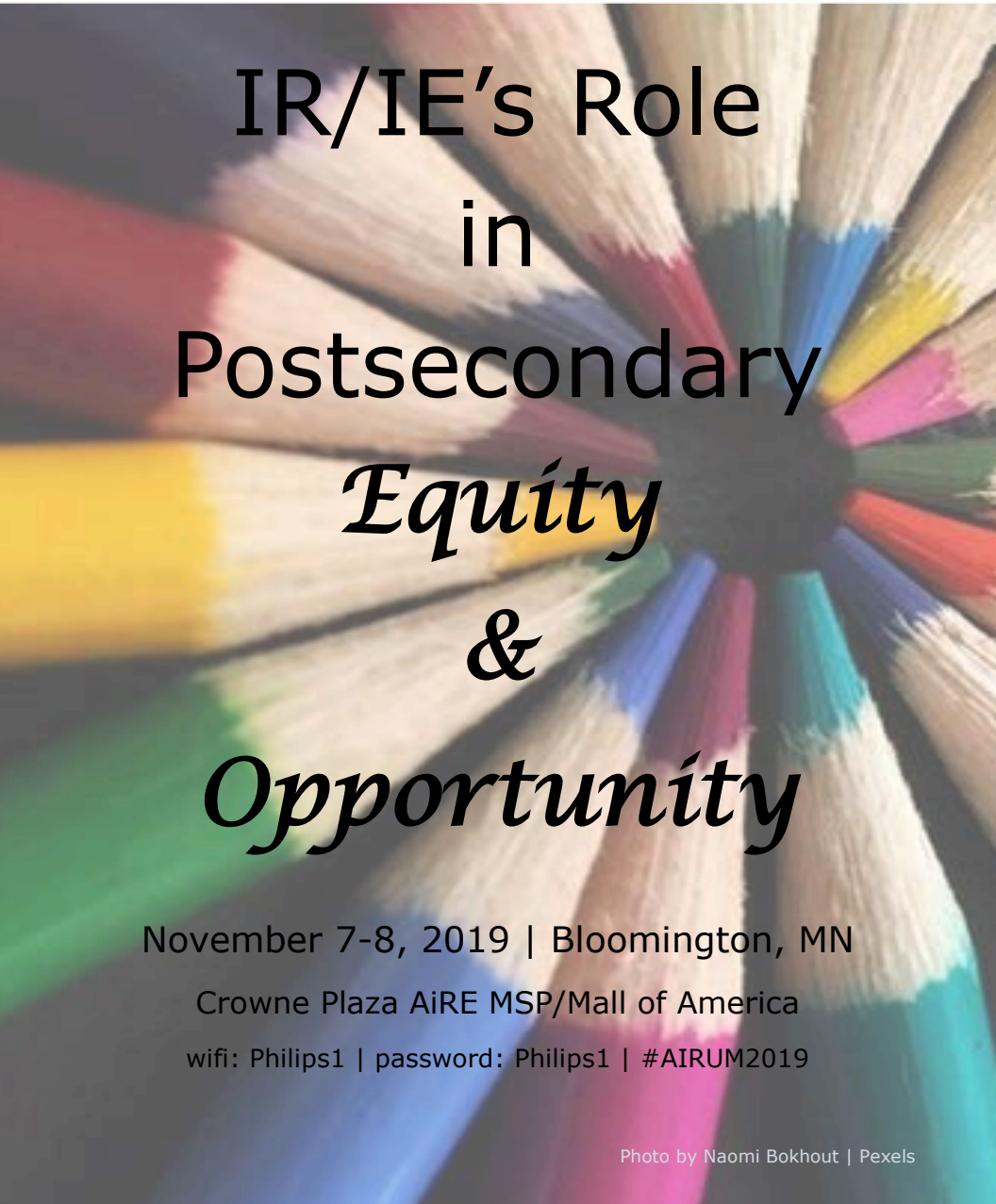




Association for Institutional Research in the Upper Midwest  
2019 Annual Conference

A background image for the conference title showing numerous colored pencils (red, yellow, green, blue, purple, etc.) pointing their sharpened tips towards a central point, creating a radial pattern.

# IR/IE's Role in Postsecondary *Equity* & *Opportunity*

November 7-8, 2019 | Bloomington, MN

Crowne Plaza AiRE MSP/Mall of America

wifi: Philips1 | password: Philips1 | #AIRUM2019

Photo by Naomi Bokhout | Pexels

## AIRUM 2019 Annual Conference

### Registration and Information Desk

*Conference registration: 2nd floor in the AiRE Ballroom Foyer*

Thursday, November 7	7:15am-4:30pm
Friday, November 8	7:30am-9:00am 10:40am-12:30pm

### Schedule Overview

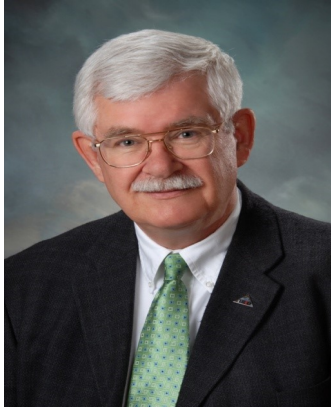
#### **Thursday, November 7**

7:30am-8:40am	Continental Breakfast <i>AiRE Ballroom</i>
7:30am-8:40am	AIRUM Newcomer Breakfast <i>Runway 3 &amp; 4</i>
8:45am-8:55am	Welcoming Remarks <i>AiRE Ballroom</i>
9:00am-11:50am	Concurrent Sessions
12:00pm-1:40pm	Lunch, Keynote, and Discussion <i>AiRE Ballroom</i>
1:50pm-2:40pm	Concurrent Sessions
2:50pm-3:30pm	Coffee Break & Mentoring Meet-Up
3:40pm-4:30pm	Concurrent Sessions
4:30pm-6:30pm	Social Hour Sponsored by Rapid Insight <i>Apollo Terrace</i>

#### **Friday, November 8**

7:30am-8:00am	Coffee <i>AiRE Ballroom Foyer</i>
8:00am-8:50am	Concurrent Sessions
9:00am-10:30am	Brunch and Business Meeting <i>AiRE Ballroom</i>
10:40am-12:30pm	Concurrent Sessions

## AIRUM 2019 Keynote Address



### Unequal Family Income and Unequal Opportunity for Higher Education

**Tom Mortenson**

Thursday, November 7  
12:00pm  
AiRE Ballroom

Tom is Senior Scholar at the Pell Institute for the Study of Opportunity in Higher Education and researcher, writer, and publisher of *Postsecondary Education Opportunity*. Tom has focused his extensive career on analyzing students' opportunity for postsecondary education and training and the ways public policy fosters or impedes access to that opportunity, with special concern for populations under-represented in higher education. His work has informed decisions by institutional leaders and policy makers across the United States.

### AIR President at AIRUM: Listening Sessions with Martin B. Fortner

The AIR Board is undertaking listening sessions at affiliate meetings, and AIRUM is delighted to welcome the 2019-20 AIR President Martin Fortner. Martin will be leading two listening sessions and participating in general sessions throughout the conference. Join us for these important, field-shaping conversations.



**Thursday, November 7**

### Concurrent Sessions: 9:00am-9:50am

#### **1. Evaluation of the Effectiveness of Success Navigators**

*Runway 1 & 2*

Student Success Navigators are case managers employed to help students negotiate unfamiliar college systems and facilitate connections to student-centered resources. A two-year college evaluated the effect of Student Success Navigators (SSN) in four distinct applications: remedial students, minority students, students in gateway courses and third attempters. Results were mixed, often due to confounds with other interventions targeting the same students.

#### **Presenter(s)**

Viktor Brenner, *Waukesha County Technical College*

#### **2. At the Intersection of Data, Policy, and Institutional Research: You choose the route, we will talk about the journey.**

*Runway 3 & 4*

Four Assessment and Institutional Research experts come together to discuss selected topics that today's institutional researchers encounter every day, including remedial education, cost of attendance, the landscape of credentials, data governance, p20W+ data, cross agency data sharing, HEA reauthorization, implications of institutional shutdowns, transfer student context, and assessment as an institutional researcher. These discussions are intended to engage the audience and answer questions about current issues that have arisen in IR in higher education.

#### **Presenter(s)**

Tasha Almond-Dannenbring, *HelioCampus*  
Meredith Fergus, *Minnesota Office of Higher Education*  
Laura Fingerson, *Strategic Education, Inc.*  
Bethany Miller, *Mary Baldwin University*

### **3. The Pivotal Role of Institutional Research and Meeting HLC Criteria 4.B.**

*Wilbur Wright*

This presentation focuses on how to build a culture of assessment within an institution's co-curricular offices. Institutional Research's unique skill set is an invaluable resource for co-curricular staff who are new to the language and tools of assessment such as how to define the parameters of their measurements, engage in robust but sustainable data collection, and conduct reasonable analysis to support planning and 'close the loop'.

**Presenter(s)**

Nichole Petersen, *Century College*

### **4. Developing and Sustaining an Institutional Review Board at a Two Year College**

*Orville Wright*

Many two year colleges have begun incorporating student and faculty research into their pedagogy. This often requires review by an IRB to ensure protection of human subjects. While navigating the rules of developing a review board may be daunting we can share our experience with creating and sustaining an effective board and review process.

**Presenter(s)**

Nora Morris, *Anoka-Ramsey Community College*

Jennifer Pearson Hennen, *Anoka-Ramsey Community College*

### **Concurrent Sessions: 10:00am-10:50am**

### **5. Four Tips for Breaking Down Barriers to IR Success**

*Runway 1 & 2*

There are pervasive challenges that inhibit the application of institutional research across the institution. IR principles represent immense strategic possibilities for improvement in every department, yet it is common for institutions to see IR as a "data vending machine". This presentation discusses four strategies that can help you gain allies across the institution, and become a centerpiece in decision-making at the institution.

**Presenter(s)**

James Cousins, *Rapid Insight*

Katie Reed, *Macalester College*

### **6. Projecting University of Wisconsin System Enrollments to 2025 from Detailed Population Estimates and Enrollment Rate Modeling**

*Runway 3 & 4*

This presentation will outline a methodology for projecting student enrollment based on detailed subpopulation estimates and modeling of enrollment rates. Often enrollment estimates are based on high school graduate projections, which do not account for nontraditionally aged students, or an assumption of static enrollment rates. We will discuss the methodological choices that we made that improve on earlier efforts, limitations of our approach, and our efforts to expand the projections to 2040.

**Presenter(s)**

Andrew LeBeau, *University of Wisconsin System*

Daniel Younan, *University of Wisconsin System*

## **7. Research in Action: Program-Level Postsecondary Outcomes**

*Wilbur Wright*

Research on postsecondary outcomes for students is an important function of IR/IE offices, which can be both helped and challenged by the growing array of potential data sources and new tools to aid in this research. This presentation builds on our previous work to discuss program-level outcomes, additional new data tools, and lessons learned along the way in this multi-year research study.

### **Presenter(s)**

Lesley Lydell, *University of Minnesota-Twin Cities*  
Helen Horner, *University of Minnesota-Twin Cities*  
Ron Huesman Jr, *University of Minnesota-Twin Cities*

## **8. Forward: Leveraging Resources to Support Data-Informed Student Success**

*Orville Wright*

This session will give participants an opportunity to consider the development and implementation of a multi-faceted data informed student success program by offering a concrete example from one college. Presenters will discuss the leadership and planning required for successful implementation of the model and highlight lessons learned in the three years since its inception.

### **Presenter(s)**

Bethany Miller, *Mary Baldwin University*  
Angie Bauman-Power, *Cornell College*

## **Concurrent Sessions: 11:00am-11:50am**

## **9. Getting Involved in AIR and AIRUM: What You Need (or Want!) to Know**

*Runway 1 & 2*

What does it really mean to get involved with AIR and AIRUM? How much time will it take? What do I have to offer, and what might I learn? Join our panelists, all former or current AIR and AIRUM volunteers, as we discuss how to get involved, what we've learned, and why we encourage you to volunteer as well.

### **Presenter(s)**

Adam Johnson, *Macalester College*  
Kristin McKinley, *Lawrence University*  
Natalie Walleser Solverson, *University of Wisconsin-La Crosse*  
Tracy Williams, *Hamline University*

## **10. What Do We Really Know About Adult Learners in Minnesota?**

*Runway 3 & 4*

We often think of college undergraduates as young, recent high school graduates. Overall, this is the norm, but what do we know about those individuals who choose to enroll in college later in life? Analysis of longitudinal data for adult learners enrolled in Fall 2017 revealed significant variations in enrollment and demographics. This session will present the results of the research and discuss the implications for institutional approaches in serving adult learners.

### **Presenter(s)**

Meredith Fergus, *Minnesota Office of Higher Education*  
Erin Osborn, *Century College*  
Yanan Zhang, *College of St. Benedict*

**11. Benchmarking for Breakthrough Improvement***Wilbur Wright*

Every organization wants to know how to get to better, faster, leaner, smarter. Benchmarking is key to this learning. People often use comparative and benchmark interchangeably, but they really represent two distinct ideas. Using examples from work on the new University Benchmarking Project (an initiative for 4-year institutions of Higher Education), the presenters will define the differences between comparison data and benchmarking practices.

**Presenter(s)**Brenda Krueger, *University of Wisconsin-Stout*Jim Lenio, *Walden University*Meridith Wentz, *University of Wisconsin-Stout***12. Campus Climate and Graduate Students' Mental Health***Orville Wright*

Colleges and universities are experiencing significant increases in the numbers of students experiencing mental health concerns on their campuses. While much attention has been given to undergraduate students' mental health, little is known about graduate students' mental health, including the percent of students experiencing depression and anxiety. Furthermore, researchers have yet to examine whether environmental factors, such as campus climate, are associated with students' mental health. The purpose of our study is to examine the frequency of anxiety/depression among 6,000 graduate students attending five institutions from 2017-2018 and explore whether campus climate is associated with graduate students' mental health.

**Presenter(s)**Krista Soria, *University of Minnesota-Twin Cities***Lunch, Keynote and Discussion:  
12:00pm-1:40pm***AiRE Ballroom***Unequal Family Income and Unequal Opportunity for Higher Education**

Over his career, Tom Mortenson's research has taken a holistic approach to understanding what impacts a student's opportunity to attend postsecondary institutions. He has addressed students' academic and financial preparation for college; students' levels of access, choice, persistence, and attainment throughout their educational career; and the labor force entry of college graduates. Tom is particularly interested in the public and private financing of higher education opportunity and the enrollment consequences of the cost-shift from taxpayers to students underway since 1980.

As noted in the dedication to the 2019 edition of the *Indicators of Higher Education Equity in the United States*: "...[the] report is once again dedicated to Arnold Mitchem and Tom Mortenson. Without the work of these two individuals, the report would not have been possible. Both have dedicated their careers to creating greater equity in educational opportunity. By producing this 2019 volume..., we honor the legacy of their work and the seeds they have sown for increasing equity in higher education opportunity and outcomes in the United States."

Join us for his candid discussion of findings on the changes in opportunity and their impacts on students, postsecondary institutions, and society.

## NOTES

### Concurrent Sessions: 1:50pm-2:40pm

#### **13. Developing a Homegrown First-Year Survey: Macalester's Rationale, Process, and Initial Insights**

##### *Runway 1 & 2*

For almost 40 years, Macalester College administered CIRP's "The Freshman Survey" to incoming first-year students. In fall 2019, we abandoned the CIRP and developed a homegrown instrument to better meet the needs of campus constituents. In this presentation we will share our rationale, survey development process, reliability testing process (using cognitive interviewing), data-use plans, and initial insights from our inaugural administration.

##### **Presenter(s)**

Polly Fassinger, *Macalester College*  
Adam Johnson, *Macalester College*

#### **14. Making the Most of Your State's Data Books**

##### *Runway 3 & 4*

Tom Mortenson authors the *Postsecondary Education Opportunity* (PEO) newsletter, a monthly research newsletter devoted to analysis and reporting on the demographics, sociology, history, politics, and economics of educational opportunity after high school. PEO newsletters use data from multiple sources, and individual state-specific data files used for the newsletter are available to newsletter subscribers. In this session, participants will gain access to their state data books and generate ideas and strategies for using this data to better understand the trends in their own state and the AIRUM region.

##### **Presenter(s)**

Tom Mortenson, *Pell Institute*

## 15. A Multi-Methods Approach to Understanding Student Thriving

*Wilbur Wright*

Why do some students feel that they are struggling when their peers view them up as paragons of success? Why are others happy about their collegiate career, despite experiencing what others may call mediocrity? This session explores thriving at Grinnell, providing quantitative and qualitative data, then focusing on students whose self-perceived thriving does not align with their thriving scores.

### Presenter(s)

Georgeanna Robinson, *Grinnell College*  
Kaitlin Wilcox, *Grinnell College*

## 16. Efficient Methodological Techniques Applied to the Reporting of Graduation Rates for Program Review

*Orville Wright*

Learn time-saving data processing steps in SAS and helpful techniques in PowerPivot that can be used in tandem to create a reproducible interactive Excel Dashboard providing graduation rate summaries for programs under review at your institution. Beginning-to-intermediate users may find useful tips regarding SAS or PowerPivot, whereas more advanced users may adapt the whole process.

### Presenter(s)

Sidney Fisk, *North Dakota State University*

**Coffee Break & Mentoring Meet-Up:**  
**2:50pm-3:30pm**  
**AiRE Ballroom Foyer**

## Concurrent Sessions: 3:40pm-4:30pm

## 17. Using SLEDS to Investigate Pathways to a Family-Sustaining Wage

*Runway 1 & 2*

Ensuring that all citizens earn a family-sustaining hourly wage is critical to the well-being of individuals, families, and communities. Understanding how individuals achieve this wage is key to the work of institutional researchers, policy makers, students, and others. This presentation will demonstrate how one research project used the Minnesota Statewide Longitudinal Education Data System (SLEDS) to examine the specific pathways that lead to a family-sustaining hourly wage.

### Presenter(s)

Erin Osborn, *Century College*  
Jane Fields, *University of Minnesota Center for Applied Research and Educational Improvement*

## 18. Association for Institutional Research (AIR) Listening Session with President Martin Fortner

*Runway 3 & 4*

Join Martin Fortner for a lively discussion of the current state and future changes and challenges for our profession. Come prepared to share your experiences and perspectives to help shape the outreach and professional development mission of the AIR Board of Directors as it works with members and affiliate organizations like AIRUM to support our daily work and careers.

### Presenter(s)

Martin B. Fortner, *Northeast Lakeview College & President, Association for Institutional Research*

**19. Beyond First Destination Data: Career Center/IR Exploration of Factors Associated with Career Engagement, Internships, and Experiential Learning**

*Wilbur Wright*

Research suggests that students who participate in experiential learning are more likely to be engaged in their work and to experience well-being later in life. We investigated the characteristics of students who did vs. did not engage with these opportunities at St. Olaf, and the relationship between such involvement and students' self-reported career confidence. We will share how we collaborated for this study, as well as the techniques used to analyze the data.

**Presenter(s)**

Susan Canon, *St. Olaf College*  
Nate Jacobi, *St. Olaf College*

**20. Managing Reporting Changes for Student Feedback of Instruction**

*Orville Wright*

Institutional change is constantly occurring. Student feedback of instruction is part of most institutions' reporting requirements. Getting the reports out to the proper individuals can be a challenge as individuals change positions and units reconfigure within an institution. We will present both concepts to think about when planning for future automated reporting needs and one implementation plan including information that is not residing in a central database yet is necessary for report distribution.

**Presenter(s)**

Daniel Glover, *University of Minnesota-Twin Cities*

***Social Hour: 4:30pm-6:00pm***  
***Apollo Terrace***  
***Sponsored by RapidInsight***

**Friday, November 8**

**Concurrent Sessions: 8:00am-8:50am**

**21. Lessons from the Field: Advice from a Career in IR/IE and Points along the Way**

*Runway 1 & 2*

What do you wish you'd known when you were just starting your career in IR/IE? Join our panelists representing different institutional sectors as they reflect on the valuable lessons they've learned, the advice they wish they'd had, and the skills and strategies they value now and into the future.

**Presenter(s)**

Cynthia DeVore, *Metropolitan State University*  
John Kellogg, *University of Minnesota-Twin Cities*  
Lesley Lydell, *University of Minnesota-Twin Cities*  
Daniel Nelson, *Bethel University*

**22. Improving student success in math: winds of change at University of Wisconsin System institutions**

*Runway 3 & 4*

The University of Wisconsin System, in year two of a three-year Math Initiative, aims to improve student outcomes in gateway mathematics courses. The multi-pronged effort includes changes to curricula, pedagogy, advising, student support, and transfer services. Presenters will share how data informed decisions and ignited change on specific issues identified at their institutions.

**Presenter(s)**

David Blough, *University of Wisconsin System*  
Emily Neumann, *University of Wisconsin-Superior*  
John Standard, *University of Wisconsin-Parkside*



**23. The Role of Institutional Research in Guiding and Supporting Institutional Effectiveness Practices: A Triangulation of Academic Officers' View**

*Wilbur Wright*

The study examined the perceived roles and reported effectiveness of the Institutional Research Office in American higher education institutions through a mixed methods research design that elicited responses from 332 chief academic officers. The results showed that most chief academic officers equated institutional research office roles and effectiveness with provision of usable and timely data which contribute to pending decisions.

**Presenter(s)**

Carol Okigbo, *Minnesota State University Moorhead*

**24. NC-SARA Data Reporting: Institutional Approaches to Reporting Out-of-State Learning Placements and M-SARA's role**

*Orville Wright*

As voluntary participants of the State Authorization Reciprocity Agreements (SARA), our respective campuses are required to submit data annually to the National Council for State Authorization Reciprocity Agreements (NC-SARA). In spring 2019, there was a new requirement for institutions participating in SARA to annually report to NC-SARA the number of their students engaged in certain out-of-state learning placements (OOSLP), such as rotations, internships, student teaching, etc. Learn how our respective campuses approached this new requirement, the challenges, and lessons learned in gathering this data.

**Presenter(s)**

Emily Jacobson, *Midwest Higher Education Compact*  
Tracy King, *University of Wisconsin-River Falls*  
Michelle Sturm, *University of Wisconsin-La Crosse*

**Brunch and Business Meeting:  
9:00am-10:30am  
AiRE Ballroom**

**Concurrent Sessions: 10:40am-11:30am**

**25. Benefits of Succession Planning and Secrets of Leadership Development**

*Runway 1 & 2*

Succession planning is a deliberate, proactive, strategic, and systemic effort to identify and develop potential successors with the intention of ensuring leadership and knowledge continuity in an organization. Participants will hear what prompted us to think about succession planning in our office, learn how we streamlined processes and documented to improve office efficiencies, and understand the benefit to the field.

**Presenter(s)**

Kristin McKinley, *Lawrence University*  
Sarah Dunnagan, *Lawrence University*

**26. Marshalling Our Resources & Negotiating Change**

*Runway 3 & 4*

In this session, AIR President Martin Fortner will delve into actionable themes identified in the AIR listening sessions and survey sent to the AIRUM community. Topics will include how AIR can further support members through targeted professional development offerings, including negotiating change; effective partnership strategies on and off campus; unpacking the statement on ethical principles for daily work; and communicating our value amid rapid transformations in data capabilities and infrastructure.

**Presenter(s)**

Martin B. Fortner, *Northeast Lakeview College & President, Association for Institutional Research*

## **27. A Tableau Dashboard on Academic Majors at the University of Wisconsin System**

*Wilbur Wright*

At the University of Wisconsin System (UWS), we have developed a Tableau dashboard—UWS Academic Majors — and successfully launched it this year. It provides information of academic majors offered, mode of delivery, and changes of academic majors over time. The intended purpose is to provide information for those involving academic program planning.

### **Presenter(s)**

Yufeng Duan, *University of Wisconsin System*

## **28. IR Empowers Data-Driven Decision-Making: A Nursing Program Example**

*Orville Wright*

ND University System IR collaborated with the Dakota Nursing Program to establish how standardized test (TEAS) scores predict student success. This presentation will walk through this project, demonstrating how to approach such inquiries with logistic regression. Findings enable program leadership to choose TEAS cut scores for admission based upon success likelihood. Altogether, this collaboration illustrates IR's role in empowering stakeholders.

### **Presenter(s)**

Ellie Shockley, *North Dakota University System*

## **Concurrent Sessions: 11:40am-12:30pm**

## **29. Building Interactive Web Applications in R: Comparing Shiny and Dash**

*Runway 1 & 2*

Earlier this year, Plotly released an R version of their Dash framework. Dash is used to build interactive data-driven web apps, and has been referred to as "Shiny for Python." Now that Dash is available for the same language as Shiny, how do the two compare when building a higher ed dashboard?

### **Presenter(s)**

Mike Wallinga, *Northeastern College*

## **30. Innovation through Strategic Planning**

*Runway 3 & 4*

This presentation will be an interactive session where participants will be able to experience some of the signature events associated with UW-Stout's strategic planning process.

### **Presenter(s)**

Meridith Wentz, *University of Wisconsin-Stout*

## **31. IR and Financial Aid: Techniques for Better Partnership**

*Wilbur Wright*

Considering the decline in student numbers and the increased awareness of the cost of a four-year degree and the rise of predictive analytics the pressure on IR to better drive financial aid strategy is on the rise for all institutional types. However, in most cases the pressure is the heaviest on small liberal arts private institutions where financial aid packaging is a complex system of grants, scholarships, loans, and work study. What is the right mix\target? Should we focus on need? Or maybe merit? Or is it just the out-of-pocket cost? This session is designed to serve as brainstorming session for IR professionals. General discussion questions will be posed to stimulate conversation. Come eager to learn and share.

### **Presenter(s)**

Christopher Feit, *Loras College*



## AIRUM Conference 2020

**November 5-6, 2020**

**Pre-Conference:  
November 4, 2020**

Crowne Plaza AiRE  
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Bloomington, MN

*Thank you* to our members  
for your active support of AIRUM  
and your participation in the conference!  
See you next year!

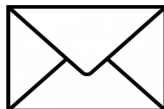
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Viktor Brenner, *Waukesha County Technical College (WI)*  
Christopher Feit, *Loras College (IA)*  
Bethany Miller, *formerly Cornell College (IA)*  
Emily Neumann, *University of Wisconsin-Superior (WI)*  
Jennifer Pearson Hennen, *Anoka-Ramsey Community College (MN)*  
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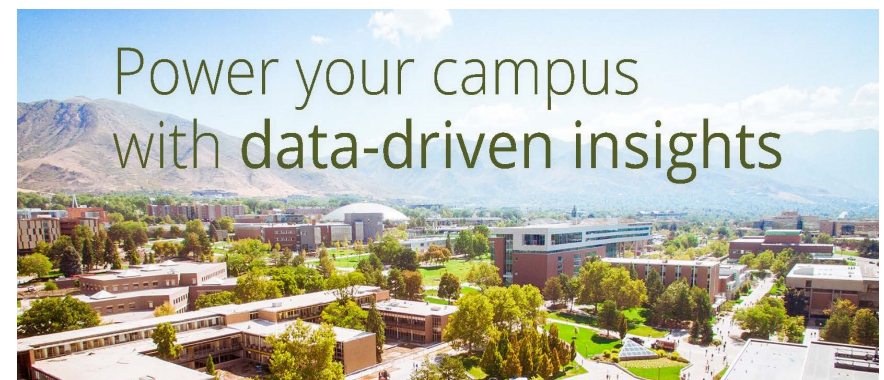
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