The USC Center for Enrollment Research, Policy, and Practice would like to thank the following sponsors for their generous support of this conference.

**The College Board** is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

**At ETS**, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and post-secondary education, as well as conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® tests and The Praxis Series™ assessments — in more than 180 countries, at over 9,000 locations worldwide. [www.ets.org](http://www.ets.org)

**The International Baccalaureate® (IB)** is a non-profit educational foundation, motivated by its mission, focused on the student. Our three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Founded in 1968, we currently work with 3,299 schools in 141 countries to develop and offer three challenging programmes to over 976,000 students aged 3 to 19 years. In the United States, the IB is found in 1,297 schools offering the Diploma Programme, Middle Years Programme, Primary Years Programme and the IB Career-related Certificate (IBCC). To learn more, please visit [www.ibo.org](http://www.ibo.org).
The mission of Lumina Foundation for Education is to expand access to postsecondary education in the United States. The Foundation seeks to identify and promote practices leading to improvement in the rates of entry and success in education beyond high school, particularly for students of low income or other underrepresented backgrounds. It likewise seeks improvement in opportunities for adult learners. The Foundation carries out the mission through communicating ideas through reports, conferences and other means and making grants to educational institutions and other nonprofits for innovative programs. It also contributes limited resources to support selected community and other charitable organizations.

University of Cambridge International Examinations is the world’s largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, one of the world’s top universities and trusted for excellence in education. Our qualifications are recognised by the world’s universities and employers. We understand education. More than 9000 schools in over 160 countries are part of our Cambridge learning community. Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged. We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation. Learn more! Visit www.cie.org.uk

The USC Rossier School of Education (ross-EAR) is one of the world’s premiere centers for the study of urban education, preparing teachers and educational leaders who are committed to strengthening urban education locally, nationally and globally. USC Rossier is leading the search for innovative solutions to the challenges in urban education, and creating mutually beneficial partnerships to rethink curriculum, develop sound policy and improve educational environments. http://rossier.usc.edu
Sandy Baum  
Professor Emeritus of Economics, Skidmore College

Wayne Camara  
Vice President for Research and Development, College Board

Roderick Chu  
Chancellor Emeritus, Ohio Board of Regents

Georgette DeVeres  
Associate Vice President of Admission and Financial Aid, Claremont McKenna College

William R. Fitzsimmons  
Dean of Admissions and Financial Aid to Students in Harvard College; Member of the Faculty of Arts and Sciences, Harvard University

Donald Heller  
Dean of the College of Education, Michigan State University

Don Hossler  
Professor of Educational Leadership and Policy Studies, Indiana University

James H. Johnson, Jr.  
William Rand Kenan, Jr. Distinguished Professor of Strategy and Entrepreneurship; Director of the Urban Investment Strategies Center in the Frank Hawkins Kenan Institute of Private Enterprise, University of North Carolina at Chapel Hill

Michael Kirst  
Professor Emeritus of Education, Stanford University

George Kuh  
Chancellor’s Professor and Director of the Center for Postsecondary Research, Indiana University

Michael Nettles  
Senior Vice President of the Policy Evaluation and Research Center; Edmund W. Gordon Chair for Policy Evaluation and Research, Educational Testing Services

Gary Rhoades  
Professor of Higher Education at the Center for the Study of Higher Education, University of Arizona

Morton O. Schapiro  
President, Northwestern University

William G. Tierney  
Wilbur-Kieffer Professor of Higher Education and Director of the Center for Higher Education Policy Analysis, University of Southern California
Dear Colleagues,

Regardless of which organization we represent, we are joined together in common purpose. We seek to give our students every opportunity to advance in education and in life. We know that to reach this goal, we must raise their level of educational achievement to national and international standards. We owe it to our children and to ourselves to make sure this happens.

Over the next few days, we will learn about and discuss what students should know and be able to do in the 21st Century. We will learn about sweeping new plans to raise standards, to broaden how students learn, and to determine how we will know if we, and our students, will be successful. Our speakers are deeply involved in these efforts and our fellow participants are equally committed professionals from all arenas of education.

If I, or any member of our conference team, can be of assistance to you throughout the event, please don’t hesitate to let us know. Let us now learn, discuss, and commit together to make a difference in the lives of our students and their families.

Have a terrific conference!

Dr. Jerome A. Lucido
Executive Director
Center for Enrollment Research, Policy and Practice (CERPP)
University of Southern California
## SCHEDULE OF EVENTS

### Wednesday, January 11

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td>Registration and Cocktail Reception</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Opening Address</td>
</tr>
<tr>
<td></td>
<td>Harry Brighouse, University of Wisconsin</td>
</tr>
</tbody>
</table>

### Thursday, January 12

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td>WELCOME</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Garrett, Provost and SVP for Academic Affairs, University of Southern California</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>KEYNOTE ADDRESS</td>
</tr>
<tr>
<td></td>
<td>David T. Conley, University of Oregon</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>Session I - Common Core State Standards and the National Assessment Consortia</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Luncheon</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Session 2- International Standard Setting: New Methods, New Questions, Learning Objectives and Advanced Assessment</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>1:45 p.m.</td>
<td>Session 3- Curriculum Innovations: Global Perspectives and International Standards/How Learning Objectives and Assessments Translate into Curriculum</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>2:45 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Cocktail Reception at the City Club (Shuttle service will be available from the Marriott)</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Dinner at the City Club</td>
</tr>
</tbody>
</table>

### Friday, January 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td>Session 4- Non-Cognitive Contributors to College and Career Success</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>Session 5- Media, Politics, and the Responsibility of Higher Education</td>
</tr>
<tr>
<td>10:15 a.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Session 6- Implications for Policy And Practice</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Question and Answer Session</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>CLOSING REMARKS</td>
</tr>
<tr>
<td></td>
<td>Jerome A. Lucido, Executive Director, USC Center for Enrollment Research, Policy and Practice</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Box Lunch and Conference Concludes</td>
</tr>
</tbody>
</table>
Harry Brighouse

is Professor of Philosophy and of Education Policy Studies at University of Wisconsin, Madison. His research interests range from theoretical issues about the foundations of justice, to evaluation of policy and practice programs proposed for reducing the achievement gap. His book about the values that should guide educational practice, On Education, is widely used in teacher preparation courses.

He is currently completing a book about the value of the family with Adam Swift (Oxford) called Family Values (Princeton University Press) and is beginning a book tentatively entitled Privilege, Justice and Higher Education.

With Michael McPherson he co-directs the Spencer Foundation’s Initiative on Philosophy in Educational Policy and Practice.
serves as chief executive officer of the Educational Policy Improvement Center (EPIC); founder and director of the Center for Educational Policy Research (CEPR); and Professor of Educational Leadership at the University of Oregon. He conducts research on issues related to college readiness, college and high school course content analysis, high school-college alignment and transition, and large-scale diagnosis and assessment of college readiness. His findings have been published in numerous journal articles, technical reports, conference papers, book chapters, and books, including College Knowledge (2005). His most recent publication, College and Career Ready (2010), features case profiles of America’s most college-ready high schools, helping to inform policy-makers, administrators, teachers, parents, and students how they can develop a culture rooted in postsecondary success.

Dr. Conley serves on numerous technical and advisory panels (including the Common Core State Standards Validation Committee, which he co-chaired), consults with educational agencies nationally and internationally, and is a frequent speaker at national and regional meetings of education professionals and policymakers.

Dr. Conley received a BA with honors in Social Sciences from the University of California, Berkeley and earned his master’s and doctoral degrees at the University of Colorado, Boulder.
Common Core State Standards and the National Assessment Consortia

SESSION ONE

Allison G. Jones

is the Vice President for Postsecondary Collaboration. Allison is responsible for advancing Achieve's college- and career-ready mission through work with the postsecondary community, including leading the higher education engagement strategy for the Partnership for the Assessment of Readiness for College and Careers (PARCC), a consortium of twenty-five states. Prior to joining Achieve, Mr. Jones was with the California State University for 25 years, 23 of which were with the Office of the Chancellor where he served as the Assistant Vice Chancellor of Academic Affairs, Student Academic Support, coordinating support to 23 campuses in the areas of K-12 academic preparation, enrollment management, and student support services. He also led CSU’s Early Assessment Program (EAP), the largest effort in the nation to use a college readiness test in high school, enabling students to place into credit bearing courses based on their high school performance. In addition to providing a clear signal to students of their readiness for college level coursework, the EAP also led to specialized curricula and supports to help students get ready for college during their senior year of high school. The program was recently expanded to the California Community College System and has become a national model for higher education and K-12 collaboration. A similar system is envisioned in PARCC.

Christyan Mitchell

received his Ph.D. from the University of Minnesota in Educational Psychology, with a concentration in measurement and cognitive psychology. While at the University of Minnesota, Dr. Mitchell investigated and published in a variety of research areas related to the cognitive underpinnings of learning and measurement.

After completing his doctoral studies and research, Dr. Mitchell worked at the Massachusetts Department of Education as Chief Data Analyst for three years and Senior Program Manager at Harcourt Assessment for 2 years before arriving at WestEd in 1996.

At WestEd, Dr. Christyan Mitchell is a Senior Research Associate and serves as project lead overseeing the development of high-stakes online state assessment for general and special student populations (i.e., English language learners, students with disabilities). While at WestEd Dr. Mitchell worked closely with the Departments of Education to develop test designs and item specifications, oversee the item writer and editor training, forms pulling, item and bias review facilitation, and ancillary test material development. Currently, Dr. Mitchell is a project manager for the SMARTER Balanced Assessment Consortium; overseeing day-to-day operations and ensuring that work progresses according to Consortium requirements.
Carolyn Adams
Assessment Director, joined the IB in 2009 and became a member of the Senior Leadership Team in January 2011. She has almost 30 years’ experience in assessment, having been, before joining the IB, the Director of Examinations in the Assessment and Qualifications Alliance (AQA) - the largest of the UK awarding organisations where she led the team which successfully delivered around 20 million component results each year. She continues to enjoy working for the IB and finds the genuine and enthusiastic engagement of schools from around the world particularly stimulating in her aim to improve services and procedures.

Trevor Packer
has led the worldwide Advanced Placement Program for the non-profit College Board since 2003, with a focus on enhancing and transforming the program to support ideals in 21st century teaching and learning. As Vice President, Packer has led the development of a modernized vision for AP, anchored in the voices of 20,000 educators nationwide who participated in defining the key strategic investments the AP Program could make to maintain and strengthen AP’s impact on college success and American competitiveness. As a result, participation in AP courses has more than doubled since 2003, while in many states the average AP Exam scores are now higher than they were when AP was less democratically available, demonstrating that hundreds of thousands of students who had the academic capabilities to succeed in AP are now being given such opportunities.

Drew Deutsch
joined the International Baccalaureate in April 2008 as the regional director for IB North America. On 1 January 2009, Drew was appointed as Director of the IB Americas region. Born and educated in the United States, Drew graduated from Georgetown University in 1992 with a bachelor of arts in psychology and received his IB diploma in 1988 from the United Nations International School in New York City. Prior to joining the IB, Drew had over 15 years experience in the education services industry with The Princeton Review, where he served as Vice President of Technology and Online Learning where he was responsible for launching the company's Online Learning Division in 2000. Most recently, he worked in the company's K12 division overseeing the Project Management and Operation for school district professional development and interim assessment initiatives. As a thought leader in his field, Drew has been sought out extensively for interviews related to online learning, college admissions, international education, and school reform.

Tristian Stobie
joined University of Cambridge International Examinations in July 2010. He started his career in education as a teacher in New Zealand and then taught in Lesotho and Austria. He has also worked as the deputy head at the United World College of the Atlantic in Wales, the High school Principal at the International School of Amsterdam in The Netherlands and the High School Principal at the American Community School in Egham, UK. Tristian has also worked for the International Baccalaureate organization as Head of the Diploma Programme Curriculum Development. He completed a Master’s and a Doctorate degree in Education at the University of Bath in the United Kingdom with a research interest in Curriculum Studies.
Morgan Polikoff

is an Assistant Professor of K-12 Policy and Leadership at USC Rossier and an affiliate of the Center on Educational Governance. Dr. Polikoff’s work uses quantitative methods to address questions relating to policy effects on teachers’ instruction and student achievement. His current work is focused on investigating instructional effects on students with disabilities and English language learners, the design and effects of NCLB’s accountability provisions, and the relative influence of instructional content and instructional quality in predicting student learning gains. Dr. Polikoff received his doctorate from the University of Pennsylvania’s Graduate School of Education in 2010 with a focus on Education Policy. He has recently conducted funded research though USC's Advancing Scholarship in the Humanities and Social Sciences program and the Bill and Melinda Gates Foundation’s Measures of Effective Teaching study.
Jaime Aquino

is the Deputy Superintendent of Instruction for the Los Angeles Unified School District. As the Deputy Superintendent he oversees the eight Local District Superintendents, Office of Curriculum and Instruction, the Division of Special Education, Division of Adult Education and the Parent Community Services Branch. Dr. Aquino was born in Santo Domingo, Dominican Republic. He pursued a bachelor’s degree in Psychology at the Instituto Tecnológico de Santo Domingo. While attending college, he also volunteered to teach literacy to underprivileged children and adults, to work with handicapped children and to work with people with leprosy. These experiences gave him the opportunity to develop sensitivity to social issues such as poverty, hunger, and homelessness.

Upon completing his degree, Dr. Aquino was recruited by the New York City Board of Education as a bilingual teacher. His contributions to the teaching profession were acknowledged in 1990 when he was selected New York State Bilingual Teacher of the Year. Teaching in the public schools allowed Dr. Aquino to confirm that it was in the field of education that he found his greatest satisfaction. Dr. Aquino, thus, decided to further his professional training by pursuing graduate study in education. Dr. Aquino received both his Master of Science and Doctor of Philosophy degrees from Fordham University. His master’s degree is in bilingual education and his doctoral degree is in curriculum and teaching with a specialty in language, learning and literacy. In New York City he also served as an Instructional Superintendent.

From 2005 to 2008, Dr. Aquino served as the Chief Academic Officer for the Denver Public Schools where he was responsible for implementing a reform agenda that led to record gains in student achievement. Dr. Aquino was also the Deputy Superintendent of Instruction in Hartford, Connecticut.

Throughout his career, Dr. Aquino has made positive differences, especially by encouraging, supporting and helping students, parents, teachers and administrators achieve their potential.
Non-cognitive Contributors to College and Career Success
Moderated by Douglas Christiansen

Douglas L. Christiansen
is Vanderbilt University’s vice provost for enrollment and dean of admissions, as well as assistant professor of public policy and higher education in the Department of Leadership, Policy and Organizations at Vanderbilt’s Peabody College. In his role as vice provost, Dr. Christiansen serves as the university’s chief enrollment strategist, overseeing the offices of Undergraduate Admissions, Student Financial Aid and Undergraduate Scholarships, Enrollment Management Information Systems, The University Registrar, and Vanderbilt Institutional Research Group (VIRG). He also oversees the Chancellors and Cornelius Vanderbilt scholarship programs and the POSSE scholars program. He is also responsible for the development and implementation of a new 10-year strategic plan for all major student enterprise-wide computing systems that fall within the Provost’s purview. He consults with universities throughout the United States on enrollment management and revenue-generation funding models, and domestic and international recruitment strategies. He has conducted more than 120 consulting engagements working directly with presidents, trustees, enrollment professionals, and faculty on enrollment related issues. In addition to Dr. Christiansen’s administrative responsibilities, he is an active professor and researcher, having taught at the university level for almost two decades. Dr. Christiansen is currently serving as a member of the Board of Trustees for The College Board.

David Payne
as Vice President and COO for ETS’s Higher Education Division, heads the GRE® program and is responsible for higher education assessments including the Major Field Tests and the iSkills® assessment. He oversaw the launch of the GRE® revised General Test in August 2011, marking the biggest change to the assessment in 60 years. Working closely with the GRE Board, graduate education organizations, colleges, universities and public education systems, Payne helps identify assessment needs in graduate and professional markets worldwide. Prior to his current role, Payne served as Associate Vice President, College and Graduate Programs. He oversaw the introduction of new content for the GRE® General Test, as well as the launch of the ETS® Personal Potential Index (ETS® PPI). Prior to joining ETS, Payne was Vice Provost and Dean of the Graduate School at SUNY Binghamton. He also served as Director of Distance Education and was a tenured professor in the psychology department. Payne holds bachelor’s and master’s degrees in experimental psychology from SUNY Cortland and a Ph.D. in cognitive psychology from Purdue University. He is a member of the Board of Directors of AACSB International.

Patrick Kyllonen
is Senior Research Director of the Center for Academic and Workforce Readiness and Success at Educational Testing Service (ETS) in Princeton, N.J. The Center directs (a) ETS’s Next Generation Higher Education Assessment and (b) Workforce Readiness initiatives; (c) large scale student, teacher, and school questionnaire research and development for the National Assessment for Educational Progress (NAEP) and the Program for International Student Assessment (PISA); and (d) 21st century skills assessment and development research. Dr. Kyllonen received his B.A. from St. John’s University and Ph.D. from Stanford University. Before joining ETS in 1999, Dr. Kyllonen was technical director of the Air Force Research Laboratory’s Manpower & Personnel Division. He received the Technical Cooperation Program (TTCP) Achievement Award for the design, development, and evaluation of the Trait-Self Description (TSD) Personality Inventory used internationally. Dr. Kyllonen is author (with S. Irvine, 2001) of Generating Items for Cognitive Tests: Theory and Practice, Learning and Individual Differences: Process, Trait, and Content Determinants (with P. L. Ackerman & R.D. Roberts, 1999), and Extending Intelligence: Enhancement and New Constructs (with R. Roberts and L. Stankov, 2008). He is an APA and AERA Fellow, and has served on the editorial boards of Intelligence and Human Factors.
Roderick G. W. Chu is Chancellor Emeritus of the Ohio Board of Regents, having served as chancellor and a member of Governors George Voinovich’s and Bob Taft’s cabinets from 1998 to 2006. He is a former managing partner of Accenture and was New York State’s Commissioner of Taxation and Finance under Governor Mario M. Cuomo. Since leaving the Board of Regents, he has served as Interim President of the Education Commission of the States and on the boards of the College Board, the Cornell University Council, State Farm Bank, Peace Lutheran Church, and the Board of Scholars and Councilors of USC’s Center for Enrollment Research, Policy, and Practice. He was a president of SHEEO (the national association of state higher education system heads), a trustee of the SUNY system, and a member of: the U.S. Dept. of Education’s National Postsecondary Education Cooperative’s Executive Committee; Ohio’s Third Frontier Commission, Workforce Policy Board, and Educator Standards Board; and the Midwest Higher Education Commission. A native of New York City, Rod holds a Bachelor of Science degree in mathematics and physics from the University of Michigan, a Master of Business Administration with distinction from Cornell University, and several honorary degrees.

Scott Jaschik is editor and one of the three founders of Inside Higher Ed. With Doug Lederman, he leads the editorial operations of Inside Higher Ed, overseeing news content, opinion pieces, career advice, blogs and other features. Scott is a leading voice on higher education issues, quoted regularly in publications nationwide, and publishing articles on colleges in publications such as The New York Times, The Boston Globe, The Washington Post, Salon, and elsewhere. He has been a judge or screener for the National Magazine Awards, the Online Journalism Awards, the Folio Editorial Excellence Awards, and the Education Writers Association Awards. Scott served as a mentor in the community college fellowship program of the Hechinger Institute on Education and the Media, of Teachers College, Columbia University. He is a member of the board of the Education Writers Association. From 1999-2003, Scott was editor of The Chronicle of Higher Education. Scott grew up in Rochester, N.Y., and graduated from Cornell University in 1985. He lives in Washington.
SESSION SIX

Implications for Policy and Practice

David Cash

is currently the superintendent of the Santa Barbara School Unified School District. Dr. Cash is an experienced leader with teaching and administrative experience in all levels of K-12 education. In addition to having served as superintendent in Clovis Unified School District and Claremont Unified School District, Dr. Cash has been a principal at the elementary, junior high, and high schools levels, including many years of service within the Santa Barbara School Districts. He also has experience as a special education teacher and administrator. Dr. Cash holds a doctorate in education and a J.D. law degree. Prior to pursuing his commitment to social justice by becoming a public school teacher, he was a successful trial attorney in the Pacific Northwest. In 2009, he was selected to be a fellow in the prestigious Broad Foundation’s Superintendents Academy, a rigorous 10-month training program for urban school district leadership on effective practices in public school systems. Dr. Cash has also been one of the seven participating superintendents with the California Office for Reform Education (CORE).

Kedra Ishop

was appointed to her current position of Vice Provost and Director of Admissions at UT Austin in September, 2009. Her responsibilities include oversight of the Office of Admissions including undergraduate freshman and transfer admission, graduate school, and international admissions as well as service to the University through a variety of campus committees and appointments. Dr. Ishop has served the higher education community through participation in several state and national groups including the Texas and National Association of College Admissions Counselors (TACAC/NACAC), the Southern and American Association of College Registrars and Admissions Officers (SACRAO/ AACRAO), the College Board’s Access and Diversity Collaborative, SAT and AP Advisory Committees, and others. Similarly she has presented and served with others at state and national conferences. A native Texan, Dr. Ishop received her bachelor’s, Master’s, and PhD from the University of Texas at Austin. Dr. Ishop met her husband while a student at Texas, and together they are raising two faithful Longhorns in their sons Aedan and Zachary.

Ted Hill

is currently in his 14th year as headmaster of Chadwick School in Palos Verdes Peninsula, California. He has taught and coached at Williston-Northampton School in Massachusetts, Palm Beach Academy in Florida, and St. Margaret’s Episcopal School in California. He has taught English, French, Spanish, Latin, algebra, physical science, psychology, and philosophy; chaired English and foreign language departments; and served as dean of students, college counselor, development director, athletic director, assistant headmaster, and headmaster. He has coached lacrosse at several schools as well as at Harvard and UNC-Chapel Hill. As director of alumni enrichment at UNC, he established programs to re-connect alumni with faculty from across the college and professional schools. Ted served as head of Louisville Collegiate School in Kentucky before coming to his current position at Chadwick. Ted has served as president of the Kentucky Association of Independent Schools and currently serves on the Board of the California Association of Independent Schools. Ted is a graduate of Phillips Exeter Academy and holds a Bachelor’s degree in French and English from UNC; a Master’s in Education from Harvard University; and a Master’s degree in French language and literature from Middlebury College.

Stuart Schmill

is dean of admissions for the Massachusetts Institute of Technology. Following his graduation from MIT in 1986 with a degree in mechanical engineering, Schmill spent a year working as a project engineer at General Motors before returning to his alma mater in a professional role. During his long tenure at MIT, Schmill has served the Institute in a variety of positions, including Director of Crew; Director of Parent, Student, and Young Alumni Programs in the Alumni Association; and Director of MIT’s Educational Council. Schmill joined the admissions office in 2002 and was appointed Dean in 2008. Schmill has been honored with the MIT Dean for Undergraduate Education Infinite Mile Award for Leadership and the MIT Alumni Association Harold E. Lobdell ’17 Distinguished Service Award, was recognized as Outstanding Freshman Advisor for MIT, and was named Coach of the Year in the Eastern Association of Rowing Colleges, the most competitive rowing league in the country. Schmill has served as trustee, founder, or advisor to a variety of organizations, including the College Board, University of Cambridge International Examinations, Wayland-Weston Rowing Association, To The Water, Inc., and the Mandela Town Hall Health Spot.
OVERVIEW

USC CENTER FOR ENROLLMENT RESEARCH, POLICY, AND PRACTICE

The USC Center for Enrollment Research, Policy, and Practice was founded in 2007 and is dedicated to research and action that advances the societal benefit of enrollment policies and practices in higher education. In 2010, the center became part of the USC Rossier School of Education, one of the world’s premier schools committed to strengthening society through excellence in education.

RESEARCH

COLLEGE ACCESS AND SUCCESS ASSESSMENT (CASA)

If the United States hopes to have an economically productive and engaged citizenry in the 21st century, its high schools must have the capacity to evaluate and enhance ongoing efforts to ensure students are encouraged and prepared for college and career success. The College Access and Success Assessment (CASA) meets this need by using a multi-pronged approach to measure each high school’s college-going culture using the following components:

1. ENVIRONMENTAL: Assesses student awareness of school efforts to foster a college-going culture

2. ATTITUDINAL: Assesses student attitudes regarding their perceived capacity to value, pursue, and complete a college degree

3. BEHAVIORAL: Measures the extent to which students are behaving in ways conducive to college-going and in ways that reflect college readiness

BENEFITS

- CASA is concise - Only one standard class session is required for high school seniors within a school to complete the CASA;
- CASA provides a data-driven barometer - Schools will observe short-term and long-term trends pertaining to the growth/decline of their college-going culture;
- CASA is empirically sound - Because the predictive values for elements within each survey component will be correlated with actual college-going and first-year college success/retention using a logistic regression, schools will have the capacity to effectively target their resources in ways that are statistically shown to enhance their college-going culture;
- CASA provides schools with a simple and valid accountability measure;
- CASA provides contextual data - Schools will be able to benchmark student perceptions of college-going culture with that of other schools both regionally and nationally, providing a contextual framework for ongoing efforts to enhance college-going culture;
- CASA includes expert guidance for improvement efforts – As part of the project, consulting scholars will help schools interpret their CASA scores and develop action plans for future improvements.
2010 PILOT PROJECT

- Fresno Unified School District (CA)
- Long Beach Unified School District (CA)

A pilot project of the College Access and Success Assessment (CASA) was completed 2011 for two urban school districts in California, surveying over 4,700 high school seniors. In October 2011, the center presented to the superintendent and key staff of each district, providing detailed reports with a snapshot of each individual high school’s college-going culture, comparison to peer schools, and predictions of actual enrollment and retention rates in college, with identification of key areas for action. The center garnered valuable feedback from our school partners on the administration of the survey process, survey areas for further refinement, and the outcomes that were most useful for direct practice and improvement. Most importantly, both districts involved in the pilot study affirmed that CASA helped evaluate and will inform the success of ongoing efforts to more effectively target resources in ways to foster a stronger college-going culture.

2013 FULL LAUNCH

Following the success of the pilot project, the center is now ready to scale up the College Access and Success Assessment (CASA) project on a national level, involving at least ten school districts for a total of 100 schools. Before January of 2013, the center will remain engaged in refining the survey instrument, seeking commitments from school partners, and securing funding with government and foundation grants. Implementing CASA on a wider scale will provide schools the data and interpretation to transform their college-going culture and have real and lasting implications for the future success of our nation. Please contact the center if your school district is interested in this opportunity.

STUDY OF COMMUNITY COLLEGE STRUCTURES FOR STUDENT SUCCESS (SCCSSS)

In collaboration with the College Board and the Project on Academic Success at Indiana University, the USC Center for Enrollment Research, Policy, and Practice is conducting research that examines how, and to what depth, colleges and universities organize themselves to promote student persistence and graduation rates. In 2009, the research team administered the College Board Survey of Institutional Retention Practices to over 1,500 four-year institutions nationwide. Data and findings from this study focus on the structures institutions have in place to enhance student persistence, as well as early alert practices and other approaches institutions use in planning and assessing retention efforts. The summary report was released by the College Board in spring 2011 and can be viewed on the center’s website. Informed by existing theory and research on student success, the four-year project is being used as a model and a springboard for a systematic approach to understanding institutional policies and practices that affect student persistence at two-year schools. A national survey of community college administrators on community college structures and policies that enhance student persistence, transfer and completion was completed in 2011 and a publication of the research findings is slated for release in early 2012. The publication will include the results of the survey and a guide of promising practices for community college leaders and practitioners.
RESEARCH PUBLICATIONS IN 2011


EDUCATION

CERTIFICATE PROGRAM FOR ADMISSIONS AND ENROLLMENT MANAGERS

Following the center’s in-depth study of enrollment professionals in 2009-2010, the center is nearing completion of developing a certificate program that will cultivate the next generation of admissions and enrollment managers. The purpose of the program is to prepare effective and aware leaders and managers in the fields of admissions and enrollment management. Current and aspiring deans, directors, vice provosts and vice presidents will enhance their knowledge, hone their skills, develop a professional network, and form a deeper understanding of the philosophy and methodology of enrollment management within the institutional and national contexts. This is a one-year, online, and collaborative course of study.

CONVENING

ANNUAL MEETING

Since 2008, the center has hosted an annual conference to bring together scholars, enrollment practitioners, and educational policymakers in an effort to examine college enrollment issues and better meet the collective needs of students, institutions, and society. These events have attracted prominent speakers and participants from across the country and have taken a holistic, non-biased look at our students, our commitments, demographic shifts, student preparedness, student aid philosophies, critical research questions, and more. Summary proceedings for each of these events are available on the center’s website.
CENTER DIRECTORS

Jerome A. “Jerry” Lucido

(Ph.D., Higher Education, University of Arizona)

is Professor of Research, Executive Director of the USC Center for Enrollment Research, Policy, and Practice, and Special Advisor to the Provost at the University of Southern California. He served from August 2006-July 2010 as USC's Vice Provost for Enrollment Policy and Management, responsible for undergraduate and graduate admission, academic records, and registration, graduation rates initiatives, and overall enrollment policy and planning. Recently, Dr. Lucido served as a trustee of the College Board and as chairman of the College Board's Guidance and Admissions Assembly Council. He also chaired the Task Force on Admissions in the 21st Century. He has played a leading role at the national level in initiatives to improve access for low-income and underrepresented students and to design and execute effective and principled college admission and enrollment management practices. Dr. Lucido came to USC from the University of North Carolina at Chapel Hill, where he guided enrollment planning and management. During his tenure at UNC, Dr. Lucido played the leading role in UNC’s decision to eliminate Early Decision in 2002, an action that was hailed by the Washington Post, Newsweek, and the New York Times. Prior to his work at UNC, Dr. Lucido served as assistant vice president for enrollment services and academic support at the University of Arizona, where he was honored for his contributions to improve the quality of education for students from underrepresented groups.

Emily Chung

(M.A., Asian Studies, Yale University)

is Program Director of the USC Center for Enrollment Research, Policy, and Practice at the University of Southern California. Having joined the center in July, Ms. Chung oversees administrative operations, develops and implements research and curricular projects to further the center's mission, manages events and public relations, and supervises research and administrative staff. Previously Ms. Chung was an associate program officer at the Japan Foundation Center for Global Partnership in New York, where she managed and evaluated a large grant portfolio, initiated educational outreach and international exchange activities, conducted research, managed roundtables, seminars, and workshops, and helped implement a public relations strategy. Her work at the foundation was preceded by her work as development associate at Urban Solutions in San Francisco, where she secured grants and established foundation relations in support of community development programs in the city. Emily earned a bachelor’s degree from the University of Texas at Austin, a master’s at Yale University, and completed Ph.D. coursework at the University of Chicago.