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Pronouns: she/her/hers

Expertise and Executive Experience

- **Consolidating Analytics and Institutional Research:** Consolidating reporting and analytics throughout the institution, leveraging core data sources and visualization technologies to provide insights for executive leadership as well as key decision makers throughout the institution. This includes advanced statistical modeling, predictive analytics, learning analytics, use of thick data (quantitative and qualitative), and employing analytics through an equity lens.
- **Creating Data-Informed Decision Cultures:** proven track record of ensuring that data analytics is a catalyst to solve institutional problems, collaborating across campuses, colleges, divisions, and departments, Building an effective team. Ensuring that analytic data tools are used to help senior administrators lead effectively, accessible to faculty and staff, and empower those on the front lines who are directly educating and supporting students.
- **Accreditation and Outcomes Assessment:** Assessing student learning outcomes and the effectiveness of interventions, academic programs, strategies, policies, and use of financial resources. Data support for program reviews, discipline-based accreditation, and HLC.
- **Survey Research Methods:** Questionnaire design and validation, sampling techniques, employing data collection methods to reduce non-response and measurement errors.

Education

Ph.D. Applied Social Psychology. May 2001. Loyola University Chicago.

M.A. Applied Social Psychology. May 1998. Loyola University Chicago.

B.A. Psychology. June 1993. Michigan State University, East Lansing, MI. Highest Honors.

Management Development Program (MDP) for Higher Education Administrators. June 2007. Harvard University, Cambridge, MA. Post doc program.

Professional Positions and Academic Appointments

2/23 – present **Associate Professor, Department of Psychology, Adjunct** – The Ohio State University, Columbus, OH

1/23- present **Associate Vice President, Institutional Research and Planning,** The Ohio State University, Columbus, OH

- Provide thought leadership in building a data-informed decision culture at the Ohio State University by championing and collaborating with campus stakeholders in broadening data sharing, data governance, actionable insight development, and professional skill development.

- Develop and implement a multi-year plan for growing and maintaining Ohio State’s analytic and data capabilities relative to institutional data.
- Provide leadership for institutional research, mandatory reporting, academic planning, accreditation, assessment, program review, business analytics and other data-focused decision-support activities.
- Lead a team that supports strategic, academic, and budgetary planning and decision-making through analytics, including the presentation and distribution of relevant and timely information, policy analyses, peer comparisons, and projections of future trends.
- Enable the institution to develop increasing maturity in research, statistical and predictive analysis, and reporting in support of campus leaders and decision makers.
- Ensure that data and analytical insights are presented professionally and formatted for multiple constituencies with an emphasis on appealing data visualization. Build and maintain an innovative website for institutional data.
- Prepare comparative analyses of Ohio State to peer institutions as a context for planning and decision-making, policy development, and reviews.
- Respond to internal and external requests for analytic information about Ohio State’s academic people, programs, structures, and curriculum.
- Engage in advanced statistical analysis and data analytics to enhance student success and learning as well as institutional effectiveness (predictive analytics, trend and forecast analysis, use of qualitative and quantitative data or thick data, impact studies, and policy analysis).
- Built data literacy, analytics, and evaluation capacity across institution.
- Support, supervise, and evaluate the performance of direct reports, including the Assistant Vice President of Institutional Research and Reporting, Director of Institutional Effectiveness and Assessment, Senior Advanced Analytics Specialist.

0/09 -12/22 **Associate Professor, Department of Psychology, Adjunct** - Indiana University-Purdue University Indianapolis, Indianapolis, IN

8/06- 12/22 **Appointed Faculty, Division of Undergraduate Education/University College-** Indiana University-Purdue University Indianapolis, Indianapolis, IN

7/17-12/22 **Assistant Vice Chancellor, Institutional Research and Decision Support (IRDS)** - Indiana University-Purdue University Indianapolis, Indianapolis, IN

- Led large institutional research and institutional effectiveness office (15 professionals) with the mission of collecting, preserving, analyzing, interpreting, and disseminating information to enhance overall institutional effectiveness in all areas of the IUPUI and IU Strategic Plan.
- Consolidated data support that leverages expertise and integrates data across several domains including enrollment management, student success, faculty, human resources, facilities, research, finance, and more.
- Provided data concierge service for executive leadership and leveraging data analytics across the institution to ensure decision makers have access to timely, accurate and consistent information.
- Engaged in advanced statistical analysis and data analytics to enhance student success and learning as well as institutional effectiveness (predictive analytics, trend and forecast analysis, use of qualitative and quantitative data or thick data, impact studies, and policy analysis).
- Provided in-depth, substantive, rigorous analysis of selected topics upon request, with data and reports as appropriate to assist with the translation of data into insights and usable information.

- Provided the analytics and investigations to support strategic enrollment management to help IUPUI achieve and maintain optimum recruitment, retention and graduation rates of students (enrollment data analysis and forecasting, leveraging financial aid, and examining state and national trends).
- Data support for annual reports, presentations for the Board of Trustees, compliance reporting, Higher Learning Commission, external ranking requests, publications, and requests from external agencies
- Reported on institutional rankings and peer comparisons.
- Built data literacy, analytics, and evaluation capacity across institution.
- Provided data support for campus-wide and specialized assessment, accreditation efforts, and assessment of student learning.
- Provided data support for formal academic program, administrative reviews, and Academic Affairs planning.
- Completed surveys and reports for federal, state, and private agencies
- Researched and maintained currency with local, state, and national trends that affect institutional priorities.
- Disseminated peer reviewed research and publications around institutional priorities such as creating cultures of evidence, high-impact educational practices, DEI initiatives, strategic enrollment management, and student success and learning.
- Convened and lead institutional committees around the data governance/ethical use of analytics Data Inquiry Group, Student Data Council, and Faculty-Staff Data Council.
- Supported, supervised, and evaluated the performance of direct reports, including the Directors of Institutional Effectiveness, Survey Research, Research and Analytics, and Research, Planning and DEI Evaluation.

8/15 –7/17 **Executive Director, Institutional Research and Decision Support (IRDS)** - Indiana University-Purdue University Indianapolis, Indianapolis, IN

- I was promoted to Assistant Vice Chancellor. Same responsibilities as outlined under Assistant Vice Chancellor, Institutional Research and Decision Support (IRDS).

1/14 – 7/15 **Executive Director, Office of Student Data, Analytics, and Evaluation (OSDAE)** - Indiana University-Purdue University Indianapolis, Indianapolis, IN

- Responsible for leading a large IR office (7 professional staff) and conducting institutional research, analytics, assessment, and evaluation to support strategic planning.
- Led a Business Intelligence Student Data Reports initiative designed to manage, store, and report data on students for strategic decision making.
- Facilitated the use of assessment and institutional research data to enhance strategic enrollment management, student learning, academic success, and degree attainment.
- Consulted with units and schools on the development and implementation of academic program assessment plans.
- Analyzed, interpreted, and communicated assessment and institutional analytics findings to support decision making and planning.
- Provided technical expertise in matters of instrument selection and research designs
- Conducted internal education activities on best practices and methodologies of learning outcomes assessment and program evaluation
- Maintained an active national research profile.

- Supported, supervised, and evaluated the performance of direct reports including Director, Associate Director, Data Analysts, and graduate student assistants.

8/11 – 12/13 **Executive Director, Research, Planning, and Evaluation**, University College - Indiana University-Purdue University Indianapolis, Indianapolis, IN

- Responsible for conducting institutional research, analytics, assessment, and evaluation to support strategic planning.
- Facilitated the use of assessment, analytics, and institutional research data to enhance student learning, academic success, and degree attainment.
- Consulted with units in the development and implementation of academic program assessment plans.
- Analyzed, interpreted, and communicated assessment and evaluation findings.
- Provided technical expertise in matters of survey instrument selection and research designs.
- Designed and conducted internal education activities on best practices and methodologies of learning outcomes assessment and program evaluation.
- Maintained an active national research profile.
- Supported, supervised, and evaluated the performance of direct reports including Data Manager/Analyst, Qualitative Analyst, and graduate student assistants.

8/03 – 8/11 **Director of Assessment and Analytics**, University College - Indiana University-Purdue University Indianapolis, Indianapolis, IN

- Responsible for facilitating the use of assessment activities to enhance student learning, academic success, and degree attainment.
- Consulted with units in the development and implementation of academic program assessment plans;
- Analyzed, interpreted, and communicated assessment and analytics findings.
- Provided technical expertise in matters of instrument selection and research design;
- Designed and conducted internal education activities on best practices and methodologies of learning outcomes assessment and program evaluation;
- Supported, supervised, and evaluated the performance of direct reports Data Manager/Analyst, Qualitative Data Analyst, and graduate student assistants.

9/01 - 7/03 **Senior Data Analyst** – Indiana University-Purdue University Indianapolis, Indianapolis, IN

- Responsible for conducting assessments and program evaluations to improve undergraduate first-year programs/courses (housed in the academic unit of University College) and Student Life and Diversity initiatives.
- Developed and implemented comprehensive plans to assess students' learning outcomes, needs, and academic success outcomes.
- Worked collaboratively with faculty to conduct evaluations of the following programs/courses from conception to completion: First-Year Seminar Courses, Critical Inquiry Courses, New Student Orientation, Residential Learning Communities (baseline and assessment plan development).
- Evaluated Diversity, Equity and Inclusion initiatives and workshops (evaluation instrument development and implementation).

- Coordinated several research projects designed to increase organizational effectiveness and helped management make better business decisions.
- Evaluated Large-Scale Change Program and identified factors that predicted support for change proposals (e.g., clearly communicating goals, creating opportunities for employee participation, organizational commitment levels, subjective job distress levels).
- Conducted organizational assessments, designed interventions, organized teams, monitored progress, and measured outcomes.
- Designed Patient Satisfaction Surveys to assess patients' perceptions and evaluate Quality Improvement interventions.
- Redesigned Performance Management System to ensure that competencies were aligned with organization's culture and strategy.
- Designed and implemented a Physician Department Chair Evaluation System to provide physician executives with performance feedback and Leadership Development Plans.

Publications (* Peer-Reviewed Research)

1. * Hansen, M.J., Palakal, M.J. & White, L. (2023) The Importance of STEM Sense of Belonging and Academic Hope in Enhancing Persistence for Low-Income, Underrepresented STEM Students. *Journal for STEM Education Research*. <https://doi.org/10.1007/s41979-023-00096-8>.
2. *Hardy, T., Hansen, M. J., Bahamonde, R., & Kimble-Hill, A. (2022). Insights gained into the use of individual development plans as a framework for mentoring NIH post baccalaureate research education program (PREP) trainees. *Journal of Chemical Education*, 99, 417-427.
3. Hansen, M.J., & Hahn, T.W. (2022). Themed learning communities and service learning leveraged for student success. In Jerry Daday, Jillian Kinzie, Ken O'Donnell, Carleen Vande Zande and John Zilvinskis, *Delivering on the Promise of High-Impact Practices*, Sterling, VA: Stylus
4. Graunke, S.S. Hansen, M.J., Wint, E, & Moody, M. (2022). Translating data to make test optional decisions. *College and University Journal*.
5. Morin M.F., Palakal M.J., & Hansen M.J. (2021) Supporting information technology students through high impact practices. In: Huijser H., Kek M., Padró F.F. (eds) *Student Support Services*. University Development and Administration. Springer, Singapore.
6. N.D Lees, & Hansen, M.J (2020, December). The impact of the COVID-19 pandemic on low-income students: Part 2: Potential Institutional Interventions. *Academic Leader*.
7. Hansen, M.J & Lees N.D. (2020, November). The Impact of the COVID-19 pandemic on low-income students, Part 1: data and survey results. *Academic Leader*.
8. Lees, N.D & Hansen, M.J (2020, October). Student feedback on the pandemic-induced switch to online instruction. Part 2: More Improvements and Consequences for Inaction. *Academic Leader*.
9. Hansen, M.J & Lees, N.D (2020, September) Student feedback on the pandemic-induced switch to online instruction. The Impact of the COVID-19 pandemic on low-income students, Part 1: data and survey results. *Academic Leader*.

10. Hansen, M.J. (2019). Using assessment trends in planning, decision-making, and improvement, In S. P Hundley and S. Kahn *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education*. Sterling, VA: Stylus.
11. * Hansen, M.J., & Schmidt, L.P. (2017). The synergy of and readiness for high-impact practices during the first-year of college. *Journal of The First-Year Experience & Students in Transition*, 29:1, 57-82.
12. Graunke, S. S. & Hansen, M.J. (2016). Using local and national datasets to study civic outcomes. In Julie A. Hatcher, Robert S. Bringle, and Thomas W. Hahn (Ed). *Research on Student Civic Outcomes in Service Learning: Conceptual Frameworks and Methods*, Stylus Publication Co, LLC.
13. Hansen, M. J. & Pettitt M. (2015) What should we be assessing and why? In Lauren Chism Schmidt & Janine Graziano (Ed). *First-Year Seminars and Learning Communities: Building Synergy for Successful College Transitions* (Monograph No. 53). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition
14. Catherine A. Buyarski, Robert W. Aaron, Michele J. Hansen, Cynthia D. Hollingsworth, Charles A. Johnson, Susan Kahn, Cynthia M. Landis, Joan S. Pedersen & Amy Powell (2015) Purpose and Pedagogy: A Conceptual Model for an ePortfolio, *Theory Into Practice*, 54:4, 283-291.
15. * Hansen, M.J., Trujillo, D.J., Boland, D.L., & MacKinnon, J. L. (2014). At risk students and academic hope: an examination of factors promoting effective academic success strategies. *Journal of College Student Retention*, 16(1), 49-71.
16. * Pike, G.R., Hansen, M. J., & Childress, J. E. (2014). The influence of students' pre-college characteristics, high school experiences, and expectations about college on persistence and degree attainment. *Journal of College Student Retention*, 16(1), 1-48
17. Ashburn-Nardo, L., & Hansen, M. (2013). Social psychology. In *IUPUI Department of Psychology (Eds.), Introduction to psychology*. Bloomington, IN: Trustees of Indiana University in collaboration with Plymouth, MI: Hayden-McNeil Publishing.
18. * Hansen, M.J., & Pedersen, J. S. (2012). An examination of the effects of career development courses on career decision making self-efficacy, adjustment to college, learning integration, and academic success. *Journal of The First-Year Experience and Students in Transition*, 24(2), 33-61.
19. * Pike, G.R., Hansen, M. J., & Lin, C.H. (2010). Using instrumental variables to account for selection effects in research on first-year programs. *Research in Higher Education*, 52(2), 194-214.
20. Hansen, M.J., Evenbeck, S.E, & Williams, G.A. (2010). Comprehensive university college assessment: The importance of assessing students' needs, program processes, and critical outcomes. In Barbara Jackson, Scott Evenbeck, Maggy Smith, Dorothy Ward, and Associates (Ed) (pp 127-137). *Organizing for Student Success: The University College Model* (Monograph No. 53). Columbia, SC: University of South Carolina, National Resource Center for the First-year Experience and Students in Transition.
21. * Hansen, M. J., Meshulam, S. & Parker, B. (2013). Assessing the Effectiveness of a Learning Community Course Design to Improve the Math Performance of First-Year Students. *Learning Communities Research and Practice*, 1(1), Article 10. (originally published in 2010)
22. * Huerta, J. C., Hansen, M. J. (2013). Learning Community Assessment 101 - Best Practices. *Learning Communities Research and Practice*, 1(1), Article 15. (originally published in 2010)

23. * Hansen, M.J., Williams, G.A., & Chism, L.P. (2008). Indiana University–Purdue University Indianapolis. In A.M. Griffin, & J. Romm (Eds.). *Exploring the evidence, vol IV: Reporting research on first-year seminars*. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
24. * Hansen, M.J., Boland, D.L., & MacKinnon, J.L. (2006). Understanding the processes and outcomes associated with incorporating diversity into learning community courses: A Case Study. *Journal of Learning Communities Research, 1(1)*, 1-17, Atlanta, GA: Kennesaw State University Press.
25. * Hansen, M. J., Jackson, B., & Williams, G. (2005). Indiana University–Purdue University Indianapolis. In B. Tobolowsky, B. E. Cox, & M. T. Wagner (Eds.), *Exploring the evidence: Reporting research on first-year seminars*. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
26. Banta, T.W., Pike, G., & Hansen, M.J. (2009). The use of engagement data in institutional planning, assessment, and accreditation. *New Directions for Institutional Research, 141*, 21-34.
27. * Chism, L.P., Baker, S.S, Hansen, M.J., & Williams, G.A. (2008). Implementation of first-year seminars, the summer bridge academy, and themed learning communities. *Metropolitan Universities Journal. 19(2)*, 8-17.
28. * Huerta, J.C., Stuart, G., Hansen, M.J., & Chism, L.P. (2008). New directions for learning community assessment and research: a panel discussion. *Metropolitan Universities Journal. 19(2)*, 76-82.
29. Hansen, M.J., & Borden, V.M.H. (2006). Using action research to support academic program improvement. *New Directions for Institutional Research, 130*, 47-62. San Francisco: Jossey-Bass.
30. Hansen, M.J., & Williams, G.A. (2005). Assessing learning communities at Indiana University-Purdue University in Indianapolis: Comprehensive approaches, leveraging results, lessons learned, and remaining challenges. *Metropolitan Universities Journal, 16(3)*, 69-90.
31. Borden, V.M.H., Hansen, M.J., Williams, G.A, & Evenbeck, S.E. (2004). Re-visioning success for first-year students at an urban university. *Metropolitan Universities Journal, 15(2)* 110-124.
32. Banta, T.W., Hansen, M.J., Black, K.E., & Jackson, J.E. (2003) Assessing advising outcomes. *NACADA Journal, 22(1)*.

Grants and Funded Research

1. Co-PI. “Empowering informatics Diversity Enhanced Workforce” National Science Foundation (NSF). Indiana University (IU) School of Informatics and Computing (SoIC) at Indiana University-Purdue University at Indianapolis (IUPUI) and Ivy Tech Community College (Ivy Tech) in Indianapolis. Mathew Palakal (Principal Investigator), Gregory Leigh (Co-Principal Investigator), Liugen Zhu (Co-Principal Investigator), Kim Nguyen (Co-Principal Investigator). \$4,041,077.00 (9/16- 8/21)
2. External Program Evaluator for *Strengthening Institutions* Title III Grant. Brookdale Community College. Lincroft, NJ, Title III Grant designed to increase assessment protocols and capacity and improve coordination and enhancement of curriculum and support services. \$1.3 million (2017 -2022)
3. Executive Committee Member and Internal Evaluator. “R25 NIH Prep Grant” National Institute of General Medical Sciences, National Institute of Health (NIH). (10% effort). PI.

David B. Burr, PhD, FAAA, Distinguished Professor, Indiana University, Associate Vice Chancellor for Research, IUPUI. Funded. Awarded direct costs \$235,736 in year one, and \$305,368 in each of the remaining years. Total funded 1.25 million. 2014 – present/renewed based on positive findings

4. External Program Evaluator for *Strengthening Institutions* Title III Grant. Holyoke Community College's Comprehensive Development Plan "Shoring Up the First Year at HCC" Holyoke, MA. Title III Grant designed to increase assessment protocols and capacity and improve coordination and enhancement of curriculum and support services. \$1,846,312.00 (2009 - 2014)
5. External Program Evaluator *Developing Hispanic-Serving Institutions* Title V Grant. University of Texas Brownsville/Texas Southmost College Brownsville, TX. Title V Grant entitled "Improving the Academic Success of SMART Field Students by Implementing a Culture of Evidence that Integrates Technology, Communication Skills, and Learning Communities." \$2,625,518. (2009 - 2014).
6. Program Evaluator. "Collaborative Research: Transformative Model of STEM Education for First-Year Students at an Urban-Commuter Campus." The National Science Foundation (NSF). Coordinator of IUPUI Program Evaluation component. P.I.s: William Donovan, Kathleen M Ross-Alaolmolki, Gregory Smith, Ethel R. Wheland, Bonita Williams, and Andrew D Gavrin. \$499,543. (2009 – 2012)
7. Co-PI. "Transformation of Traditional First-Year Seminars to Blended Learning" Curriculum Enhancement Grant, IUPUI Center for Teaching and Learning. (10% effort). P.I. S.S. Baker. Co-Investigators: K.J. Johnson, DeWester, J., Thedwall, K., Hansen, M.J, Kissel, F, Byrer, N.S., & Huisman, R. Funded \$15, 200; total with matching funds \$41, 200. (2012 - 2012)
8. Independent Program Evaluator. "Making a Web Connection with Students [in Developmental Math Courses]." Curriculum Enhancement Grant, IUPUI Center for Teaching and Learning. P.I. Henry A. Hernandez. Funded \$2, 100. 2011-2012.
9. Independent Evaluator. "Investigating Middle School Mathematics with Technology." Indiana Commission on Higher Education (ICHE). P.I.s: Signe E. Kastberg, Ph.D., Assistant Professor, School of Education and Kim S. Nguyen, Ed.D, Dean, School of Science. \$209,632. (2004 – 2006)
10. Independent Evaluator. "Establishment of an Intensive Treatment Program for Sexually and Physically Abused Children." (30% effort). Grant awarded to Mercy Health System of Chicago. Grant Project Directors: Zahida Noorani, Director of Development and Mary Jo Rogers, Ph.D., Clinical Psychologist. P.I. (with Mary Jo Rogers) for the Program Evaluation Component. Funded by a collaborative network of community based funding agencies including Washington Square Health. Funding approximately \$200,000 per year; varied depending on number of children served. 1994 - 1998

Conference Research Papers and Presentations - Peer-Reviewed (selected)

1. Hansen, M.J., Graunke, S.S., & Rauch, J. (March, 2020) *Have students changed since orientation?: using multiple surveys sequentially in retention research*. Presented at Indiana Association for Institutional Research (INAIR), Indianapolis, IN.
2. Hansen, M.J., Keith, C., Mzumara, H. & Graunke, S. S. (2019, May) *Transforming IR leadership and creating data-informed decision cultures*. Presented at the Association for Institutional Research (AIR) Annual Forum, Denver, CO.

3. Graunke, SS, Hansen, M.J., & Janik, R. (2018, March). *Helping decision makers navigate data analytics and reports*. Presented at Indiana Association for Institutional Research (INAIR), Indianapolis, IN.
4. Hansen, M.J., Bradshaw, B., Graunke, S.S. & Fewell, N.(2018, May). *Institutional research role in supporting strategic enrollment Management* (2018, May). Presented at the Association for Institutional Research (AIR) Annual Forum, Orlando, FL.
5. Mooreland-Williams, B, & Hansen, M.J. (March, 2017) *Implementing data-driven strategies to improve the success of low-income twenty-first scholar students*. Presented at Indiana Association for Institutional Research (INAIR), Indianapolis, IN.
6. Hansen, M.J., Fewell, N., & Janik, R. (2016, May). *Transforming IR practice guided by the statement of aspirational practice*. Presented at the Association for Institutional Research (AIR) Annual Forum, New Orleans, LA.
7. Hansen, M. & Graunke, S. Thorington-Springer, J. (April, 2016). *Assessing high-impact practices and RISE experiences*. Presented at the Indiana Association for Institutional Research Annual Conference, Indianapolis, IN.
8. Hansen, M. & Graunke, S. (2014, May). *Creating and validating an entering student survey for predictive analytics..* Paper presented at the Association for Institutional Research (AIR) Annual Forum, Orlando, FL.
9. Hansen, M.J, Childress, J.E., & Trujillo, D.T. (2013, March). *The new face of summer school: decreasing time-to-degree and improving academic success*. Paper presented at Indiana Association for Institutional Research (INAIR), Indianapolis, IN.
10. Hansen, M.J, Chism, L.P., & Trujillo, D.T. (2012, June). *The synergy of and readiness for high impact practices during the first-year of college*. Paper presented at Association for Institutional Research (AIR) Annual Forum, New Orleans, LA.
11. Pike, G.R., Hansen, M. J., & Childress, J. E. (2012, April). *The influence of students' pre-college characteristics, high school experiences, and expectations about college on persistence and degree attainment*. Paper presented at Indiana Association for Institutional Research (INAIR), West Lafayette, IN.

Note: I have produced many conference research papers and presentations over the years. I am highlighting some of the recent and representative examples my work. Additional research papers are available upon request.

Research and Technical Reports (selected)

1. Hansen, M.J. (2021). *Academic, social, and financial factors affecting one-year retention rates*. Research Report, Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
2. Hansen, M. J., Janik, R., Rauch, J. T., Marsiglio, C., & Keith, C. J. (2020). *2020 IUPUI student COVID-19 transition needs survey*. Institutional Research and Decision Support, Indiana University Purdue University Indianapolis, Indianapolis, IN. Research report.
3. Hansen, M. J., Keith, C. J., Janik, R., Rauch, J. T., & Marsiglio, C. (2020). *2020 IUPUI instructor COVID-19 transition needs survey*. Institutional Research and Decision Support, Indiana University Purdue University Indianapolis, Indianapolis, IN. Research report.

4. Hansen, M.J. (2019). *Academic, social, and financial factors affecting one-year retention rates among African American students*. Research Report, Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
5. Graunke, S.S. & Hansen, M.J. (2018). *Assessing high-impact practices (engaged learning) at IUPUI* Research Report, Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
6. Hansen, M.J. (2018). *Assessing banded tuition at IUPUI*. Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
7. Hansen, M.J. (2017). *Understanding Latinx students at IUPUI: data report for student recruitment and retention taskforce*. Research Report, Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
8. Hansen, M.J. (2016). *IUPUI themed learning communities program evaluation report: an examination of academic success outcomes*. Research Report, Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
9. Hansen, M.J. (2016). *Understanding African American students at IUPUI: an examination of academic success outcomes and students' needs*. Research Report, Office of Institutional Research and Decision Support, Indiana University-Purdue University Indianapolis, IN.
10. Hansen, M.J. (2013). *IUPUI summer success academy report: an examination of academic success outcomes*. Research Report, Office of Research, Planning, and Evaluation, University College, Indiana University-Purdue University Indianapolis, IN.
11. Hansen, M.J. (2012). *Themed learning community program evaluation and research report*. Research Report, Office of Research, Planning, and Evaluation, University College, Indiana University-Purdue University Indianapolis, IN.

Note: I have produced many research reports over the years. I am highlighting some of the recent and representative examples my work. Additional reports are available upon request.

Professional Workshops/Invited Presentations (selected)

1. Hansen, M.J. (August, 2022-2024). *Political Savviness for IR Professionals*. Presented at Association for Institutional Research (AIR) LEADS: Leadership with Evidence, Analytics, and Data Course. Washington, D.C.
2. Hansen, M.J. (2021, September). *The Power of Data for Decision Making and the Appropriate Use of Analytics in Higher Education Settings*. Howard College Campus, UKZN, South Africa
3. Hansen, M.J. & Graunke, S.S. (2021, September). *Update on Academic, Social, and Financial Factors Affecting Updated Enrollment and Retention*. Student Experience Council. Indiana University-Purdue University. Indianapolis, IN.
4. Hansen, M.J. & Graunke, S.S. (2021, August). *Leveraging IUPUI Data Analytics*. New Chairs Leadership Bootcamp. Indiana University-Purdue University Indianapolis, IN.
5. Graunke, S.S. & Hansen, M.J (2021, April). *IUPUI New Peer Institutions*. Presented to the Faculty Forum. Indiana University-Purdue University Indianapolis, IN.
6. Hansen, M. J., (2020, May). *2020 IUPUI Student COVID-19 Transition Needs Survey*. IUPUI Faculty Council. Indiana University Purdue University Indianapolis, Indianapolis, IN.

7. Cooley, S. C., Hansen, M.J. & Ross, L.E. (2020, October). *Exploring the Data Function Beyond Theory: Assessment, IE, and IR*. Pre-Conference Workshop. Assessment Institute. Indianapolis, IN
8. Hansen, M.J. & Graunke, S.S. (2020, February). *Test Optional Discussion*. Academic Deans Council. Indiana University-Purdue University. Indianapolis, IN.
9. Johnson, K.E, & Hansen, M.J. (2019, April). *Accelerating Student Success by Deploying a Strategic Information Council*. Higher Learning Commission (HLC) Conference. Chicago, IL.
10. Hansen, M. J. & Smith, M. (2019, January). *An Investigation of IUPUI Student Financial Barriers*. IUPUI Faculty Council. Indiana University Purdue University Indianapolis, Indianapolis, IN.
11. Hansen, M. J. & Smith, M. (2018, November). *Beyond financial aid*. IUPUI Workshop on Student Financial Barriers. Indiana University Purdue University Indianapolis, Indianapolis, IN.
12. Hansen, M. J., (2018, May). *Understanding How We Compare to our IUPUI Official Institutional Peers Faculty Council*. IUPUI Faculty Council and Town Hall. Indiana University Purdue University Indianapolis, Indianapolis, IN.
13. Michele, M.J., (2017, January). *Understanding Engineering and Technology Students and Using Data Link Dashboards*. Engineering and Technology Department Spring Convocation, IUPUI, Indianapolis, IN.
14. Michele, M.J., (2016, December). *Understanding Factors Affecting Undergraduate Students' Retention and Graduation Rates*, Council on Retention and Graduation (CRG), IUPUI, Indianapolis, IN.

Note: I have prepared and delivered many presentations and workshops over the years. I am highlighting some of the recent and representative examples my work. Additional presentations are available upon request.

Teaching Experience

Y535 Evaluation Models and Techniques. Graduate level course in School of Education, IUPUI, (Fall 2012, Fall 2013; Fall 2015)

B104 Introductory Psychology. Part of a Themed Learning Community (TLC): Career Perspectives. (Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011).

B104 Introductory Psychology (Fall 2005, Spring 2004, Spring 2006).

B370 Social Psychology. (Fall 2004, Fall 2017, Fall 2018).

Outcomes Assessment Seminar. Graduate Class for Higher Education in Student Affairs (HESA) Indiana University (IU) School of Higher Education Co-Taught with Banta, T. W. (Summer 2007).

U110 First-Year Seminar linked to Introductory Psychology (Fall 2003).

Awards and Recognitions

2018 Appointed to Co-Facilitate the Diversity, Equity, Inclusion (DEI) Track at the Indianapolis Assessment Institute. Appointment continues to present day.

2017 Deloitte / IBA Analytics Innovators Award: Implementing Data-Driven Strategies and Interventions To Improve The Success Of Low-Income Students. M.J. Hansen, B. Bradshaw, & M. Smith, IUPUI

2015 Association for Institutional Research (AIR) Statement of Aspirational Practice for Institutional Research Founding Institution Recognition: *Indiana University-Purdue University recognized as Founding Institutions of the Statements of Aspirational Practice for Institutional Research based on vision of new Office of institutional Research and Decision Support.*

2011 Association for Institutional Research (AIR) Best Poster Award: *Assessing the Effectiveness of a Summer Success Academy: A Theory-Based, Mixed-Methods Approach.* M.J. Hansen, P. P. Bennett, D. J. Trujillo, and C. Foley.

2010 Association for Institutional Research (AIR) Charles F. Elton Best Paper Award: *Using Instrumental Variables To Account For Selection Effects In Research On First-Year Programs.* G. R. Pike, M.H. Hansen, and Ching-Hui Lin.

2010 NACADA Outstanding Advising Program Award: *Students Taking Academic Responsibility (STAR) Program* (this award program required a strong assessment component). C. Maroldo, G. Hobley, and M.J. Hansen.

2009 Educational Policy Institute (EPI) Retention Award: *Linking a Summer Bridge Program to Themed Learning Communities.* G. A. Williams, L.P. Chism, and .M.J. Hansen

2009 IUPUI was one of six organizations recognized by the National Consortium for Continuous Improvement in Higher Education. *Building a Culture of Evidence to Improve Learning.* T. W. Banta, S.E. Evenbeck, M.J. Hansen, and S. Kahn.

2008 NACADA Commissioned Presentation Award for Assessment of Advising *Assigning Advisors in University College: A New Alternative.* K. McCool, M.J. Hansen and B. N. Watson.

2007 NACADA Commissioned Presentation Award for Assessment of Advising. *Conducting an Advising Unit Program Review from Beginning to End.* C.A. Buyarski. M.J. Hansen and C. Maroldo

2007 Harvard Management Development Program (MDP) Program Participant.

2004 Exemplary Research Submission) Association for Institutional Research: *Assessment of Critical Inquiry Courses: A New Model of Transitional Education.* M.J. Hansen, B. D. Jackson and G. A. Williams

2002 Best Paper), Indiana Association for Institutional Research: *An Action Research Paradigm for Institutional Research.* M.J. Hansen and V.H. Borden

Service

OSU Committees and Councils

5/23- present Post Graduate Student Outcomes (co-lead)
5/23- present OSU Survey Coordinating Committee (co-lead)
2/23- present Data Governance Council
1/23- present Ohio Data Ethics Working Group

IUPUI University Committees (selected)

2021-2022 Reaffirmation for Accreditation 2022 HLC Writing Team
2019-2020 Undergraduate Admissions Test Optional Taskforce.
2018-present (Chair) Data Inquiry Group: Leveraging Data and Analytics at IUPUI
2017-present Strategic Information Council- Using Data and analytics to Improve Student Success
2017-present Student Experience Council (SEC)
2019-present Subcommittee of SEC: African American Student Retention and Experiences

2017-2019 Subcommittee of SEC: Student Financial Barriers
2017-present (Chair) Student Data Council
2017-present (Chair) Faculty and Staff Data Council
2015-present Enrollment Management Advisory Committee (EMAC)
2017-present Strategic Information Council (SIC) Leveraging Data Analytics at IUPUI
2016-present Faculty Forum
2015-present Division of Undergraduate Education Academic Policies and Procedures Committee (APPC)
2014-2016 Task Force on Foundations of Excellence For Transfer Students College Project

External Consulting

Instructor and Curriculum Developer. Association for Institutional Research (AIR) LEADs: Leadership with Evidence, Analytics, and Data Course. (June 2022-June 2023 and June 2023-June 2024).

External Program Evaluator for Title III Grant. Rowan College at Burlington County (September 2022 – present). Strengthening Institutions focusing on: Increasing the number of students who complete 30 college-level credits within their first year; improving the retention and graduation rates among low-income and minority male students; creating a more meaningful orientation process to support students throughout their first year of college; and investing in technology and faculty training to create more high-tech classrooms; low-cost course materials and to better prepare faculty for their students' needs.

External Program Evaluator for Title III Grant. Brookdale Community College's Comprehensive Development Plan (2017- 2022). Title III Grant entitled: "Student Success through Compressed Schedules and Enhanced Technology." Grant designed to help BCC become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability.

Consultant. University of North Carolina Wilmington, (2018). Co-Facilitated with Susan Kahn, Director, Office of Institutional Effectiveness & Director, IUPUI ePortfolio. Maximizing Student Success in High-Impact Practices.

Consultant. University of Delaware. (2017) Co-Facilitated with Leah Ross, Associate Deputy Director, Association for Institutional Research. Transforming IR Guided by the Statement of Aspirational Practice and Building a Data-Informed Decision Culture.

External Program Evaluator for Nina Mason Pulliam Charitable Trust. (2017-present) Evaluating the Effectiveness of the Nina Mason Pulliam Legacy Scholars: Program Embraces Students With Often Serious Barriers To Higher Education.

Resource Faculty for the Washington Center (July 2014). National Learning Community Summer Program.

External Program Evaluator for Title III Grant. Holyoke Community College's Comprehensive Development Plan (2010 - 2014). Holyoke, MA. Title III Grant designed to "Shoring Up the First Year at HCC" and designed to increase assessment protocols and capacity and improve coordination and enhancement of curriculum and support services.

External Program Evaluator for Title V Grant. University of Texas Brownsville/Texas Southmost College (2009 - 2013). Brownsville, TX. External Program Evaluator Title V Grant entitled "Improving the Academic Success of SMART Field Students by Implementing a Culture of Evidence that Integrates Technology, Communication Skills, and Learning Communities"

External Consultant. (2010) University of Wisconsin: Eau Claire. Provided workshop entitled "Planning for Integrative Learning and Assessment" and offered technical expertise on planning for assessment and development of student learning outcomes.

External Program Reviewer (2008). Temple University, Philadelphia, PA

External Program Evaluator (2007), Spelman College, Atlanta, GA. Title V Funding

Professional Affiliations

Association for Institutional Research (AIR) (2019-2022 elected position on Board of Directors)

Indiana Association for Institutional Research (INAIR)

Indiana Evaluation Association (IEA)

Phi Kappa Phi National Honor Society

Psi Chi, National Honor Society in Psychology

Editorial Review Board Appointments

Appointed January 2015-present, Journal of The First-Year Experience & Students in Transition

Appointed in February 2012-2018, Research & Practice in Assessment

Appointed in March 2012-2020, Journal of Learning Communities Research

Ad Hoc Reviewer

How Colleges Use Data Analytics Book by Jonathan S. Gagliardi

The Review of Higher Education

Journal on Excellence in College Teaching

The Journal of the Scholarship of Teaching and Learning
