



36th
ANNUAL CONFERENCE

March 24-25, 2022

Welcome from Your 2022 INAIR President and Vice President/Conference Chair

Hello INAIR Colleagues!

Welcome to our 36th Annual Conference! We are excited to be back in the Whova platform and we hope, while virtual, we're able to create a welcoming and engaging conference environment.

We hope you'll take advantage of attending our sponsored presentation and/or visiting the virtual vendor area within the Whova platform to meet with representatives from our sponsor. Many thanks to our Gold Sponsor, HelioCampus, for their generous support of our conference!



This year, we've created four different tracks to help you decide which of our exciting concurrent session offerings best fit your professional interests and needs:

- **IR Professional Track** – if you are new to IR or want to focus your conference experience on honing your IR professional toolkit, we recommend this track.
- **Surveys & Research Track** – if your professional responsibilities focus on survey administration or data for research, the concurrent sessions in this track will be geared towards these topics.
- **Analytics & Data Track** – for those IR professionals looking for advanced analytics and usage of data, we have a great collection of demos and presentations.
- **Assessment & Curriculum Track** – for IR or IA professionals interested in curriculum, learning outcomes, and assessment sessions, we've gathered the best of the bunch into one track.



Thank you to all of our presenters and panelists for being willing to share your time and talent with colleagues from across the state. A special thanks this year to Victor Borden at IU Bloomington who is co-presenting at six different concurrent sessions this year alongside graduate students pursuing research relevant to our field.

Planning a conference (even a virtual one) this year was easy with the fantastic support from our Board and Conference Planning Committee. Sincere thanks to all who have worked together to make our 36th conference a success, including our Treasurer Ken Pattillo, Membership Chair Kathrine Dwyer, Secretary Amy Ribera, Web Administrator Jennifer Holscher, Past President Sharon Wavle, and Conference Planning Committee members Kim Meeks and Sara Spalding.

With sincere appreciation,

Jordan Mays
INAIR President

Brooke Kile
INAIR Vice President and 2022 Conference Chair

Thank You to Our INAIR 2022 Gold Sponsor



Schedule At-A-Glance

Thursday, March 24 – Conference Day 1		
11:00 am – 11:50 am	Virtual Room 2	INAIR Newcomers Workshop and Coffee Hour
12:00 pm – 1:15 pm	Virtual Room 1	36th Annual INAIR Conference Keynote Address Improv(ing) Data Communication: How Improv Principles Can Help Us Craft Messages for Impact <ul style="list-style-type: none"> • Dr. Krista Longtin
1:15 pm – 1:30 pm	<i>Break</i>	
1:30 pm – 2:15 pm	Virtual Room 1: IR Professional Track	Presentation: So Happy Together: Connecting Student Tracker and University Data <ul style="list-style-type: none"> • Linda Ferguson, Diana Hooten, & Ray Buechler, Indiana State University
	Virtual Room 2: Surveys & Research Track	Presentation: Graduate Funding Insights: Blending student and employee data to answer the unanswerable <ul style="list-style-type: none"> • David Robledo, Sabrina Tanner, & Deep Dasgupta, Purdue University, College of Engineering
	Virtual Room 3: Analytics & Data Track	Presentation: Test-Optional Admissions and Scholarships: IR Implications <ul style="list-style-type: none"> • Bridgett Milner & Douglas Anderson, Indiana University Bloomington
	Virtual Room 4: Assessment & Curriculum Track	Demo: Strategic Curricular Analysis and Improvement <ul style="list-style-type: none"> • Victor Borden, Rebecca Torstrick, Rachel Seymour, & Yih Tsao, Indiana University Bloomington
2:15 pm – 2:30 pm	<i>Break</i>	
2:30 pm – 3:15 pm	Virtual Room 1: IR Professional Track	Presentation: Visualizing Student Flow * <ul style="list-style-type: none"> • Victor Borden & Joseph Finke, Indiana University Bloomington
	Virtual Room 2: Surveys & Research Track	Presentation: The Higher Education Demographic Cliff in NW Indiana <ul style="list-style-type: none"> • Michael D. Bourgeois & Jeff Schieb, Purdue University Northwest
	Virtual Room 3: Analytics & Data Track	Presentation: Regression Diagnostics for Salary Equity Modeling <ul style="list-style-type: none"> • Steven VanDenDriessche, University of Notre Dame
	Virtual Room 4: Assessment & Curriculum Track	Presentation: Curriculum analytics as process mapping: An overview with examples * <ul style="list-style-type: none"> • Stefano Fiorini, Gina Deom, Mike Sauer, Linda Shepard, & Julie Teague, Indiana University Bloomington
3:15 pm – 3:30 pm	<i>Break</i>	
3:30 pm –	Virtual Room 1: IR Professional Track (Sponsored Session)	Presentation: The Last Lap - Empowering Stakeholders to Take Action on Data Findings <ul style="list-style-type: none"> • Tasha Almond-Dannenbring, HelioCampus

Thursday, March 24 – Conference Day 1		
4:15 pm	Virtual Room 2: Surveys & Research Track	Presentation: Rural or Not? Challenges and Opportunities When Identifying Rural Students * <ul style="list-style-type: none"> Joseph Finke, Indiana University Bloomington
	Virtual Room 3: Analytics & Data Track	Presentation: Establishing Validity of Institutional Measures and Metrics * <ul style="list-style-type: none"> Daria Ivleva & Victor Borden, Indiana University Bloomington
	Virtual Room 4: Assessment & Curriculum Track	Presentation: Meta-analysis of Intercultural Learning Outcomes at the Institutional Level: Methods & Findings <ul style="list-style-type: none"> Katherine Yngve, Purdue University West Lafayette

* indicates best paper submission

Friday, March 25 – Conference Day 2		
9:00 am – 9:50 am	Virtual Room 1	Coffee Hour and Networking
10:00 am – 10:45 am	Virtual Room 1: IR Professional Track	Demo: Stop Typing Your IPEDS Data! (Use this tool instead) <ul style="list-style-type: none"> Alison Lanski, University of Notre Dame
	Virtual Room 2: Surveys & Research Track	Roundtable: Survey Oversight: Getting to Fewer & Better Campus Surveys <ul style="list-style-type: none"> Andy Zehner & Abby Lawler (Purdue University), Maggie Dalrymple (Indiana State University), Robbie Janik (Indiana University Purdue University Indianapolis)
	Virtual Room 3: Analytics & Data Track	Demo: Using Data, Method, and Interpretive Triangulation to Improve Student Success <ul style="list-style-type: none"> Victor M. H. Borden, Phoebe Wakhungu, & Seonmi Jin, Indiana University Bloomington
	Virtual Room 4: Assessment & Curriculum Track	Presentation: Do students think they learned less? Changes in students' perceptions of learning between pre-pandemic and during mostly remote instruction <ul style="list-style-type: none"> Steven Graunke, IUPUI
10:45 am – 11:00 am	<i>Break</i>	
11:00 am – 11:45 am	Virtual Room 1: IR Professional Track	Presentation: Data Governance: its Evolution <ul style="list-style-type: none"> Sarah Bauer, Kendal Kosta-Mikel, Gabrielle Kraus, Lucy Fluellen, & Christopher Sherman, Purdue University, West Lafayette
	Virtual Room 2: Surveys & Research Track	Presentation: Research to Support Career Development into the Early College Experience * <ul style="list-style-type: none"> Rebecca Torstrick, Da'Ja'Nay Askew, & Victor Borden, Indiana University Bloomington
	Virtual Room 3: Analytics & Data Track	Presentation: Utilizing Market Research Within Higher Education <ul style="list-style-type: none"> Hope Cullers, Purdue University
11:45 am – 12:00 pm	<i>Break</i>	
12:00 pm – 1:15 pm	INAIR 2022 Business Meeting and Awards	

* indicates best paper submission

Thursday, March 24 – Conference Day 1

INAIR Newcomers Welcome and Coffee Hour 11:00 am – 11:50 am

Virtual Room 1

Conference Keynote 12:00 pm – 1:15 pm, Virtual Room 2

Improv(ing) Data Communication: How Improv Principles Can Help Us Craft Messages for Impact

Assessment professionals and institutional researchers have to communicate effectively to multiple audiences, with varying levels of data literacy. Applied improvisational theatre, or “applied improv,” has much to teach us about framing messages to meet an audience’s needs, from an administrator to a faculty member. In this interactive keynote, you’ll receive practical tips about how to listen closely, create shared meaning in your data, and build relationships through communication.



Dr. Krista Longtin, *Indiana University School of Liberal Arts at IUPUI, Indiana University School of Medicine*

Dr. Krista Longtin is an Associate Professor of Communication Studies in the Indiana University School of Liberal Arts at IUPUI, and an Assistant Dean for Faculty Affairs and Professional Development at the Indiana University School of Medicine.

She researches communication education and faculty development in the sciences and health professions. Krista is the co-editor for the Public Library of Science’s Science Communication blog and leads a graduate minor in Communicating Science at IUPUI.

She has served as a consultant on communication and education projects for national and international organizations including the Indiana State Department of Health and the European Science Media Hub.

Social Media

Linked In: <https://www.linkedin.com/in/kristalongtin/>

Twitter: @kristalongtin

Facebook: <https://facebook.com/kristalongtin>

Instagram: @kristalongtin

So Happy Together: Connecting Student Tracker and University Data

Virtual Room 1, IR Professionals Track

For many years, the National Student Clearinghouse's Student Tracker service has been a rich source of data for institutional researchers to track enrollment of various categories of students. This is particularly important information for university leadership when facing enrollment challenges. Data sets are submitted to the Clearinghouse and the data are matched to the NSC's set of all submitted enrollment/degree data. Historically our process for translating NSC response detail into meaningful reports has been time-consuming and labor-intensive. We recently completed a project that allows us to load NSC response detail reports to our data warehouse and connect the data to other student data in the warehouse. While we will discuss our framework, methodology, metrics and usage - a significant component of this session will be a discussion with attendees as to how others process and use Clearinghouse data.

Participants in this session will learn about frameworks for translating National Student Clearinghouse response files into meaningful reports and how colleagues process and present NSC data.

Presenters: Linda Ferguson, Diana Hooten, & Ray Buechler
Indiana State University

Graduate Funding Insights: Blending student and employee data to answer the unanswerable

Virtual Room 2, Surveys & Research Track

With unprecedented growth in graduate student enrollments—including the emergence of professional masters programs, Purdue Engineering administrators need to keep track of their student's employment, funding levels and to ensure compliance with university policy. Simple departmental reporting has existed but is severely limited in functionality and comprehensiveness. We will share how we are blending Banner and SuccessFactors data to provide answers to questions which have been previously unanswerable and to minimize students from falling through the proverbial cracks in our 2 ERP environment.

Participants will learn best practices with exploring, blending disparate data and engaging with stakeholders.

Presenters: David Robledo, Sabrina Tanner, & Deep Dasgupta
Purdue University, College of Engineering

Test-Optional Admissions and Scholarships: IR Implications

Virtual Room 3, Analytics & Data Track

With our analytical and reporting support, our university implemented test-optional admissions and test-excluded scholarship awarding for the fall 2021 cohort. Unlike many institutions, we decided prior to the pandemic to adopt test-optional practices and had already researched this approach and built necessary infrastructure before the COVID-19 pandemic forced the hand of many others. We'll discuss the research leading to our implementation, the analytical work behind a test-free measure of student academic performance, reporting and rankings implications of no-test students, and the positive and negative outcomes we've experienced. We'll also discuss next steps for us in continuing our use of a test-optional approach.

Participants in this session will learn about research and reporting connected with test-optional admissions and scholarship awarding, best practices and potential pitfalls of test-optional admission and scholarship implementation, and the outcomes of test-optional admission experienced at one Big 10 University.

Presenters: Bridgett Milner & Douglas Anderson
Indiana University Bloomington

Strategic Curricular Analysis and Improvement

Virtual Room 4, Curriculum & Assessment Track

Research and analysis support for a college or university's most important institutional issues requires an integrative approach that is often beyond a single IR office. Universities, and especially research universities generally have within the enterprise very highly sophisticated capacities that can be used to tackle high priority issues. This session describes an integrative approach to strategic curricular analysis and improvement efforts that focuses on student success in difficult course sequences, especially those that prevent large numbers of first generation, low-income, and historically excluded students of color from accessing critical majors in STEM, health, and technologies. The initiative described in this session unites institutional researchers, learning analytics specialists, instructional designers, and program support specialists to guide teams of faculty through intervention research that improves student pass rates in these critical classes.

Participants will learn how to apply institutional research, strategically, to critical institutional areas of challenge or concern.

Presenters: Victor Borden, Rebecca Torstrick, Rachel Seymour, Yih Tsao, & Yumeng Liang
Indiana University Bloomington

Thursday, March 24 Concurrent Sessions: 2:30 pm – 3:15 pm

Visualizing Student Flow *

Virtual Room 1, IR Professionals Track

This session explores time-tested and more recent techniques for visualizing the flow of students across the curriculum and through the college experience. The presenters will provide an inventory of student flow visualization techniques, show examples from efforts at their institution to use student flow visualization to support a university-wide initiative to expand the use of evidence-informed strategies to improve student persistence, learning, degree attainment and career outcomes. Following the presentation, participants will be engaged in a discussion related to available visualization techniques, as well as the tool and platform choices faced by IR practitioners seeking to further develop their visualization skills and practices.

Participants in this session will be able to identify appropriate techniques for visualizing student flow. Participants will come away with ideas on depicting flow between classes, through curricula, and across semesters at their institutions. With information gained from this session, institutional researchers will be able to better communicate student persistence research to administrators, faculty, and staff.

Presenters: Victor Borden & Joseph Finke
Indiana University Bloomington

** denotes best paper submission*

The Higher Education Demographic Cliff in NW Indiana

Virtual Room 2, Surveys & Research Track

Like many regional colleges and universities across the nation, Purdue University Northwest has experienced a decline in enrollment over the last ten years. Our presentation reflects an innovative component of a multifaceted research agenda aimed at understanding the sources of this decline in order to effectively design strategic interventions and to inform decision-making in admissions and student success initiatives. Using data from the Commission for Higher Education, we construct and analyze historical K-12 enrollment trends in our regional catchment counties. We find shifting patterns in college-going behavior among high school seniors and an impending 'demographic cliff' in K-12 enrollment. Implications for institutional preparedness are discussed.

Participants will review how and where to access and organize publicly available Indiana data sources to analyze and forecast K-12 enrollment. Participants will identify shifting college-going behaviors and an imminent enrollment dearth for NW Indiana. Participants will discuss implications of these findings for enrollment planning both within local institutions and across the state—and IR's key role in the solution.

Presenters: Michael Bourgeois & Jeff Schieb
Purdue University Northwest

Regression Diagnostics for Salary Equity Modeling

Virtual Room 3, Analytics & Data Track

In salary equity modeling, there are sometimes concerns related to the influence that data points with extreme independent variable values may have on the models at hand. We discuss three approaches to measuring the influence of these points in linear models and then apply the techniques to a model used for assessing salary equity at Notre Dame. This is joint work with Mark Gunty and Alison Lanski.

Attendees can expect to leave with an understanding three diagnostic metrics and examples of their application. The metrics to be discussed are leverage, Cook's distance, and $dfbeta$. We will additionally review some R code that can be used in implementing these tools.

Presenter: Steven VanDenDriessche
University of Notre Dame

Curriculum analytics as process mapping: An overview with examples *

Virtual Room 4, Curriculum & Assessment Track

Curricula provide structured pathways for disciplinary knowledge acquisition and determine students' progression to degree. In this presentation we show the effectiveness of process mining in revealing how students experience curricula structures and are affected by academic events. This approach to Curriculum Analytics is able to help Institutional Research offices address recurrent questions, e.g. how do students move through the (fill the blank) curriculum? What happens when a student fails a course? How do students of different background experience the curriculum requirements? Is my curriculum adversely impacting minoritized students? The session will cover both methods and example of real live application.

Participants in this session will acquire knowledge of CA using process analysis, the tools available to conduct this type of analysis, the data structure needed and some of the most effective process representations available. Participants will eventually be able to explain the approaches and interpret their results. Finally, attendees will have gained enough understanding to critically assess the results and support decision makers in extending the insights gained to potential actionable outcomes.

Presenters: Stefano Fiorini, Gina Deom, Mike Sauer, Linda Shepard, & Julie Teague
Indiana University Bloomington

** denotes best paper submission*

The Last Lap - Empowering Stakeholders to Take Action on Data Findings (SPONSORED SESSION)

Virtual Room 1, IR Professionals Track

IE and IR Offices continue to evolve as critical components in institutional decision making. Their position and access to data inherently requires them to work across their institution or system. In this capacity, the IE and IR Office is called to impact the culture and use of data analytics. However, roadblocks in process or culture can preclude the ability of IE/IR Offices to take action on the data. As agents of change, IE/IR professionals can leverage Kotter's eight step change model as a way to implement sustainable and strategic use of their institutional data. Taking a closer look at how IE/IR professionals can remove barriers and accomplish short term wins, this session will discuss an example of how this has been done at Northern Michigan University. Participants will then identify barriers to be addressed, or short-term wins for their IE/IR Office to consider in their strategies toward use of data. If you are interested in learning best practices for cultivating a culture of data-informed decision making at your institution, you won't want to miss this session.

Presenter: Tasha Almond-Dannenbring

HelioCampus

Rural or Not? Challenges and Opportunities When Identifying Rural Students *

Virtual Room 2, Surveys & Research Track

As rural students are increasingly seen as a population colleges and universities need to attract and retain, institutional researchers are being asked to study and provide information about these students. An early question is "How do we define and identify rural students?" This presentation will provide guidance on selecting appropriate definitions of rurality.

Attendees will be able to describe differences between various rural definitions and come away with ideas on how to identify rural students at their institutions. This information will be useful as institutional leaders seek information about the enrollment, retention, and graduation of rural students.

Presenter: Joseph Finke

Indiana University Bloomington

** denotes best paper submission*

Establishing Validity of Institutional Measures and Metrics *

Virtual Room 3, Analytics & Data Track

Institutional researchers employ many measures that are institutional level indicators, such as retention rates, research performance, student engagement indicators, and so on. This presentation considers how such measures can be assessed for validity. Anderson's (1987) two stage model for assessing the validity of organization-level constructs is used to examine two common indicators: research performance and several of the NSSE student engagement indicators. Early results show that the research measures have poor validity, but the NSSE indicators are more robust.

Participants of this session will learn about a two-stage model that can be used to assess validity and reliability of institutional level measures. The analysis of the validity of indicators used by global research rankings (THE-WUR and ARWU) provide useful intelligence to integrate into analyzing institutional performance in those rankings. Further, the participants will gain an understanding of the rigor of NSSE student engagement indicators. The comparison of credibility of two sets of indicators (global rankings and NSSE) provide with useful insights in selecting reliable measures for institutional performance

Presenters: Daria Ivleva & Victor Borden

Indiana University Bloomington

** denotes best paper submission*

Meta-analysis of Intercultural Learning Outcomes at the Institutional Level: Methods & Findings

Virtual Room 4, Curriculum & Assessment Track

Deci & Ryan's self-determination theory suggests, among other things, that autonomy and relatedness contribute to motivation. This presentation will discuss Purdue's seven-year (and counting!) journey of motivating faculty towards a high-functioning culture of assessment of inclusion-focused learning. We've done this in part by allowing the instructor to define instructional goals and choose from a variety of instruments (autonomy) and by annual meta-analysis reports (relatedness), produced an intercultural specialist within the institutional research office. The 2021 report on A significant portion of the session will focus on specific, validated & reliable instruments, both proprietary and free, and how Purdue has used them for improvement of student learning.

As a result of attending this session, participants will be able to identify at least one new valid and reliable method of assessing intercultural or inclusion-oriented learning, envision new ways of gaining faculty buy-in to an assessment initiative on their campus, or determine how to make compelling success stories (meta-analyses) from disparate types of data.

Presenter: Katherine Yngve

Purdue University, West Lafayette

Friday, March 25 – Conference Day 2

Coffee Hour, Networking, and Discussion of Topics/Presentations 9:00 am – 9:50 am

Virtual Room 1

Friday, March 25 Concurrent Sessions: 10:00 am – 10:45 am

Stop Typing Your IPEDS Data! (Use this tool instead)

Virtual Room 1, IR Professionals Track

Do you want to save time and improve the accuracy of your IPEDS submissions? Stop spending hours typing and proofing data, and let your computer do the work instead. In this session, you'll see how you can take prepared institutional data, run one command in R, and end up with a correctly-formatted flat file that will be accepted by the IPEDS automated import option. Your submissions will populate with your data in seconds, and there will be no risk of typos. You'll leave this session knowing how to use this open-source tool, troubleshoot the upload process. If time allows, you'll get some lessons learned for working on open source and collaborative coding projects.

Participants will understand the process of uploading submissions to IPEDS and how to produce their own uploadable files for IPEDS using an open-source tool. <https://alisonlanski.github.io/IPEDSuploadables/>

Presenter: Alison Lanski

University of Notre Dame

Survey Oversight: Getting to Fewer & Better Campus Surveys

Virtual Room 2, Surveys & Research Track

This pre-recorded roundtable session considers how an institution can monitor and steer institutional policies for on-campus surveying of faculty, staff, and students. How can an IR office identify and implement policies and best practices that lead to fewer and better surveys? Purdue University established a Survey Oversight Committee in spring 2021. The committee was tasked by the provost with upgrading the quality of campus surveys and with disseminating results more widely and increasing access to the data. This roundtable discussion reviews Purdue's experiences during the first year. The session combines data presentation and discussion. Participants share experiences on their campus and comment and critique what Purdue has done. Topics to be considered include a) How to quantify the volume of surveying, b) How to prioritize some surveys higher than others, and c) Best practices for design, implementation or analysis that can be standardized across campus.

Attendees will learn two methods for estimating how much surveying occurs on their campus, one survey oversight initiative and its first-year achievements, and a resource for upgrading and standardizing survey questions.

Presenters: Andy Zehner & Abby Lawler (Purdue University), Maggie Dalrymple (Indiana State University), Robbie Janik (Indiana University Purdue University Indianapolis)

Using Data, Method, and Interpretive Triangulation to Improve Student Success

Virtual Room 3, Analytics & Data Track

The Insight Engine is a data, method, and interpretative triangulation framework developed to improve student success. The applications range from feedback reports to high schools, tracking the flow of State Promise Grant recipients, improving student success in introductory curriculum sequences and infusing career development into first year classes and academic advising practices. Learnings from the first full year of operation include the need for developing training modules, engaging more intensively academic program administrators, and further integrating support among IR, teaching and learning staff, and support program administrators.

Presenters: Victor Borden, Phoebe Wakhungu, & Seonmi Jin
Indiana University Bloomington

Do students think they learned less? Changes in students' perceptions of learning between pre-pandemic and during mostly remote instruction

Virtual Room 4, Curriculum & Assessment Track

The purpose of this study is to determine if declines in self-reported gains in learning persist after taking into account the effects of academic and demographic factors. Studies (Pew Research Center, 2020) have suggested that learning among K – 12 students decreased as instruction became mostly remote during the 20-21 academic year. While similar direct assessment data from higher education institutions is difficult to find, indirect assessment information can at least provide data on students' feelings about the learning process. This presentation will feature live SAS demonstration using National Survey of Student Engagement (NSSE) data collected at IUPUI both before the pandemic (2015 and 2018) and during the Spring 2021 (IU Online, 2021). Discussion will focus on the use of these results to highlight students' feelings of their learning during remote instruction, and how these results can be used in conjunction with direct assessment measures.

Participants will be able to discuss how survey instruments, such as NSSE, can be used to collect indirect assessment data, which can be used in conjunction with direct assessment evidence to gain a complete picture of student learning; describe how to conduct exploratory factor analysis and analysis of covariance in SAS and use these techniques in the study of indirect assessment evidence; understand how students' perceptions of

their learning may have changed after multiple semesters of mostly online or hybrid learning and will be able to apply the techniques used at IUPUI to study the phenomenon at their own institution.

Presenter: Steven Graunke

Indiana University Purdue University Indianapolis

Friday, March 25 Concurrent Sessions: 11:00 am – 11:45 am

Data Governance: its Evolution

Virtual Room 1, IR Professionals Track

Data Governance is ongoing, living, and ever-changing. It evolves as institutional needs change, as leadership changes, as the world changes. The challenge is to identify and maintain steady progress on core work while adapting to the multiple changes. Being alert for opportunities as well as creating campus-wide partnerships is essential. As the pandemic unfolded, we didn't need to be very alert to notice the need for data and fast access to many kinds of data. It was an opportunity we could not have predicted, but one that pointed out our data infrastructure strengths and weaknesses. This presentation includes the institutional data governance program manager, the data managers from the Colleges of Agriculture and Science and an undergraduate student who continues to assist with Data Cookbook, one of the most visible pieces of data governance. Access to data is widespread. Data is used and 'owned' by many. It does NOT manage itself. This is where a data governance program provides ongoing value and proves its need for recurring resources. Being creative in finding those resources is part of the program manager's role.

Attendees will learn an overarching understanding of data governance concepts, ideas about data governance 'pieces' that would be feasible at their institution, and critical success partnerships to promote long-term data governance.

Presenters: Sarah Bauer, Kendal Kosta-Mikel, Gabbi Kraus, Lucy Fluellen, & Christopher Sherman
Purdue University, West Lafayette

Research to Support Career Development into the Early College Experience *

Virtual Room 2, Surveys & Research Track

Integrating career development into the early years of the college experience is becoming increasingly important to students, their parents, and many external constituents. This session presents a set of evidence-guided strategies being implemented at a large, public, multi-campus university to improve this integration. The session will specifically focus on the types of evidence (research and analyses) conducted to support this institutional improvement effort, including: an analysis of the use of career services; an environmental scan on skills language used by employers, academics and professional career development organizations; and research to support integrating career-related assignments in a freshman writing class.

Participants in this session will gain an understanding of the types of research and analyses that support integrating career readiness into the early college experience. The presenters will demonstrate how the use of methodological triangulation, integrating learning analytics, traditional institutional analyses, and qualitative techniques can provide the information required to address such complex institutional issues.

Presenters: Rebecca Torstrick, Da'Ja'Nay Askew, & Victor Borden
Indiana University Bloomington

** denotes best paper submission*

Utilizing Market Research Within Higher Education

Virtual Room 3, Analytics & Data Track

Universities are constantly looking for new programs to offer, but determining which programs will actually be marketable can be difficult. As such, market research is an extremely important practice within higher education. In this session, we will discuss why market research is so important, what should be included in a market research report, and what sources can be used to retrieve this information.

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Presenter: Hope Cullers

Purdue University

INAIR Board Meeting and Awards 12:00 pm – 1:15 pm