



ABOUT THE NATIONAL CENTER FOR ACADEMIC TRANSFORMATION

Who We Are

The National Center for Academic Transformation (NCAT) is an independent, not-for-profit organization that provides leadership in using information technology to redesign learning environments to produce better learning outcomes for students at a reduced cost to the institution. The NCAT staff has extensive experience in higher education as faculty members, administrators and researchers in both traditional and non-traditional higher education environments.

What We Do

NCAT works through a four-stage iterative process to advance the use of information technology in improving student learning and reducing instructional costs:

1. Proof of Concept

NCAT creates and conducts innovative programs that use technology to improve learning and reduce costs in partnership with colleges and universities. The outcome of each effort is a proof of concept. For example:

- Program in Course Redesign (PCR), funded by the Pew Charitable Trusts, 1999 – 2003
- Roadmap to Redesign (R2R), funded by FIPSE, 2003 – 2006
- Colleagues Committed to Redesign (C2R), funded by FIPSE, 2006 – 2009

2. Analysis

NCAT analyzes the results of these programs to identify and document specific techniques and practices that lead to success, to develop models for future practice and to learn what next steps are needed to scale the proof of concept. For example:

- PCR Outcomes Analyses
- Increasing Success for Underserved Students, a Lumina-funded study
- R2R Outcomes Analyses

3. Communication

NCAT communicates these lessons learned by writing and speaking for professional and general audiences about successful patterns and practices that lead to improved student learning and reduced instructional costs. For example:

- *The Learning MarketSpace*, a quarterly electronic newsletter
- Articles and Monographs, available on the NCAT web site
- The Redesign Alliance, a national membership organization

4. Scale

NCAT works with institutions, systems, districts and states to scale the proof of concept to impact greater numbers of students, faculty members and institutions and achieve significant educational change. For example:

- Arizona Board of Regents (2006 – 2009)
- Tennessee Board of Regents (2006 – 2009)
- University System of Maryland (2006 – 2009)

NCAT then uses the feedback and experience gained in each stage of the process to create and conduct additional programs in partnership with colleges and universities that demonstrate new ways to achieve improved student learning and reduced instructional cost.

For more information about NCAT and its programs, see www.theNCAT.org.

Bios

Dr. Carol A. Twigg is President and CEO of the National Center for Academic Transformation and an internationally recognized expert in using information technology to transform teaching and learning in higher education. Winner of the McGraw Prize in Education, she is former Vice President of Educom (now EDUCAUSE), where she advanced the need for new models of student-centered, online teaching and learning, now commonly accepted in higher education. She also initiated the IMS Global Learning Consortium, which is establishing interoperable technical standards for online education and training. Before joining Educom, she was Associate Vice Chancellor for Learning Technologies for the State University of New York and held a number of senior academic administrative positions at Empire State College.

Carol holds a Ph.D. in English Literature from the State University of New York at Buffalo and Bachelor of Arts degree from the College of William and Mary.

Carolyn Jarmon is Vice President of the National Center for Academic Transformation. From 1996–1998, she served as the Educom Visiting Fellow, working with member institutions, including California State University System and the University of Wisconsin-Madison, redesigning learning environments to make them more cost-effective. Carolyn has given numerous presentations and been published widely on the topics of effective delivery of student services and distance education and she consults regularly with institutions and corporations about learning in distributed environments. Prior to joining NCAT, Carolyn held several academic and administrative positions at SUNY Empire State College. Carolyn has also taught and held administrative positions at several traditional institutions, both public and private.

Carolyn has a Ph.D. from Cornell University, a Master's in Business Administration from East Tennessee State University, and a Bachelor of Science degree from the University of Delaware.