



Michigan Association for Institutional Research



32nd Annual Conference
November 7 – 9, 2018
Midland, Michigan



November 2018

MI/AIR Colleagues,

On behalf of the 2018 Steering Committee, we warmly welcome you to the 32nd Annual Conference of the Michigan Association for Institutional Research (MI/AIR). Every year we look forward to coming together with our colleagues and friends to discuss new ideas and challenges.

The conference theme for this year is *Data to Information: Connections that are out of this World*. The higher education community is continuing to make more data-driven decisions and it is often the responsibility of institutional research professionals to translate that data into actionable information. The presentations this year demonstrate how MI/AIR members are connecting institutional data to a variety of initiatives, programs, and solutions, as well as helping to expand the role data play in institutional decisions.

The MI/AIR Annual Conference provides a unique opportunity to network with colleagues, expand your knowledge, and hone your research skills. We thank each of the presenters for generously contributing their expertise and time, and for sharing their experiences, so that we as a community can continuously improve.

Thank you for participating in the 32nd Annual Conference! Whether you are attending for the first time or have attended for numerous years prior, we hope you enjoy the conference and we look forward to seeing you at our future conferences!

Sincerely,

Amanda Scherr

2017-18 MI/AIR Steering Committee Chair

Schedule at a Glance

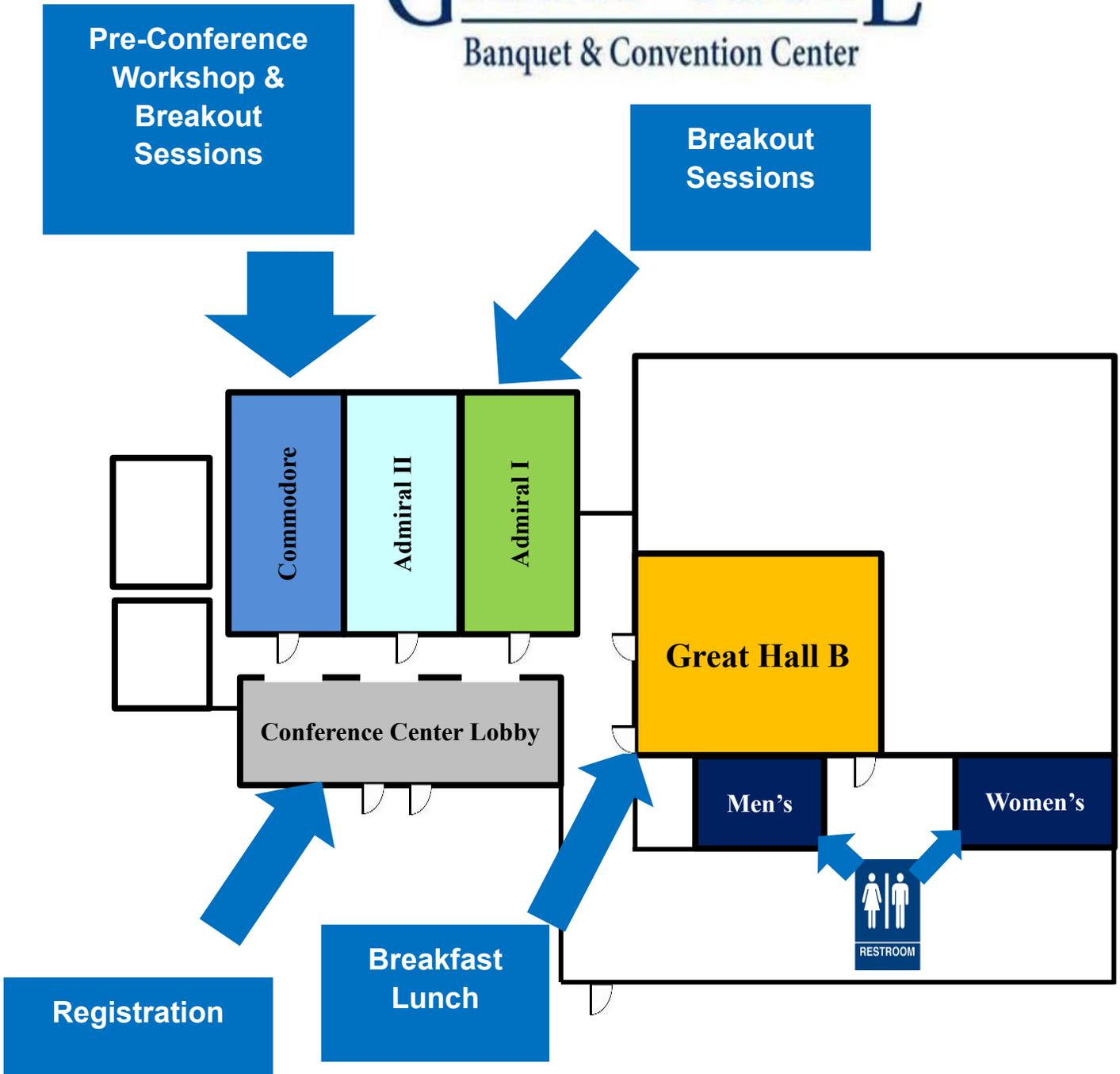
2018 Conference Schedule					
Session Locations			Other		
Commodore	Admiral II	Admiral I	Lobby	Great Hall B	Restrooms
Event	Time	Wednesday, November 7, 2018			Time of Day
Registration	1 Hr	Registration			12:00 PM – 1:00 PM
Pre-Conf.	4 Hrs	Pre-Conference Workshop			1:00 PM – 5:00 PM
Registration	1 Hr	Registration			5:00 PM – 6:00 PM
		Dinner Opportunities			6:00 PM
Thursday, November 8, 2018					
Meal	1.5 Hrs	Registration & Breakfast			7:30 AM – 8:30 AM
		2018 Conference Welcome!			8:30 AM – 9:00 AM
Session 1	45 min	Replication & Reproducibility in IR (Wagner & Ternes)	Improving Understanding of Reasons and Motives of Student Retention (Graessle)	Sophomore Live On: Understanding impact of second year residential decisions on student success outcomes (Richter & Cantwell)	9:15 AM – 10:00 AM
Session 2	45 min	Data Visualization for IR (Broughton)	Use of a Decision Theory Model for Validating Math Course Placement Test (Mourad & Nguyen)	Culturally Engaging Campus Environments (Bausch, Glasener, & Lonn)	10:15 AM – 11:00 AM
Session 3	45 Min	Matching Students to School Districts (Sailer)	The Connections – IPEDS Data and Where They Appear (Brennan)	Timely Progress to Graduation: Ensuring optimal course placement and avoidance of bottlenecks (Huyser-Honig, Bruner, & Richter)	11:15 AM – 12:00 PM
Lunch	1.75	Lunch and Annual Meeting			12:15 PM – 2:00PM
Session 4	45 Min	One Year Later: Using R to Automate the Tedious Stuff (Marsh)	The effects of the Federal Work-Study Program: A single-institution study (Bauer & Lonn)	First Year Retention Projection Model (Agarwal)	2:15 PM – 3:00 PM
Session 5	45 Min	A Great Tool to Answer Ad-Hoc Enrollment, Course Success Requests (Excel Power Pivot w/ Slicers) (Everin & Mourad)	Race/Ethnicity/Gender: Issues with Reporting Definitions (Perez-Vergara)	Non-traditional Students at Oakland University: A Profile and A Look at Outcomes (Condrón)	3:15 PM – 4:00 PM
Session 6	45 Min	A Cost Effective Approach to Data Visualization (Lund)	Identifying and Serving Non-Traditional Students at Selective Institutions (Marra, Ebreo, Phillips, & Sornum)	Building a Model to Convert Inquiries to Applications (Gyasi & Roe)	4:15 PM – 5:00 PM
Break	30 Min	Break			5:00 PM – 5:30 PM
Networking & Dinner	2.5 Hrs	Social Hour			5:30 PM – 6:30 PM
		Dinner and Activity			6:30 PM – 8:00 PM
Social	??	Social			8:00 PM-Midnight
Friday, November 9, 2018					
Breakfast	1.5 Hrs	Breakfast			7:30 AM – 9:00 AM
Break	30 Min	Hotel Checkout			9:00 AM – 9:30 AM
Session 7	45 Min	Playing in the DIRT: Data Governance at DU (Aboufadel)	Student Experiences Matter Too: Exploring Multiple Metrics of “Success” (Scherr, Roe, & Dix)	N/A	9:30 AM – 10:15 AM
Session 8	45 Min	A Systematic Approach to Connecting Data with Academic Program Review (Gratson)	Building Institutional Support for Undocumented Students in Michigan Colleges and Universities (Vasquez)	N/A	10:30 AM – 11:15 AM

Facility Map



GREAT HALL

Banquet & Convention Center



Introduction to R: Complete and Automate a Data Request.

Noah C. Pollock, M.S.

*Assistant Director of Assessment
Career Services
Oakland University*

Location: Commodore

Back by popular demand and redesigned by audience feedback! Come learn the free and open source data wrangling, statistics, graphics, and reporting tool leveraged by government agencies and fortune 500 companies, R! In this session, we will follow a specific project path with the full R code available before the workshop. We will receive a data request, load data, clean data, analyze data, visualize data, and report our results!

Participants in this workshop will use R to:

- Complete and automate a data request
- Clean, analyze, and report data
- Develop visually appealing graphics
- Run basic statistics

Requirements:

- A Windows/Mac computer with R-Studio installed (please note installation instructions will be provided prior to the pre-conference and the instructors will be using Windows so there might be differences if you have a Mac)
- Basic familiarity with previous programming, scripting, SQL, or a willingness to learn

Concurrent Session - One

Thursday, November 8

9:15 am –10:00am

Replication & Reproducibility in IR

Commodore

Nick Wagner, Saginaw Valley State University; Reuben Ternes, Oakland University

"Within research in higher education, we often learn about different ways to conduct analyses to study certain populations. However, a question begs to be answered about how applicable or valid these studies are if applied at our own institution using the same methodology. Simons (2013) states that reproducibility is the cornerstone of science and if an effect is reliable, any competent researcher should be able to obtain it when using the same procedures. That is the premise for this presentation as Saginaw Valley State University looked to replicate a study done by Oakland University using logistic regression to estimate the impact that unmet financial need has on student retention rates. The study will be re-visited, comparing results, methods, and outcomes across both of the studies. The presentation will end with a brief discussion on the reproducibility crisis in psychology and medicine, how this crisis impacts research within IR, and practical tips on how to make your own research more reproducible. References: Simons, D. J. (2013). The value of direct replication. *Perspectives on psychological science*. 9(1) pp. 76-80."

Improving Understanding of Reasons and Motives of Student Retention

Admiral II

Charles Graessle, Olivet College

Recent changes in surveying methodology that improved sampling of exiting students are described. From preliminary results it is clear that understanding of student's persistence (especially in the first year) is aided in three ways: 1) There is a clearer picture of differences and similarities between this college's exiting and non-exiting students; 2) How students organize their thinking about exiting and its causes is related to retention; and 3) Conclusions must be effected because students often withhold information that is related to negative judgements. This is most clearly seen when known causes of attrition (e.g., low grade points) are not acknowledged. Examples of each are noted, as time permits, as well as implications that include theories of responsibility, methodologies of interviewing and surveying, and retention practices.

Sophomore Live On: Understanding impact of second year residential decisions on student success outcomes

Admiral I

Susan Richter, Bethan Cantwell, Michigan State University

Ninety-eight percent of fall entering undergraduate students live on campus their first year at Michigan State University (MSU). By the second year, only fifty percent of these students live on campus. In this presentation, we explore differences in the characteristics and outcomes of students who live on campus their second year. We specifically evaluate differences in cumulative GPA, persistence rates, and graduation by second year residential choices. We control for selection bias through a variety of econometric techniques, specifically propensity score matching, coarsened exact matching, and multivariate regression on the matched sample dataset. Our results indicate that there are minimal impacts on student outcomes as a function of second year living, but outcomes vary by subgroups (race/ethnicity, Pell grant, and first generation). The different outcomes by subgroups indicates that policy changes to residential housing may effect both who lives on-campus housing and where students choose to live. We conclude the analysis by exploring additional data that can help us understand the relationship between residential housing and student outcomes, e.g. Sankey charts of student flow from one residence to another and the correlation between persistence and dining use and residential room changes.

Concurrent Session - Two

Thursday, November 8

10:15 am – 11:00 am

Data Visualization for IR

Commodore

Jacqui Broughton, Michigan State University

As institutional researchers, we are used to seeing data in tables, charts, and graphs, but not all audiences absorb information in the same way. Increasingly for many, bite sized data points are preferred. However, when information is trimmed down, data points can lose context. That's where infographics and other forms of data visualization come in as a tool to visually communicate complex data that can tell a story (and sometimes a story within a story). This session will show how to use tools readily available to all institutional researchers (Excel and Word) to improve how IR offices communicate and relay data. This session provides examples published by Michigan State University's Institutional Studies office and the thoughts, tools, process, and shift in mindset that went into their creation and use.

Use of a Decision Theory model for validating math course placement test

Admiral II

Roger Mourad, Lan Nguyen, Washtenaw Community College

The primary goal of this study was to assess the validity of a standardized math test (ALEKS) as a means of math placement. We also examined the predictive value of other measures (ACT math, SAT math, and high school GPA). The dataset consisted of all new Washtenaw Community College students who took ALEKS in the 2017 calendar year (n=1,290). Following the method of recent national studies, we used decision theory (Sawyer, 1989, 1996) to calculate predicted probability of success or non-success in college level math courses. Predicted accuracy rate is the extent that the placement test accurately assigns students to the correct course level. Accuracy rates using the criterion of C or higher as success were low. This was primarily due to underplacement. Optimal cut scores were calculated that would increase accuracy rates. It was also found that high school GPA was a better predictor of math course grade, first semester college GPA, and first semester credits earned than ALEKS, ACT Math, and SAT Math scores.

Culturally Engaging Campus Environments: A Model of Understanding Low-Income Students' Sense of Belonging in their First Year

Admiral I

Emma Bausch, Kristen Glasener, Steve Lonn, University of Michigan - Ann Arbor, Office of Enrollment Management

Low-income students often begin college at a disadvantage compared to their higher-income peers. In particular, transitioning and adapting to an elite college environment can be especially difficult for low-income students (Arzy, Davies, & Harbour, 2006; McLoughlin, 2012) who often feel invisible and isolated at selective institutions that were largely designed to meet the needs of their more privileged peers. Such campus environments may inhibit the development of low-income students' sense of belonging on campus, an important indicator of student success (Ostrove & Long, 2007). This presentation will detail the results of a survey administered to (n=464) low-income undergraduate students during the second semester of their first year. The survey instrument incorporated portions of the Culturally Engaging Campus Environments (CECE) model, as well questions related to persistence, stress, academic performance, social isolation and financial concerns. When combined with administrative data, the survey results reveal a more complete understanding of the factors related to low-income students' sense of belonging. Results from this study demonstrate how colleges can best support and facilitate low-income students' sense of belonging on campus and ultimately support their transition and success.

Concurrent Session - Three

Thursday, November 8

11:15 am –12:00 pm

Matching Students to School Districts

Commodore

David Sailer, Wayne State University

IR offices are sometimes asked how students from a certain district perform; specifically, Wayne State University has recently focused upon the performance of students from Detroit Public Schools. Matching students to their school districts of origins can, however, be a Herculean task due to inconsistent data from admissions, school district instability, and lack of regional knowledge.

The original, manual process that Wayne State University used to identify and match high schools in Detroit will be detailed. In order to expand our ability to tie students to their district of origin, a new methodology had to be developed. Using data sources from the State of Michigan, a SAS program was written using a combination of fuzzy matching methodologies (namely Soundex and Levenshtein distance) to reliably match official district and school type (public, charter, non-public) to admissions data.

The Connections – IPEDS Data and Where They Appear

Admiral II

Eileen Brennan, Henry Ford College

We all dutifully submit data through IPEDS and other NCEES studies, but don't always have the time to follow through to see where the data become available to the public. Where will Outcome Measures show up? How is College Navigator updated? What data does the College Scorecard use? What are the NCEES tools that will help me provide insightful data to my institution? This presentation will provide an overview of the connections between data submissions and the resulting data tools.

Timely progress to graduation: Ensuring optimal course placement and avoidance of bottlenecks

Admiral I

Abram Huyser-Honig, Dr. Justin L. Bruner, Dr. Susan M. Richter, Michigan State University

In 2017, Michigan State University (MSU) developed four-year plans for each undergraduate major to both encourage timely completion of degree and to help undergraduate students transition majors mid-academic career. For instance, 50% of undergraduate students change their major by their second year and 61% by their third year. Collaborating with the College of Social Science (CSS), we were able to identify which courses students took were in agreement with 4-year major plans and which ones were not. We further examined which courses created bottlenecks for each plan in CSS. The outcomes of the analysis highlighted the necessity to optimize course selection for students switching into CSS after their sophomore year and possible changes that could be made to 4-year plans to aid timely completion of degrees. The results of the analysis were presented in a Tableau Dashboard that could be shared with CSS advisors.

Concurrent Session - Four

Thursday, November 8

2:15 pm – 3:00 pm

One Year Later: Using R to Automate the Tedious Stuff

Commodore

Robert Marsh, North Central Michigan College

Taking advantage of the R programming language workshop at MI/AIR 2017 and some subsequent training, we have used R to simplify and automate (and make more reliable) some processes presented previously at MI/AIR. One was a method to calculate the incremental cost or benefit of running an undersized section, to aid in decision-making at the class cancellation meeting. Another was to retrieve grade book data from our Brightspace LMS and to use those data for student outcome assessment. It will be shown how R can perform the calculations more reliably and efficiently than relying completely on Excel. R also provides a higher degree of flexibility to change input parameters. Also planned is a procedure using R to automate and streamline the calculation and submission of Perkins Core Indicators.

The effects of the Federal Work-Study program: A single-institution study

Admiral II

Nathan Bauer, Dr. Steven Lonn, University of Michigan

Our study explores student decision-making and success outcomes as they pertain to Federal Work Study (FWS) program. The FWS program allows individual institutions to exercise discretion over many facets of the program, including student eligibility, award amounts, and employer subsidies. This presentation details our examination of the FWS program to investigate potential differences that exist among students who are offered, have actively declined their award, or utilized their awards, and to what extent. Given the limited literature on the effects (and effectiveness) of FWS, we develop an understanding of the implementation of the program in a single-institution study using first-year student data from six entering cohorts of "first-time in any college" students beginning in fall 2011 through fall 2016. In addition to examining student success outcomes related to FWS employment, we examine the students who are most likely to utilize the award (and to what extent), whether differences exist across the eligibility range, and what differences exist among students who do not utilize their awards. Our examination of the FWS program enables a greater understanding of the distribution of impact among students, allowing for more efficient utilization of funds and targeted decision-making.

First year retention projection model

Admiral I

Archit Agarwal, Eastern Michigan University

A projection model that is built to determine whether a student will return after his/her first year at the university. The model serves university leaders and advisers with information on potential students who might be at risk of not coming back. It is based on a machine learning algorithm which uses historical data to predict future results. It was tested against multiple algorithms and the one producing the highest accuracy was used in the project. The results are stored in a database and the database is linked to a web page where a student adviser can get all the demographics about a student by entering his/her university ID.

Concurrent Session - Five

Thursday, November 8

3:15 pm – 4:00 pm

**A great tool to answer ad-hoc enrollment, course success requests
(Excel Power Pivot w/ Slicers)**

Commodore

William Everin, Roger Mourad, Washtenaw Community College

This will be a demonstration of WCC's tool (Excel Power Pivot w/Slicers) that we use to answer Enrollment, Course Success Rate, and Grade Distribution ad-hoc requests. Although a die-hard MS Access database user, this application of MS Excel rivals that in flexibility, ease of use, and response time.

Race/Ethnicity and Gender: Issues with Reporting Definitions

Admiral II

Kelly Perez-Vergara, Oakland University

This round table session will allow attendees to explore the current issues in reporting student race/ethnicity as well as gender. IPEDS definitions and rules will be the primary focus of the discussion, with a goal of identifying possible next steps for improving reports. A brief overview of race/ethnicity as a variable will also be included.

**Non-Traditional Students at Oakland University: A Profile and A
Look at Outcomes**

Admiral I

Susanne Condron, Oakland University

Students who follow a non-traditional path to college have unique motivations, needs, challenges, and barriers to success. The educational outcomes of nontraditional students are comparable to those of other traditionally underserved students (under-represented minorities, first generation, underprepared) with respect to attrition, persistence, and degree completion but without the attention and monitoring shown to these other groups. The aims of this exploratory project are 1) to develop a profile of nontraditional students to better understand their background and experiences, and 2) to examine the outcomes of nontraditional students to identify opportunities for supports. The analysis uses data from student information systems, supplemented with data from the National Survey of Student Engagement (NSSE), to understand the impact of student background, preparedness, enrollment patterns, and engagement on nontraditional student outcomes compared to those of traditional students.

Concurrent Session - Six

Thursday, November 8

4:15 pm – 5:00 PM

A Cost Effective Approach to Data Visualization

Commodore

Donald Lund, Eastern Michigan University

A cost effective data visualization system has been implemented by EMU's IRIM office to support the University's participation in the Gateways to Completion (G2C) project, a national initiative. The system features a highly flexible, low cost visualization solution that requires no programming and easily managed user access control. It uses open source solutions and a couple low cost, third party add-ons. The presentation layer provides an interface with charts and tables that can be dynamically modulated by user-selectable filters. The same product can be adjusted by clients from multiple departments to suit their need and exported to pdf, png, Excel, or csv files for inclusion in reports, proposals, research papers, or to support further analysis. The prerequisites to set up the system are described. The essential components are discussed. The set up process is outlined, and a product demonstration is presented.

Identifying and serving non-traditional students at selective institutions: A model to drive policy, programming, and services for marginalized students

Admiral II

Tiffany Marra, Angela Ebreo, Carson Phillips, Danisha Sornum, University of Michigan

Scholarly research has long demonstrated how marginalization affects students' academic outcomes; however, much less is known about the specific experiences of non-traditional students at selective institutions. Using administrative data from a large dataset of over 42,000 undergraduate students enrolled at the University of Michigan between 2011 and 2017, this paper presents an overview of the rationale and design for a project that identified non-traditional students at the U-M campus and compared outcomes based on non-traditional markers. The paper will detail how the Center for the Education of Women Plus (CEW+) is using this information to redefine their services and work with non-traditional students. The following indicators of student success were analyzed to examine if students identified as having a greater number of markers are at risk: (i) the average length of time students took to declare their major, (ii) the average length of time students took to graduate, and (iii) the cumulative GPA of students one term before they declared their major, at declaration, one term after declaring, and at graduation. The analyses revealed that students are at greater risk when they represent multiple markers of marginalization. The findings are useful in developing initiatives and programs that seek to help specific categories of non-traditional students succeed in their academic path.

Building a Model to Convert Inquiries to Applications

Emma Gyasi, Robert Roe, Central Michigan University

Admiral I

Recruitment of new first year students has become increasingly competitive as students tend to apply to multiple schools leading admissions offices to attempt to get the institutional message out early and often. However, most of this outreach occurs for applied and admitted students. CMU has nearly 160,000 inquiries annually, of which only 9% actually apply. Here we present a model that helps admissions focus their limited resources to convert more inquiries to applications. We used market basket analysis and logistic regression to assign a likelihood of applying to each inquiry. In that way admissions can focus on those inquiries more likely to convert instead of a wide email blasts to the entire group. For example, there are about 50 ways to become an inquiry and some are far more predictive of applying than others. An inquiry that sends an SAT score is more likely to ultimately apply than one who simply requests information from the web. Data on the predictability of each inquiry type, combinations of inquiries, model development, and the impact on conversions rates for fall 2019 will be presented.

Concurrent Session - Seven

Friday, November 9

9:30 am – 10:15 am

Playing in the DIRT: Data Governance at DU

Commodore

Kathy Aboufadel, Davenport University

All IR professionals have heard the question: Why don't these numbers match? The answer is almost always, "because different definitions were used when compiling the data." Davenport has attempted to limit the number of times we hear this question through the use of a cross-functional team that uses a data dictionary to track our data definitions and reports. The Data Integrity and Reliability Team (DIRT) has responsibility for creating standards and control related to institutional data. This practice has improved the integrity and reliability of our information so that all DU staff can have access to consistent and accurate information for decision making. This presentation will include: - The charter and membership of the DIRT Committee - The role of the Data Cookbook product in defining terms and reports - A demonstration of DU's Data Cookbook

Student experiences matter too: exploring multiple metrics of "success"

Admiral II

Amanda Scherr, Robert Roe, Heather Dix, Central Michigan University

Although retention and graduation rates are frequently used to determine the success of programs, interventions, etc., they are often not the best metric. Historically, our institution has collected a variety of student surveys, but subjective experience isn't typically used as a metric of success, even though it is an important outcome.

Here, using several metrics, we determined if first-year dormitory type (quad vs double/single) impacted typical outcome measures (e.g., graduation rate) and student experience. Initial analyses examined whether student characteristics (application date, ACT/SAT scores, high school GPA, and demographic information) differed by dormitory type and, after these characteristics were considered, if dormitory type was predictive of academic success.

Responses to the NSSE were then used to explore students' experiences and overall satisfaction with the institution. We now have a more holistic understanding of the impact of dormitory type when we combine direct measures of success with indirect measures of experience.

Concurrent Session - Eight

Friday, November 9

10:30 am – 11:15 am

A Systematic Approach to Connecting Data with Academic Program Review

Commodore

Emily Gratson, Cornerstone University

Every college and university is required to conduct comprehensive reviews of their academic programs on a regular basis. While it would make sense that data would play a critical role in this process, the type and consistency of data used across all programs can vary greatly, thus making it difficult to establish benchmarks and longitudinal comparisons. Though certainly not rocket science, Cornerstone University's new program review process has facilitated a data-driven approach to meaningful assessment of its 75+ academic programs. During this presentation, the presenter will discuss the development and key components of the new program review process, identify the data provided to program leaders, and share examples of how the data have been used for program improvement.

Building Institutional Support for Undocumented Students in Michigan Colleges and Universities

Admiral II

John Vasquez, University of Michigan

The goal of this policy analysis project is to assist institutions in Michigan to better serve and to graduate immigrant students from all backgrounds, especially undocumented & DACAmented students. This project is focused on reviewing and benchmarking admissions and financial aid policies that impact undocumented and DACAmented students. Through this work we hope to: 1) publish a comprehensive guide to institutional practices, 2) encapsulate data in a sharable report for use by professionals and policy makers; 3) provide easily accessible training to professionals who seek to support undocumented & DACAmented students, and 4) making available, in one place, a list of scholarships provided by Michigan foundations, corporations, individuals, churches, civic groups and other organizations for which undocumented & DACAmented students qualify.

For this presentation, we will be sharing information from the first phase of the project. In this phase of the project, data was collected from publicly available information on the 45 public 2 and 4 year institutions in the state of Michigan. Findings from the project, as well as a demonstration of the web-based tools created to share with students and families.

Lunch Meeting Agenda

Annual Association Meeting
Thursday, November 8, 2018
1:00 pm – 2:00 pm

- I. Call meeting to order..... Amanda Scherr
- II. Set agenda..... Membership
- III. Acknowledgments..... Amanda Scherr
- IV. Report of conference attendance..... Mary Meier
- V. Treasurer's report..... Mary Meier
- VI. Action items..... Amanda Scherr
- VII. Other Business..... Amanda Scherr
- VIII. Steering Committee composition..... Amanda Scherr
 - A. Announcement of new chair-elect
 - B. 17 – 18 nominations for membership
- IX. Future conferences..... Derick Fedewa
 - A. Announce 2018-2019 site
 - B. Announce 2019-2020 site

2017 – 18 Steering Committee Members

Amanda Scherr, Chair

Research Analyst, Institutional Research
Central Michigan University
amanda.scherr@cmich.edu
Term expires: November 2018

Daniel Getty

Business Intelligence Analyst II,
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Term expires: November 2018

Derick Fedewa, Chair Elect

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Amy Schindler

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Term expires: November 2019

Maia Bergman

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Mary Meier, Treasurer

Associate Director, Institutional Research
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Term expires: No expiration date

Lisa Lund, Secretary

Director of Institutional Effectiveness
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Term expires: November 2018
(resigned September, took new position)

Roger Mourad

Director, Institutional Research
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Term expires: November 2019

Nick Baker

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Term expires: November 2020

Noah Pollock

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Term expires: November 2020

Thank you for attending the Conference.

Have a Safe Trip Home!

MARK YOUR CALENDARS!

2019 MI/AIR Fall Conference

November 6 – 8, 2019

Gaylord, Michigan

WE'RE LOOKING FOR A THEME!

DO YOU KNOW A DYNAMIC KEYNOTE SPEAKER?

WHAT SHOULD BE OUR FOCUS NEXT YEAR?

WHAT ARE YOUR BURNING ISSUES?

WHAT DO YOU WANT TO LEARN?

**The Steering Committee wants to provide you with
a relevant, worthwhile, and fun conference.**

Let us know how we can best do that!

Contact any Steering Committee Member with your ideas.