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Industry and Campus Webinar Moderator Script

Getting Comfortable with Thinking Outside the Box: Attracting and Retaining Students

September 5, 2018|1:00 PM to 2:00 PM (Eastern)

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>>> Welcome to today's Industry and Campus webinar: Getting Comfortable with Thinking Outside the Box: Attracting and Retaining Students. This is Adam La Faci, Online Event Producer with EDUCAUSE and I'll be your moderator for today. EDUCAUSE is pleased to welcome today's speakers: Tim Wilson & Greg Kovich. I will introduce them in just a moment, but first let me give a brief orientation on our session's learning environment. Our virtual room or learning space is subdivided into several windows. Our presenter's slides are now showing in the presentation window, which is the largest on the screen. The tall window on the left is the chat window, serving as the public chat space for all of us. You can use the chat to make comments, share resources, or to pose questions to our presenters. We will hold Q&A until the end of the presentation; but we encourage you to type your questions into the chat throughout the webinar. If you have any audio issues, click on the link in the lower left-hand corner. And, at any time you can direct a private message to "Technical Help" by clicking in the top-right corner of the Chat Pod. A drop-down menu will appear where you can select "Start Chat With" and "Hosts." The session recording and slides will be archived later today on the EDUCAUSE website. And now, let's turn to today's presentation. Attracting and retaining students has been the focus of Point Park University for many years. In the competitive higher ed environment in Pittsburgh, Point Park knew it needed to think differently to meet campus growth plans. To this end, the following vision statement was created: "Point Park University will become one of the most dynamic, private urban universities in America, with an intense focus on student success through distinctive, innovative, and experiential learning." The speakers will share the planning, engagement, and metrics used to bring about the successful implementation of this vision. We are delighted to be joined by Tim Wilson, Assistant Vice President of Information Technology at Point Park University located in Pittsburgh, Pennsylvania. With 20 years of experience in educational technology, Tim has held leadership roles at the K-12, community college and university levels. In these roles, Tim has had the opportunity to learn all aspects of higher education due to the tight integration between technology and business workflows. In addition to his administrative role, Tim also teaches various courses in the technology and teacher preparation disciplines. These assignments have included experience with all modes of teaching and learning delivery - traditional, hybrid and online - and provide needed knowledge to better support the students, administration, and faculty. We are also delighted to be joined by Greg Kovich, Global Sales Leader for Education at Alcatel-Lucent Enterprise. Prior to that, Greg led the North American Education vertical. He has over 20 years' experience in Information Technology. Greg has created numerous education specific solutions including "The Fundamentals of Communications" - a vendor neutral course on digital network communications; "Safe Campus" -uniting emergency alerts with first responder collaboration and mass notification; "Secure Campus" -allowing instructors to limit student network access to determined sites; and "Pandemic Education Continuity" - enabling classroom instruction in the event that institutions are closed due to health or environmental crisis. And with that, let's begin today's Industry and Campus webinar: Getting Comfortable with Thinking Outside the Box: Attracting and Retaining Students. And over to you, Tim.

>> Great, Adam. Thank you so much. For inviting me to do this. And I'm excited to share some of the things that -- system of the thoughts I've in the past about this subject and some of the things that we concentrate on at Point Park University in relation to, you know, attracting and retaining students. I noticed one participant mentioned that my audio volume is a little low. I'm going to try to speak up as much as possible. So I hope you can hear me a little bit better. I think you made that comment in there. So hopefully I can speak a little louder for you. When I was asked to do this presentation, I thought to myself, specifically what does it have to do with technology, but it's a broader campus-wide challenge that we have. So it's beyond technology into itself. And on our campus, as well as probably all of your campuses, you know, you think of admissions and retention. One is everybody's business. It at least on our campus that. And that, you know, it's more than just getting students in the door. It's the retention of those students to make sure they don't go out of the back door on you. And the concentration around all of that. So as I think about it, I think a lot of times in the larger realm of thing, but more specifically in the technology area and that's what I hope to share with you today. And as I laid it out in the part of the presentation that are my slides, I tried to think of -- what do we have here that we leverage on our campuses? What are the students wanting from an experience here as they look to come to school at your particular universities? And then once they're here, what are they looking for? So I have a slide on that. And then I have a slide on what the parents want. And you know, parents today have evolved into something very different. And I want to speak to that a little bit. And then, you know, importantly those partnerships that you have with your particular vendors out there that supply you resources, whether that be technical expertise, equipment and technology, and there is a true difference between that, what a partner is and a business relationship and I want to the talk about that too and how that rolls into helping you with your retention efforts and attracting students to the campus. So the first slide that I have here has a lot to do with the data itself. And we've done a very, very good job in the industry, at least from my perspective, of collecting large amounts of data. We did that in the past, and we still do that today for many different reasons. There's an academic record reason that we did it in the past and we do it now. There's compliance reason why is we do that. And financial reasons why we do that. But we never really took and thought of it outside the box of what we might do with that beyond that. And one of the hot topics has been, and you know, Educause space, as well as in the just the general industry itself, has been this whole leveraging of predictive analytics. And we do that here. We do that here around the types of students that we choose to try to attract to the university, where they're from, and we do that to try to, I guess, more make the experience all many in general better for them. And we have a unique opportunity, I think, to take a look at this collection of data that is based on the demographics of our students. And predictive analytic, if you're involved in it, this is not new to you, but predictive analytics is basically looking at that set of data in the past on your students and looking at the demographics and trying to combine those demographics and predict some kind of success rate of particular students as they're here at your university. And you build models around these subsets of data. And so we have embarked on a real big effort here to build predictive analytical models around our particular students. To take a look at, you know, for starters, for us, what that freshman to sophomore retention rate should look like. And build a model around that. And try to create an early warning system that helps us, one, predict the success of that student, maybe even before they walk into the door how successful they might be. And two, as they go through that year, any of those demographics that might change, you know, in that live kind of predictive model, us getting alerted to a situation where we might have a student in trouble. And that's how we try to do that where we have efforts underway to expand that, not just from freshman but sophomore to, you know, junior and junior to senior and things of that sort. So we're trying to do that with the demographics on the particular students but we're also taking a look at, you know, what -- I saw a presentation one time that the presenter talked about, you know, leveraging your data around, you know, the courses that your students are taking. And what that presenter had described as a toxic course schedule for a student. And I thought that was pretty intriguing, to look at success rates had in particular classes and disciplines and things like that and then to score those particular classes and disciplines in some way and to see, you know, if you compound those difficult classes all in one course schedule, what that particular success rate might be for those students and trying to advise those students into a course schedule of some sort. And try to predict some kind of success rate around that. And maybe coach them into selecting certain classes or not certain classes or putting off certain classes for other semesters to help with that success rate. So we're doing a lot in leveraging the data. From a predictive analytics way in retaining students. And then when we talk about the actual student experience, when they arrive on campus from a technology standpoint, what are they looking for? Walking around doing a tour of your campus, you know, every group of students that comes in from year after year, they get smarter, they get wiser on what they're looking for and what they're shopping for. And they're educated around the technology because they've grown up with it. So they look for an environment that is very mobile-friendly. They look for a robust wi-fi environment. Our students are bringing three to four to five different devices on to our network as residents here in any one given year when they're here. And more and more of those application, more and more of the technology, I should say, are requiring that wi-fi-capability environment. And that environment has to be robust, it has to be monitored. There needs to be dedicated personnel around monitoring that and making sure that environment is healthy all the time. And then the other thing I think they look for, and this is the pressures on for us in a lot of ways because our high schools are moving in the way of turning the way the classrooms upside, the technologies they employ in those classrooms and forcing us to think differently about the ways in which we put together our classrooms. So we are trying some things here. We're trying to do some innovative-types of thing, more engaged learning classrooms, more classrooms where we can do kind of group presentations and things of that sort and share those and record those. The challenge for us, and for everybody, is how do you afford that kind of thing? So we've created a couple pretty unique classrooms here that are replicable. So when we look at doing something like this, yeah, I could run and buy the $200,000 classroom but I can't afford to repeat that over and over again. So that does me no good. I have to find the cost-effective alternatives that get us to where we want to be in the end and that we can replicate. And we found some unique ways of doing that. We're in downtown Pittsburgh, many the glass capitol of the world, so we leverage some technologies behind tempered glass and the use of tempered glass and being able to write on top of table tops and leverage that by using the same furniture that we already have in the classroom. Saves us a lot of money around that and allows us to replicate it. So the innovative classroom experience is really, really important for the student. And the final thing that, you know, as well as probably all of you is the dependence on the self-service portal. You know, the students today come to your university and they want service 24 hours a day, seven days a week. They expect, right, wrong, or indifferent, when they email somebody, they expect a response within five minute, even though that technology was never designed to do that, that's what they expect. So we help them in a lot of ways through self-service portal and we have one of those here where they can, you know, check their grades, get an unofficial transcript, go on registration. They can pick their next semester's roommate. They can email their instructors. Contact their instructors. All around a 24/7 portal. So the student experience is really, really important. For sure. And then what the parent wants. You know, it's a community shop when they come to your campus. The parents come to your campus with their son or daughter to take a look at it. And the parents are looking at some of the same things, but they have some specific needs themselves. That we have to very much concentrate on to sell our product. And the first and foremost one that we find, and I think probably it is expected because like I mentioned, we're in the middle of downtown Pittsburgh, we are an urban campus. We don't have -- our buildings are integrated into other buildings in downtown, so we don't have a clear definition of our a campus boundary. So our students walk up and down Pittsburgh's sidewalks streets to go to class. So one of the things that, you know, they ask us all the time how safe is your campus? What do you do to make sure everything, our son or daughter if they come here is many a safe environment? And technology plays a huge role in that. And everything from, you know, we've leveraged a lot of technology around cameras, you know, we have 300, 400 cameras on our campus that monitor our buildings and sidewalks and things like that. Access control is a huge issue. Tied to their -- how they actually get into the building, how they get up on the residence halls floor, the physical from text of things. The technology around, you know, creating an creating an alert. I'm in an unsafe situation. I can send a text message, I can send an alert to campus safety. All of those things combined play into, one, the sale of the university to a potential student and makes that parent feel better as their son or daughter goes to school at your particular university. So technology around that plays in quite a bit. And then the on-campus technology support. We created a situation where students could bring their laptops, as simple as it may sound, they can bring their laptops. We do warranty repairs on a number of different brands of machines. Those we don't do warranty brands on, we make it very, very cost-effective for them to bring their machine to us on campus and satisfy that need for them, you know, in a quick way. Because these tools have become integrated parts of what they do. We're slowly convincing faculty that it's not a bad thing to the have that phone in that classroom. And use it in an integrated way. It's almost one of those situations, if you captain beat them, join them kind of thing. And that's important and we're trying to move in that way. When they leave the classroom door, they're on that phone, that's part of their life, that's what they do, that's how they look things up, that's how they learn things, communicate with their friends, or a tablet or laptop. So that's very important to them. When one of those devices doesn't work, not only interrupts their instructional -- the learning part of what they do and the reason why we're here, but to them more importantly upsets their whole social life and they become an unhappy camper and that's not what you want. So we created an environment to allow them to bring those devices to us and we help them do the that. And then, you know, the whole helicopter parent thing. That I'm sure you've experienced on your individual campuses. And I've experienced it here too. So they want to be very involved in what their son or daughter is doing. As a matter of fact, the first time I heard anything like this before, but we actually had a parent want to approach us about paying the extra money to rent the other bed in a student's dorm space so they could spend time with their son or daughter. So that is ultimate helicopter parent. I found that kind of funny. But those types of parents are out there. And they're the buying public. So we got to kind of cater to them a little bit. And we do that in many ways here. We do that with the technology side of it, we try to do with the streaming experience. All of our athletics here, we try as much as possible to stream all those athletic events. We tried to do an interdisciplinary approach to bringing on our broadcast students and giving them technologies to allow them to do two and three-camera shoots at different sporting events and these kids have taken off with it. And it was a very, very low-cost of ownership from a technology standpoint but from an interdisciplinary learning standpoint, they've gotten miles out of it. They love it. The students love coining it. The parents get to watch the son or daughter play the sport and be part of what's going on campus. And I think that's important to sustain and to sell the campus beyond just the admission. And then, you know, we are a largely known for performing arts. And we just have completed the building of a brand-new play house for us, but we integrated all kinds of technology to be able to do those things like stream performances. So you know, the parents can actually watch their son or daughter perform a play or a dance or something like that. It becomes -- it gets them engaged in the campus. We talk about engaging the student in the campus. But it also, you know, is important to engage that parent in the campus as well. So we try to do that. And before I move on to the next slide, I would kind of like to pause to see if anybody wanted to throw a question out of what we've talked about so far. Or not.

>> As a reminder, you will feel free to type your questions into the chat box on the left-side of the screen. And I see Greg has entered a question for now. So let me jump to the that one. What analytics packages are you using?

>> Yeah, so that's great. So we use -- we are a ERP user. And so we use a product called the finish line. That allows us to build the predictive analytic models into it. And then use and leverage the data in the ERP for that. We would like to move at some point in time to more of a data warehouse-type of environment. We're not quite there yet because there are other bits of data that I believe personally are kind of tied, whether a student is engaged in your campus or not. And I think a lot of, believe e believe it or not, I think a lot of our engaged student data can come from our public safety systems and our access control systems, and whose coming in and out of events and how many events they're attending and things of that sort. So I would like to someday build that in some of the predictive modeling as well. Haven't quite got there yet though. Good question though.

>> That's great. Thank you. And I see we have a question from Liz asking, what does the analytics team look like?

>> Yeah, that's a good question. So we do have a team of people. We have our traditional kind of folks who handle all of our campus reporting and things of that sort, you know, for the different compliance reasons, but it's headed by -- we made the commitment to have a specific person in charge of just retention. And it is headed by that person. We also do have some admissions folks in there as well. Because those predictive analytics flow from admissions on into retention. And those are pretty much the teams. We do have one technical person many there to help with the technical kinds of needs or concerns, the technical aspects of preparing the data or knowing where the data actually physically resides in the database, things of that sort. But that's pretty much what our team of folks looks like that handles it. If that answers the question.

>> Thank you, yeah. And I see a couple other questions, so we will take a moment to address those as well.

>> Okay.

>> How many people are on your I.T., analytics and admissions staff?

>> Well, okay. So are we just talking about -- I guess the question is how many kind, quote, professional I.T. folks we have? And then professional analytics folks? Our analytics folks who concentrate just heavily on statistics and things of that sort, that wouldn't -- their retention part of what they do isn't all of what they do so they share in some of those responsibilities. I think we have probably two of these folks. In I.T., we have probably around 10 or 11, 12 full-time professional staff. Now that is not dealing just with retention and analytics. That's dealing with the whole gamut of our responsibilities. Admission staff, to be honest with you, I couldn't even begin to tell you how many admissions staff. hah we have. -- staff that we have.

>> Thank you. And we will address one more question before we continue on, just a reminder, you can feel free to enter in the questions as we go and we will pause a little later and address anything else that comes in. The last question so far is, you mentioned a system for students to create an alert when they feel unsafe. Do you use a special application for that function?

>> You know what, and I'm trying to remember the application that we have over there, the name of that thing and I can't quite remember that. And Melissa, I saw that pop up that you mentioned that, but I think my email is available somewhere on here. to -- feel free Melissa to email me directly and I can find out the name of that thing, what they use.

>> Great, thank you.

>> Sometimes I don't remember what the name of it is.

>> Excellent. I think for now let's continue on and I'll take note of any other questions that appear in the chat.

>> Okay. All right. So the last slide that I wanted to share with you or one of the last I wanted to share with you. We went over what the parents want. And then what does it all take to pull it all together? We know what the particular groups want or we think we know what they want from an end-product and delivery of a campus and campus experience. But what does it take to pull it all off? And I thought, you know, I thought of reflecting on that a little bit. And this is probably the slide that took me the longest time to put together to be quite honest and spend time thinking about it. And I didn't want to make it really, really long, but I wanted it to be something that is -- reflects really just my own personal opinion on this. And I think it goes back to, and I mentioned it earlier, the first thing is a great campus network, a good solid campus network. Because no matter what technologies that are used in the delivery of instruction today or used around the socials aspects of what students experience on their technologies on campus, the common denominator is the campus infrastructure. There used to be a day when the telephone system was separate from the audio-visual systems and that was separate from the data networks. and now all of that is under the same umbrella of the campus network, the campus IP network. And phones are coming to it, audio-visual materials and technologies are coming over to it. So in order for that to all happen, there has to be that good campus network and you know that I'm sure Greg will mention in the next couple slides. But not only the good campus technology around, you know, the network, but it's also how it's designed as well. And how that all -- all of that campus data intermingles on the network and makes for the good experience. You know, because we are experiencing more and more audio-visual-types of data on our networks every day. And when we're talking about those kinds of technology, especially when we're talking about some of the things that I'm going to mention in a few seconds here when we talk about the technologies around quality of service, but it needs to be all designed right. And it takes expertise in that. We're a medium-sized institution so we have to lean and depend on the folks that can design it for us right from the start. And that all impose back to, you know -- that all goes back to, you know, the video and audio, and how folks use that in a real-time way. As I'm talking on a voice over I.P. phone. For example, you know, in order for this thing to work on my network, my network has to be smart enough and designed in a way to understand to give this traffic priority. Because if not, you get the choppiness. And that's the same way with the video. And that goes back to all the experiences, you know, when students, yeah, they may talk to their parents on the phone, but a lot of them facetime them today. And that's the part of the experience as well. That's the internal network pieces. and then the e external pieces. And who you choose to partner with, that internet service provider is extremely important to you. And I think the most important part of that, do they understand what type of business you're in? And I've had internet service providers who don't understand that. To them, we were no different than a bank or no different than a shopping mall or no different than something else. And they treated us like that. It wasn't anything wrong with what they were doing. Just that they don't understand our by. And we finally teamed up with an organization that understands what we do. For example, you know, so we get internet service from them. They have what is called peer caching services to allow them to cache important or what our students are important websites and web presence out there to where it gives priority traffic kinds of situations, creates priority kinds of situations for their experiences. So for example, Netflix is a great example. You know, at night, vast majority of our students are on Netflix watching movies and things of that sort. That's part of what they do. That's part of their experience and they want that experience to be good. Our internet service provider recognizes that and caches those kinds of service so they're not making multiple hops to get to that content. And it creates for a better experience. So that external network and teaming with the right partners is very, very important. And then it takes the commitment to campus financial resources. You got to have executive commitment to the technology. And if you don't have that, you don't have anything to be quite honest with you. And it's harder -- I should say it's actually getting easier and easier as time goes on for folks like myself to make that argument because the folks who I report to are now kind of coming up in that environment and living that environment and getting more used to it. There used to be a day when we were just pretty much the necessary evil. The executive folks knew they needed technology, they didn't know quite why they needed the technology but knew they needed it. So they are making the commitment to a lot more than they ever have, but you have to have the executive commitment to fund the technology. And then talk about collaborations. You know, and true partnerships. The other way that it gets done for us, folks, is through collaborations. Everybody on this call I'm sure is very, very familiar with how the landscape of higher education is changing. And the challenges financially that we all have. And things of that sort. And I think the only way to do that is to get past all of that is to kind opportunities that you can work with your neighbor. So we have, you know, three, four, five, six different neighboring institutions between us, and yes, we compete for the regional student to come to our universities and admissions and things like that, but we are also looking for and finding the ways that we can work together. To me, I.T. is a non-competitive thing. And so there are ways that we can work together that has nothing to do, whether student a comes to Point Park University or student a goes to another university in the region. And I think we can help each of us out if we work more and more together. And then the whole idea of true partnerships. We talk about going out, you have to depend on vendors. You have to depend on different manufacturers to do what you want to do. So you look for the folks that end up being true partners to you. To me, a true partner is this, you know p if you don't get things from your vendor, you don't get things from your manufacturer like a great way to come to an agreement on not coming in and over selling you on something, that your vendor looks past the initial sale and into the support of how they might help you get to the next place. If you don't have those things, what you have is a business relationship. And business relationships, while they're great for a one-off thing, they're not sustainable over time. That's why you look for the true partners and you know, not to brag on these folks at Alcatel-Lucent, but the folks there, to me, you know, one to of the handful of folks that I work with that are true partners. So that's important. to take a look for. And the other thing that I don't have on this slide that I, you know, thought of today, that if I had the slide all over again, I would add on there is the whole cybersecurity thing. And everybody wants that. I mean, it takes a commitment to cybersecurity to protect your students' data, the parents' data that they share with you, your employee's data and from an admissions standpoint, from a sustainability standpoint of keeping those students at your institutions and retaining them, it takes one bad press release in the newspaper from a cybersecurity incident to severely damage that for a number of years. So you have to make the commitment to cybersecurity. So acam, I think that's all I have. I wanted to pause to see if anybody else has any other questions for me before I turn it over to my good friend Greg here.

>> Great, thank you, Tim. I don't see any questions submit so far. But if any participants had any they were holding on to, feel free to type them in now.

>> And Melissa, it's e2 campus.

>> Great, thank you.

>> The question that came to me.

>> And I have an audio question for you Tim. You did a great job. And one thing that caught my interest and I'm not sure if this is a -- normal like what universities are expecting from their isps but I like the idea of cacheing. Is your isp a local or national? And if it's national, are you comfortable sharing who it may be?

>> I don't know if they're a national isp but it's three rocks out of Pittsburgh here. I know they support the State of West Virginia. I know they support western Pennsylvania. They are looking at the possibilities of supporting or allowing -- getting support to all of the State of Pennsylvania. But they have different agreements with other regional networks as well. I know Ornet in Ohio.

>> Yes.

>> And tie into other networks in the southeast. But it is three rocks. They're fantastic. And get our business.

>> Outstanding. I really did like that cacheing idea especially after having two daughters go through college after they come home, I wish I had that service at my house.

>> For sure.

>> Well, thanks again, Tim. And boy, Adam, I'm ready to start on my piece of it. And I have -- folks, I just have a few slides here. And it's all about creating an environment that supports the student or the student-centric services. This came to us really from the most valuable piece of research that I see every year and that is the annual top 10 issues that is published by Educause. And we saw two the different items that came up that were all around the student, student success as well as student sentriesty. And for those who don't know who Alcatel-Lucent is, let me just get you kind of grounded here. One is that next year it will be celebrating a century in business. And in that time, we have aligned ourselves to focus on specific verticals, especially their challenges and then drive our product portfolio to meet those challenges and help our customers to address the most important topics. So again, the 2018 top 10 really gave us pause because we have a product hah we're using right now that has been -- that we believe is really purpose-built for helping out with a student centric campus. And you know, before I go any further, just to give you another commercial about who we are, as any company that has a focus, we have organized our product and solution offering around the following three pillars in this value proposition. And in no particular order, the first one would be secure infrastructure and simplified operations which Tim mentioned a little bit about our relationship with him. And I think that, you know, for us, we believe that we can -- that this pillar encompasses the built-in security offerings of our networking and communications platforms as well as the features that allow rapid deployment in management of the network. And next, efficient and safe learning environment. And this is all about the crisis management platform which the Tim is not using and products as well as productivity enhancement features of the communications portfolio. And lastly, the pillar that we will be focusing on for the next couple slides to the end is enhancing the student's learning experience. And this is anchored by this pillar by a product that we call rainbow. But it also includes our mobility solutions, wireless, lan, and location-base services. We are taking these three elements and bringing them together to empower universities to be able to create this type of a unique learning environment or a student-centric campus. So now, I mentioned rainbow. What is rainbow? My quick and dirty one sentence is, rainbow is an A.I.-powered unified communications platform that possesses application, program interfaces. So what can does that mean? Well, for higher education, I think this includes the ability to fully integrate the platforms features into critical campus applications. Learning management systems, help desk crisis management, and even the campus mobile application or even embedding some features like the chat bot into critical or important web pages on your campus website. So the features of rainbow include a web rtc gateway that permits web calls and communication server integration which support origination and destination calling, video conference calls, including one to many and many is quite a lot, not like 10 or anything like that. I think the last I saw from the application developer is they can go to thousands. An A.I. chat bot. Mentioned that. We will explore in another slide. Screen share, and then of course the APIs which allow our customers to create connectors to critical campus applications. Rainbow can be cloud-base which had is the way we deployed it. We made it gdpr complaint. Meaning that gdpr, everybody wants the the local server. So if we're providing this type of service to our customers in a certain country, we would make sure that the cloud would be would originate in their country. Or it can be premise-based as well. So there's flexibility in acquisition and usage of this. It's this platform, rainbow, that allows us to be able to provide our customers with student-centric services. Now when, you know, as you probably experienced in your lifetime, your first experience with something, your first impression is almost always indelible. Especially if it's a remarkable experience. And that's the first way I believe that rainbow can help universities. So like for perspective students, how do you make the application process remarkable and convert that into a student? What if you had a chat bot that was embedded in the financial aid web pages allowing potential students to immediately acquire the dock or advice they need or schedule a visit? What if you had an A.I. chat bot embedded that not only to student, but the parents are able to leverage and to help them be able to navigate around the campus itself as well understand and know where social events are occurring and what's on the menu for lunch or dinner. And lastly, what if you had a common communications platform that alerts the student to social and crisis events as well as embedded in the help desk applications and leverage for post-graduate communications. We believe this is the platform that can allow you to accomplish that and it is all about the API’s. Through API and artificial intelligence, your campus can create an environment that is as lab are the at this as you -- that is as collaborative as you need it to. To chat with students, to create group projects and monitor the group progress, integration with calendar, allow users to communicate and reserve group Stu I can rooms and even connect with off-campus experts. And with application programming interface, the value to the campus is almost only limited by your imagination. In fact, to help your imagination, we have created a hack, quote unquote hack-a-thon program that explores in many a controlled and monitored environment with access to developers, our own rnd, our software development kit, as well as tutorials on other projects or examples and how they work. We believe that we can empower the higher education community to create a different student-centric environment optimizing the education journey from applicant to alumni. And as Tim mentioned, you know, at the very basis of this is a highly resilient network and communications infrastructure. But for us, it's all about being able to supply you with the proper tools to help you attract and retain the student -- your students and give them that really meaningful experience. Lastly, we are Alcatel-Lucent Enterprise. We are the connector. We empower the next generation and through your global reach and local focus, we deliver purpose-built platforms that enable secure and reliable communications and collaborations. If you would like to learn more about rainbow, please visit openrain doe.com. Lots of information there and use cases about how it's been used in education and other industries. If you have questions that are not relevant or not answered by your own self-discovery, email me. My email address is up there or give me a call. I would be happy to connect with you the correct plm or move it forward however you like. If you find time at Educause's annual conference, our booth is number 1415. And we will be doing demonstrations and providing a lot of subject matter experts there that will be able to showcase everything we have been chatting to you about today. So without further delay, I just want to say thank you so much for your attendance and time. If there's any question, I would be happy to take them. Adam, back to you. Great, thank you, Greg. And to all of our participants, feel free to type questions for Greg in the chat on the left. We received one more question for Tim. So Tim, I'll turn the floor back over to you, can you expand on your use of course schedules and predictive analytics.

>> Yeah, I did see that come across from I guess Catherine there. We are in the beginning stages of taking a look at that. We're taking a look at trying to come up with some type of predictive analytics around what a problem schedule might look like for a student. So we're taking a look at you know the past grade history in certain courses. Trying to combine that with, you know, maybe the time of day that those particular courses were taken. And then we are playing around with and struggling back and forth with do we get as specific as with a particular instructor teaching those courses because we definitely have the data to show that. And then when we come combine all of those together, our hopes are to give or create a score of some sort. That gets associated with that particular course. So let's say for example a student registers for a calculus course, there's a score -- I don't know, we're still going back and forth on the terms themselves. I don't know if I like the term toxic or not. But going around and around with -- I'll use toxic right now, but the toxicity of a particular course gets a course. And if they sign up for five courses, what is the score in tote until well, what's that threshold orb -- in total. And think about, well, what's that threshold and do we look at or advice students around that toxicity score? So the students that have the higher score, maybe we reach out to them and advise them in a different way. You might want to lighten your load here. Or on the flip side, seems like you're taking a really light load but setting yourself up for a really hard load your last year of school. Or something like that. To kind of help them with the whole aspect of taking a schedule, taking on a schedule that's way too hard because our students here, the vast majority of our students are first generation college students. So those of you who have a high number of first generation college student, you understand the fact that, you know, they don't have anybody at home that kind of can coach them this a way to say, whoa, that schedule looks pretty dang hard. So if they don't have that kind of coach back at home, they get into, you know, a quarter of the way into the schedule or the semester and now they're struggling really, really hard. And they become a retention challenge. And we don't want our students to be there. As you, we want them to succeed in their goals and things of that sort. So it was a presentation that I saw and I wish I could remember the name of the lady, but it was a conference I attended about a year and a half ago. And she talked about building the toxic course schedules. And my associate provost and myself came back from the conference and started to think about it ourselves and how we define that. And might come up with that. So we are in the beginning stages of doing that. But we think that can make a difference. And it is another way of leveraging that data, that again, that massive amounts of data that you have and using it for I guess the common good. Hopefully that answers.

>> Yeah, that's great, thank you, Tim. We do have a few more minutes here for any last questions so I'll keep an eye on the chat and see if anything comes in. But Tim and Greg, I will the turn the floor back over to you to see if you have any closing remarks before we steer towards the end of the session.

>> Greg, you want to go first?

>> Thank you, Tim. I've actually complete. I believe -- I think I shared enough about rainbow and the capability, if you have b I'm happy to shepherd you through the process.

>> Yeah, so I want to thank everybody for listening. It's an important topic and an important subject for all of us. And if anyone has any questions, I know my contact information is available as well as part of the presentation, correct, Adam? Somewhere on this screen in I'm not used to doing these so I have a bunch of windows open. But I think my contact information is around there somewhere. Please feel free to reach out to me. I think this is a collaborative effort. We are in the field of education for a reason. To help students reach their goals. It's not about what university they go to. But helping students reach hair goals, so I like the share as much as possible, so please reach out.

>> That's great, thank you Tim. And we will copy your email address into the chat if that's okay with you so the participants have that readily available.

>> Perfectly fine.

>> Okay, excellent. Well, I think we will start to move into the wrap-up here. But if you have a last question, happy to stop and address that before we end the event today. I would like to start by saying thank you to both Tim and Greg for taking the time to speak with everyone today and joining us for today's webinar. On behalf of EDUCAUSE, thank you all for joining us today for an engaging session and conversation. Before you sign off today, please click on the session evaluation link, which you will find in the bottom left corner of your screen. Your comments are very important to us. The session's recording and presentation slides will be posted to the website later today. Please feel free to share it with your colleagues. We have our next webinar on Tuesday, September 119 on innovation at the intersection of technology and teaching. And you can click the link on the slide to open up that up in your browser if you would like to read more about that event. On behalf of EDUCAUSE, this is Adam LaFaci, thanks for joining us today.

We'll sign off for today. See you next time.

**End of Webinar**