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Sticking Together:

Collaboration & Innovation
in Institutional Effectiveness

November 19 - 21, 2025



Dear Colleagues,

Welcome to the VA Collaborative on Institutional Effectiveness *Hosted by VAG in partnership with VRAS and VAIR!*

Higher education is facing shifting expectations, shrinking resources, and some truly big challenges that seem to grow by the day. Yet IE professionals are built for this moment. We adapt, innovate, and improve in service of student learning and success.

That is why **Sticking Together: Collaboration & Innovation in Institutional Effectiveness** is more than a theme. The V3 collaboration brings together assessment, accreditation, and institutional research professionals – those who make institutional effectiveness happen.

Join us for sessions that highlight innovations, collaborations, practical tools, and meaningful opportunities to connect across roles and institutions.

Let's learn together, laugh a little, and keep building a stronger future for higher education together!

Tisha M. Paredes
2025 Conference Planning Chair & VAG President-Elect

SCHEDULE AT A GLANCE

Italics and Bold: Keynote

Pink - Integrative

Blue - VAG

Green - VRAS

Yellow - VAIR

WEDNESDAY – November 19 th		
Time	Event	Location
8:00 am - 4:30 pm	Conference Registration	Foyer outside Grand Ballroom
9:00 am - 2:00 pm	SACSCOC Sub Change Workshop <i>SACSCOC Staff, Boxed Lunch provided with meal ticket</i>	Room A
9:00 am - 4:00 pm	SACSCOC Institutional Effectiveness (IE) Peer Evaluator Training Workshop <i>SACSCOC Staff, Boxed Lunch provided with meal ticket</i>	Dockside
1:30 - 3:30 pm	Leveraging Canvas Outcomes for Streamlined, Meaningful Assessment Jolene Hamm and Sarah Hooven, Virginia Western Community College	Room C
1:30 - 2:30 pm	Flexible R Code for Assessment Practitioners Laura Lambert, James Madison University	Room B
2:30 - 3:30 pm	Data Visualization in R Laura Lambert, James Madison University	Room B
4:15 - 5:00 pm	SCHEV Updates + Q&A Jodi Fisler, Senior Associate for Assessment Policy and Analysis – SCHEV	Room A
	SCHEV Updates + Q&A Tod Massa, Policy Analytics Director – SCHEV	Room B
5:00 - 6:30 pm	Reception - Cash Bar	Room A
THURSDAY – November 20 th		
7:30 am - 4:00 pm	Conference Registration	Foyer
7:30 am	Breakfast Opens	Room A
8:00 - 8:30 am	Welcome! VAG, VRAS, and VAIR Presidents	Room A
8:30 - 9:30 am	<i>Opening Plenary: The Value Equation: Rethinking Outcomes, Student Voice, and Engagement in Undergraduate Education</i> Jillian Kinzie, Indiana University	Room A
9:00 am - 4:00 pm	SACSCOC Institutional Accreditation Liaison (IAL) Information Session SACSCOC Staff	Dockside
9:30 - 9:40 am	Break	

THURSDAY – November 20th (continued)

Time	Event	Location
9:40 - 11:10 am	<i>High-Impact Practices for College Value: Expanding HIP Assessment and Practice for Enhanced Student Learning and Success</i> Jillian Kinzie, Indiana University (60 minutes)	Room A
	Workshop: Designing Dashboards that Engage and Reach Diverse Higher Ed Audiences Katie Boyd, Rachel Rotch, and Charlie Wilder, Auburn University	Room B
	Workshop: Virginia Watermark User Group Best Practices and Issue Resolution Tim Merrill, Reynolds Community College	Topsail Restaurant
	Concurrent Session: <ol style="list-style-type: none"> 1. Empowering Academic and Administrative Units through Self-Service Analytics: A Case Study from George Mason University - Rupa Mehta, George Mason University 2. Advancing IE Analytics Through Collaboration on Open Source Tools - Cesur Dagli and Bhaskar Prasanth Kotha, Virginia Tech 	Room C
11:10 - 11:20 am	Break	
11:20 - 11:50 am	SACSCOC Differentiated Review: A Streamlined Reaffirmation Process Sabrina Qureshi and P. Scott Bevins, The University of Virginia College at Wise	Room B
	Collaboration for Monitoring Substantive Change Tina M. Grace and Cindy Chiarello, James Madison University	Room C
	Developing and Implementing Policies in a Nascent Policy Environment Rachel Smith, Hampden-Sydney College	Topsail Restaurant
11:50 - 1:05 pm	Lunch and Plenary Session <i>Destination Success: Unveiling Your Strategic Roadmap for Achieving Outcomes</i> Nicole Alioto, CEO – Alla Breve Educational Consulting	Room A
1:05 - 1:15 pm	Break	
1:15 - 2:15 pm	Assessment/Institutional Research Concurrent Sessions <ol style="list-style-type: none"> 1. Outcomes in Students with Disabilities – Sarah Blackstone and Paul Mabrey, James Madison University 2. Modality Matters: Course-Level Insights – John Dooris, George Mason University 	Room A
	Am I Better Off Going to Your College? Financial Outcomes and Consequences Godfrey Fuji Noe, SACSCOC	Room B
	A Practical Approach to Rebooting Academic Assessment Infrastructure Hunter DiPaolo, Hampden-Sydney College	Room C

THURSDAY – November 20th (continued)

Time	Event	Location
1:15 - 2:15 pm	Shared Governance for Planning and Meaningful Outcomes Ellyn Alt and Janet Ping, Blue Ridge Community College	Topsail Restaurant
2:15 - 2:35 pm	Snack Break	
2:35 - 4:05 pm	Unwritten Rules: Preparing for Self-Studies, Site Visits, & Sub-changes Rachel Smith, Hampden-Sydney College; Ryan Murnane, Regent University; Tisha Paredes, Consultant	Room A
	Student Success Interventions by the Numbers: What Really Works Chris Schreiner, Virginia Commonwealth University	Room B
	How Your Institution Can Improve Learning, Equity, & Affordability at Scale Stephen C. Ehrmann, Retired from George Washington University, Independent Scholar and Robert Kolvoord, James Madison University	Room C
	Assessment Concurrent Sessions <ol style="list-style-type: none"> 1. Evaluating the Evaluations: Using Meta-Assessment to Enhance the Assessment Process – Tressa Aulenbach, Christopher Newport University 2. Assessing the Affirmative Domain: Measuring Acculturation in Military Education for Accreditation – Shannon Hillman and Robyn Zobian, National Defense University 	Topsail Restaurant
4:05 - 4:15 pm	Break	
4:15 - 5:15 pm	Beyond the Exit Survey: Building a Data Ecosystem Around Graduating Students Chris Orem, Cindy Chiarello, Sarah Blackstone, and Dena Pastor, James Madison University	Room A
	Accreditation and Assessment of Nursing Education Programs: Essentials for the Non-Nurse Jennifer Green, Herzing University	Room B
	Leveraging IPEDS Data for SACSCOC Standards: A Comprehensive Plan to Compliance Documentation and Continuous Improvement P. Scott Bevins and Sabrina Qureshi, The University of Virginia College at Wise	Room C

FRIDAY – November 21st

Time	Event	Location
7:30 am	Breakfast	Room A
8:00 - 8:30 am	Organization Business – Election Results	Room A
8:30 - 9:30 am	Plenary: Framing the Canvas: Defining Quality in Higher Education Geoffrey Klein, SACSCOC	Room A

FRIDAY – November 21st (continued)

9:30 - 9:40 am	Break	
9:40 - 10:40 pm	<i>Beyond the First 100 Days: Advancing Excellence Together</i> Geoffrey Klein, SACSCOC	Room A
10:40 - 11:00 am	Break	
11:00 - 12:00 pm	<i>SCHEV Updates</i> Scott Fleming, Executive Director, and Joe DeFilippo, Director of Academic Affairs and Planning, SCHEV	Room A
12:00 pm	Conference Ends (Take-Away Snacks)	

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FULL SCHEDULE

Wednesday, November 19th

8:00AM – 4:30PM

Foyer outside Grand Ballroom
CONFERENCE REGISTRATION

9:00AM – 2:00PM

Room A
SACSCOC Sub Change Workshop
Session Type: ACCREDITATION

SACSCOC Staff
Boxed Lunch provided with meal ticket

9:00AM – 4:00PM

Dockside
SACSCOC Institutional Effectiveness Peer Evaluator Training Workshop
Session Type: ACCREDITATION

SACSCOC Staff
Boxed Lunch provided with meal ticket

1:30PM – 3:30PM

Room C
Leveraging Canvas Outcomes for Streamlined, Meaningful Assessment
Session Type: ASSESSMENT

Jolene D. Hamm & Sarah Hooven, *Virginia Western Community College*

As institutions across Virginia seek efficient and scalable methods for meaningful assessment, this session—*Leveraging Canvas Outcomes for Streamlined, Meaningful Assessment*—offers a practical model rooted in real-world application. Presented by Dr. Jolene D. Hamm and Ms. Sarah Chitwood, the session highlights how Virginia Western Community College uses Canvas Outcomes to simplify data collection, engage faculty, and integrate assessment seamlessly into existing instructional workflows.

Attendees will learn how learning outcomes are embedded into courses, assessed through regular assignments, and how the resulting data feeds directly into academic program reviews and institutional planning. The presenters will discuss strategies for building faculty buy-in, sustaining support, and aligning assessment practices with SCHEV's General Education policy. This session is ideal for institutions looking to reduce the administrative burden while increasing the value and impact of their assessment efforts.

Wednesday, November 19th

1:30PM – 2:30PM

Room B

Flexible R Code for Assessment Practitioners

Session Type: ASSESSMENT

Laura Lambert, *James Madison University*

Data analysis is part of the assessment cycle. Assessment professionals may support this element conceptually or through more hands-on approaches. There are many tools that can be used to assist with data analysis, with Excel rising to the top. However, a syntax-based option provides greater efficiency, documentation, and reproducibility. During this interactive session, participants will be introduced to a commonly used statistical software package—R. In this session I will provide an introductory tutorial to R and guide participants through a host of online resources (i.e., ready-made code, instructional videos) that will allow participants to perform their own analyses. Participants are encouraged to bring a laptop to this session to work with materials in real time. To build on these skills, consider attending our second session, focusing on data visualization using ggplot2.

2:30PM – 3:30PM

Room B

Data Visualization in R

Session Type: Integrative

Laura Lambert, *James Madison University*

Assessment professionals are often involved in presenting assessment data to other stakeholders. In doing so, data visualizations are an effective way to tell a data story. With a number of different ways to visualize data, the package ggplot2 in the R environment will specifically be examined during this session. Participants will be introduced to the variety of graph options, learn how to customize the look of their graphs, and discuss data visualization best practices. Bring your laptop to this to participate as we go! This session is a continuation of part 1, Flexible R code for Assessment Practitioners. We encourage attendees to attend both sessions to build on their skills.

Wednesday, November 19th

4:15PM – 5:00PM

Room A

SCHEV Updates + Q&A

Session Type: ASSESSMENT

Jodi Fisler, *SCHEV*

4:15PM – 5:00PM

Room B

SCHEV Updates + Q&A

Session Type: INSTITUTIONAL RESEARCH

Tod Massa, *SCHEV*

5:00PM – 6:30PM

Room A

RECEPTION - *Cash Bar*

Session Type: Integrative

Thursday, November 20th

7:30AM – 4:00PM

Foyer outside Grand Ballroom

CONFERENCE REGISTRATION

7:30AM

Room A

BREAKFAST OPENS

Session Type: Integrative

8:00AM – 8:30AM

Room A

WELCOME!

Session Type: Integrative

VAG, VRAS, and VAIR Presidents

8:30AM – 9:30AM

Room A

OPENING PLENARY: The Value Equation: Rethinking Outcomes, Student Voice, and Engagement in Undergraduate Education

Session Type: Integrative

Jillian Kinzie, National Survey of Student Engagement, Center for Postsecondary Research, Indiana University School of Education

Valuation is a pressing issue in higher education. Colleges and universities face growing pressure to demonstrate both tangible outcomes—such as graduate earnings and workforce readiness—and intangible benefits like civic engagement and personal growth, driving increased demands for assessment, accreditation, and institutional research. How might we more intentionally elevate student voice, strengthen the assurance of high-quality teaching and learning, and expand work-integrated experiences—alongside other transformative undergraduate opportunities—to drive meaningful improvements in student learning and success and solve the value equation?

Thursday, November 20th

9:00AM – 4:00PM

Dockside

SACSCOC Institutional Accreditation Liaison Information Session

Session Type: ACCREDITATION

SACSCOC Staff

9:30AM – 9:40AM

BREAK

9:40AM – 10:40AM

Room A

High-Impact Practices for College Value: Expanding HIP Assessment and Practice for Enhanced Student Learning and Success

Session Type: Integrative

Jillian Kinzie, *National Survey of Student Engagement, Center for Postsecondary Research, Indiana University School of Education*

Experiential learning opportunities — labeled High-Impact Practices (HIPs) 18 years ago — are popular at institutions and increasingly valued by employers. Yet, reasoned critiques have been raised about access, implementation fidelity, scale, and quality, along with concerns about perpetuating inequities and cultural hegemony. The list of 11 HIPs is well-established, but not exhaustive, nor unassailable. What is the next phase of HIPs and how will value and quality be ensured? Are there other educationally transformative practices like academic advising and student employment that deserve elevation? This session provides an opportunity to name and prioritize what deserves attention to ensure HIPs are delivering on their promise and discuss opportunities for institutional contributions to a forthcoming book on the topic.

9:40AM – 11:10AM

Room B

Workshop: Designing Dashboards that Engage and Reach Diverse Higher Ed Audiences

Session Type: Integrative

Katie Boyd, Rachel Whitman Rotch, & Charlie Wilder, *Auburn University*

This workshop will focus on the process whereby a Microsoft Power BI dashboard was created to visualize student engagement data and post-graduation outcomes and distributed to a wide-ranging audience. Facilitators will walk the audience through each design consideration, with time to discuss dashboard features and organization. As users navigate through the various organized dashboard pages, they explore outcome data with different comparative perspectives: starting with an institutional summary, then college-level comparisons, department-level insights, and finally, major-specific outcomes. This tool serves various roles, from aiding program review and accreditation self-studies to supporting student success professionals, academic advisors, and marketing teams. Integrated with the university's data warehouse, it ensures regular updates. Additionally, it tracks user engagement, offering insights into dashboard usage. The dashboard enhances data-driven decision-making, drives academic improvement, and fosters institutional conversations on student outcomes.

Thursday, November 20th

9:40AM – 11:10AM

Topsail Restaurant

Workshop: Virginia Watermark User Group Best Practices and Issue Resolution

Session Type: ASSESSMENT

Tim Merrill, *Reynolds Community College*

The working session for Watermark users at the 2025 Virginia Assessment Group meeting is designed to address tactical issues with software platforms for assessment efforts, accreditation reporting, course evaluation processing, survey deployment and strategic planning implementation. Best practices and problem-solving options will be discussed via live demos of the software among experienced users facilitated by Tim Merrill. Among the session's goals are to identify and resolve any pain points experienced for Watermark users and to highlight successful implementation of the software.

9:40AM – 11:10AM

Room C

CONCURRENT SESSION: Empowering Academic and Administrative Units through Self-Service Analytics: A Case Study from George Mason University

Session Type: INSTITUTIONAL RESEARCH

Rupa Mehta, *George Mason University*

This session highlights George Mason University's journey toward enabling self-service analytics through the development of a governed data environment and collaborative data culture. The presentation will outline key strategies used to align reporting tools, and institutional priorities to improve access to reliable data for decision-making. Participants will learn about the framework used to engage stakeholders, promote data literacy, and measure adoption and impact—offering practical insights that other institutions can adapt to their own data initiatives.

9:40AM – 11:10AM

Room C

CONCURRENT SESSION: Advancing IE Analytics Through Collaboration on Open-Source Tools

Session Type: INSTITUTIONAL RESEARCH

Cesur Dagli & Bhaskar Prasanth Kotha, *Virginia Tech*

Over the past several years, Virginia Tech's Institutional Effectiveness unit has advanced its analytics capabilities through close collaboration with the Analytics & AI and Data & Analytics Infrastructure units. What began with static Excel reports has evolved into dynamic dashboards published through the University DataCommons. After using Tableau and SAS Viya, the department has now transitioned to a unified, open-source Python and JavaScript environment. This shift enables greater flexibility, institutional control, and long-term sustainability. It also lays the foundation for expanding data science work, applying large language models, and leveraging infrastructures such as Bedrock for innovative analytics practices. This session will explore how the three units collaborated to modernize data tools, and build internal capacity through shared infrastructure, training, and development. Attendees will gain insight into how cross-unit collaboration can advance institutional effectiveness.

Thursday, November 20th

11:10AM – 11:20AM

BREAK

11:20AM – 11:50AM

Room B

SACSCOC Differentiated Review: A Streamlined Reaffirmation Process

Session Type: ACCREDITATION

Sabrina Qureshi & P. Scott Bevins, *The University of Virginia College at Wise*

This session will demystify the SACSCOC Differentiated Review Process, clarifying eligibility, timelines, and documentation requirements for this streamlined reaffirmation pathway. Attendees will learn about the modified Compliance Certification, the importance of stakeholder engagement, and strategies for early preparation and tracking progress. Interactive discussion will help participants apply best practices for successful accreditation, aligning with the conference focus on collaboration and innovation in institutional effectiveness.

11:20AM – 11:50AM

Room C

Collaboration for Monitoring Substantive Change

Session Type: ACCREDITATION

Tina M. Grace & Cindy Chiarello, *James Madison University*

After its decennial reaffirmation, James Madison University (JMU) undertook a comprehensive review of its substantive change practices to ensure continued alignment with SACSCOC policies. This session will explore how JMU enhanced its compliance infrastructure by embedding awareness into curriculum and program review processes, developing training for academic leaders, and establishing Substantive Change Monitors across colleges and divisions. Attendees will learn how JMU created templates, tracking tools, and communication protocols to monitor and report changes effectively. The session will provide practical strategies and tools for institutions of any size to strengthen their own substantive change processes. Participants are encouraged to share their experiences and leave with actionable insights to support ongoing accreditation compliance.

11:20AM – 11:50AM

Topsail Restaurant

Developing and Implementing Policies in a Nascent Policy Environment

Session Type: ACCREDITATION

Rachel Smith, *Hampden-Sydney University*

SACSCOC identifies the standards for which an institution must have a published policy or procedure in the Resource Manual for the Principles of Accreditation. However, a published policy or procedure is the final product. What goes into development, approval, publication, and implementation—especially if an institution does not have an established path or infrastructure? In this presentation, I describe one institution's successful process for creating policies, including faculty credentials, credit hour, and distance education policies, from the ground up in a nascent policy environment. I discuss the strategies used to identify policy gaps, discern the process for policy development, and engage stakeholders in policy review, approval, and implementation. I provide resources, such as timelines and policy templates, attendees can apply in their contexts.

Thursday, November 20th

11:50AM – 1:05PM

Room A

Lunch and Plenary Session

Destination Success: Unveiling Your Strategic Roadmap for Achieving Outcomes

Session Type: Integrative

Nicole Alioto, *Alla Breve Educational Consulting*

Drawing parallels between the elements of a road trip and strategic planning, Dr. Nicole Alioto will provide practical insights on crafting a strategic roadmap that will steer your organization towards achieving its goals. From setting clear objectives and identifying key milestones to anticipating roadblocks and adapting to unexpected detours, this presentation will equip you with the knowledge and tools to make evidence-informed decisions and drive your organization forward. Through practical examples and case studies, she will showcase the power of sound measurement on strategic planning that will help your school achieve remarkable outcomes. You will gain a deeper understanding of the importance of aligning resources, managing risks, and fostering collaboration within your team to overcome challenges and reach your desired destination.

By the end of the session, attendees will:

- Have a process for evidence-driven planning,
- Know how to identify a shared focus at the institution that drives the plan, and
- Understand how to organize outcomes that inform SMART objectives.

1:05PM – 1:15PM

BREAK

1:15PM – 2:15PM

Room A

ASSESSMENT/INSTITUTIONAL RESEARCH CONCURRENT SESSION: Outcomes in Students with Disabilities

Session Type: Integrative

Sarah Blackstone and Paul Mabrey, *James Madison University*

JMU employs a collaborative, longitudinal data collection structure, collecting information from incoming freshmen and graduating seniors, as well as mandated reporting for institutional data. Using data from first year and senior data collection mechanisms, and SCHEV reporting, this study explored whether applying for accommodations with disability services among incoming students with self-reported disabilities was associated with retention, GPA and learning outcomes. After controlling for demographics variables and major, incoming freshmen who self-reported having a disability and who applied with disability services in their first term had higher cumulative Year 1 and Year 2 GPA, and 4-year graduation rates compared to students with self-reported disabilities who had not applied for accommodations. This study highlights how collaborative data collection can be used to gain insight into vulnerable student populations to identify areas of need and opportunities for intervention and outreach.

Thursday, November 20th

1:15PM – 2:15PM

Room A

ASSESSMENT/INSTITUTIONAL RESEARCH CONCURRENT SESSION: Modality Matters: Course-Level Insights

Session Type: Integrative

John Dooris, *George Mason University*

Our institution analyzed large enrollment courses with high D, F, and/or withdrawal (DFW) rates to assess whether modality was associated with the likelihood of a student earning a DFW. Online modality was associated with increased likelihood of DFWs for general education composition and advanced composition courses, while there was no such positive association in other courses examined, all of which were quantitatively focused. The study also examined other predictors of DFWs, such as GPA and Pell-eligibility, and the interactions between these predictors and course modality. The differing effects of modality and other predictors by course underscore the importance of course-specific analyses to inform student success efforts. The results of these analyses have led to concrete advising, curriculum planning, and instructional design recommendations.

1:15PM – 2:15PM

Room B

Am I Better Off Going to Your College? Financial Outcomes and Consequences

Session Type: ACCREDITATION

Godfrey Fuji Noe, *SACSCOC*

What is the economic value of attending your college? Can I buy groceries, pay back my debts, and enjoy a higher standard of living as a result of going to your college? Increasingly, everyone from students, to parents, to policy makers, and to the general public are asking these questions. These same questions are more frequently being used by students to determine whether to attend a college, by policy makers to determine how to fund or regulate an institution, and by the general public to form an impression of whether or not a college is good. Using the Post-Secondary Value Commission's Equitable Value Outcomes framework and ideas, this presentation identifies several key Post-Secondary Financial Outcomes, and how to use them to formulate student achievement and success improvement strategies.

1:15PM – 2:15PM

Room C

A Practical Approach to Rebooting Academic Assessment Infrastructure

Session Type: ASSESSMENT

Hunter DiPaolo, *Hampden-Sydney College*

To establish a foundation of compliance for Standard 8.2.a, institutions must begin with a strong assessment infrastructure that is clear and accessible to faculty. Hampden-Sydney College's Office of Institutional Effectiveness rebooted its assessment infrastructure and processes to address its assessment issues and transform the College's assessment culture. This presentation guides participants through this reboot by demonstrating the changes made to the assessment infrastructure, introducing successful strategies for implementing these changes, and discussing our plans for the ongoing transformation of assessment culture. Attendees will receive templates and other resources to apply to their contexts.

Thursday, November 20th

1:15PM – 2:15PM

Topsail Restaurant

Shared Governance for Planning and Meaningful Outcomes

Session Type: ACCREDITATION

Ellyn Alt & Janet Ping, *Blue Ridge Community College*

Blue Ridge Community College (BRCC) embraces shared governance as an essential process for strategic planning and achieving meaningful outcomes. Success depends on maintaining a dynamic, institution-wide forum that encourages broad-based constituent participation and exchange of ideas to inform decision making. The significance of the model lies in its flexible structure, which facilitates the gathering of both ideas and data. When the college community is engaged, the work of governance actively shapes strategic planning, supports assessment, and provides a repository for strong accreditation documentation. This presentation includes history, strengths and challenges of the model. Specific examples from the work of the Planning Committee and the Research and Assessment Committee will emphasize the significance of incorporating the diverse perspectives and collaboration among various stakeholders.

2:15PM – 2:35PM

SNACK BREAK

2:35PM – 4:05PM

Room A

Unwritten Rules: Preparing for Self-Studies, Site Visits, & Sub-changes

Session Type: ASSESSMENT

Rachel Smith, *Hampden-Sydney University*, Ryan Murnane, *Regent University*, Tisha Paredes, *Consultant*

The Resource Manual, Handbook for Institutions for Institutions Seeking Reaffirmation, substantive change policy, guidelines, interpretations, and policy statements are tried-and-true resources for completing self-studies, site visits, or substantive change proposals. Still, there are nuances to SACSCOC expectations that are only realized through experience or failure. How can accreditation professionals learn the “unwritten rules” of SACSCOC? What can they do to address those implicit expectations? Highlighting lessons learned, this session focuses on the nuanced aspects of SACSCOC standards, policies, and guidelines that are not readily apparent when writing a self-study, hosting an On-Site Review, and proposing a substantive change. Participants will gain insight into the unwritten rules of SACSCOC and gain skills necessary to develop a plan on how to address these requirements through engaging activities.

Thursday, November 20th

2:35PM – 4:05PM

Room B

Student Success Interventions by the Numbers: What Really Works

Session Type: Integrative

Chris Schreiner, *Virginia Commonwealth University*

This session explores how structured academic interventions were implemented and adapted to contribute to improved student outcomes in a pre-licensure undergraduate nursing program. Aligned with the conference's themes of Building Relationships and Assessment, the presentation highlights collaboration among coaching, faculty, and assessment team to evaluate the effectiveness and sustainability of academic success initiatives. Analyses explore relationships among course outcomes, scholarship support, and student engagement with interventions to identify correlations with academic performance. Participants will gain insights into assessment methods, data interpretation, and strategies for expanding research to include discipline-specific tutoring. Through interactive discussion and application, attendees will explore data sets, adapt findings and frameworks to design, refine, or scale similar academic success methods within their own disciplinary settings.

2:35PM – 4:05PM

Room C

How Your Institution Can Improve Learning, Equity, & Affordability at Scale

Session Type: Integrative

Stephen C. Ehrmann, *Retired from George Washington University, Independent Scholar* and Robert Kolvoord, *James Madison University*

A few institutions are improving learning, opportunity, and affordability – simultaneously and at scale. Though each has done it differently, their experiences suggest a framework that your institution could use to plan its next steps. In this workshop, you can try out the framework to analyze your own institution's current assets for improving learning, equity, and affordability.

2:35PM – 4:05PM

Topsail Restaurant

ASSESSMENT CONCURRENT SESSION: Evaluating the Evaluations: Using Meta-Assessment to Enhance the Assessment Process

Session Type: ASSESSMENT

Tressa Aulenbach, *Christopher Newport University*

Christopher Newport conducts a systematic meta-assessment to ensure consistency and to monitor the effectiveness of our academic and administrative assessments. By analyzing multi-year scoring data from our biennial and triennial assessment cycles, we've identified trends, discovered inconsistencies, and supported targeted improvements. This session will share how data are used to track progress, provide feedback, promote consistency, foster collaboration, and address challenges. Participants will gain insight into using meta-assessment as a part of the assessment process.

Thursday, November 20th

2:35PM – 4:05PM

Topsail Restaurant

~~ASSESSMENT CONCURRENT SESSION: Assessing the Affective Domain: Measuring Acculturation in Military Education for Accreditation~~

~~Session Type: ASSESSMENT~~

~~Shannon Hillman & Robyn Zobian, *National Defense University*~~

~~In this session, aspects of learning not traditionally assessed but still consider the learner as a complex character affected by not only curriculum but classroom dynamics and interaction with other learners, are addressed. The JFSC researchers will elaborate on the pre and post course instrument that measures cognitive (beliefs) and affective (emotional) aspects of learners' Joint Acculturation' journey, and the innovation the team have attempted in assessing the ephemeral and intangible nature of military acculturation. We believe that this aligns to the 2025 VAG conference theme of collaboration and innovation as the process for policy decisions of assessing Joint Acculturation and the various methodologies have been in process and refinement for over a decade, with a long line of researchers developing assessment as knowledge base grows. Topics to be covered in the 30-minute session include; The inherent difficulties in capturing such data; The triangulation methodology (mixed methods) utilized in assessing Joint Acculturation (Statistical, in-class assessments, and qualitative); Results captured and how they are interpreted; and how the process could be replicated for similar aspects of a curriculum and university such as but not limited to collegiality, longitudinal studies regarding student growth and other possible scenarios where administration wants to capture affective domain of a population.~~

4:05PM – 4:15PM

BREAK

4:15PM – 5:15PM

Room B

Accreditation and Assessment of Nursing Education Programs: Essentials for the Non-Nurse

Session Type: VAG

Jennifer Green, *Herzing University*

Accreditation for any program is no small task, but when you're responsible for supporting the accreditation efforts of a nursing program, and you're a non-nurse, you may find yourself feeling more than a little overwhelmed. This session will focus on 1) an introduction to nursing programmatic accreditors, 2) what you should invest your time understanding about your institution's nursing programs and documentation and 3) strategies for leading and supporting successful nursing programmatic accreditation efforts.

Thursday, November 20th

4:15PM – 5:15PM

Room A

Beyond the Exit Survey: Building a Data Ecosystem Around Graduating Students

Session Type: INSTITUTIONAL RESEARCH

Chris Orem, Cindy Chiarello, Sarah Blackstone, & Dena Pastor, *James Madison University*

At James Madison University, we developed the Senior Compass, a nimble, cross-functional data collection system for graduating students, integrating learning outcomes assessment, an experience survey, and key graduation information into a single Canvas-based platform. With response rates exceeding 95%, this approach yields near-census data to support institutional effectiveness, assessment, and targeted improvement projects. This session will share how we built this infrastructure without new resources, highlighting design decisions, implementation strategies, and early insights. Attendees will gain an understanding of a replicable model for senior-year data collection and practical strategies for creating a sustainable, student-centered data ecosystem that supports longitudinal analysis and institutional decision-making.

4:15PM – 5:15PM

Room C

Leveraging IPEDS Data for SACSCOC Standards: A Comprehensive Plan to Compliance Documentation and Continuous Improvement

Session Type: Integrative

P. Scott Bevins & Sabrina Qureshi, *The University of Virginia's College at Wise*

Higher education institutions struggle with the disconnect between mandatory federal reporting and strategic improvement. With SACSCOC's emphasis on evidence-based decisions, institutions need strategies to maximize existing data investments. This session shows how to transform routine IPEDS submissions into powerful accreditation compliance and institutional effectiveness tools. Audience & Professional Value: Targeting institutional researchers, assessment professionals, and compliance officers, this session addresses core AIR competencies. Participants gain immediately applicable skills in data integration, compliance documentation, and strategic analytics that advance professional development and institutional capacity. Content bridges technical data management with strategic planning, valuable for emerging and experienced professionals. Conference Theme Alignment - "Sticking Together: Collaboration & Innovation": Demonstrates collaborative innovation by showing how cross-functional teams integrate federal compliance with accreditation readiness and continuous improvement. The framework promotes collaboration between Institutional Research, Finance, Academic Affairs, and Assessment offices through shared data workflows and evidence documentation systems. This innovative approach transforms isolated compliance activities into integrated institutional effectiveness strategies, strengthening organizational cohesion and strategic alignment across departments.

Friday, November 21st

7:30AM

Room A

BREAKFAST

Session Type: Integrative

8:00AM – 8:30AM

Room A

Organization Business – Election Results

Session Type: Integrative

8:30AM – 9:30AM

Room A

PLENARY: Framing the Canvas: Defining Quality in Higher Education

Session Type: Integrative

Geoffrey Klein, SACSCOC

Quality in education, like quality in art, transcends a simple definition. This keynote address draws on the themes of Stephen Sondheim’s *Sunday in the Park with George* to examine how the tenets of institutional effectiveness, creativity, and innovation contribute to the collective understanding of quality in post-secondary education. Through storytelling, reflection, and collaboration, participants will engage in an interactive exercise to construct a blueprint for quality education—one that aligns with the landscape of today’s evolving vision for higher education.

9:30AM – 9:40AM

BREAK

9:40AM – 10:40AM

Room A

Beyond the First 100 Days: Advancing Excellence Together

Session Type: Integrative

Geoffrey Klein, SACSCOC

Building on Dr. Pruitt’s “First 100 Day” presentation, SACSCOC has been actively implementing key initiatives designed to enhance institutional quality and strengthen the accreditation process. This session will share updates on the progress of the 100-Day Plan. The session will conclude with an open Q&A period for participants to engage directly with Geoffrey to discuss the implications of this work.

Friday, November 21st

10:40AM – 11:00AM

BREAK

11:00AM – 12:00PM

Room A

SCHEV Updates

Session Type: Integrative

Scott Fleming & Joe DeFilippo, *SCHEV*

12:00PM

CONFERENCE ENDS

Take-Away Snacks

Presenter Bios

Nicole Alioto, CEO – *Alla Breve Educational Consulting*

Dr. Nicole Alioto is a recognized leader in educational measurement and strategic planning, dedicated to helping schools and institutions get data right. As the founder and CEO of Alla Breve Educational Consulting, she brings clarity, expertise, and energy to the world of education, ensuring schools measure the right things to make informed, strategic decisions. As a two-time TEDx speaker, author, and frequent conference presenter, Dr. Alioto is known for her ability to bridge research and reality, transforming complex data concepts into practical strategies that educators can immediately apply. She challenges outdated measurement practices and introduces innovative, results-driven approaches that align data with meaningful outcomes. Her career includes roles as Director of Institutional Research and Planning in the SUNY system, Coordinator of Data Analysis in the K12 space, Solutions Architect for IBM Analytics – Public Sector, and adjunct faculty at both the undergraduate and graduate levels teaching courses in statistics, research methods, predictive analytics, and assessment. Dr. Alioto holds a Ph.D. in social psychology from the University of Connecticut. Originally from New Jersey, she now resides in western New York, where in her spare time, she enjoys the outdoors with her “lab assistants” and playing bassoon with a local wind ensemble.

Ellyn Alt, Accreditation Coordinator, *Blue Ridge Community College*

Ellyn Alt has been employed by Blue Ridge Community College (BRCC) for 18 years, serving as the accreditation coordinator for the past 13 years. She earned a Bachelor of Arts in English from DePauw University. Prior to joining BRCC, Ellyn served on the administrative team at a new community college to successfully navigate their accreditation application, candidacy and initial accreditation processes. During her time at BRCC, Ellyn has served on the Planning and Research and Assessment committees. She currently serves on the Curriculum Committee. She has supported the institutional accreditation process through two decennial reviews and multiple program-level accreditation site visits.

Tressa Aulenbach, Associate Director of Assessment and Accreditation, *Christopher Newport University*

Tressa Aulenbach, PhD is the Associate Director of Assessment and Accreditation at Christopher Newport University. She is also an adjunct professor, in the College of Education and Professional Studies, at Old Dominion University.

Sarah Blackstone, Assistant Director of Analytics & Research in the Office of Planning, Analytics and Institutional Research, *James Madison University*

Sarah Blackstone is the Assistant Director of Analytics & Research in the Office of Planning, Analytics and Institutional Research. Sarah has been with PAIR since October 2022. She is responsible for managing institutional surveys, developing research studies with campus partners, and using advanced analytics to facilitate decision making on campus. Sarah has a PhD from University of Illinois Urbana Champaign. She has expertise in research methodology, survey research, and traditional and advanced quantitative modeling techniques (e.g., multilevel modeling, factor analysis, generalized additive modeling, machine learning).

P. Scott Bevins, Associate Vice Chancellor for Institutional Effectiveness & Research and Chief Data & Technology Officer, *UVA Wise*

P. Scott Bevins brings over 30 years of higher education leadership to institutional effectiveness and research. Currently Associate Vice Chancellor for Institutional Effectiveness & Research and Chief Data & Technology Officer at UVA Wise, he oversees data governance, IPEDS/SCHEV reporting, and technology integration. With expertise in SACSCOC accreditation, assessment, and strategic planning, Scott holds a Ph.D. in Education with Technology concentration from Old Dominion University. His career includes roles as Associate Provost, Director of Institutional Research, and Interim Department Chair of Business and Economics.

Presenter Bios (continued)

Katie Boyd, *Executive Director of the Office of Academic Insight, Auburn University*

As the Executive Director of the Office of Academic Insight, Dr. Katie Boyd provides vision, leadership, and support for a comprehensive program of academic and institutional effectiveness that supports the University's mission and strategic plan. She serves as the institution's principal adviser on all matters related to academic assessment and oversees all programmatic and general education assessment efforts. As the director of AUBURNACHIEVE, Auburn University's next Quality Enhancement Plan, Boyd has formed an applied educational research lab (Insight Lab) aimed at enhancing the first destination outcomes of graduating students. Boyd and her team work with academic and administrative units to promote data-informed decision making and provide actionable insights toward meaningful use of data. Boyd holds a bachelor's degree in mathematics and psychology from Wittenberg University, and earned both her master's degree and PhD in industrial/organizational psychology from Virginia Tech. She lives in Auburn with her husband, daughters and dog.

Cindy Grove Chiarello, *Assistant Director of University Strategic Planning in the Office of Planning, Analytics, and Institutional Research (PAIR), James Madison University*

Cindy Chiarello supports departments, committees, and individuals involved with the university planning process, including demonstrating how each unit contributes to the university's mission and strategic plan. Since 2012, Cindy has served on the JMU SACSCOC accreditation team whose purpose is to keep the university current with SACSCOC accreditation standards and submit all required documents to SACSCOC, including two Compliance Certifications that received no recommendations. Cindy is active in the Virginia Regional Accreditation Symposium (VRAS) and served in several leadership roles including Chair and Co-Chair.

Cesur Dagli, *Data Scientist, Virginia Tech*

Cesur Dagli is a Data Scientist in the Institutional Effectiveness unit within the Department of Analytics and Institutional Effectiveness at Virginia Tech.

Hunter DiPaolo, *Assistant Director of Institutional Effectiveness, Hampden-Sydney College*

Hunter DiPaolo is the Assistant Director of Institutional Effectiveness at Hampden-Sydney College, a small, private liberal arts college in Virginia. Hunter graduated from Hampden-Sydney College in 2013, majoring in English.

John Dooris, *Director of Research and Analysis, George Mason University*

John Dooris plans and executes research to inform decision-making and strategic policy initiatives at Mason, and serves on leadership teams responsible for developing university-wide data products and initiatives. Prior to joining Mason, he was a geographer at the U.S. Census Bureau.

Stephen C. Ehrmann, *Independent Scholar & Consultant*

Steve Ehrmann's career includes many roles. He began as the Evaluator at the Evergreen State College for two years. He switched roles to become a program officer with the Federal Fund for the Improvement of Postsecondary Education (FIPSE); many of his projects involved educational uses of technology. His first book synthesized what had been learned from them. Continuing with educational uses of technology, he became Senior Program Officer for Interactive Technologies at the Annenberg/CPB Project; one of his projects supported pioneering degree programs using online learning in 1990. He combined edtech with evaluation at the non-profit TLT Group. He drew on all these experiences as Vice Provost for Teaching and Learning at George Washington U. After retiring, Dr. Ehrmann studied how a few institutions were succeeding in improving three facets of student success: learning, fair access to excellence, and affordability.

Presenter Bios (continued)

Jodi Fisler, *Senior Associate for Assessment Policy & Analysis, State Council of Higher Education for Virginia (SCHEV)*

Dr. Jodi Fisler oversees the state's student learning assessment policy, and she has coordinated numerous statewide civic engagement-related initiatives. Jodi previously worked as the Director of Student Affairs Planning & Assessment and Assistant to the Vice President for Student Affairs at William & Mary. She earned her MEd and PhD in Higher Education Administration from the William & Mary School of Education.

Tina M. Grace, *Associate Director for Strategic Planning and Accreditation in the Office of Planning, Analytics, and Institutional Research (PAIR), James Madison University*

Tina Grace serves as the Associate Director for Strategic Planning and Accreditation in the Office of Planning, Analytics, and Institutional Research (PAIR) at James Madison University. Since joining PAIR in 2000, Tina has played a pivotal role in guiding the university's institutional effectiveness efforts. She oversees JMU's accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), including the management of substantive change processes. Tina also supports the university's strategic planning initiatives, ensuring alignment with institutional goals and compliance standards. She currently chairs JMU's SACSCOC Accreditation Working Group, a cross-functional team dedicated to maintaining and enhancing compliance practices across the institution.

Jennifer Green, *Associate VP of Academic Compliance, Herzing University*

Jennifer Green serves as the Associate VP of Academic Compliance at Herzing University. In this role, she leads the University's efforts to ensure the multi-state institution's adherence to state authorization, board of nursing, and institutional and programmatic accreditation standards and requirements. Ms. Green is an arbitrator for the Accreditation Commission for Education in Nursing (ACEN) and immediate Past President of the Kentucky Association for Institutional Research. In 2021, Ms. Green was selected by the ACEN to serve on the committee responsible for the review and revision of the 2017 Standards and Criteria to ensure they continued to be valid and reliable indicators of educational quality. In 2023, she served on the Academic-Clinical Practice Partnerships Subcommittee of the American Organization for Nursing Leadership, which developed a compendium of innovative models and best practices to support the nurse workforce. Ms. Green is a doctoral candidate in the Educational Leadership Program at Western Kentucky University.

Jolene Hamm, *Associate Vice President for Institutional Effectiveness, Virginia Western Community College*

Dr. Jolene D. Hamm is an accomplished higher education leader with over two decades of experience in institutional effectiveness, assessment, strategic planning, and accreditation. She currently serves as the Associate Vice President for Institutional Effectiveness at Virginia Western Community College, where she leads efforts in data-driven decision-making, accreditation compliance, and equity-focused strategic planning. Dr. Hamm has directed comprehensive academic, administrative, and student support assessment initiatives across multiple institutions, including serving as Assessment Liaison for the Virginia Community College System. She has played a key role in successful SACSCOC reaffirmations and is recognized for developing innovative frameworks that foster continuous improvement and student success. Dr. Hamm holds a Ph.D. in Agricultural and Extension Education from Virginia Tech.

Shannon Hillman, *Institutional Research Associate, JFSC*

Dr. Shannon Hillman is the Institutional Research Associate at JFSC. She has a PhD in Educational Policy and Administration from the University of Hawai'i Manoa and is nearly finished a Masters of Data Analytics from Eastern University. Her past experience with universities has been as ESL faculty or Education Researcher at institutions including Temple University, University of Maryland, University of Hawai'i, Nagoya University of Foreign Studies, and The University of Newcastle, Australia. She has also worked for the United Nations UNESCO division in their Education Policy and Reform unit in Bangkok, Thailand. Her personal research interests include the economics of English language in Asia and the socioeconomic development related to Language Studies in the Global South.

Presenter Bios (continued)

Sarah Hooven, *Coordinator of Institutional Assessment, Virginia Western Community College*

Ms. Sarah Hooven is a seasoned educator and higher education professional with over two decades of experience at Virginia Western Community College. In addition to teaching French and English, she has played a pivotal role in institutional effectiveness, with particular expertise in academic assessment. As Program Head for Liberal Arts and Liberal Arts Fine Arts, Sarah led annual academic assessments and program reviews, streamlining data collection through an innovative automated process that enhanced the quality and efficiency of assessment activities. She has spearheaded campus-wide assessment training, facilitated peer review processes, and ensured alignment with regional accreditation standards through detailed reporting and data analysis. Her leadership has extended to developing institutional resources such as the Academic Assessment Handbook and coordinating communication and support for general education assessment initiatives. Widely respected for her organizational insight and collaborative approach, Sarah has presented her assessment work at professional conferences, including SACSCOC, and has contributed significantly to the college's continuous improvement and accreditation efforts.

Jeen Joy, *Virginia Commonwealth University*

Ms. Joy is a recent PhD graduate from the VCU Foundations of Education Department. She worked as a research assistant with the Foundations Department and the Institute of Collaborative Research and Evaluation (ICRE). Her work revolves around quantitative data analysis, data modeling, evaluations, and other data analysis. She has experience working on multiple research projects that aim to improve teachers' assessment practices. She also worked with the General Education Assessment Committee in collection, cleaning, and analysis. Her work provided insights into understanding the different challenges the assessors faced in adhering to the university standards. Her work was useful in creating guidelines for professors to improve their assessment practices.

Presenter Bios (continued)

Jillian Kinzie, Associate Director, National Survey of Student Engagement (NSSE), Center for Postsecondary Research, Indiana University School of Education

Dr. Jillian Kinzie conducts research and leads project activities on effective use of student engagement data to improve educational quality, and serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project. She is co-author of *Transforming Academic Culture & Curriculum: Integrating and Scaffolding Research Throughout Undergraduate Education* (2024), *Radical Reimagining for Student Success* (2023), *Delivering on the Promise of High-Impact Practices: Research and Models for Achieving Equity, Fidelity, Impact and Scale* (2022), *Assessment in Student Affairs* (2016), *Using Evidence of Student Learning to Improve Higher Education* (2015), *Student Success in College* (2005/2010), and *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (2008/2014). She is co-editor of *New Directions in Higher Education*, is on the editorial board of *Innovative Higher Education* and the *Journal of Postsecondary Student Success* and serves on the board of the Gardner Institute for Excellence in Undergraduate Education. She is a peer reviewer for several accreditors and regularly consults with colleges and universities about assessment, effective educational practice, inclusive excellence, high-impact practices, and support for student success. Her scholarly interests include the assessment of student engagement, how colleges use data to improve, student and academic affairs partnerships and the impact of programs and practices to support student success, as well as first-year student development, teaching and learning in college, access and equity, and women in underrepresented fields. She has published on these topics and translated this scholarship at hundreds of institutions and higher education member organizations to increase the use of assessment results to inform improvements in undergraduate education and to enhance conditions for student success. She served as PI on the Lumina Foundation funded “Assessing Quality and Equity in HIPs”; a Strada Foundation study, “Learning about Undergraduates’ Preparation for Work and Careers” an assessment of college students career and workforce preparation, and an NSF supported project studying the implementation of scaffolded research-rich curriculum in STEM fields. She was awarded the NASPA George D. Kuh Outstanding Contribution to Research in 2024 and received the Robert J. Menges Honored Presentation by the Professional Organizational Development (POD) Network in 2005 and 2011. Kinzie earned her PhD from Indiana University in higher education with a minor in women’s studies. Prior to this, she served on the faculty of Indiana University and coordinated the master’s program in higher education and student affairs. She also worked in academic and student affairs at Miami University and Case Western Reserve University.

Geoffrey Klein, Vice President, SACSCOC

Dr. Klein joined SACSCOC as Vice President in December 2021. Before joining the Commission, he served as Vice Provost for Research, Graduate Studies, and Assessment and SACSCOC Accreditation Liaison at Christopher Newport University in Newport News, Virginia. Dr. Klein served on the SACSCOC Board of Trustees, including the Executive Council, worked as an accreditation consultant, served as chair of the Virginia Regional Accreditation Symposium, and served as a SACSCOC peer evaluator on Substantive Change and Reaffirmation Committees. Geoffrey began his career in higher education as an Assistant Professor of Chemistry in the Department of Biology, Chemistry, and Environmental Science at CNU. As a member of the faculty, he was awarded the inaugural Faculty Excellence Award for Teaching and received over \$2.6 million in grants from organizations such as the National Science Foundation (NSF) and American Chemical Society (ACS) Petroleum Research Foundation to support his research endeavors. Geoffrey received a BS from the College of William and Mary and a PhD in Analytical Chemistry from Florida State University.

Presenter Bios (continued)

Robert Kolvoord, *Interim Provost and founding Dean of the College of Integrated Science and Engineering, James Madison University*

Bob Kolvoord has served over 30 years at James Madison, currently as Interim Provost. He is the founding Dean of the College of Integrated Science and Engineering. Prior to joining the JMU faculty in 1995, he served as Senior Research Associate in the Lunar and Planetary Laboratory. Throughout his distinguished career, he has played an active role in improving student learning.

Bhaskar Prasanth Kotha, *Assistant Director in the Analytics & AI unit within the Department of Analytics and Institutional Effectiveness, Virginia Tech*

Bhaskar Prasanth Kotha serves as Assistant Director in the Analytics & AI unit within the Department of Analytics and Institutional Effectiveness at Virginia Tech.

Laura Lambert, *Doctoral Candidate – Assessment and Measurement; Biotech Lab Coordinator, James Madison University*

Laura is a doctoral candidate in the Assessment and Measurement Program at James Madison University. She is also the Biotech Lab Coordinator in the Department of Integrated Science and Technology, also at JMU. Her research interests span methodological challenges in URE research, creating a Python package for Equating, equity in data visualization, and learning improvement in a STEM context.

Tod Massa, *Policy Analytics Director, State Council of Higher Education for Virginia (SCHEV)*

Tod started at SCHEV in 2001 with nearly a decade of experience in policy research and analysis, and data management. As Policy Analytics Director, Mr. Massa oversees the development and of the Commonwealth's postsecondary education data system; the biennial projections of enrollment and demand; and is one of the architects and leaders of the Virginia Longitudinal Data System. His wide-ranging duties also include directing the collection, maintenance, and analysis of research data from all Virginia colleges and universities related to enrollment, graduation, faculty salaries, and financial aid. He directs the agency's information systems activities and coordinates the agency's relationship with the Virginia Information Technology Agency. He also serves as the Continuity of Operations Director for SCHEV. Mr. Massa frequently serves on federal technical review panels for the US Department of Education. Prior to joining the Council staff, Mr. Massa held institutional research leadership positions at two institutions of higher education. From 1991 to 1994, he served as the Institutional Research Coordinator and Academic Policy Analyst at Saint Louis University. Most recently, Mr. Massa served as the Director of Institutional Research and Planning Support at Willamette University in Salem, Oregon. Prior to joining the staff at Willamette, Mr. Massa served in the U.S. Army and was twice awarded the Department of the Army Certificate of Achievement and the Army Achievement Medal for outstanding service.

Rupa Mehta, *Business and Data Analyst, George Mason University*

Rupa Mehta is a Business and Data Analyst with over 18 years of experience at George Mason University. She specializes in business intelligence, data analytics, and enterprise reporting, with a strong focus on supporting data-informed decision-making across both academic and administrative units. Her technical expertise spans Oracle databases, SQL, and MicroStrategy. Before joining Mason, Rupa worked with the U.S. Department of Homeland Security, where she focused on ensuring data quality, integrity, and accurate reporting to support national initiatives. A proud Mason alumna, Rupa holds a Master's degree in Information Systems from George Mason University. She is also a Distinguished Toastmaster (DTM) with the George Mason Toastmasters Club, reflecting her commitment to leadership and effective communication. Outside of work, Rupa enjoys traveling and taking long walks with her energetic goldendoodle, Kobi.

Presenter Bios (continued)

Paul Mabrey, Associate Professor in the School of Communication Studies & Director of Student Success & Enrollment Analytics, James Madison University

Paul Mabrey is an Associate Professor in the School of Communication Studies and the Director of Student Success & Enrollment Analytics. He brings a passion for communication, collaboration, and advocacy through his work in the classroom, Communication Center, and service across JMU. Paul loves working with students on research projects, advocacy campaigns, and as peer leaders. Paul has taught in general education, undergraduate and graduate core classes, and in advocacy studies. His research interests include student learning and governance through rhetoric, argument, assessment, & policy.

Tim Merrill, Associate Vice President of Institutional Effectiveness, Reynolds Community College

Tim serves as the college's accreditation liaison who leads student learning measurement efforts and ensures compliance with SACSCOC standards.

Ryan Murnane, Assistant Provost for Academic Policy and Compliance & SACSCOC liaison, Regent University

Ryan Murnane serves as the Assistant Provost for Academic Policy and Compliance and SACSCOC liaison at Regent University. During his tenure, he has hosted three SACSCOC visits and organized and wrote Regent's Fifth Year Reports in 2015 and 2025. He served as the primary manager of Regent's successful Reaffirmation process in 2019. He has experience as a SACSCOC evaluator in assessment, mission-alignment, and academic administration. Ryan has published in the University Detroit Mercy Law Review with a focus on assessment and rubrics in legal education. He holds a Ph.D. in Higher Education Administration from Regent University.

Godfrey Fuji Noe, Coordinator of Training and Research at SACSCOC

Godfrey Fuji Noe is currently the Coordinator of Training and Research at the higher education accreditor SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) in Atlanta, Georgia. His background is in statistics, software development, business intelligence, program evaluation, teaching and learning, assessment, data warehousing and information management at various organizations in higher education. Dr. Noe currently holds a B.S. in Economics from Oakwood University (formerly Oakwood College), a M.A. in Cultural Anthropology, and a PhD in Medical Sociology from the University of Alabama at Birmingham. His interests are varied and include higher education research, software and app development, physics, mathematics, the science of learning, video games and gamification in higher education.

Chris Orem, Executive Director of Planning, Analytics and Institutional Research, James Madison University

Dr. Chris Orem has been the Executive Director of Planning, Analytics and Institutional Research since 2018, where he oversees strategic planning, accreditation, and institutional research efforts for James Madison University. He holds a PhD in Assessment and Measurement from James Madison University and has led various institutional effectiveness and accreditation efforts at two- and four-year institutions over the past 14 years. Chris is currently the President of the Virginia Association for Institutional Research and loves learning from and sharing ideas with colleagues to improve the student experience within higher education.

Tisha Paredes, Consultant

Dr. Tisha M. Paredes was the AVP for Institutional Effectiveness & Assessment at Old Dominion University, where she held several IE roles starting in 2006. She teaches doctoral courses in measurement and evaluation and has provided workshops on assessment of academic and administrative units, general education, and QEP, as well as on topics such as institutional effectiveness and SACSCOC compliance. Dr. Paredes has served as a SACSCOC reviewer for the QEP, several off- and on-site committees, and led a 5th Year Cluster. She co-authored Using Focus Groups to Listen, Learn, and Lead in Higher Education, and is a Fulbright Specialist, assisting international institutions with accreditation activities. She recently completed a Fulbright project in Lesotho, and is currently working on a book about general education reform.

Presenter Bios (continued)

Dena Pastor, Associate Director of Assessment Operations in CARS; Professor of Graduate Psychology

Dr. Dena Pastor is a Professor in the Assessment & Measurement PhD program and Associate Director of Assessment Operations at James Madison University's Center for Assessment and Research Studies. She oversees large-scale assessment initiatives tracking student learning from enrollment to graduation, teaches graduate courses in quantitative methods, and advises emerging scholars. Her work integrates research, teaching, and applied assessment to improve higher education.

Janet Ping, Director of Institutional Research and Effectiveness, Blue Ridge Community College

Janet Ping has been the Director of Institutional Research and Effectiveness at Blue Ridge Community College since 2022. In this position, she provides leadership and oversight for the college's assessment and institutional research initiatives. Before her appointment at BRCC, she spent 17 years at Laurel Ridge Community College, where she held various roles related to technology services, planning, institutional effectiveness, research, analytics, and data systems. Janet is highly respected for her expertise in research methodologies and data analytics. She earned a Graduate Certificate in Higher Education Assessment from James Madison University and a Master of Science in Information Systems from Marshall University. Currently, she is pursuing a Doctorate in Education in Higher Education Leadership at Virginia Commonwealth University.

Sabrina Qureshi, Associate Provost of Academic Programs and Curriculum, University of Virginia's College at Wise

Sabrina Qureshi is Associate Provost of Academic Programs and Curriculum at the University of Virginia's College at Wise, where she oversees academic policy, program development, and online education initiatives. She is an expert in regional, state, and specialized accreditations (SACSCOC, SCHEV, CCNE, ABET, CAEP), institutional effectiveness, and assessment practices. Qureshi holds advanced certificates in assessment and online teaching, and is a doctoral candidate in Human Capital Management.

Rachel Whitman Rotch, Senior Analyst for Education Research in the Office of Academic Insight, Auburn University

Rachel Whitman Rotch serves as a Senior Analyst for Education Research in the Office of Academic Insight. She works collaboratively within the Academic Insight Lab to conduct quantitative and qualitative research in support of Auburn University's mission, strategic plan, accreditation, and the next Quality Enhancement Plan: AUBURNACHIEVE. Rachel earned a B.S. in Psychology with a concentration in Neuroscience from the University of Georgia. She is a two-time graduate from Auburn University, earning both her M.S. and Ph.D. in Industrial-Organizational Psychology from the Department of Psychological Sciences. She resides in Auburn with her husband, Michael, along with their cat and dog: Jean-Luc Picat and Obito Uchipaw.

Chris Schreiner, Director of Academic Data Analytics, Virginia Commonwealth University School of Nursing

In this role, Chris provides qualitative and quantitative data analysis support of strategic planning, program quality, student learning, and accreditation readiness.

Rachel Smith, Assistant Provost & Director of Institutional Effectiveness, Hampden-Sydney College

Rachel Smith, Ph.D., is the Assistant Provost & Director of Institutional Effectiveness at Hampden-Sydney College, where she oversees accreditation, assessment, and institutional research. Previously, she was the Assistant Director of Assessment and Compliance at Regent University. She has completed institutional and specialized accreditation consulting work with several institutions in Virginia. Additionally, she has served on the boards of the Virginia Regional Accreditation Symposium and Virginia Assessment Group.

Presenter Bios (continued)

Charlie Wilder, *Senior Analyst for Educational Research, Auburn University*

Dr. Charlie Wilder joined the Office of Academic Insight in March of 2022 as a Senior Analyst for Educational Research. His role as a part of the Insight Lab is to support academic units through analysis and interpretation of student graduation outcome data and to collaborate with campus partners to improve student success. Wilder came to Auburn from Mississippi State University where he served as Assistant Director for Assessment in the MSU Career Center. He developed a love for the application and analysis of data during this time through overhauling the career center's First Destination Survey data collection and analysis process. He joined the Auburn family in 2019 to direct the Cooperative Education Program. In addition to these roles, Wilder is also a past-president of the Southern Association of Colleges and Employers. Wilder holds a PhD in Instructional Systems and Workforce Development from Mississippi State University. He lives in Auburn with his wife, Carmen, their 5 boys, and dog, Tucker.

Robyn Zobian, *Institutional Research Assessment and Accreditation Assistant, National Defense University*

Robyn Zobian is originally from the West Coast and has served the U.S. in various capacities. She currently works for Joint Forces Staff College in Norfolk, VA in the Institutional Research department providing support in assessment planning and implementation, data collection and analysis, and assessment reporting. Her primary duties are of data management, data analysis, data visualization, and learning and assessment management.