

Thursday, August 1

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| 9:00- 10:00 . . . | REGISTRATION | .Sasquatch Room |
| 10:00-10:15 . . . | WELCOME Scott Morgan , President, Spokane Community College | .Sasquatch Room |
| 10:15-12:00 . . . | Big Data In Education: Stories From Amazon Web Services Cloud Jinesh Varia , Technology Evangelist, Amazon Web Services, Amazon.Com Just like Amazon.com offers personalized and customized recommendations to each and every one of its 152 million customers, how can we provide customized personalized education to every student in the world so she can learn at her own pace? What could your organization accomplish if you had the power to put a supercomputer in the hands of every student team so they can innovate at scale? Enter Big Data and Cloud Computing. Big Data analytics is the focal point of innovation in education. The accessibility of social and education data, and the ability to collect, shape, and analyze it brings the possibility of customized education for every course to every student. Although not an expert in education space, in this talk, Jinesh Varia, will walk you through a few examples and share stories from the commercial sector of how cloud is fueling the Big Data revolution. He will also discuss how AWS is disrupting the education market today by providing access to affordable and massively scalable pay-as-you-go storage and compute resources that can scale up and down quickly and transform Big Data into big insights. | .Sasquatch Room |
| 12:00-1:00 . . . | LUNCH and SPEAKER Big Data's Role in Helping Ensure Student Success Steve VanAusdle , President, Walla Walla Community College | .Sasquatch Room |
| 1:00-2:30 . . . | Learning Analytics: A Lens for Understanding Learner and Systemic Performance George Siemens , Society for Learning Analytics Research, Athabasca University The advancement of online and blended learning (and more recently MOOCs) has resulted in significant quantities of data being made available for analysis. This data can provide new information about what's happening in the learning process. In particular, learning analytics can assist in identifying at risk learners, improving learner success, and in providing senior administrators with a lens into systemic performance. This presentation will provide an overview of the current state of learning analytics, approaches to and examples of analytics projects in education, as well as new directions in the field. | |
| 2:30-3:45 . . . | BREAKOUTS | |
| | A. Big Data and Student Success Activity Conference Room Kim Owens , Vice President, Community College Center of Excellence, University of Phoenix Tom McCarty , Senior Vice President, University Strategy, University of Phoenix The University of Phoenix incorporates strong data management and analysis to improve the student experience and focus on key areas for success from initial contact through course completion. In this interactive session we will walk through the student experience and address data points along the way that help identify and address opportunities to improve student success. | |
| | B. Pulling the Curtain on the Wizard: Data Driven Student SuccessSasquatch Room Kristi Wellington-Baker , Director of Retention Services, Walla Walla Community College Participants will enjoy (with any luck and some good wine as door prizes) an interactive presentation including a demonstration of internally developed software applications and collaboration techniques promoting integration of smart technology and key student success practices. Should they choose to accept this mission, participants will gain practical strategies on how to expose and use relevant data in proactive and dynamic best practices which have been known to positively affect student retention, completion and transfer rates. | |

C. The Virtual Notebook Big Foot Room

Shanda Diehl, Associate Vice President of Planning and Effectiveness, Clark College

Kael Godwin, Research and Analytics Professional, Clark College

Clark College recently updated its instructional program review process to deliberately link program vitality indicators, learning outcomes assessment, and student outcomes. The program improvement process integrates components of the outcomes assessment process with planning, budgeting, and decision making processes. The Virtual Notebook is the tool used to review each program. The Virtual Notebook displays data, by instructional program, from multiple sources. These sources include the student management system data – including transcripts and enrollment information, National Student Clearinghouse data, labor market outlook data, and employment data. Version 2 will be developed within the next year to include all outcomes assessment data. The Virtual Notebook makes achieving the goals of the program improvement process possible:

- Link vitality indicators and outcomes assessment.
- Assess the health and vitality of the program.

5:30-6:30 . . . RECEPTION ~Davenport Hotel. Elizabethan Room

6:30-8:30 . . . AWARDS BANQUET~ Davenport Hotel Elizabethan Room

Friday, August 2

8:00- 9:00 . . . BREAKFAST BUFFET Sasquatch Room

9:00-10:30 . . . **Using “Big Data” and Predictive Analytics to Identify Academic Risk and Support Student Success**

Heidi Hiemstra, Associate Director of Research for the Predictive Analytics Reporting (PAR) Framework, WCET

Heidi will provide a high level overview of the learning analytics landscape, including ‘big data’ and predictive analytics, and how institutions can utilize these techniques to more effectively support students at identified points of need. The session will also highlight the Predictive Analytics Reporting (PAR) Framework and how its methodologies support identification of academic risk.

10:30-10:45 . . . BREAK

10:45-12:30 . . . **ctcLink / Big Data** Sasquatch Room

Barbara Martin, ctcLink Project Director

Tonya Benton, ctcLink Reporting and Analytics Lead

Dick Hol, CIO and ctcLink Project Director for Community Colleges of Spokane

Andy Duckworth, ctcLink Project Director for Tacoma Community College

This session will include a brief overview of ctcLink including project timeline. There will be a discussion of the current state of our data environment. This will be followed by a description of the future state of big data and the journey to get there.

12:30-1:30 . . . LUNCH & ASSOCIATION BUSINESS MEETING Sasquatch Room

1:30-2:00 . . . BIG DATA RESULTS Sasquatch Room

Brett Riley, Director for Business Office Services, Grants and Contract Management, Columbia Basin College

A summary of participant focused distribution of meeting related content as a lighthearted model of the use of predictive analytics in the college environment.

Thanks to our Sponsors: University of Phoenix, Western Governors University, TIAA-CREF, PAR Framework, Schneider Electric and AWS



Presenter Bios

Heidi Hiemstra

Heidi Hiemstra, Ph.D. is Associate Director for Research at the Predictive Analytics Reporting (PAR) Framework, where she oversees research and reporting strategy and conducts benchmark analyses for student success. Dr. Hiemstra previously served as Assistant Vice President for Research and Planning at the Council on Postsecondary Education, Kentucky's higher education coordinating board, where she led the agency's research and reporting agenda, managed the state's postsecondary longitudinal student data system (KPEDS), and authored white papers on college readiness, developmental education, dual enrollment and student retention. Dr. Hiemstra received her Ph.D. in sociology from the University of Pennsylvania in 2004.

George Siemens

George Siemens is an educator and researcher on learning, networks, analytics and visualization, openness, and organizational effectiveness in digital environments. He is the author of *Knowing Knowledge*, an exploration of how the context and characteristics of knowledge have changed and what it means to organizations today, and the *Handbook of Emerging Technologies for Learning*. *Knowing Knowledge* has been translated into Mandarin, Spanish, Persian, and Hungarian. Siemens is the Associate Director of the Technology Enhanced Knowledge Research Institute at Athabasca University, leading the learning analytics research team. Previously, he was the Associate Director, Research and Development, with the Learning Technologies Centre at University of Manitoba. His PhD, through University of Aberdeen, was on sensemaking and wayfinding in complex information settings.

He is a frequent keynote speaker at conferences detailing the influence of technology and media on education, organizations, and society, having presented at conferences in more than 30 countries. His work has been profiled in provincial, national, and international newspapers (including NY Times), radio, and television. His research has received numerous national and international awards.

Jinesh Varia, Technology Evangelist, Amazon Web Services, Amazon.Com

Jinesh Varia joined Amazon Web Services as Technology Evangelist in 2006 right when AWS announced its first service. Since then he has been helping businesses take advantage of disruptive technologies like Cloud Computing that are changing the way businesses compete in the new web world. Jinesh has spoken at more than 150 conferences and User Groups around the world. His passion lies in cloud architectures, Big Data, distributed systems and web services. He is focused on furthering awareness of web services and often helps developers and architects in Start-ups, SMEs, Enterprises and Universities leverage Amazon's innovative services.

Jinesh has over 15 years of experience in XML and Web services and has worked with standards-based working groups in XBRL. Prior to joining Amazon as an evangelist, he held several positions in UBmatrix including Solutions Architect, Enterprise Team Lead and Software engineer, working on various financial services projects including Call Modernization Project at FDIC. He was also lead developer at Penn State Data Center, Institute of Regional Affairs. Jinesh's publications have been published in ACM and IEEE. Jinesh is originally from India and holds a Master's degree in Information Systems from Penn State University.

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<http://www.theassociationctc.org>