teaching and learning, and Melinda Parham, assistant dean for first-year students & academic initiatives



The Pre-registration Tutorial uses gamification to motivate and engage students through the process of understanding course requirements, curricula and registration.

NYU Polytechnic School of Engineering created an on-line pre-registration tutorial that uses gamification to motivate students to participate and keep them engaged. The asynchronous model enables students to view the material at their own pace, as many times as needed, giving them ownership of the process of understanding course requirements, curricula and registration.

“We know our students are visual learners. Their lives are extremely digitized. They respond to tools that are put together with this framework in mind. We thought, why not use gamification on a topic that might seem quite boring — learning how to register for classes — and turn it into something that can be exciting or at least pique their interest in a different way?” — *Melinda Parham, assistant dean for first-year students and academic initiatives*

#### Tech vendors/partners:

- Developed in-house

### Ball State University (IN)

**Project:** Ball State Achievements

**Project lead:** Kay Bales, vice president for student affairs and dean of students

Born out of the premise that students who are more involved in non-academic aspects of campus life are more likely to complete their degrees, Ball State Achievements is a mobile app designed to improve retention and outcomes for Pell grant students. The student-developed app uses gamification to incentivize positive activity outside the classroom, rewarding students for activities such as forming social networks on campus, engaging in Greek life or other student organizations, attending career center or other “work skills” events, and maintaining a healthy lifestyle.

“Our underlying premise is that if students are incentivized to do things that are helpful to them, then they will



The Ball State Achievements team (left to right): Wen Qi, Scott Reinke, Kay Bales, Jonathan Blake Huer, Gunnar Hoffman, Brittanie Middleton and Ryan Bitzegaio





The Ball State Achievements app incentivizes activities such as forming social networks on campus, engaging in Greek life or other student organizations, attending career center or other “work skills” events, and maintaining a healthy lifestyle.

take advantage of it. It doesn’t matter to us which particular activities students are engaged in; it is the fact that they are connecting with peers.” — *Kay Bales, vice president for student affairs and dean of students*

**Tech vendors/partners:**

■ *Developed in-house*

**South Mountain Community College (AZ)**

**Project:** Learner Support System

**Project lead:** Dawn Penich-Thacker, tutoring partnerships director and faculty

The Learner Support System (LSS) tracks students’ usage of campus resources as well as academic details such as with whom a student worked, how long he spent with a tutor, what the focus of his tutoring session was and how effective it was perceived to be. The Web-based system also provides data at the individual student, course and program level to help inform institutional strategic planning and resource development.

“Previously, we didn’t have baseline data about the number of students we were serving. The LSS gave us that baseline. It told us which courses had the highest demand for tutoring services, which made it easy for us to show why we needed to dedicate college budget to tutoring, the writ-



SMCC’s Learner Support System design team (from left to right): Dolores Urbieta, Suzanne Hipps, Rey Rivera, Alan Ziv, Sheena Mata, Dawn Penich-Thacker and Allison Parker

ing center and computer commons.” — *Rey Rivera, vice president of learning*

**Tech vendors/partners:**

■ *Developed in-house*

**ADMINISTRATIVE SYSTEMS**

**Wright State University (OH)**

**Project:** Strategic Information and Business Intelligence

**Project lead:** Sasanka Prabhala, executive director for strategic information and business intelligence

Taking advantage of an underutilized business intelligence product that already existed on campus, Wright State University revamped its approach to data and built a self-service analytics tool that puts powerful drill-down capabilities in the hands of users across the university. The ultimate goal: to drive course completions, retention of students and degree completion. ▶