HEDS Annual Conference
Portland, Oregon
June 13–17, 2015
Conference Program
Schedule at a Glance

Embassy Suites offers a complimentary breakfast each morning in Arcadian Garden, LL2 for Embassy guests and Hilton Portland guests with voucher, weekends 7:00–10:30 a.m. and week days 6:30–9:30 a.m.

Saturday, June 13
9:00 a.m.–5:00 p.m. Preconference Workshop – Responding to Data from the HEDS Sexual Assault Campus Climate Survey (for HEDS institutions that administered the survey)
Charles Blaich; Kathleen Wise; Kirsten Skillrud; Adrea Hernandez

Sunday, June 14
8:30 a.m.–4:30 p.m. Preconference Workshop – Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies
Mary Ann Coughlin; Kristina (Cragg) Powers
11:00 a.m.–12:00 p.m. Newcomers Session
1:30–4:30 p.m. Preconference Workshop – CIRP’s Diverse Learning Environments (DLE) Survey: Campus Climate and Student Outcomes
Ellen Bara Stolzenberg
5:00–6:00 p.m. Welcome Reception
6:30–9:30 p.m. Group Dinner at Mama Mia Trattoria
6:30 p.m. Board of Directors Meeting and Dinner

Monday, June 15
9:00–9:15 a.m. Welcome and Introductions
9:15–10:10 a.m. Invited Presentation – Aspiring Adults Adrift: Consequences of Limited Learning
Josipa Roksa
10:20–11:05 a.m. Using NSSE and FSSE Results to Improve Teaching and Learning
Jillian Kinzie; Anne Love; Mike Moon
11:15 a.m.–12:00 p.m. The Engagement of Peer Educators
Tim Merrill; Kelly Merrill
12:10–1:10 p.m. Lunch (included in conference registration fee)
1:20–2:05 p.m. From Data Communicators to Culture Changers: Two Case Studies of Using Data to Build an Ethos of Improvement
Mark Salisbury; Dave Veazey
2:15–3:10 p.m. Invited Presentation – IR: Moving Beyond Institutional Reporting to Intentional Research
Gina Johnson
3:20–4:20 p.m. Lessons in Campus Survey Policies and Practices
Polly Albright; Polly Fassinger; Alanna Johnson; Tim Merril; Will Miller
4:30–5:45 p.m. Poster Session and Reception (posters listed numerically below)
Hors d’oeuvres and nonalcoholic beverages provided; cash bar for alcoholic beverages

#1 Forecasting Course Demand: Academic Planning, Choke Points, and Student Progress Toward a Degree – Christopher Antons
#2 Searching for Treasure: Mining HEDS Data for Campus Climate Studies – Adam Baker; Larissa Walker; Diane Sapir
#3 What Do Faculty Really Think About Your Surveys? – R. Todd Benson
#4 Scheduling for Success: A Pilot Study Using Triangulated Data to Maximize Student Placement Outcomes – Julia Cavallo
#5 The Student Achievement Measure (SAM): More Outcomes for More Students – Teri Lyn Hinds
#6 Enrollment Modeling: A Road Map – Michael Johnson
#7 Retrofitting an Online Institutional Fact Book Using Interactive Dashboards – Benjamin Moffitt
#8 A New Approach to Assessing Alumni Outcomes and the Long-Term Impact of a College Experience – Mark Salisbury
#9 Lessons Learned: Transitioning to Electronic Faculty Activity Reporting – Dave Veazey; Pat Wodaege
#10 Uncovering Gaps in Your Culture of Inquiry and Responding Effectively – Aeron Zentner
## Schedule at a Glance

Embassy Suites offers a complimentary breakfast each morning in Arcadian Garden, LL2 for Embassy guests and Hilton Portland guests with voucher, weekends 7:00–10:30 a.m. and week days 6:30–9:30 a.m.

### Tuesday, June 16

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>9:00–9:45 a.m.</td>
<td><strong>Institutional Research as “Mesofact” Management</strong></td>
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<td></td>
<td><em>John D. Nugent</em></td>
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<td><em>Jon McGee; Frank A. Boyd, Jr.; Rick Detweiler</em></td>
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<tr>
<td>11:35 a.m.–12:20 p.m.</td>
<td><strong>Multimodal Retention: Blending Organic and Inorganic Retention Strategies into a Comprehensive Retention Package</strong></td>
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<td><em>Ross Conover</em></td>
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<tr>
<td>12:30–1:30 p.m.</td>
<td>Lunch (included with conference registration fee)</td>
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<td>1:40–2:25 p.m.</td>
<td><strong>Assessment Makes the World Go Round: Using Cycle and Collaboration to Implement Assessment</strong></td>
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<td><em>Bethany Miller; Becki Elkins</em></td>
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<td>2:35–3:35 p.m.</td>
<td><strong>Using Data from the HEDS Alumni and Research Practices Surveys</strong></td>
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<td><em>Laura Palucki Blake; Jon Christy; Scott Steele; Susan Warner Taylor</em></td>
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<tr>
<td>3:45–4:30 p.m.</td>
<td><strong>Confronting Data Manipulation at Your Institution</strong></td>
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<td><em>Will Miller</em></td>
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<td>5:30–7:30 p.m.</td>
<td>Best of Portland Walking Tour (preregistration required)</td>
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<td>5:30–8:30 p.m.</td>
<td>Brewvana Walking Tour (preregistration required)</td>
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### Wednesday, June 17

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:15–9:00 a.m.</td>
<td>Business Meeting</td>
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<td>9:10–10:05 a.m.</td>
<td><strong>Invited Presentation – How Optional Testing Works</strong></td>
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<td><em>William C. Hiss</em></td>
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<td>10:15–11:00 a.m.</td>
<td><strong>Assessment and Decision Making: A Case Study on Information Literacy</strong></td>
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<td><em>Ben Moll; Garrett Trott</em></td>
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<td>11:10–11:55 a.m.</td>
<td><strong>Student Affairs Assessment at Small Colleges: A Panel Discussion</strong></td>
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<td><em>Jeff Mackay; Susan Hopp; Mike Segawa; Shannon LaCount</em></td>
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<tr>
<td>11:55 a.m.–12:10 p.m.</td>
<td>Wrap-up and Thank You</td>
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<td>12:10 p.m.</td>
<td>Conference Ends</td>
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<td>12:30–2:30 p.m.</td>
<td>Board of Directors Lunch</td>
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Participants must be from HEDS institutions that administered the HEDS Sexual Assault Campus Climate Survey. Workshop attendees may pick up their conference materials inside Fireside on Saturday.

Charles Blaich, Director, Kathleen Wise, Associate Director, Kirsten Skillrud, Director of Survey and Institutional Research, and Adrea Hernandez, Research Analyst and Data Manager—all of the HEDS Consortium and Center of Inquiry

The purpose of this workshop is to create a retreat for institutional teams to review, make sense of, and plan initial responses to data from the HEDS Sexual Assault Campus Climate Survey. To ensure that institutional teams will benefit from each other’s experience and insights, this will be a closed-door workshop, and only teams from HEDS institutions that participated in the HEDS Sexual Assault Campus Climate Survey will be permitted to attend. All participants will abide by the confidentiality requirements of the HEDS Statement of Understandings (http://www.hedsconsortium.org/statement-of-understandings/).

The workshop will include a presentation from the HEDS staff summarizing overall findings and themes from the HEDS Sexual Assault Campus Climate Survey. Following the presentation, the workshop will focus on creating structured time for institutional teams to:

- Identify and discuss their initial takeaways from their institution’s campus climate survey data.
- Develop plans for follow-up actions, including further analysis of their institution’s data, identifying what parts of their institution’s data should be communicated to different audiences on campus, and other possible initial responses to the data.

Institutional teams should include people who represent the important constituencies/offices on campus who will be engaged in determining whether and how data from the HEDS Sexual Assault Campus Climate Survey may be used in their efforts to reduce sexual assault and unwanted sexual contact. This includes Title IX officers, student affairs and residence life staff and administrators, faculty, institutional researchers, assessment directors, or anyone else on campus who is engaged in this effort.

We will provide lunch, snacks, and refreshments for workshop participants.

Participants should bring the following:

- A Mac or PC laptop with wireless capability and Microsoft Excel
- Other relevant institutional data or reports
Conference attendees may check in, sign up for optional dinner groups, and find HEDS information and materials here. A staff member will be in attendance to address any of your questions or concerns.

**Mary Ann Coughlin**, IPEDS Trainer and Assistant Vice President for Academic Affairs, Springfield College; **Kristina (Cragg) Powers**, IPEDS Trainer and Associate Vice President of Institutional Research Services, Bridgepoint Education

The Association for Institutional Research (AIR) and HEDS are co-hosting a one-day IPEDS Workshop for IPEDS Keyholders in conjunction with the 2015 HEDS Annual Conference. Financial support for this workshop is provided by the National Center for Education Statistics (NCES).

The *Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies* workshop is intermediate-level, keyholder training designed for individuals who lead the IPEDS data submission cycle on their campus and have done so for at least one full reporting cycle. Using IPEDS as a focus, participants will:

- Learn IR best practices and technical efficiencies in data management through Excel (e.g., pivot tables, merging data, custom formulas, and filters);
- Examine multiple options for IPEDS submission (manual entry, .csv file upload, and XML);
- Learn how to use benchmarking data to address key institutional questions and needs.

Participants should have experience using the IPEDS Data Center to retrieve data and a working knowledge of Excel (e.g., how to create basic formulas and sort data). This workshop will not review IPEDS survey component submission instructions, nor will it cover basic benchmarking concepts (though intermediate topics are covered).

**Participants should bring the following:**

- A Mac or PC laptop with wireless capability and Microsoft Excel
If you are new to HEDS, please join us for our newcomers session. Our goal is to get to know you, familiarize you with our work and staff, and learn how best we can meet your needs. You will have an opportunity to let us know specific HEDS topics you would like to discuss so that we can customize the meeting for those attending. We will provide beverages and snacks during the session.

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<tr>
<th>Time</th>
<th>Event Description</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td>Newcomers Session</td>
<td>Sam Hill</td>
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<tr>
<td>1:30 – 4:30 p.m.</td>
<td>Preconference Workshop – CIRP's Diverse Learning Environments (DLE) Survey: Campus Climate and Student Outcomes</td>
<td>Sam Hill</td>
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**Ellen Bara Stolzenberg, Assistant Director of CIRP, UCLA Higher Education Research Institute**

The Cooperative Institutional Research Program (CIRP) is the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 15 million college students. CIRP's newest survey, the Diverse Learning Environments (DLE) Survey integrates the assessment of student learning outcomes and campus practices, all in terms of the campus climate for diversity. Climate issues covered on the survey include positive and negative cross-racial interaction; institutional commitment to diversity, discrimination and harassment; and academic validation in the classroom. Campus practices include curricular and co-curricular diversity activities and student support services. Student outcomes include Habits of Mind, Pluralistic Orientation, and Civic Engagement.

The goal of this workshop is to (1) discuss the background and development of the DLE, including psychometrics; (2) introduce the core instrument and its modules, focusing on the newest section addressing sexual assault; (3) present the reports that are included in the deliverables; (4) highlight the factors that are derived from the survey; (5) share some preliminary data from the 2015 administration; and (6) discuss uses of the data. A question-and-answer session with Ellen Bara Stolzenberg will be included in the workshop. Participants will receive a packet of handouts, including sample report pages and the instrument codebook.

**Participants should bring the following:**

- A laptop with Internet access (optional) to view documents online.
Sunday, June 14

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<tr>
<th>5:00 – 6:00 p.m.</th>
<th>Welcome Reception</th>
<th>Multnomah Wine Cellar</th>
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HEDS invites registered attendees and their prepaid guests to the Sunday-night welcome reception. Expect to meet HEDS board members, HEDS Director Charlie Blaich, HEDS staff members, and members from a variety of institutions. Hors d’oeuvres, wine, and nonalcoholic beverages will be provided. We encourage both long-standing and new HEDS colleagues to attend.

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<tr>
<th>6:30 – 9:30 p.m.</th>
<th>Group Dinner at Mama Mia Trattoria for preregistered guests</th>
<th>Meet in Embassy Main Lobby at 6:15 p.m.</th>
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Preregistered guests and HEDS staff members will meet in the lobby and walk over to Mama Mia Trattoria, located at 439 SW 2nd Avenue.

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<tr>
<th>6:30 p.m.</th>
<th>Board of Directors Meeting and Dinner</th>
<th>John Steinbach</th>
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Conference attendees may check in, sign up for optional dinner groups, and find HEDS information and materials here.

Josipa Roksa, Associate Professor of Sociology and Education, University of Virginia

How are recent college graduates navigating transitions to adulthood? And to what extent do their college experiences and general collegiate skills contribute to their outcomes after college? Following almost a thousand recent college graduates from a diverse range of colleges and universities, we find a generation facing a difficult transition to adulthood. Recent graduates report trouble finding decent jobs and developing stable romantic relationships, as well as assuming civic and financial responsibility—yet they remain surprisingly hopeful and upbeat about their prospects. While the overall picture may be disconcerting, what students do in college and what skills they leave college with make a difference. We discuss these patterns within the broader context of US higher education and consider next steps going forward.

Jillian Kinzie, Associate Director, NSSE Institute; Anne Love, Associate Provost for Assessment, Wagner College; Mike Moon, Senior Director for Institutional Effectiveness, Willamette University

The updated NSSE provides new opportunities to assess issues of teaching and learning. This session takes advantage of the significant HEDS participation in NSSE and user expertise to highlight the use of student engagement results to study important issues in undergraduate education including diverse learning experiences, collaborative learning, reflection and integration experiences, use of learning strategies, and
exposure to effective teaching practices. We will briefly share our data, use examples related to these topics, and then participants will be invited to consider NSSE measures and discuss how results can be used, analyzed, and shared with relevant campus audiences. Specific focus will be on ways to increase faculty connections to results via faculty development, scholarship of teaching and learning initiatives, and other approaches to improve educational quality.

**11:15 a.m. – 12:00 p.m.** The Engagement of Peer Educators

**12:10 – 1:10 p.m.** Lunch (included in conference registration fee)

**Monday, June 15**

**Tim Merrill, Director of Institutional Research, and Kelly Merrill, Director of Student Transitions—both of Randolph-Macon College**

In *How College Works*, Chambliss and Takacs (2014) explain that the quality relationships students engage in are key to their success in college. “Isolated from the people who carry them out, programs, practices, and pedagogies seem to have little impact” (p. 157). They suggest institutions can improve students’ educational outcomes, both academic and social, by designing initiatives that intentionally bring together students who may discover valuable personal relationships with each other. They describe the Collins Dynamic where like-minded, motivated students, if connected with each other, can create a reinforcing community of student success.

At Randolph-Macon College (Ashland, VA) we wondered if our student staffs of peer educators (resident assistants, orientation leaders, peer mentors, and tutors) experience reinforcing communities of success. Specifically, we examined their graduation rates and NSSE engagement scores for five scales: level of academic challenge (LAC), active and collaborative learning (ACL), student-faculty interaction (SFI), supportive campus environment (SCE), and enriching educational experience (EEE). We compared peer educators’ freshmen and senior year engagement scores to students who were not involved in any of these positions. Further, we compared engagement scores of each of the peer educator positions to the others, to determine what types of engagement each position best reinforces.

Participants will learn the Collins Dynamic, see our research design and results, and learn applicability to other campuses.
### Monday, June 15

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<th>Time</th>
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<th>Location</th>
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<tr>
<td>1:20 – 2:05 p.m.</td>
<td>From Data Communicators to Culture Changers: Two Case Studies of Using Data to Build an Ethos of Improvement</td>
<td>Queen Marie Ballroom</td>
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<tr>
<td>2:15 – 3:10 p.m.</td>
<td>Invited Presentation – IR: Moving Beyond Institutional Reporting to Intentional Research</td>
<td>Queen Marie Ballroom</td>
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**Mark Salisbury**, Assistant Dean of Academic Affairs and Director of Institutional Research and Assessment, Augustana College; **Dave Veazey**, Director of University Assessment, Accreditation and Research and Director of the Pacific Northwest Learning Consortium, Pacific Lutheran University

In recent years institutional researcher offices have begun to move beyond merely waiting for data (and sometimes analysis) requests from senior decision makers. Today many IR offices use a variety of mechanisms to convey institutional data to both internal and external constituencies. Yet even as a host of data points have become almost ubiquitous (e.g., retention and graduation rates), there is little evidence that the wide availability of these data has led to substantial improvements in postsecondary student learning or institutional effectiveness.

This panel discussion begins with the potentially radical assertion that our goal as institutional researchers is not to communicate data. Rather, our goal is to demonstrably contribute to the improvement of our institutions. Thus, while we might communicate a wide variety of quantitative and qualitative data points, we do this in order to help cultivate an essential ethos among faculty, student affairs professionals, and administrators that values curiosity, evidence, and perpetual improvement through an emboldened license of experimentation. From this perspective, communicating data is simply a means to a greater end rather than the end in and of itself.

Both presenters began their work as institutional researchers at different institutions with very different relationships to data or evidence. Yet both have found ways to foster positive change in their institutional ethos through the ways that they communicate data. This panel discussion will start with short descriptions of each panelist’s experiences, to be followed by an interactive discussion among participants about ways to communicate data to foster positive culture change across institutions with differing cultures concerning data and the use of evidence.

**Gina Johnson**, Executive Director of Institutional Research and Analysis, University of Denver

The field of institutional research has transformed and developed over time from its early beginnings on individual campuses, to its recognition as a field via the development of an official professional organization in 1965, to its challenges today in the era of business intelligence and big data. While increasing numbers of constituents on college campuses are versed in the jargon of data and analytics, and new generations of students expect campuses to utilize data in the manner of large corporations such as Amazon and Netflix,
higher education institutional research professionals continue to lag in staffing and resources, according to at least one recent study. We have advanced well beyond reporting IPEDS data via paper and pencil and administering surveys on Scantron forms, but continually need to stay up-to-date on advances in technology, analytics, and applied research to keep up with increased demands and expectations of campus leaders, colleagues, and students. This presentation will explore the movement of the field of IR beyond “mere” reporting toward purposeful, strategic, anticipatory information management and applied research. The presentation will be framed within the national context of the field, while examining how intentionality is practiced in the IR office of one institution and expanded throughout this campus through purposeful relationship development.

3:20 – 4:20 p.m.    Lessons in Campus Survey Policies and Practices    Queen Marie Ballroom

**Polly Albright**, Associate Director of Institutional Research and Assessment, Earlham College; **Polly Fassinger**, Director of Institutional Research, Macalester College; **Alanna Johnson**, Institutional Research Analyst, University of Puget Sound; **Tim Merrill**, Director of Institutional Research, Randolph-Macon College; **Will Miller**, Director of Institutional Research and Effectiveness, Flagler College

Campus policy on survey management varies widely across institutions, depending on campus culture, administrative or faculty governance issues, or long-stated policy. This panel discussion will highlight several lessons learned in survey policies and practices from five colleges while encouraging conversation with session participants.

In this session we will discuss how to (a) interact with external clients who perform campus research, (b) limit survey fatigue, (c) assure ethical behavior of staff conducting research, and (d) inform the campus about survey policies. Discussion topics will also include:

- At Randolph-Macon College there is no clear policy or calendar used by most offices that survey students, nor when surveys are conducted, beyond large surveys such as NSSE and SSI. Lessons from these survey experiences will be shared with the audience.
- Macalester College has recently developed campus survey policies to help curb the large number of surveys conducted on campus. Our strategy entails the use of a Survey Coordination Committee, a campus survey calendar, and an inventory of survey questions.
- The University of Puget Sound’s Office of Institutional Research has implemented a survey cycle, is the owner of our survey software (Qualtrics), and continues to collaborate with offices across campus. These combined efforts have helped us reach higher response rates.
- This academic year, Earlham developed policies related to survey practices. These policies seek to avoid survey fatigue among our small student population and also to help ensure higher response rates.
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- Students at Flagler routinely report satisfaction with the number of surveys they receive. Without a formal calendar, the institution has been successful in making surveys valuable to students through sharing responses and changes implemented based on results.

| 4:30 – 5:45 p.m. | Poster Session & Reception | Gevurtz |

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

Poster #1
Forecasting Course Demand: Academic Planning, Choke Points, and Student Progress Toward a Degree

Christopher Antons, Director of Institutional Research, Dominican University of California

Student course-level information may be examined to aid academic program planning, track student progress toward a degree, identify key course successes and failures, and analyze grade distributions. This poster will present methods for forecasting course demand, provide examples of how enrollment patterns aid program manager decisions for course offerings, identify difficulties with analyzing the data, and suggest effective use of such information.

Poster #2
Searching for Treasure: Mining HEDS Data for Campus Climate Studies

Adam Baker, Assistant Director of Institutional Research, Larissa Walker, Director of Assessment, and Diane Saphire, Director of Institutional Research—all of Trinity University

Our institutional research office was recently consulted with respect to conducting a campus climate survey to explore how factors such as first-generation status, sexual orientation, race/ethnicity, and disability status influence student experiences at Trinity University. The group, consisting of representatives from Student Affairs, Counseling Services, the Collaborative for Learning and Teaching, and Institutional Research, spent considerable time evaluating survey instruments that could address their respective interests. After further discussion, we determined that a “treasure hunt” into data already collected by our office could most efficiently answer their questions and eliminate the need to administer a new campus climate survey.

Focusing on variables suggested by the group, we analyzed data from multiple sources, including the NSSE and HERI Faculty Survey. Using the HEDS NSSE data set also allowed us to identify interinstitution variability in experiences of underrepresented students and understand the experiences of students from very small demographic groups by combining data from other HEDS institutions. Finally, using the same campus climate lens to analyze the HERI Faculty Survey data let us link underrepresented faculty and student experiences that would not have been captured in a student campus climate survey alone.
Monday, June 15

By analyzing previously collected data in an intentional way, we quickly addressed a broad and potentially time-intensive ad hoc request and utilized HEDS data to perform comparative analyses and combine small data sets to explore additional variables. Ultimately, we provided the group with more information using data we had already collected than if we had administered a new survey.

Poster #3
What Do Faculty Really Think About Your Surveys?
R. Todd Benson, Associate Director of the Collaborative on Academic Careers in Higher Education, Harvard University Graduate School of Education

With the advent of easy-to-use online survey tools, surveys are becoming the default mode for data collection in higher education. However, the overuse of surveys is creating genuine concern about survey fatigue. As fatigue increases, institutional researchers need to be concerned about response rates and the representativeness of the data. These issues are particularly salient for faculty because of increasing demands on their time. Taking a survey, regardless of the topic, will never take precedence over a student knocking on their door or a deadline for a journal article.

The Collaborative on Academic Careers in Higher Education (COACHE) is a research project and consortium of more than 200 colleges and universities that studies the faculty. Not surprisingly, COACHE developed a survey instrument to assess the faculty workplace of its member institutions. Interestingly, survey response rates at COACHE institutions are generally above 50% and average 70% at the HEDS institutions that participated in COACHE.

To monitor response rates over time, COACHE regularly appends questions to its core survey to assess faculty's perceptions of surveys in general. This poster will explore some of those findings. What do tens of thousands of faculty really think about the surveys they are asked to complete? Why do or don’t they choose to participate? The poster will highlight some best practices for encouraging faculty participation in surveys.

Poster #4
Scheduling for Success: A Pilot Study Using Triangulated Data to Maximize Student Placement Outcomes
Julia Cavallo, Director of Institutional Research, Saint Vincent College

Saint Vincent College is a Catholic, Benedictine, liberal arts and sciences college in western Pennsylvania serving roughly 1,600 undergraduate and 200 graduate students. For decades, the practice at Saint Vincent has been to create a first-semester schedule for first-time, first-year students rather than allowing students to self-select their courses. Schedules had been created based on a number of variables including a student’s academic portfolio, but heavily relying on SAT scores. This poster explores the relationship between SAT scores and students’ final grades for many introductory level courses as the basis for improving freshman-to-sophomore retention rates and to create a first-semester schedule that will maximize individual student success. The data supports the hypothesis that SAT scores taken alone may not provide an adequate basis for predicting a student’s success in an introductory course. Based upon these findings, the College is piloting a new registration process utilizing triangulated data to develop a first-year schedule that will not only increase efficiency, but also put the student on the road to future success.
Monday, June 15

Poster #5
The Student Achievement Measure (SAM): More Outcomes for More Students
Teri Lyn Hinds, Director of Research and Data Policy, Association of Public and Land-grant Universities

The federal graduation rate, the most common measure of student attainment, does not count students who transfer, often leading to the mistaken portrayal of those students as failures. Only students who start and finish at the same institution are considered successful. Results from the Fall 2014 CIRP Freshmen Survey reveal that between 17–30% of students at private colleges and universities intend to transfer before graduating. The Student Achievement Measure (SAM) project believes that outcomes for students who transfer should be counted and provides an innovative, common measure of student attainment for all types of institutions to do so. SAM reports more outcomes for more students by tracking student movement within and across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within higher education.

Now in its second year of implementation, SAM is increasingly recognized as a viable, 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, participating colleges and universities deliver a more complete picture of student progress along the path to earning a college degree or certificate. This poster will share information about the underlying objectives and development of SAM, including the challenges of developing a measurement tool that is appropriate across many different types of institutions with diverse missions and student profiles. The characteristics of the measures, including the data sources and model specifications, and their relationship with other metrics initiatives will be described and examples from the SAM website will be shown.

Poster #6
Enrollment Modeling: A Road Map
Michael Johnson, Director of Institutional Research, Dickinson College

Institutional researchers are often asked to assist in the area of enrollment modeling. Typically, this includes providing descriptive statistics of the characteristics of the applicant pool. Some IR offices are called upon to provide a predictive model of the incoming FY class based on the admitted pool. These tasks are not trivial, but on their own they only provide part of what is necessary to “craft the class” to meet institutional goals (head count, net tuition revenue, diversity, academic quality, etc.). It takes planning, coordination, and communication between IR, Financial Aid, and Admissions. This poster outlines a “road map” that discusses three different phases of the enrollment management process from the perspective of the institutional researcher: (1) Preparation, (2) Implementation and (3) Monitoring/Assessing the outcomes. The details of the road map are general in nature but provide some specificity using the process and tools used at Dickinson College for the past several years.
Monday, June 15

Poster #7

Retrofitting an Online Institutional Fact Book Using Interactive Dashboards

Benjamin Moffitt, Research Analyst, Colorado College

A well-crafted fact book increases data transparency through thoughtfully selected descriptive data and visual displays that can be easily interpreted by a broad audience. In an effort to more effectively present institutional data, commonly requested by a variety of internal and external constituencies, Colorado College decided to review the function of a fact book, as well as the ideal contents and display method with users (and potential users) from around the college. We researched common data and visual elements used in fact books of leading institutions in higher education and assembled a focus group consisting of representatives from a range of campus departments. In 2014, the Colorado College Fact Book was relaunched as CC Facts. This interactive data resource, built using Tableau business intelligence software, is aimed at a broad audience and provides commonly requested institutional data in dashboard format. This poster will offer participants the chance to walk through the process of strategically retrofitting an institutional fact book to fit user needs. Topics that will be covered include (1) the role fact books can and do play in institutional data dissemination and transparency, (2) common data elements included in fact books, (3) common visual elements that aid viewers in interpreting the data, and (4) the advantages and challenges of using interactive dashboard format and dashboard software.

Poster #8

A New Approach to Assessing Alumni Outcomes and the Long-Term Impact of a College Experience

Mark Salisbury, Assistant Dean of Academic Affairs and Director of Institutional Research and Assessment, Augustana College

Alumni research has become an increasingly important aspect of many institutional research offices. Yet the theoretical frameworks employed by prior alumni studies are often limited by a series of methodological and conceptual weaknesses (Cabrera, Weerts, & Zulick, 2005) that limit the applicability of resultant findings. This poster will describe a new approach to alumni research that has substantially reshaped one institution’s understanding of its alum’s postgraduate lives and the long-term impact of their college experience.

Life course theory (Elder & Giele, 2009; Shanahan & Macmillan, 2008) is a well-vetted perspective that frames the life course as a progression within which individuals embark on trajectories, move through transitions, and engage turning points. Life course theory provides a useful framework for studying alumni because it accounts for, and even anticipates, the variability that is increasingly a part of adult professional and personal lives. In addition, this framework allows for a way to identify potential points during the life course where the impact of a college experience might be most prevalent. Finally, it allows researchers to examine differences across cohorts of graduates based on within-college or external events.

This poster will outline how one institution substantially revised its lens for studying its alumni based on life course theory. The presenter will share the instrument that was developed, present some of the more prominent findings, and highlight the extensive new knowledge about the institution’s alumni that heretofore was unknown and unconsidered. Finally, the presenter will share the ways that this information influenced a series of critical decisions in the formulation and implementation of the institution’s new strategic plan.
Lessons Learned: Transitioning to Electronic Faculty Activity Reporting

Dave Veazey, Director of University Assessment, Accreditation and Research and Director of the Pacific Northwest Learning Consortium, and Pat Wodaeger, Assistant Director of Assessment, Accreditation and Research—both of Pacific Lutheran University

Pacific Lutheran has been developing an in-house electronic faculty activity reporting product. Faculty currently use a Word document and complete their activity report either on the computer or by hand. The form is identical for all faculty.

Development of an electronic reporting format has uncovered a number of historically accepted practices that, under the microscope of change to an e-version, has generated significant discussion and without thoughtful consideration could sabotage the initiative. Workload calculations, privacy, use of language in the form specific to each discipline, and questions related to the actual useful purpose of filling out an activity report have come up and are part of a vigorous campus-wide discussion.

PLU has used this opportunity as a means to not only develop administrative simplicity, but also engage in a dialogue of questioning existing practice and finding ways to more effectively and meaningfully tell the story of faculty work and achievement.

Uncovering Gaps in Your Culture of Inquiry and Responding Effectively

Aeron Zentner, Dean of Institutional Research, Effectiveness, Planning and Grant Development, Coastline Community College

This poster will show the research that led to the development and validation of a survey instrument to define barriers within the requesting and utilization of data, as well as present multiple open-source resources to provide options for supporting a culture of inquiry.

The survey tool can be utilized to assess perceptions of accessing and utilizing data. The results yielded from the instrument can help define strengths and weaknesses within the institution. This can be a starting point for institutions to engage employees to utilize data based on the identified limitations in application. In addition, the tool can be used as an assessment piece of office operations. The open-source research request forms can support a culture of inquiry by providing a venue to collect information on limitation to data utilization. Additionally, the research request forms will allow for research to provide an open venue and repository for research.

Times to be determined by group leaders

Optional dinner groups

Details vary

We will have sign-up sheets for group dinner outings to area restaurants at the HEDS table in the Mezzanine outside Queen Marie Ballroom. Each group leader will determine the details of meeting times and locations.
John D. Nugent, Director of Institutional Research, Connecticut College

In the 2010 essay “Warning: Your Reality is Out of Date” and subsequent publications, complex-systems scientist Samuel Arbesman describes “mesofacts” – slow-to-change facts about the world that fall between (a) fast-changing facts like temperatures or stock market data and (b) never-changing facts like the capital of the United States. While much change in the world is “neither fast nor breathtaking,” he writes, failure to notice and adjust to changing mesofacts hurts our ability to understand the world we live in and react appropriately.

Colleges and universities are rife with mesofacts – relatively slowly changing circumstances that are hard to detect yet critical to institutional success. If the work of administrators and faculty members is informed by institutional self-understandings that are out of date, they will act in ways that fail to respond to actual institutional circumstances. For example, if faculty members fail to understand the academic preparation and backgrounds of their students, they may find it harder to engage them in the classroom. In this presentation I argue that a key role of institutional researchers should be to identify, measure, and talk about campus developments that may not be easily detected in the daily work of the institution.

To be sure, colleges expend tremendous resources measuring and reporting on institutional performance, but the decentralized and nonhierarchical nature of colleges makes it difficult to ensure that decision makers and faculty members act on the basis of current information rather than subjective or faulty institutional memories, missing institutional memory (among recently hired employees or administrators), aspirational views of the institution, or parochial views of the institution refracted through the lens of one’s own department, office, or division. Moreover, the nature of mesofacts means that people on a campus may be less likely to correctly sense them (as opposed to whether this year’s incoming class met the target or whether salaries increased).

11 http://www.boston.com/bostonglobe/ideas/articles/2010/02/28/warning_your_reality_is_out_of_date/
In presenting the view that institutional researchers should view one aspect of their work as searching out and correcting outdated mesofacts on their campuses, I evaluate the respective roles of IR-related tools and processes such as dashboards, surveys and course evaluations, annual reports, visiting committees, strategic planning, and accreditation. If each of these is reconceived as being in part about updating the institution's self-understanding of its work, they can be made more valuable to the institution. Otherwise, to borrow the analogy Arbesman uses, our institutions can become like the frog that fails to notice the slowly-warming water and jump out until it's too late.

Jon McGee, Vice President for Planning and Public Affairs, College of Saint Benedict and Saint John’s University; Frank A. Boyd, Jr., Associate Provost, Illinois Wesleyan University; Rick Detweiler, President, Great Lakes Colleges Association

Colleges and universities across the country have entered a new world of increasingly complicated choices. Demographic, economic, and cultural forces have converged in recent years in ways that have changed the environment for higher education, often in ways that challenge our sense of mission, our approaches to the market, and our management practice. This session will examine the continuing and prospective impact of those forces on our institutions. Further, we will discuss how our institutions’ governance and decision-making processes might reconcile the pressure of these forces with our institutional mission. This session will be interactive, using presentation, reflection, and group conversation to explore this very important topic.

Ross Conover, Enterprise Support Specialist, Office of Information Technology, St. Mary's College of Maryland

The presentation will focus on the development, implementation, evolution, and evaluation of a specialized retention program at St. Mary’s College of Maryland. Changing trends in enrollment challenged the institution to address the specialized needs of our at-risk student populations. Aided by external funding, the institution developed and implemented a rigid retention program focused on addressing the typical factors that impact student persistence. As the program matured, the institution had to evolve the program from something rigid, inorganic, and immutable, to something that addressed the individual nature of retention. The program became organic, unique to every student, and individualized to meet the needs of every struggling student. Additionally, in the revision of the business process for how we address student retention, we developed a homegrown early alert system that allows for earlier intervention of struggling students. Blending together the program components that address the “big picture” factors leading to
attrition with the individualistic nature of a program that address the nuances of each student has culminated in a program that in the last year has significantly increased the first-to-second year retention of our traditionally at-risk students. Furthermore, the institution is in the process of better utilizing program data to start the development of a predictive model that will help identify students at the time of initial enrollment to intervene earlier and more systematically in an attempt to proactively, rather than reactively, respond to a struggling student.

There will be an optional roundtable discussion at a designated table about the IPEDS Technical Review Panel on Clarifying Study Abroad Enrollment (look for table tent).

Facilitated by Jim Fergerson, Director of Institutional Research and Assessment, Carleton College; Christine Zimmerman, Director of Institutional Research, St. Lawrence University

This upcoming IPEDS Technical Review Panel (TRP) on June 23 and 24 will discuss potential changes to current guidance on reporting study abroad students on fall enrollment and 12-month enrollment, and how changes would impact institutions, researchers, and the Department of Education. The key issue is confusion and conflicting instructions on whether institutions will be allowed to report students on faculty-approved study abroad programs not led by the institution as “enrolled.” When a college provides financial aid, collects fees, and provides ongoing student and academic services, are these students merely an “administrative record”? Reporting practices vary significantly by institution, but is a “one-size fits all ruling” from IPEDS the answer? Jim Fergerson and Christine Zimmerman will be attending the TRP and would like to solicit feedback from HEDS members.

Assessment works best when it is ongoing, integrated into larger institutional contexts, and collaborative. These principles guided the development of a college-wide assessment cycle, implemented at Cornell College. This session will give participants an opportunity to consider the development and implementation of an assessment cycle for their campuses by offering a concrete example that has worked at one college. This session focuses on the leadership required for successful implementation of the model and highlights lessons learned since its inception.
Tuesday, June 16

2:35 – 3:35 p.m.  Using Data from the HEDS Alumni and Research Practices Surveys  Queen Marie Ballroom

Laura Palucki Blake, Director of Institutional Research and Effectiveness, Harvey Mudd College; Jon Christy, Director of Assessment and Institutional Research, Luther College; Scott Steele, Dean of Curriculum and Student Learning, Berea College; Susan Warner Taylor, Director of Assessment, Baldwin Wallace University

Representatives from four HEDS institutions will discuss how they have used results from the HEDS Alumni Survey or the HEDS Research Practices Survey to meet their institution’s needs and inform campus decision making. Laura Palucki Blake and Susan Warner Taylor will describe their separate approaches for using the HEDS Alumni Survey reports to advise various campus offices, provide information for departmental program reviews, and prepare for accreditation. Jon Christy and Scott Steele will present on their use of the HEDS Research Practices Survey reports to assess students’ information literacy skills and improve student research experiences.

3:45 – 4:30 p.m.  Confronting Data Manipulation at Your Institution  Queen Marie Ballroom

Will Miller, Director of Institutional Research and Effectiveness, Flagler College

In February 2014, Flagler College discovered a series of errors in test scores, high school class ranks, and high school grade point averages in our student database. An investigation revealed a series of intentional actions taken by a vice president (and alum) over approximately eight years. By the end of the investigation and recovery efforts, professional public relations consultants, attorneys, and forensic accountants had become involved and students were having their transcripts scrubbed of some courses to help alleviate any potential harm.

Despite the best efforts of a campus, the potential always exists for data to be manipulated and/or misreported. However, the actions of an institution in the wake of discovering such problems can have a greater influence on reputation and functioning then the original misreporting. In this presentation, we will investigate practices to help prevent data manipulation and then walk through how to navigate the waters in the aftermath of discovering data errors at your institution.

5:30 – 7:30 p.m.  Best of Portland Walking Tour for preregistered guests  Meet in Embassy Main Lobby at 5:15 p.m.

5:30 – 8:30 p.m.  Brewvana Walking Tour for preregistered guests  Meet in Embassy Main Lobby at 5:15 p.m.

Time to be determined by group leader  Optional dinner group  Details vary

We will have a sign-up sheet for Tuesday’s group dinner outing at the HEDS table in the Queen Marie Ballroom. Find the details of the meeting time and location there.
## Wednesday, June 17

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>6:30 – 9:30 a.m.</td>
<td>Breakfast available for all Embassy Suites guests and Hilton Portland guests with voucher</td>
<td>Arcadian Garden, LL2</td>
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<tr>
<td>7:45 – 9:00 a.m.</td>
<td>Conference Check-in</td>
<td>Mezzanine outside Queen Marie Ballroom</td>
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<tr>
<td>8:15 – 9:00 a.m.</td>
<td>Business Meeting</td>
<td>Queen Marie Ballroom</td>
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<tr>
<td>9:10 – 10:05 a.m.</td>
<td>Invited Presentation – How Optional Testing Works</td>
<td>Queen Marie Ballroom</td>
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<tr>
<td>10:15 – 11:00 a.m.</td>
<td>Assessment and Decision Making: A Case Study on Information Literacy</td>
<td>Queen Marie Ballroom</td>
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Conference attendees may check in, sign up for optional dinner groups, and find HEDS information and materials here.

**William C. Hiss**, Principal Investigator for "Defining Promise: Optional Standardized Testing Policies in American College and University Admissions"

About 850 institutions have made standardized testing optional for admissions, with many more in recent months. This first national study of 33 public and private institutions with optional testing policies asked, “Does standardized testing artificially truncate the pools of applicants who would succeed in college, if they could be encouraged to apply?” Based on this study, testing creates huge numbers of “false negative” decisions on students: the cumulative GPAs and graduation rates of submitters versus nonsubmitters of testing show only trivial differences. Nonsubmitters are more likely to be first-generation-to-college, women, all categories of minority students, and Pell recipients, yet full-pay students also will be nonsubmitters at high rates, helping to balance budgets. Nonsubmitters are much less likely to earn no-need merit awards, yet earn degrees at much higher rates than students with lower HSGPAs but higher testing, so merit awards based on testing can damage both institutional budgets and guidebook rankings.

**Ben Moll**, Director of Assessment, and **Garrett Trott**, Librarian—both of Corban University

The case study will discuss how Corban University adopted information literacy as an assessed skill set across the curriculum. We will look at how the library partners with faculty to inculcate information literacy with first-year curriculum and upper-level, discipline-specific courses. We will explore the increased
Wednesday, June 17

recognition this process has given to the library and the assessment committee/process, as assessment is an integration part of the campus ethos.

- The circumstances contributing this adoption and the framework used to steward faculty toward the adoption were nurtured through our formative approach focusing on collaborative change agents.
- Online modules in Freshmen English Seminars provide evidence from first-year writing courses that encouraged faculty in their understanding of the importance of information literacy.
- Two supplements in Junior-level research courses address discipline-specific information literacy in students within their majors.
- Reducing complexity makes our processes/transitions sustainable for faculty.
- Tools used and piloted were a result of current best practices and a review of the literature for successful information literacy programs. Creating a set of tools for our unique environment and piloted results paved the way for adoption of new practices.
- Teaching faculty maintain their unique pedagogical foci by collaborating with the library in both the design and implementing of IL components in the classroom.
- Collaboration and communication between faculty within departments and faculty and the library contribute to the continued growth of information literacy instruction and assessment.
- Assessment continues to drive and inform practices offering a continual improvement plan for the implementation of information literacy instruction and assessment.

| 11:10 – 11:55 a.m. | Student Affairs Assessment at Small Colleges: A Panel Discussion | Queen Marie Ballroom |

Jeff Mackay, Associate Dean of Students, and Susan Hopp, Vice President of Student Affairs and Athletics and Dean of Students—both of Linfield College; Mike Segawa, Vice President for Student Affairs and Dean of Students, University of Puget Sound; Shannon LaCount, Director of Campus Success, Campus Labs

A group of student affairs administrators at small colleges in Oregon and Washington have banded together for the past two years to form an unofficial assessment support structure. Our intention was to provide professional development for SA leaders and determine how they could form consulting teams to assist and support each other in their assessment efforts. This focus of our most recent event was divisional contribution to creating a culture of assessment and how assessment plays a critical role in accreditation.

In this panel discussion, we will share examples from our schools and experiences from our collaboration. We will also encourage discussion with and among participants to share their thoughts on the contribution and value student affairs has to offer in the assessment process.
### Wednesday, June 17

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<tr>
<td>11:55 a.m. – 12:10 p.m.</td>
<td>Wrap-up, Thank You, and Evaluations</td>
<td>Queen Marie Ballroom</td>
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<tr>
<td>12:10 p.m.</td>
<td>Conference Ends</td>
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<tr>
<td>12:30 – 2:30 p.m.</td>
<td>Board of Directors Lunch</td>
<td>John Steinbach</td>
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About the Invited Speakers

Frank A. Boyd, Jr.

Frank Boyd is associate provost at Illinois Wesleyan University (IWU) and has served in a number of other administrative posts at IWU, including associate dean and interim provost. Outside of IWU, Frank serves in a variety of advisory and leadership roles. He is a senior Teagle Scholar at the Center of Inquiry in the Liberal Arts at Wabash College. Frank has served on the Illinois Board of Higher Education’s Faculty Advisory Council and is currently a resource member for the Board of Trustees at Illinois College in Jacksonville, Illinois. Frank joined the IWU faculty in 1995 after receiving his PhD in political science from Emory University, where he also participated in elections-monitoring trips with the Carter Center to Guyana, Panama, and Mexico. His research interests include the governance of common pool resources, and in recent years, he has expanded this work to focus on governance processes in higher education.

Richard A. Detweiler

Richard (Rick) Detweiler is president of the Great Lakes Colleges Association (GLCA). A social psychologist, he earned his PhD from Princeton University. He is also a foundation fellow at Oxford University’s Harris Manchester College and president emeritus of Hartwick College. Previously he was a distinguished fellow at the Council on Library and Information Resources, president and professor of psychology at Hartwick College, and vice president (planning and research) and professor of psychology at Drew University. He has been an active researcher, consultant, and author in higher education, institutional planning, and psychology. He was a founding dean of the Frye Leadership Institute at Emory University, received the Carnegie Mellon/AMS Award for Leadership in computer and communications technology and the American Council on Education award for leading internationalization through technology, is a trustee of Sterling College of Vermont and the Hollings Center for International Dialogue in Washington DC, and has served on boards of many higher education organizations.

William C. Hiss

William (Bill) Hiss retired in 2013 after 35 years at Bates College. He led the admissions and financial aid offices for 22 years; as a VP, supervised the alumni relations, career development, and communications offices; and served as a senior leadership gifts officer. His first-year seminar course, "Literature through Cataclysm," studied modern Russian, Japanese, Vietnamese, Indian, and Somali fiction and film. Bill took his BA in English from Bates, an MTS in ethics and American church history at Harvard Divinity School, and an MA and PhD at Tufts University in American literature and religion. In 1984, the Bates faculty made standardized testing optional for admissions. For over 35 years, Bill has researched and written on optional standardized testing. In February of 2014, he and his co-author Valerie Franks published the first national, peer-reviewed study, widely discussed in the media, of optional testing at 33 private and public institutions.
Gina Johnson is executive director of institutional research & analysis at the University of Denver (DU). She has twenty years of experience in the field of education, including teaching, policy analysis, and institutional research. At DU, Gina leads the Information, Measurement, and Analysis Council and serves on the Data Stewardship Advisory Board, bringing a measure of collaboration to a traditionally decentralized environment in order to coordinate data management, analysis, and decision support. She has served as the analysis resource on multiple campus study teams and currently serves on the executive committee of the Transformative Directions Advisory Group, a strategic planning initiative led by DU’s chancellor. As part of a particular passion and personal commitment, Gina serves as a member of the DU Sustainability Council. She also volunteers with the Association for Institutional Research in a variety of capacities and presents annually at the AIR Forum.

Jon McGee

Jon McGee is vice president for planning and public affairs at the College of Saint Benedict and Saint John's University in Minnesota. He serves on the cabinet of both colleges and is responsible for research and analysis in support of enrollment and budget decision making, strategic planning leadership, and leadership in support of campus visibility and marketing. He is a frequently invited speaker nationally on demographic trends, the economics of higher education, and the intersection of mission, market, and institutional values. His recently completed book, *Breakpoint: The Changing Marketplace for Higher Education*, examines key forces of disruption in higher education. The book will be published by the Johns Hopkins University Press and available in fall 2015. Jon serves as member of the College Board’s College Scholarship Service Assembly Council, where he is national chair-elect. He also serves on the faculty of the Harvard Summer Institute on College Admissions.

Josipa Roksa

Josipa Roksa is associate professor of sociology and education at the University of Virginia. She is also currently serving as special advisor to the provost and associate director of the Center for Advanced Study of Teaching and Learning in Higher Education. Josipa’s research focuses on understanding inequality in different outcomes in higher education, from access and completion to learning. Her recent work has examined how much students learn in higher education and what consequences that has for their lives beyond college. Josipa is co-author of *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011) and *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (University of Chicago Press, 2014). Moreover, her research has been published in a range of peer-reviewed journals, including *Social Forces, Sociology of Education, Research in Social Stratification and Mobility, Educational Evaluation and Policy Analysis, Teachers College Record, Review of Higher Education, Research in Higher Education*, and *Social Science Research*. 
About the Workshop Presenters

Mary Ann Coughlin

Mary Ann Coughlin is assistant vice president for academic affairs at Springfield College in Springfield, Massachusetts. During her tenure at Springfield College, Mary Ann has served in a variety of positions, including faculty member, president of the Faculty Senate, and her current administrative position in academic affairs. Across these positions, she has supervised academic support services and provided leadership for outcomes assessment initiatives, academic progress reviews, and institutional research. Mary Ann is a past president of AIR and was awarded the 2012 AIR Outstanding Service Award. In addition to being well known within AIR for her training and workshops in the area of statistics and as a faculty member for the Foundations Institute and the Statistics Institute, she also contributes significantly to the development of training materials and resources on the use of data tools for IPEDS.

Kristina (Cragg) Powers

Kristina (Cragg) Powers is associate vice president of Institutional Research Services at Bridgepoint Education (San Diego, CA). Kristina provides leadership for external data reporting, including federal and state submissions. Her higher education experience includes working in multiple states for public institutions/organizations throughout the country focusing on student success, which complements her role as an IPEDS trainer. Kristina contributes to the field of higher education through presentations and publications; she is the co-editor of *Organization and Administration in Higher Education*.

Ellen Bara Stolzenberg

Ellen Bara Stolzenberg is the assistant director for the Cooperative Institutional Research Program (CIRP) at the UCLA Higher Education Research Institute (HERI). Ellen’s primary responsibilities include working with institutions to administer CIRP surveys, help with IRB concerns, and demonstrate interesting and useful ways campuses can use their data. Prior to this position, Ellen spent seven years working in institutional research for the UCLA Graduate Division and two years in the Office of Institutional Research at the University of Southern California. She earned her PhD in higher education and organizational change and MA in counseling and student affairs at UCLA, and her BA in Spanish and linguistics from Tulane University. Ellen’s research interests include adjustment to college and students in transition, faculty-student interaction, study abroad, and doctoral education.
HEDS 2016 Annual Conference
June 26–29
Asheville, North Carolina

We look forward to seeing you next year at the Renaissance Asheville Hotel in Asheville, North Carolina.

Visit our conference website at http://www.hedsconsortium.org/annual-conferences/ for the most up-to-date conference information.