



HEDS Annual Conference
Portland, Maine
June 15–18, 2014



Schedule at a Glance

Sunday, June 15

11:30 a.m. – 12:30 p.m.	Lunch for HEDS newcomers (<i>preregistration required</i>)
12:45 – 4:15 p.m.	IPEDS Preconference Workshop, Jennifer Dunseath , IPEDS & Rhode Island School of Design (<i>preregistration required</i>)
1:30 – 4:30 p.m.	NSSE Preconference Workshop, Bob Gonyea , Indiana University Center for Postsecondary Research (<i>preregistration required</i>)
5:00 – 6:00 p.m.	Welcome Reception
6:30 p.m.	Group dinner at Boone’s Fish House and Oyster Room (<i>preregistration required</i>)
6:30 p.m.	Board of Directors dinner

Monday, June 16

7:30 – 8:30 a.m.	Breakfast available for all HEDS conference participants
8:30 – 8:45 a.m.	Welcome and Introductions
8:45 – 9:40 p.m.	Invited Speaker, Corbin M. Campbell , Teachers College, Columbia University
9:45 a.m. – 12:15 p.m.	Presentations (<i>10-minute break, 10:30–10:40 a.m.</i>)
12:20 – 1:20 p.m.	Lunch
1:30 – 2:15 p.m.	Presentation
2:20 – 3:15 p.m.	Invited Speaker, Katie Bardaro , PayScale.com
3:15 – 3:25 p.m.	Break
3:25 – 4:25 p.m.	Panel
5:00 – 7:00 p.m.	Portland Walking Tour (<i>preregistration required</i>)
7:00 – 9:00 p.m.	Portland Walking Tour (<i>preregistration required</i>)
6:00 – 8:00 p.m.	Wine & Cheese Sailing Cruise (<i>preregistration required</i>)

Tuesday, June 17

7:45 – 8:45 a.m.	Breakfast available for all HEDS conference participants
8:45 – 9:30 a.m.	Presentation
9:35 – 10:30 a.m.	Invited Speaker, Anne Goodsell Love , Wagner College
10:30 – 10:40 a.m.	Break
10:40 a.m. – 12:15 p.m.	Presentations
12:20 – 1:20 p.m.	Lunch
1:30 – 2:25 p.m.	Invited Speaker, Christine M. Keller , Association of Public and Land-grant Universities
2:25 – 2:35 p.m.	Break
2:35 – 4:10 p.m.	Presentations
4:45 – 6:15 p.m.	Poster Session and Reception

Wednesday, June 18

7:30 – 8:00 a.m.	Breakfast available for all HEDS conference participants
8:00 – 9:00 a.m.	Business Meeting
9:05 – 10:00 a.m.	Invited Speaker, John H. Pryor , Gallup Education
10:05 – 11:45 a.m.	Presentations (<i>10-minute break, 10:50–11:00 a.m.</i>)
11:45 – 12:00 p.m.	Wrap-up and thank you
12:00 p.m.	Conference ends
12:30 – 2:30 p.m.	Board of Directors lunch



Sunday, June 15

10:30 a.m. – 6:00 p.m. HEDS Office Open

**Lincoln,
2nd floor**

Conference check-in, optional dinner group sign-up sheets, poster session materials are available in the HEDS office. A staff member will be in the office until 5:00 p.m. to address any of your questions or concerns.

11:30 a.m. – 12:30 p.m. Newcomers Lunch for preregistered guests

Meet in lobby at 11:10 a.m.

Newcomers and well-acquainted HEDS members who preregistered for this event will meet in the hotel lobby to walk to lunch at DiMillo's on the Water, located at 25 Long Wharf.

12:45 – 4:15 p.m. Preconference Workshop
IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness

New Hampshire

Workshop Presenter:

Jennifer Dunseath, *IPEDS Trainer and Director of Institutional Research, Rhode Island School of Design (RISD)*

This workshop is designed for participants with little to no experience in the area of conducting benchmarking studies or with the IPEDS Data Center. This module introduces the fundamentals of creating benchmarks to measure institutional effectiveness. The module provides an overview of the types of comparison groups that can be constructed using IPEDS data, with examples of appropriate use. Participants will use actual data from the IPEDS Surveys, Data Feedback Reports, and the Data Center. Exercises and resources will demonstrate processes to establish key performance indicators and identify variables to refine comparison groups.

Participants should bring a Mac or PC laptop with wireless capability and Microsoft Excel.

1:30 – 4:30 p.m. Preconference Workshop
The Use of Student Engagement Data in the Assessment of Liberal Learning: Working with Updated NSSE Constructs and Reports

Rhode Island

Workshop Presenter:

Bob Gonyea, *Associate Director, Indiana University Center for Postsecondary Research*

What can student engagement results tell us about best practices in teaching and learning? Bob Gonyea will discuss the development and psychometric properties of NSSE's new Engagement Indicators—ten short scales that touch on themes such as academic challenge, learning with peers, experiences with faculty, and the campus environment. In addition, he will talk about the six High-Impact Practices—special undergraduate opportunities



Sunday, June 15

NSSE Workshop continued

that have a particularly positive impact on learning and retention—and about NSSE’s new emphases on student experiences with writing, diversity, and academic advising.

The goal of this workshop is to highlight the many ways NSSE findings can be used to understand the student experience, and to discuss strategies for sharing engagement results with various institutional stakeholders such as faculty, student affairs, academic advising, and so on for a more targeted analysis of learning outcomes. The workshop will include a hands-on component for participants to explore and analyze NSSE data. We will also demonstrate use of the internet-based NSSE *Report Builder–Institution Version* for convenient custom analyses.

Participants should bring the following:

- *A laptop equipped with SPSS*
- *Login username and password for the NSSE Institution Interface*
- *NSSE 2013 data (if unavailable, a sample data file will be provided)*

5:00 – 6:00 p.m.	Welcome Reception	Vermont
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The welcome reception is open to registered attendees and their prepaid guests (payment collected at registration). Expect to meet HEDS board members, HEDS Director Charlie Blaich, HEDS staff members, and plenty of members from a variety of institutions. Hors d’oeuvres and nonalcoholic beverages will be provided. There will be a cash bar available for those wishing to purchase alcoholic beverages. Well-acquainted HEDS members and new members alike are encouraged to attend.

6:30 p.m.	Board of Directors dinner	Connecticut
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6:30 p.m.	Group dinner at Boone’s Fish House and Oyster Room for preregistered guests	Meet in lobby at 6:15 p.m.
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Preregistered guests and HEDS staff members Kirsten Skillrud and Hannah Spirrison will meet in the lobby and walk over to Boone’s Fish House and Oyster Room, located at 86 Commercial Street on Custom House Wharf.



Monday, June 16

7:30 a.m. – 5:00 p.m. HEDS Office Open Lincoln, 2nd floor

7:30 – 8:30 a.m. Breakfast available for all HEDS conference participants Vermont

Jim Ferguson, Vice Chair of the Board of Directors and Director of Institutional Research and Assessment at Carleton College, will facilitate a roundtable discussion on how we could track professional school success. Questions include, what should we report, and how do we collaborate to share this information? Please look for a table sign to join this group.

8:30 – 8:45 a.m. Welcome and Introductions New Hampshire

8:45 – 9:40 a.m. The College Educational Quality (CEQ) Project: A Comprehensive Approach to Assessing Academic Rigor, Teaching Quality, and Learning Objectives New Hampshire

Invited Speaker:

Corbin M. Campbell, *Assistant Professor of Higher Education and Principal Investigator of the College Educational Quality (CEQ) project, Teachers College, Columbia University*

The College Educational Quality (CEQ) project aims to create innovative and comprehensive measures of academic rigor, teaching quality, and learning objectives that could contribute to public understanding of college and university quality. While collecting data on educational quality at the institution level is a complex task, initial results from the CEQ pilot studies have demonstrated that institutions and faculty are invested in finding more comprehensive measures. The CEQ project uses a combination of class observations, syllabus analysis, and student survey with a multi-faceted conceptual approach to produce a more complete understanding of the educational quality of an institution. The conceptualization of educational quality is based on (1) several dimensions of academic rigor (quality of cognitive complexity, quantity of work, and standards), (2) the most recent literature on good college teaching capitalizing on learning as a cognitive and emotional process and culturally relevant pedagogy (Neumann, 2014), and (3) the AAC&U’s Essential Learning Outcomes (ELOs) as a basis for learning objectives. This session will describe the current and long term goals of the CEQ research agenda and present insights from the first pilot study of two research institutions (one public and one private) in spring of 2013. It will also describe the second pilot project—a multi-institutional benchmarking pilot in fall of 2014 with several HEDS institutions participating. Finally, the session will discuss the feasibility and benefits of comprehensive public measures of educational quality at the institutional level.



Monday, June 16

9:45 – 10:30 a.m.	Establishing an Information, Measurement, and Analysis Council to Facilitate Campus Analytics for Institutional Effectiveness	New Hampshire
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Presenter:

Gina Johnson, *Director of Institutional Research & Analysis, University of Denver*

In 2012 a group of stakeholders at the University of Denver, motivated by a need identified in the strategic planning process of campus technology services, created a Business Intelligence Competency Center (BICC) to facilitate cross-institutional support for analytics and data-based decision making across campus. Called the Information, Measurement, and Analysis Council (IMAC), DU’s BICC is designed to unite the reporting and analysis needs of individual units with the support and resources of central offices. This presentation will include the following:

- 1) A definition of the concept of a BICC – Coming from the business literature, but recently adapting to higher education, this section of the presentation will focus on DU’s development of a definition of business intelligence on campus.
- 2) An outline of the creation process of DU’s IMAC – This section of the presentation will focus on the details of DU’s IMAC creation, including identification of, and invitations to, membership, development of organizational structure, including leadership and subcommittees, and agenda structure of meetings.
- 3) A review of the evolving goals of DU’s IMAC and how the structure is adapted to meet individual and campus needs.
- 4) A preview of potential changes moving forward.

As the University of Denver expands its capacity for advanced analytics to respond to the need for data-driven decision making at the University and unit level, the BICC provides a central, coordinated space for networking, sharing best and emerging practices, and facilitation of knowledge transfer.

10:30 – 10:40 a.m.	Break
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10:40 – 11:25 a.m.	We Have the Technology: Using Electronic Tools to Assess an Integrated Curriculum	New Hampshire
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Presenter:

Jenifer Van Deusen, *Director of Curriculum, University of New England College of Osteopathic Medicine*

Recent studies, including “Educating Physicians: A Call for Reform of Medical School and Residency” (2010), present a new vision for the transformation of medical education that call us to action. These studies, based on extensive field research and analysis of recent literature on medical education and in the learning sciences, support several specific strategies for change in medical curriculum. One of these goals is the integration of formal knowledge and clinical experience. To this end, the University of New England College of Osteopathic Medicine has moved away from the previous practice of discrete courses in each of the biomedical science



Monday, June 16

Jenifer Van Deusen's session continued

disciplines by fully integrating this content. One of the major challenges this change presented was how to ensure that students learn the essential content. A sophisticated software solution enables us to track student achievement by discipline. And, simultaneously, the software provides us with data for curriculum continuous improvement. Participants in this session will see one medical school's sample curriculum and learn how technology enables sophisticated assessments, reporting, and curriculum mapping.

11:30 a.m. – 12:15 p.m.	Can Learning to Improvise Improve the Effectiveness of IR Professionals?	New Hampshire
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Presenter:

Mark Salisbury, *Director of Institutional Research and Assessment, Augustana College*

Although Institutional Researchers' roles have traditionally focused on conducting analyses and presenting results, IR professionals are now often asked to participate in the entire improvement loop—collaborating and consulting with a wide range of campus constituencies to identify areas for improvement, design and implement changes informed by evidence, and assess the relative effectiveness of these changes. These new expectations often stretch the interpersonal and communication skills of IR professionals. Moreover, because IR professionals rarely hold positional authority over those who would enact and be impacted by such changes, they must rely heavily—if not exclusively—on their ability to convince others to actively engage in this process of perpetual improvement.

Though some might think that the ability to succeed in this context is largely a function of long-standing inherent traits, individuals can learn many of the skills necessary to be more effective in cultivating a culture of perpetual improvement. This highly interactive session will teach participants the principles of improvisational theater and demonstrate how these principles can be applied to guide conversations and facilitate improvement more effectively. Participants will develop new abilities to listen, collaborate, adapt, respond, and cultivate environments in which conditions are ripe to embrace change. In addition, participants will learn a new approach to thinking about the way that they engage others in efforts to affect change. Finally, participants will develop these new skills in a way that is engaging, light-hearted, and instills confidence.

12:20 – 1:20 p.m.	Lunch available for all HEDS conference participants	Vermont
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We will have a designated table for the Research Advisory Committee.



Monday, June 16

1:30 – 2:15 p.m.	Utilizing the National Study of Instructional Costs and Productivity (Delaware Cost Study) to Facilitate Unit and Institutional Improvement among HEDS Institutions	New Hampshire
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Presenter:

John Barnshaw, *Director of the Higher Education Consortia, University of Delaware*

In the contemporary era, senior leadership, planners, and institutional researchers are increasingly tasked with “doing more” with fewer financial resources. Over the past two decades, the National Study of Instructional Costs and Productivity (Delaware Cost Study) has emerged as the “tool of choice” for providing units and institutions with benchmarked data on teaching activity, direct instructional costs, separately budgeted research, and public service expenditures at the academic discipline unit. This session will offer a brief overview of the Study, its value to institutions, new initiatives, and an opportunity for prospective and current participants to explore future directions with Study personnel. One new possibility is the development of a HEDS norm, a unique benchmark comprised solely of HEDS institutions to identify teaching activity, instructional costs, and research and public service expenditure at the discipline level. Without adequate benchmarking, HEDS institutions may face increasing challenges in fiscally challenging times with lower quality data than their comparator institutions. The Delaware Cost Study provides a unique opportunity to make optimal finance decisions with the highest quality teaching and cost study data available at the discipline level.

2:20 – 3:15 p.m.	Measuring the Value of Education	New Hampshire
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Invited Speaker:

Katie Bardaro, *Lead Economist and Director of Analytics, PayScale.com*

The choice of whether to attend college, where to attend, and what to major in are deeply rooted in both qualitative and quantitative factors. In a world where tuition is rising faster than inflation and student debt is spiraling out of control, one of the factors that must be considered is the potential financial return one can receive based on educational choices. Using its database of more than 40 million profiles, PayScale.com helps prospective students to research future earnings potential and take the return on their tuition investment into account when choosing a school. In this talk, I will discuss PayScale’s College ROI Report, which examines the return on investment for a bachelor’s education, and our methodology for collecting and analyzing compensation and education data. Measuring even just the financial value of an education is a tricky business, let alone all the aspects that make up the full value of that education. And while not all schools and/or majors are sound financial decisions, they may have other values associated with them. Therefore, in addition to discussing our ROI methodology and results, I will present some high-level discussion points from our publication, “Examining the Value of a College Degree,” which contains 12 stimulating articles from thought leaders in the education world.

3:15 – 3:25 p.m.	Break	
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Monday, June 16

3:25 – 4:25 p.m.	Effects of Institutional Financial Aid on Student Academic Performance and Persistence	New Hampshire
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Panel Presenters:

Kevork Horissian, Director of Institutional Research and Planning, and **Rita Xiaoyan Liu**, Assistant Director of Institutional Research—both of Bucknell University

Sarah Stapleton, Assistant Director of Institutional Research, and **Robert A. Lester**, Director of Institutional Research—both of Sewanee: The University of the South

Brendt Simpson, Director of Institutional Planning and Research, and **Karen Cheal**, Analyst—both of Colgate University

Bucknell University will lead the panel by sharing the finding from a recent study that investigated the effectiveness of merit- and need-based financial aid awards on the first-year grade point average (GPA) of first-time first-year students. Regression models were used to calculate predicted first-semester cumulative GPAs. SAT scores, high school GPAs, gender, ethnicity, and first generation were included in the model. The first-year class (2013 cohort) was subdivided into six groups according to financial aid awards—football with merit, basketball (M & W) with merit, need-based grants, other athletic merits, no grant assistance, and nonathletic/academic merit.

Similar analyses will be repeated at the end of the second semester based on students’ first-year cumulative GPAs and upon the graduation of the Class of 2017. The two additional analyses will provide us with a more holistic picture of the relationship between financial aid and college GPAs. Bucknell is also in the process of evaluating steps for adjusting college GPAs for course difficulty, which may improve our analysis.

Like many other liberal arts colleges, Sewanee: The University of the South experienced a dramatic increase in non-need-based (“merit”) financial aid in the competition to attract students during the last decade, with concomitant increases in tuition and the discount rate. In 2011, Sewanee reduced tuition by 10% and stopped awarding small (\$2,000–\$8,000) non-need-based institutional grants, in a strategic decision to address the spiraling costs of higher education, reduce the discount rate, and make a college education more affordable and accessible for families with need. Presenters from Sewanee will discuss what effect the reduction in tuition and “merit” grant awards has had on student performance and persistence.

Times to be determined by group leaders	Optional dinner group	Meeting details vary
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Sign-up sheets to go out for dinner with a group to an area restaurant will be available in the HEDS Office in Lincoln on Sunday and then moved to New Hampshire on Monday and Tuesday so that you can sign up during breaks between presentations if you wish. Details of meeting times and locations will be determined by each dinner group leader.



Monday, June 16

<u>Group 1</u> 5:00 – 7:00 p.m.	Portland Walking Tour for preregistered guests	Meet in lobby at 4:50 p.m.
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<u>Group 2</u> 7:00 – 9:00 p.m.	Portland Walking Tour for preregistered guests	Meet in lobby at 6:50 p.m.
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Preregistered guests for the Beaten Paths walking tour in Group 1 will meet in the lobby at 4:50 p.m. Your tour guide, Linda Johnson, will pick you up in the lobby at 5:00 p.m. Group 2 will meet in the lobby at 6:50 p.m. and Linda will pick you up at 7:00 p.m.

6:00 – 8:00 p.m.	Wine & Cheese Sailing Cruise for preregistered guests	Meet in lobby at 5:25 p.m.
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Preregistered guests for the sailing cruise will meet Kirsten Skillrud in the lobby promptly at 5:25 p.m. and walk to the *Frances*, which is located at Maine Sailing Adventures on the Maine State Pier, 56 Commercial Street, Portland, Maine (adjacent to Casco Bay Lines). The signage for the schooner companies is not very clear from the road. Just proceed like you are going on the Casco Bay Ferry and ask where the Peak's Island Ferry boarding is. Just beyond that, on the pier, you will see two sailing companies. Make sure you board the *Frances*!

It will be much cooler on the water than on land and this is Maine! So bring something warm to wrap up in just in case the wind picks up out on the bay.

Preboarding will begin at 5:45 p.m. at the latest. We're scheduled to sail promptly at 6:00 p.m. and return at 8:00 p.m. If we need to have a slight delay due to weather we may do that.

Your Wine Wise guide, Erica Archer, will provide a nice selection of cheeses, nuts, fruits, and crackers (and wine of course!). There is more than enough to go around. But if you'd like to bring something else along you are more than welcome to do that.

Tuesday, June 17

7:45 a.m. – 5:00 p.m.	HEDS Office Open	Lincoln, 2nd floor
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7:45 – 8:45 a.m.	Breakfast available for all HEDS conference participants	Vermont
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Tuesday, June 17

8:45 – 9:30 a.m.	Developing a Faculty Consultant for Program Review: Effective Strategies for Program Review in Small Institutions	New Hampshire
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Presenter:

Lynn Murray-Chandler, Associate Professor of Education, Franklin Pierce University

In this session, the presenter shares the process she developed to guide departments through program review. Learn how to assist programs by running an assessment audit that analyzes missions, goals, and high-impact pedagogical practices. Gather effective strategies for developing cohorts, facilitating peer-review sessions, and preventing documents from gathering dust.

9:35 – 10:30 a.m.	Inspired by Assessment	New Hampshire
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Invited Speaker:

Anne Goodsell Love, Associate Provost for Assessment, Wagner College

Assessment at Wagner College encompasses assessment of student learning and elements of institutional effectiveness. From the assessment of writing to civic thinking to critical thinking, and including all manner of student self-report, student assignments and student experiences are rated, correlated, and examined. As is the case at many institutions, the biggest challenge is "closing the loop"—sharing and discussing assessment results, responding in ways that address the results, and conducting corresponding follow up assessment.

Drawing from examples at Wagner and an eclectic variety of ideas from organizational development, marketing, qualitative research, and storytelling, ways of looking at the roles of assessors and institutional researchers will be proposed that may spark creative and inspiring responses.

10:30 – 10:40 a.m.	Break	
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Tuesday, June 17

10:40 – 11:25 a.m.

Lots of Cooks in the Kitchen: A Model for Increasing Faculty Involvement and Ownership in General Education Assessment and Curricular Revision

New Hampshire

Presenters:

Diane Sapphire, Associate Vice President for Information Resources, **Lisa Jasinski**, Special Projects Coordinator in Academic Affairs, and **Duane Coltharp**, Associate Vice President for Faculty Recruitment and Development—all of Trinity University

Over the last three years, the Trinity University faculty completed its first wholesale revision of the curriculum since 1986 and designed new student-centered, forward-looking general education requirements in line with our institutional strengths and strategic goals. To accomplish this substantial undertaking, we piloted an innovative method for institutional change that promoted transparency, inclusiveness, camaraderie, faculty buy-in, and the use of assessment data. In the presentation, we will describe the milestones that led to the design of a new curriculum. We will show how new curricular elements address concerns identified from the direct assessment of student work and indirect survey measures from faculty, students, and alumni.

We will explain the complementary ways Trinity’s faculty has been involved in the assessment of the previous general education goals and how we expect to continue and modify this work with the implementation of the new requirements. Our gen ed assessment structures were well received by both the on- and off-site review teams during our most recent SACS reaccreditation (2007–2008). While it has taken a significant amount of time and the process has been incremental, these combined efforts have resulted in gradual but numerous positive benefits, including (1) shared understanding of general education goals, (2) greater faculty participation and appreciation for the role of assessment to enhance student learning, (3) increased faculty understanding of institutional strengths and growth opportunities, and (4) revisions to the general education curriculum to clarify and simplify learning goals.

11:30 a.m. – 12:15 p.m.

From Checklist to Outcomes: Using Evidence to Revise a Core Curriculum

New Hampshire

Presenters:

Catherine Zeek, Acting Dean of Undergraduate Studies and Director of the Teaching and Learning Center, **Dennis Frey**, Associate Professor of History, **Michelle Niestepski**, Assistant Professor of English, **Lori Rosenthal**, Chair of the Department of Social Sciences and Associate Professor of Psychology, **Steve Bloom**, Acting Vice President for Academic Affairs, and **Helen Santos**, Dean of Advising and First Year Programs—all of Lasell College

Our college has been fully engaged in assessment since 2007. Our internal program review process requires a critical examination of evidence, descriptions of the program’s use of evidence, and an action plan for continuing to “close the loop.” In 2010, the general education program review noted that students were required to choose from a set of widely diverse courses to satisfy *areas of inquiry* such as multicultural or moral/ethical. Because there were no common outcomes, it was impossible to provide evidence of effectiveness. The College was



Tuesday, June 17

Lasell College session continued

participating in the Wabash National Study of Liberal Arts Education (WNS), however, and those results provided rich material for institutional analysis.

The WNS findings, combined with data on student retention, internal surveys, student focus groups, and research by groups such as AAC&U, pointed us in a new direction. Faculty began a full redesign of the old one-and-done general education and crafted an integrative, interdisciplinary core curriculum based on a college-wide set of outcomes. We have offered several prototype sections for the new core over the past 3 semesters, and assessment results from those courses inform the design of these “real” courses. Implementation begins in fall 2014, with *First Year Seminar* and *Knowledge Perspectives* courses based in disciplinary approaches to inquiry and knowledge construction.

We will offer specific links between evidence and design/implementation of the new core. Presenters include faculty members who have been closely involved in designing, teaching, and assessing the courses and administrators who have supported and advised during the process.

12:20 – 1:20 p.m.	Lunch	Vermont
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1:30 – 2:25 p.m.	Painting a More Complete Picture of Student Attainment: The Student Achievement Measure (SAM)	New Hampshire
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Invited Speaker:

Christine M. Keller, Associate Vice President for Academic Affairs, Association of Public and Land-grant Universities

Learn about the **Student Achievement Measure (SAM)**, a collaborative effort by six higher education associations to enhance transparency and to present a more comprehensive measure of student attainment. SAM accounts for the outcomes of students who attend multiple institutions, part-time students, and those who transfer in and transfer out. SAM also includes those students still enrolled and working toward a credential to provide a more inclusive picture of undergraduate student progress and completion. SAM is a voluntary alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Through a shared website, institutions across sectors can deliver a more complete picture of student progress along the path to earning a college degree or certificate.

2:25 – 2:35 p.m.	Break	
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Tuesday, June 17

2:35 – 3:20 p.m.

**Connecting Assessment Data about Student Learning
with Massive Open Online Courses**

New Hampshire

Presenter:

Steven Weisler, Provost, and **Jaime Castner**, Director of Special Projects—both of Dominican University of California

There is much research coming out of work on the NSSE, the CLA, and the Wabash National Study that begins to empirically validate certain teaching practices that contribute to increased student learning outcomes. Many of these practices are familiar to most experienced educators: NSSE's high-impact practices (such as study abroad and undergraduate research) and variables such as academic challenge and exposure to diversity have long been thought to be elements of good teaching. Despite this collective—and now increasingly substantiated—wisdom, most efforts to develop massive open online courses (MOOCs) seem to have developed in a vacuum that does not incorporate best teaching practices as identified by work in assessment. In this presentation, we introduce a framework that connects effective teaching practices with online course design. We identify some of the outcomes that seem important in this endeavor (including student success and persistence), and propose an assessment plan for evaluating MOOCs and other methods of online instruction. This work presents the work of a Teagle consortium that seeks to integrate best teaching practices and MOOCs and is being carried out in collaboration with the Center of Inquiry in the Liberal Arts.

3:25 – 4:10 p.m.

Demystifying Excel Macros and Infographics

New Hampshire

Presenters:

Scott Godfrey, Research Associate, and **Ross Jungers**, Institutional Research & Evaluation Administrator—both of St. Olaf College

With various other activities demanding our time, the ability to efficiently summarize and effectively present data is important. Data aggregation takes time, and the traditional formats we often use to present the data are not appealing to diverse audiences. Excel macros and Piktochart are two tools that can assist IR&E offices in streamlining report generation and diversifying data presentation.

On the surface, Excel macros seem intimidating, especially to those without a coding background. However, Excel has built in a means by which an inexperienced user can begin to build their macro coding skills. By using the “Record Macro” command in the Developer ribbon, we can automate report generation or other repetitive tasks.

With the report created, we commonly produce and post Word docs or PDFs consisting of an Executive Summary, tables, graphs, and data interpretations. While informative, these documents are not easily digested by multiple audiences or constituencies. Using Piktochart, we transform our text and table reports into one-page, web-friendly, easily understandable infographics.



Tuesday, June 17

4:45 – 6:15 p.m.

Poster Session & Reception

Vermont

This is a combination poster session and reception. Hors d'oeuvres and nonalcoholic beverages will be provided, and there will be a cash bar available for those wishing to purchase alcoholic beverages.

Posters listed alphabetically by presenter

Adding to Your Faculty Salary Comparison Portfolio

Michael Duggan, Associate Vice President for Institutional Research, and **Maria O'Connor**, Assistant Director for Institutional Research—both of Emerson College

We conducted a short survey of higher education institutions on course evaluation practices through the HEDS and NEAIR listservs and through various LinkedIn institutional research sites. One hundred twenty institutions have responded to the survey. The survey was focused on online surveys, so sixty of the respondents progressed through the survey.

The survey asked (among other questions) at what point in the semester course evaluations were conducted, who gets to see results, which office conducts the evaluations, whether incentives are offered to encourage participation.

Don't Leave Me Hangin': Some Incidences and Implications of Survey Abandonment

Nan Hibbs, Research Analyst, Assessment and Institutional Research, and **Jon Christy**, Director of Assessment and Institutional Research—both of Luther College

The analysis of our most recent College Senior Survey (CSS) results revealed a high incidence of *survey abandonment* (i.e., survey respondents who begin, but do not finish the entire survey). This prompted us to study and more closely track this phenomenon commonly associated with online surveys. To what extent are we experiencing survey abandonment? Does it vary by survey? If so, how? What are the implications for researchers? We will share answers to these, and other questions, from our review of the latest literature and analysis of Luther's survey administrations from the last two years: HEDS Alumni, HEDS Research Practices, Your First College Year (YFCY), College Senior Survey (CSS), Beginning College Survey of Student Engagement (BCSSE), and National Survey of Student Engagement (NSSE).

Less is More (or Just as Good): A Critical Look at Response Rates

Scott Godfrey, Research Associate, and **Ross Jungers**, Institutional Research & Evaluation Administrator—both of St. Olaf College

Current research indicates that survey response rates are dropping and that “normal” rates are now well below traditional conceptions of what is often considered an “acceptable” rate. This trend coincides with a period of resource constraint in higher education where the resources necessary for combating falling rates are increasingly scarce, but where reliable data on students is nonetheless needed. Rather than further straining resources or bombarding students with requests, we ask, can data from just 20–30% of respondents produce the same results as data from 50–90% of respondents?



Tuesday, June 17

St. Olaf poster session continued

Researchers from the Center for Postsecondary Research found that small colleges could obtain comparable results with as little as 50 to 100 respondents, a number which aligns with research depicting response rates of 30–40% as “normal.” The Office of Institutional Research and Evaluation at St. Olaf College found this intriguing, and tested the assumption on multiple questionnaires administered to students over a three-year period. By comparing mean scores of cohorts of 20–30% against the full survey cohorts (using a Mann-Whitney U Test), we found a high level of similarity between the results obtained from cohorts of 20–30% and results obtained from cohorts of 50–90%.

Videogame Addiction among Male College Students: Results of a One-Year Longitudinal Study

Zach Schmitt, *Assistant Director of Institutional Research, College of Saint Benedict and Saint John’s University*

The purpose of this study was to gain a clearer understanding of the pattern of video game usage and video game addiction among male college students. Furthermore, the present study examined how video game addiction was related to student engagement in the college experience (i.e., development of close friendships, study abroad, etc.), perceptions of the self (i.e., leadership ability, intellectual self-confidence, etc.), academic performance (i.e., GPA and persistence), and behavior (i.e., student conduct violations). Participants included 477 freshman college students at an all-male private liberal arts university. Results suggested that video game addiction is (a) negatively correlated with student engagement in the college experience (i.e., development of close personal friendships, participation in study abroad, etc.) (b) negatively correlated with academic performance and (c) is negatively correlated with drug and alcohol violations (i.e., those addicted to video games received less drug and alcohol citations than those not addicted). The present study is also a case study illustrating how to gain participation and support from faculty and university administrators in institutional research activities.

Using the HEDS Teaching Quality Survey to Assess Teaching Practices

Kirsten Skillrud, *Research Analyst and Survey Manager*, and **Hannah Spirrison**, *Director of Survey and Institutional Research—both of the HEDS Consortium*

The HEDS Teaching Quality survey is designed to assess high-impact teaching practices, including faculty interest in teaching and student development, prompt feedback, quality of nonclassroom interactions with faculty, and teaching clarity and organization. The survey questions were designed for the Wabash National Study, a study led by the Center of Inquiry at Wabash College to identify critical factors that affect the outcomes of liberal arts education.

The HEDS Teaching Quality Survey contains 22 items from the Wabash National Study’s Good Teaching and High-Quality Interactions with Faculty scale (Chronbach’s alpha = 0.92). Wabash National Study researchers found that students who report higher levels of experiences on these items also tend to grow more on most outcome measures related to critical thinking, psychological well-being, socially responsible leadership, and openness to diversity.

The presenters will provide information about the development, structure, and administration of the HEDS Teaching Quality Survey and engage attendees in a discussion about how the survey can be used on their campuses. Discussion questions include the following:



Tuesday, June 17

HEDS Consortium poster session continued

- Do you recommend adding, removing, or revising any items from the survey?
- Do you think that this survey could be a useful tool on your campus? Why or why not?
- What actions can you take to gain campus support and promote engagement on this survey?
- How might you use the survey results, including comparison data, to enhance student learning at your institution?
- Are there offices and/or partners that may be interested in using this survey as part of a collaborative project?

Assessing Assessment Practices to Promote Curricular and Cultural Change

Carol Smith, Assessment Coordinator, Belmont University

As has been the case for numerous higher education institutions, for Belmont University, establishing a culture of assessment has entailed over a decade of work to build shared expectations, provide educational opportunities for faculty, and develop the technical capacity to automate the regular collection and review of assessment results. Over the past two years Belmont University has made significant steps forward on these fronts through the implementation of a rubric-based review system in 2012, and the movement of that review system into Tk20, the University's online assessment platform, in 2013.

This presentation explores the structure and contents of Belmont's assessment on assessment rubric, which enabled clearer communication of expectations and provided an educational tool for faculty and staff. It also details the structure of Belmont's data collection and scoring of assessment results through Tk20, reflecting on the merits of moving from off-line to on-line reporting processes, as well as the merits of moving from more general scoring of plan elements to scoring of individual SLOs. Finally, it outlines strategies for reporting results that not only provide evidence of the curricular improvements enabled through assessment practices, but also reflect on faculty competencies (and future educational needs) in conducting assessments and using results for curricular change.

Using the NACUBO Tuition Discounting Data: What Factors Correlate with Net Tuition Price

Lori Sundberg, Associate Vice President of Planning, Lake Forest College

This is the first year that HEDS members have shared tuition discounting information. Analyzing the results with additional information by college allows us a better insight into what factors correlate with the average net tuition price. If colleges behaved strictly like businesses, then we should be able to establish what the market values by measuring willingness to pay. Complicating this issue, however, is how colleges make policy decisions regarding economic diversity of the student population and how the students infer value. The analysis will test a hypothesis that students make choices based on (1) spending per student (buildings, programs, low student to faculty ratio) and (2) admission selectivity (as a proxy for value/rigor of academic program). The data show that there is a cluster of colleges in the 40/40 box: selectivity at or below 40% and spending per student of \$40,000 or more. Do the students on average pay more to attend those institutions? And if there turns out to be a correlation, what can we learn from examining the outliers along this line? Some colleges may have driven the average cost down through use of endowment funds for scholarships. Some colleges may have created a niche market and some may be facing geographic challenges. Through displaying the data and engaging HEDS members in conversation, we will start a more informed dialogue about what "tuition discounting" means.



Tuesday, June 17

Times to be determined by group leaders	Optional dinner groups	Meeting details vary
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Sign-up sheets to go out for dinner with a group to an area restaurant will be available in the HEDS Office in Lincoln on Sunday and then moved to New Hampshire on Monday and Tuesday so that you can sign up during breaks between presentations if you wish. Details of meeting times and locations will be determined by each dinner group leader.

Wednesday, June 18

7:30 – 8:00 a.m.	Breakfast available for all HEDS conference participants	New Hampshire
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Please enjoy the breakfast buffet, which will be set up at 7:30 a.m., and connect with your colleagues. The business meeting will begin promptly at 8:00 a.m. The buffet will be available until 9:00 a.m.

8:00 – 9:00 a.m.	Business Meeting	New Hampshire
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9:05 – 10:00 a.m.	Alumni Outcomes: Holy Grail or Killer Rabbit of Caerbannog	New Hampshire
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Invited Speaker:

John H. Pryor, *Senior Research Scientist on the Gallup-Purdue Index, Gallup Education*

Gallup Education has focused its college outcomes study on a central implied promise of higher education: great jobs and great lives. In an era when all too often that national discussion about the impact of college is on graduation rates and salaries of recent graduates, Gallup's inaugural report on the Gallup-Purdue Index provides more meaningful information about the lives of our alumni. Using extensively researched measures on employee engagement and well-being, Gallup fielded a study of 30,000 randomly selected college graduates all across the United States. Former HEDS member, former CIRP director, and current senior research scientist for Gallup specializing in higher education, John H. Pryor, will take us through the research design and the findings of this project.



Wednesday, June 18

10:05 – 10:50 a.m.	Using Social Media to Gather High-Quality Alumni Outcomes Data	New Hampshire
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Presenters:

John D. Nugent, *Director of Institutional Research, Connecticut College*

Becky Brodigan, *Vice President of Institutional Planning and Assessment, Bowdoin College*

Colleges and universities are under increasing pressure to produce “outcomes” data on their graduates, primarily on employment, salaries, and graduate and professional school attendance. Taken together, pressures to report outcomes data, the lack of uniform definitions or methods for calculating and reporting outcomes, and the inherent challenges of tracking down large numbers of one’s graduates can be a recipe for low-quality, fragmentary data on alumni activities.

In this presentation, we will report the results of a new approach to collecting alumni employment and graduate-school outcomes data. As an alternative or supplement to low-response alumni surveys, we independently began using Internet searches to try to track down all members of several graduating classes, combining public online data (primarily from LinkedIn and similar sites) with data from more traditional sources like the National Student Clearinghouse and records from the career services and alumni relations offices. At both Bowdoin College and Connecticut College, we have used this method with great success to identify current activities of large percentages (85%+) of graduates ranging from one to ten years postgraduation—far in excess of what an alumni survey alone typically yields.

Using examples from projects at our respective institutions, we will describe the nuts and bolts of our methodology, discuss the challenges of summarizing and reporting the data that can be collected (e.g., pros and cons of different approaches to reporting people who are both working and employed), and discuss how to summarize the data accurately and put it to use with key players on your campus (presidents, administrators, communications officials).

10:50 – 11:00 a.m.	Break	
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11:00 – 11:45 a.m.	Alumni Outcomes: Education, Employment, Earned Income – EEEI!	New Hampshire
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Presenters:

Jim Ferguson, *Director of Institutional Research and Assessment, Carleton College*

Susan Canon, *Director of Institutional Research, St. Olaf College*

Multiple internal and external audiences want—and need—to know the “success” of our graduates. While there are many ways to define success, this presentation will focus on ways to collect, assemble, and report data on our graduates with respect to their further education, their employment, and their earned income. We will explore



Wednesday, June 18

Alumni Outcomes session continued

the differences in gathering and reporting “First Destination” data, as well as the longer-term outcomes of our alumni. Presentation attendees will see various external sources of information, methods of presenting data in informative ways for various audiences, and hear strategies for collecting data directly from alumni as well as utilizing other “internal” sources of information.

11:45 a.m. – 12:00 p.m.	Wrap up/thank you	New Hampshire
12:00 p.m.	Conference ends	
12:30 – 2:30 p.m.	Board of Directors lunch	Massachusetts

Invited Speakers and Workshop Presenters

Invited Speakers

Katie Bardaro



Katie Bardaro is the Lead Economist and Director of Analytics for PayScale.com, the world's leading provider of compensation data and software to employees and employers. Katie has provided analysis on compensation data and trends for print/online and broadcast media including the *Wall Street Journal*, the *New York Times*, *Bloomberg Businessweek*, *The Economist*, CNBC, CNN Money, *USA Today*, *Forbes*, CBS Radio, Fox Business Network, and *Business Insider*, among others. In addition to the research done for media outlets, Katie leads the data science team at PayScale, which is responsible for internal data validity studies, data hygiene, and building and maintaining PayScale's proprietary compensation model. She holds a bachelor's in economics from the College of the Holy Cross and a master's in economics from the University of Washington.

Corbin M. Campbell



Corbin M. Campbell is Assistant Professor of Higher Education at Teachers College, Columbia University. Dr. Campbell is the primary investigator of the College Educational Quality ([CEQ](#)) project, which aims to create innovative and comprehensive measures of educational quality (academic rigor, teaching quality, learning objectives) across institutions that could contribute to public understanding of college and university quality. Dr. Campbell's work has been published in top tier higher education journals, such as the *Journal of Higher Education*, *Research in Higher Education*, the *Review of Higher Education*, and the *Journal of College Student Development*. Her work on assessing student learning and educational quality has been highlighted in news venues such as the *Chronicle of Higher Education*, *Inside Higher Ed*, and the *New York Times*. She serves on the editorial boards of *Research in Higher Education* and the *Journal of College Student Development*. Prior to coming to Teachers College, Dr. Campbell received her PhD from the University of Maryland where she worked in institutional research and also on an NSF ADVANCE grant.

Christine M. Keller



Christine Keller has provided leadership in the development and application of research, policy, and analysis for the Association of Public and Land-grant Universities (APLU) since 2007. She oversees the Voluntary System of Accountability on behalf of APLU and the American Association of State Colleges and Universities (AASCU) and manages the cross-sector Student Achievement Measure project on behalf of APLU and AASCU as well as four other higher education associations—the American Association of Community Colleges, the American Council on Education, the Association of American Universities, and the National Association of Independent Colleges and Universities. Previously, Christine was the Assistant Director of Institutional Research at the University of Kansas and earned a PhD in Educational Policy and Leadership from the University of Kansas. Christine is a member of the Department of Education National Postsecondary Education Cooperative panel, participates in IPEDS Technical Review Panels, and is a member of several national advisory committees including the Gardner Institute's Gateways to Completion project, the College Educational Quality study at Columbia

University's Teacher College, and the Higher Education Research Institute's Cooperative Institutional Research Program ([CIRP](#)).

Anne Goodsell Love



Anne Goodsell Love, PhD, is Associate Provost for Assessment at Wagner College, coordinating college-wide assessment efforts. She co-chairs the Committee on Learning Assessment and the Data Committee; other work includes research about student well-being, funded by Bringing Theory to Practice (AAC&U). She teaches graduate courses in higher education and is teaching a first-year seminar, extending Wagner's renowned First-Year Program. Previously at Wagner she was Dean of the College, overseeing most aspects of student affairs. Since 2003 she has been Co-Director of the Atlantic Center for Learning Communities ([ACLC](#)), a collaborative leadership network that supports professional development of faculty members and administrators. Publications include "The growth

and current state of learning communities in higher education," in Buch, K. & Barron, K. (Eds), *New Directions for Teaching and Learning* (2012) and "Integrating collaborative learning in and out of the classroom," in Davidson, N., Major, C., & Michaelsen, L. (Eds), *Journal on Excellence in College Teaching* (2014). She serves on the Board of the [Japan International Christian University Foundation](#).

John H. Pryor



John H. Pryor is a higher education professional with over 25 years of experience in using research findings to help improve the college experience. John is currently leading the research for Gallup Education on the Gallup-Purdue Index, which measures the most important outcomes of higher education—the degree to which graduates have great lives and great jobs. Previously, John was the director of the Cooperative Institutional Research Program ([CIRP](#)), the largest study of college students in the United States, based at the Higher Education Research Institute ([HERI](#)) at UCLA. Before directing CIRP, John administered the CIRP surveys to his students at Dartmouth College, where he served as

director of student affairs research and evaluation. He is a frequent national and international speaker with a reputation for insight, clarity, and is a sought-after commentator in the media. He obtained his MA in psychology from the University of Virginia and his AB from Dartmouth College.

Preconference Workshop Presenters

Jennifer Dunseath



Jennifer Dunseath has 23 years of experience in institutional research and is currently Director of Institutional Research at Rhode Island School of Design (RISD). She has held positions in Institutional Research at the University of Michigan, Flint campus; Kettering University in Flint, Michigan; and Framingham State University in Framingham, Massachusetts. She has been an IPEDS Keyholder for most of her career, and an IPEDS Trainer in 2000–2003, and again in 2009–present. She has also been part of an IPEDS Curriculum Revision Team. In addition, Jennifer has served as a Baldrige Examiner and an Evaluation Team Member for the New England

Association of Schools and Colleges. She is a former Chair of the Michigan Association for Institutional Research.

Bob Gonyea



Bob Gonyea coordinates research and reporting for the National Survey of Student Engagement (NSSE) and associated projects. Since 1999, Bob has been an integral contributor to NSSE's development and success, such as the continuous improvement and testing of survey questions, design of reports and tools for institutional assessment, and the creation of the Beginning College Survey of Student Engagement (BCSSE) to assess precollege preparation and engagement.

Bob spent the early part of his career in student affairs administration where he gained insights about positive student development and effective campus environments. His current research interests include the assessment of college and university quality, writing as a form of engagement in learning, high-impact practices for undergraduate learners, and survey design. Bob's work has appeared in *Research in Higher Education*, *Journal of Higher Education*, *Journal of College Student Development*, *Liberal Education*, *New Directions for Institutional Research*, and other higher education publications.



We look forward to seeing you next year, in Portland, Oregon!

June 14–17, 2015

www.hedsconsortium.org/annual-conferences/