

**Symposium on Curriculum Improvement**  
**January 30-31, 2024**  
**University Advising Center**  
**3rd Floor Close Hipp**  
**(Microsoft Teams link available for select sessions)**

**Tuesday, January 30, 2024**

**Session 1**

**9:00 – 10:45**

**Welcome from Provost Arnett**

9:00 - 9:20 am

**Overview of Symposium, Curriculum Award**

9:20 - 9:45 am

**Student Success Analytics**

**Dr. Greg Heileman**

9:45 – 10:45 am

In this session we consider the analytics revolution that has occurred over the past decade in the context of higher education, we offer some key takeaways related to the application of analytics to student success interventions, and we consider some common obstacles encountered by those attempting to use analytics in this manner. Next, we introduce curricular analytics, positioning it within the aforementioned student success analytics framing, and we demonstrate how to incorporate it most effectively as a part of a student success toolkit.

**Discussion**

10:45 – 11:45 am

**Lunch**

12:00 pm–1:00 pm

## **Session 2: Program is Not a Plan: Lessons Learned from Two Decades of Gardner Institute Institutional Transformation Efforts and Implications for the University of South Carolina**

**Dr. Drew Koch**

1:00pm–2:15

This interactive session will explore key lessons the Gardner Institute has learned from work with nearly 600 colleges and universities since 2003. The lessons will be shared with participants from the University of South Carolina so that they can consider how their student learning and success efforts – curricular analytics and other – should reflect the successes and pitfalls that the Gardner Institute has identified through its work.

## **Session 3: An Overview of the Curricular Analytics Ecosystem**

**Dr. Greg Heileman**

2:30 – 3:30 pm

In this session we provide a broad overview of the curricular analytics ecosystem, which encompasses a set of analytical tools and techniques that allow you to quantify the complexity of curricula, simulate student progress under various scenarios, and create degree plans that maximize the chances of students completing their degrees on time. A number of examples related to guiding student success interventions using curricular analytics will be provided.

This will be followed by a discussion of how we might use these tools to break down structural barriers that, unintentionally and often invisibly, reproduce and exacerbate pernicious inequities in higher education?

## **Session 4: Information Asymmetry in Curricular Design: Who Needs Greater Transparency and What Can Be Done With it to Improve Student Success?**

**Dr. Drew Koch**

3:30 – 4 :30 pm

In this session, participants will learn about “information asymmetry” and why it is an often overlooked but absolutely vital concept for improving student learning and success. Examples of how information asymmetry impacts areas such as transfer student success and gateway course success will be explored. In addition, the session will share ways in which institutions have taken action to improve student learning and success once they understand how information asymmetry is hurting both the institution and the students it serves. Participants will be provided with opportunities to apply what is shared to their own work at the University of South Carolina, particularly their work with curricular analytics.

**Adjourn – 5:00pm**

**Wednesday, January 31, 2024**

**Session 5: Advanced Curricular Analytics Topics**

**Dr. Greg Heileman**

9:00 – 10:15am

In this session we will demonstrate how optimization theory and simulation can be applied to a number of important problems related to curricular analytics and student success. First, we will consider the creation of degree plans optimized around the success of individual students. Next, we will revisit the information asymmetry associated with transfer articulation and demonstrate how it can be reduced with the use of the optimization tools in the Curricular Analytics toolkit. We will then demonstrate how to use the optimization capabilities in the Curricular Analytics toolkit as a part of a backwards curriculum design process. Finally, we will demonstrate how to use discrete event simulation to investigate various student success intervention scenarios.

**Session 6: Review and Discussion of USC Curricular Data**

10:15 – 11:00 am

In this session we will consider analyses performed on the USC curricular data that has been uploaded to CurricularAnalytics.org website. Where possible, we will compare USC curricular data to an emerging national data set we are gathering. Next, we will demonstrate how to relate student performance data to curricular data, in order to determine the impact of curricular complexity, among other factors, on student progress. This will include a discussion of the emerging findings related to the UERU Curricular Analytics Project national data set.

**Working Session 1: Team working sessions within colleges and/or departments**

11:15–12:00 pm

Formation of teams, consideration of topics to investigate, and identification of wants and needs around a given topic.

**Lunch**

12:00 – 1:00 pm

**Working session 2: Team working sessions within colleges and/or departments**

1:00 – 3:00 pm

Ideation/deeper investigation of wants/needs, and potential solutions.

**Adjourn – 3:00pm**