GREETINGS
TO THE
ASSOCIATION FOR INSTITUTIONAL RESEARCH
2005 FORUM

It is with great pleasure that I welcome you to San Diego. We are honored to be the host city for the Association for Institutional Research 2005 Forum, "Mission: Improve Higher Education." I hope your efforts to learn the newest methods in the field, exchange information and ideas about postsecondary educational institutions, and network with colleagues are most successful.

San Diego is home to a number of excellent higher educational institutions and is also famous for its seventy miles of beautiful beaches and world-renown zoo. But we have so much more to experience. You'll discover an international city rich in the arts and culture, nationally recognized theaters, the largest concentration of museums west of the Mississippi and a lively downtown with award-winning restaurants, shops and galleries. When you mix together the warmth of our people with our beautiful natural environment and attractions such as Sea World, Mission Trails Regional Park, Balboa Park, Cabrillo National Monument, Mission Bay Park and Seaport Village on San Diego Bay, you are sure to discover why we are becoming known as "A City Worthy of Our Affection."

Please accept my best wishes for a productive forum and pleasant stay in San Diego. I am sure you will agree that San Diego is truly a city worthy of your affection. And we will happily await your return visit.

Best regards,

[Signature]

DICK MURPHY
Mayor
City of San Diego
Dear AIR Friends and Colleagues:

Welcome to the San Diego Forum! The glimmering sapphire blue San Diego Bay in view from the Forum hotel is appropriate and symbolic in marking the 45th year our members have come together for this annual event.

AIR brings to its Forums a premier level of practitioner-based knowledge of effective practices in institutions of diverse sizes and missions, from community colleges and small private liberal arts colleges to large research institutions. The Forum tradition for high programming quality continues in 2005. The theme of MISSION: Improve Higher Education, or MISIÓN: Desarrollar la Educación Universitaria, is inspired by the Mission San Diego de Alcala and the other historic Spanish missions of California where some of the earliest precursors of organized education in America occurred.

The California missions symbolize the beginnings of today’s formal education and 300 years later the legacy of the missions will hopefully inspire institutional researchers who contribute directly to the advancement of higher education for current and future generations of college and university students. By forging measures of performance and effectiveness, providing decision support and many other contributions, institutional researchers are filling an increasingly pivotal role to better inform higher education policy and process. Our efforts are at work to enable more meaningful fulfillment of missions while readying today’s colleges and universities to fully meet tomorrow’s opportunities and challenges.

The Forum theme is also reflected in a dedicated program track entitled Assessing Student Learning and Outcomes. AIR was among the first organizations to promote the measurement of student learning and the use of student assessment research to increase the effectiveness of higher education. About 100 presentations on research and practice related to student assessment will be featured at this year’s Forum. Please join me in warmly welcoming a host of assessment researchers and practitioners who are contributing to or taking advantage of the Student Learning and Outcomes program.

My gratitude also to the many member volunteers who make the Forum run, and run smoothly. Our San Diego location is exceptional! Please make the most of your stay. Thanks for coming and have a great time.

Steve Chambers
2005 Forum Chair
INTRODUCTION

This Final Program provides brief listings of presentations, registration information and forms, and travel and hotel information. Each session is listed with a title, abstract, tentative room assignment/time and presenter(s).

Room Designation

The Marriott has two towers: North Tower and South Tower. In the Final Program, these are designated as NT for North Tower and ST for South Tower.

The Online Personalized Scheduling Tool

The Online Personalized Scheduling Tool, which can be found at the AIR Web site http://airweb.org and click on Annual Forums, allows you to view Forum sessions by Track, Presenter, Day and Time, Location, Presenter Institute/Organization or by Date. In addition to viewing the session title and summary information, the full abstract can be viewed by clicking on the session title.

You do not need an ID and password to use the Personalized Scheduler.

A click will place any selected session on your personalized schedule, which can be reviewed, updated, or printed with the sessions you have selected, listed with the title and summary information. The Online Personalized Scheduling Tool builds a Forum schedule for your use, but does not commit you or reserve space for you.

Special Sessions

There are numerous special sessions sponsored by AIR’s External Relations Committee. Note the Best Paper Presentations from the 2004 meetings of state and regional AIR groups and the sessions being presented by members of IR-International. The richness and diversity of these presentations demonstrate the vitality and depth of the state and regional conferences and the quality of the institutional research work being done in other parts of the world.

World Wide Web and E-Mail Service Availability

An Internet Kiosk set up in the San Diego Ballroom will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Scheduler Tool and to access E-Mail. You will need your E-Mail address and your password.

Morning Aerobics - Marriott Hall 1, North Tower, Lobby Level

Welcome members and guests! Want to start your day with some stretching and aerobic movement? This year we have scheduled a low impact morning aerobic class for your enjoyment. The class is geared for you to work at your own pace.

The schedule is as follows: Sunday, Monday, Tuesday, and Wednesday from 6:30 am to 7:30 am each day.

Morning Walkers - Meet in the Lobby

The Morning Walkers usually walk for an hour, Monday thru Wednesday, and meet in the lobby at 6 am. Refer to the Morning AIR for details.
GENERAL INFORMATION

2004-2005 Board of Directors

DENISE P. SOKOL (President), University of Colorado at Denver
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VICTOR M.H. BORDEN (Immediate Past President), Indiana University, Purdue University Indianapolis
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STEPHEN L. CHAMBERS (Forum Chair), University of Colorado at Colorado Springs
WILLIAM E. KNIGHT (Associate Forum Chair), Bowling Green University

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MARY ANN COUGHLIN (Professional Development Services Chair), Springfield College

ANDREAA M. SERBAN (Publications Chair), Santa Barbara City College

2005 Forum Committee

Stephen L. Chambers (Forum chair), University of Colorado at Colorado Springs
William E. Knight (Associate Forum chair), Bowling Green University

Cel Johnson (local arrangements), University of San Diego
Alan J. Sturtz (newcomers), Connecticut State University System
Phyllis Y. Edamatsu (track 1) Delaware State University
J. Joseph Hoey, IV (track 2) Georgia Institute of Technology
Eric L. Dey (track 3) University of Michigan
Wendy L. Miley (track 4) University of Arizona
Patricia A. Harvey (track 5) Richard Bland College
Hans P. L’Orange, III (track 6) State Higher Education Executive Officers

Jeffrey H. Chen (table topics and posters), Cleveland State University
Robert Gottesman (computing technical support co-chair), Auburn University
Matthew W. Campbell (computing technical support co-chair), Auburn University
Lloyd (Chip) H. Byrd, Jr. (evaluation co-chair), Virginia Commonwealth University
Anne Marie Delaney (Forum publications) Babson College
Douglas N. Easterling (Forum workshops), Sinclair Community College

Local Arrangements Committee

Cel Johnson (local arrangements chair), University of San Diego
Michelle Hall, Southeastern Louisiana University
William B. Armstrong, University of California-San Diego
Keith R. Bell, Point Loma Nazarene University
Heidi M. Carty, University of California-San Diego
Cheryl R. Gaughan, Point Loma Nazarene University

PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2005 Forum program is organized into six tracks. Each track committee is responsible for recommending programs (research presentations and scholarly papers, panels, posters, table topics and demonstrations) in its subject area. The tracks focus on the major function of an institution (students and academic programs), the management of these functions (resources and governance), and the role of institutional research in the functioning of higher education. While these functions may overlap, presentations are assigned to the most appropriate track.

Track 1—Student Life
Research and practice related to student personal and student social development, student demographic and economic issues, campus and community engagement, student mobility and flow, and student satisfaction with their higher education experience

Phyllis Y. Edamatsu (chair) Delaware State University
Gayle M. Fink (associate chair) Community College of Baltimore County
Fatima B. Aliu, Temple University
Sabrina L. Andrews, The University of Akron
Samuel Baldwin, Jarvis Christian College
Hansel E. Burley, Texas Tech University
Chau-Kuang Chen, Meharry Medical College
Emily Dibble, Bunker Hill Community College
M. Janet Easterling, Seton Hall University
Ruben B. Garcia, Texas Workforce Commission
J.E. Gonzalez, California State University-Channel Islands
Richard R. Gruetzemacher, University of Tennessee Chattanooga
Linda J. Hawbaker, Maricopa Community College Sys
Pam Haws, University of Texas at Arlington
Lap-Pun T. Lam, Arizona State University-Main
Theresa Martin, Eastern Washington University
Thomas K. Martin, Collin County Community College
Lisa Muller, University of Wyoming
Samuel S. Peng, National Tsing Hua University Taiwan
Kimberley R. Sudler, Delaware Technical and Community College
Gebre H. Tesfagiorgis, Iowa State University
Daphne Thompson-Miller, Bennett College
Hui-Min Wen, New College of Florida
Cornelia Wills, Middle Tennessee State University
Flora B. Yen, Cascadia Community College
Denise Y. Young, University of Dallas

Track 2—Student Learning and Outcomes
Research and practice related to student outcomes assessment, student intellectual development, quantitative and qualitative measures of student learning, psychometrics and testing, academic program improvement resulting from assessment of student learning.

J. Joseph Hoey, IV (chair) Georgia Institute of Technology
Jon C. Acker (associate chair) University of Alabama
William B. Armstrong, University of California, San Diego
Marcus S. Babooye, Worcester State College
Steven Beal, Lincoln University
Trudy H. Bers, Oakton Community College
J. R. Brey, Cardinal Stritch University
Harriott D. Calhoun, Jefferson State Community College
Steven P. Chatman, University of California-Davis
Timothy K. C. Chow, Rose-Hulman Institute of Tech
James C. Eck, Rollins College
Julie C. Fulgham, Mississippi State University
Karen M. Gentemann, George Mason University
Myrtes D. Green, Lawson State Community College
Teresa P. Hall, University of Alabama-Birmingham
Gary R. Hanson, The University of Texas System
Roy D. Ikenberry, Belmont University
Elizabeth A. Jones, West Virginia University
Heather Kim, New School University
Lorne Kuffel, College of William and Mary
Guilhua Li, St. Cloud State University
Larry H. Litten, Dartmouth College
Larry D. Mayes, University of North Carolina at Chapel Hill
Donna E. Miller, Abraham Baldwin College
John A. Muffo, Virginia Polytechnic Institute and State University
Eleanor W. Nault, Clemson University
Judith A. Ouimet, University of Nevada, Reno
Gary R. Pike, Mississippi State University
A. Srikantha Rao, Tuskegee University
Issues related to the development and management of academic departments, programs, curriculum, and faculty activities. That is the kind of information that a faculty member, department chair, dean, or chief academic officer would use in evaluating the status of academic programs.
Computing Technical Support
This subcommittee assists authors with technical aspects regarding session presentations held in Forum meeting rooms, including: LCD projectors, Internet access, and software compatibility.

Robert Gottesman (co-chair), Auburn University
Matthew W. Campbell (co-chair), Auburn University

Newcomers
This subcommittee plans and coordinates activities for individuals new to the Forum and/or the Association.

Alan J. Sturz (chair) Connecticut State University
Gayle M. Fink, The Community College of Baltimore County
Lorne Kuffel, College of William and Mary
Karma A. El Hassan, American University at Beruit
Thokozani Kadzamira, Howard University
Donald L. Quirk, McHenry County College
Jacquelyn Stirn, Consultant

Evaluation
This subcommittee provides an assessment of the current year’s Forum in time for it to be of value to the Forum Committee for the next year.

Denise A. Krallman (secretary and external relations chair), Miami University at Oxford

Pre-Forum Professional Development Offerings
This subcommittee has responsibility for soliciting and reviewing proposals for half-day and full-day workshops and for submitting the Professional Development program sessions for inclusion in the Forum program.

Douglas N. Easterling (chair), Sinclair Community College
Gary Levy, University of Utah
Kevin Murphy, University of Massachusetts Boston

Forum Publications Editorial Advisory Committee
This is a function of the Publications Committee

Anne Marie Delaney (chair), Babson College
Karen Webber Bauer, University of Georgia
Roddy Begg, University of Aberdeen
David X. Cheng, Columbia University
Michael B. Duggan, Suffolk University
Mardy T. Eimers, University of Missouri System
Donald A. Gillespie, Fordham University
Jing Luan, Cabrillo College
John Ryan, The Ohio State University
Linda Strauss, Penn State University
Bruce P. Szelest, State University of New York at Albany
Daniel Teodosescu, Emory University
Meihua Zhai, George Mason University

On-Site Registration
Forum registration will take place in the Marriott by the San Diego Ballroom, North Tower, Lobby Level as follows:
Friday: 5:00 p.m. - 8:00 p.m.
Saturday - Sunday: 7:30 a.m. - 6:00 p.m.
Monday - Tuesday: 7:30 a.m. - 5:00 p.m.
Wednesday: 8:00 a.m. - 12:00 p.m. in the Forum Office

Refreshments and Meals
Sunday’s Opening Reception and Wednesday’s Awards Luncheon are included in the basic registration fee.

A refreshment break is scheduled at midpoint in each Pre-Forum Workshop session of three hours or more.

MONDAY NIGHT BAYSIDE PAVILION GATHERING
Monday night is your opportunity to explore San Diego! You can walk to the Gaslamp Quarter and enjoy the historic quarter’s marvelous restaurants and trendy bars. Or you can get an AIR trolley pass and ride to Old Town for Mexican food, Little Italy for Italian, or--for those who prefer a little shopping with their eating--Fashion Valley Mall. Or you can watch the San Diego Padres bash the Milwaukee Brewers in San Diego’s new Petco Park and graze your way through the park’s concessions.

After dinner, return to the Marriott and meet your fellow wanderers at an informal gathering in the Bayside Pavilion. You can buy a drink (soft or otherwise), chat with friends (old and new), and dance to the enticing music of AIR’s own Windbreakers! Did you miss the Saturday night reception? Catch the Windbreakers on Monday night! Thrill to their new lyrics and dance to the familiar tunes we all know and love. Or break out your kazoo and accompany them as they play old favorites.

GETTING THE MOST OUT OF AIR (especially if it’s your first time around)

Below are some practical tips for first-time Forum attendees and others who want to get the most out of the AIR Forum.

SCOPING OUT THE PROGRAM
If this is your first Forum, you’ll be amazed at the variety of programming. Sometimes it’s hard to narrow down the presentations that are pertinent to your interests.

There are six Forum tracks or broad subject areas: 1) Student Life; 2) Student Learning and Outcomes 3) Academic Programs, Curriculum, and Faculty Issues; 4) Institutional Management and Planning; 5) Higher Education Collaborations, Policy Issues, and Accountability; 6) The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics

The Forum is structured to maximize the opportunity to exchange ideas and participate in a dialogue involving subjects related to each of the tracks. Meeting sessions are in several formats: papers, demonstrations, panels, posters, informal table discussions (Table Topics), keynote plenary sessions, and exhibitor booths and presentations. Please explore the advantages of each format as you plan which sessions to attend.

There are a slate of Pre-Forum Workshops focusing on specific topics and skills. Pre-Forum Workshops are half-day and full-day sessions that provide professionals in student learning assessment, higher education research, planning or policy analysis the opportunity to acquire new skills or develop new areas of interest.

On the social side, be sure to take note of the Saturday night Early Bird Reception, Sunday evening Opening Forum Reception (sponsored by Runzheimer International), Monday night Bayside Pavilion Gathering, the International Gathering, the Forum Awards Luncheon on Wednesday, and the wind-up party Wednesday evening.
When planning your schedule, keep in mind that presentations are subject to change so consider having backups. Read the Morning AIR, printed each day, for news and session updates.

ATTENDING SESSIONS

If there is a “must go to” session in your schedule, get there early. Chances are great minds will think alike.

If you can’t get a copy of the paper for a presentation you attended (or ones you missed), don’t despair:

1. Many papers will be available on-line after the Forum,
2. You can leave a business card with the presenter,
3. Many presenters will leave extra copies in the AIR office, or
4. If the presenters submitted a copy to AIR, you can have it copied for the cost of copying.

NETWORKING

One of the most valuable aspects of attending the Forum is the extent of the knowledge and talent your fellow attendees bring to the Forum. Most are willing to share and listen to ideas. Take advantage of this asset by talking with people.

Attend the Table Topics and the AIR Posters. Even if you’re not sure you have anything to share or don’t feel comfortable participating, just listening can be a valuable learning experience. Look into the SIGs (Special Interest Groups). It’s amazing to know how many people are tackling the same issues you are facing. You might just take home some solutions.

You’ll find that the contacts you make here can benefit you throughout your career.

THINGS TO DO IN SAN DIEGO

The San Diego Zoo has announced the largest, most elaborate animal habitat in its history, Monkey Trails, set to open in Spring 2005. Guests can trek through Asian and African forests teeming with some of the world’s most threatened wildlife, including mandrills, Africa’s largest, most colorful monkeys; Asia’s beautiful and elusive clouded leopard; and the extremely rare pygmy hippo. The multi-level, of the world’s most threatened wildlife, including mandrills, Africa’s

La Jolla Cove is a very small beach, tucked between adjacent sandstone cliffs. Because of its extraordinary beauty, La Jolla Cove is one of the most photographed beaches in Southern California. It is within a short walk of the commercial area of the community of La Jolla, but retains a character all its own. Water visibility at the Cove can sometimes exceed 30 feet, making it a popular location for scuba divers and snorklers. La Jolla Cove lies within the San Diego La Jolla Underwater Park Ecological Reserve, which helps to ensure that marine life remains plentiful. Visit http://scilib.ucsd.edu/sio/ocean/uwpk for further information.

San Diego’s Gaslamp Quarter is home to more than 60 restaurants, 20 nightclubs and 50 retail stores. The Gaslamp offers a variety of cuisine, shops and entertainment to appease any visitor. Whether its jazz, rhythm and blues, rock or high energy dance music you’re seeking the Gaslamp has it all. While the Quarter is quickly gaining national recognition for its dining, entertainment and shopping it has managed to preserve a small town feeling where merchants greet each other on the street, residents can be found eating at sidewalk cafes and local officials stroll the streets after business luncheons. The Gaslamp Quarter is conveniently located within minutes of the San Diego Convention Center, Seaport Village & nearby Hotels. Visit http://www.gaslamp.org for more information.

Horton Plaza is a multi-level outdoor mall in downtown San Diego that is adjacent to the historic Gaslamp Quarter. It has very picturesque colors and architecture. There are colored tile mosaics, walls, and flags everywhere, and walkways coming and going in all directions. They even have a clock from the 1907 World’s Fair in Sacramento. They have excellent shopping too, with anchor stores like Nordstrom’s, Macy’s, Mervyn’s, and more than 100 other stores and lots of kiosk merchants. Even if you don’t enjoy shopping, the colors and architecture at Horton Plaza are worth seeing. For a complete listing of stores, please visit http://retailguide.com/san_diego/data/m100602.htm.

Balboa Park is one of the truly wonderful attractions in San Diego. It was established in 1868 when the population of San Diego was only 2000. It consists of 1400 acres of beautiful gardens, grassy picnic areas and groves of exotic palm and eucalyptus trees. The original groundwork was done by famed horticulturist Kate Sessions. In 1915 the park hosted the Pan-American Exposition. In World War II, the park served as a temporary military headquarters. Today it is going thru a major master planned renovation. The park is also home to the largest zoo in the world, the San Diego Zoo. A central feature of the park is El Prado, a pedestrian walkway with buildings that housed the 1915 World Expo and today features 10 very impressive museums. The area is also rich in natural vegetation.

FORUM SERVICES AND INFORMATION

Forum Office
The general office for Forum is Manchester 1, North Tower, Lobby Level of the Marriott. Office personnel will generally be available during the same hours as registration and hospitality.

Hospitality Center
The AIR Hospitality Center (near the Registration area, 4th Floor, Marriott) will be open during the same hours as registration. Hours are: Saturday thru Tuesday: 8:00 a.m. - 5:00 p.m.

The Center will be staffed by people who know the San Diego area. You will be able to check restaurant menus, get information on area attractions and receive answers to other questions you may have.
The AIRstore
The AIRstore will be in the San Diego Ballroom, North Tower, Lobby Level of the Marriott. This is your source for AIR logo items: shirts, hats, coffee mugs, and other items to help show off your AIR membership.

The Speaker Ready/Tech Check Room
The Speaker Ready/Tech Check Room will be available for Forum presenters, located in San Francisco, North Tower, Lobby Level, Marriott. There you will be greeted by members of the user friendly Computing Technical Support Committee who will make sure your laptop properly connects to the LCD projector and who will make sure your presentation is free of technical glitches.

All presenters using multimedia projectors MUST visit the Speaker Ready/Tech Check Room when you arrive at Forum. For presenters who have previously arranged to have Internet access during their session will be provided with connection details in the Speaker Ready/Tech Check Room. It is the responsibility of session authors to bring a laptop to the Forum for their presentations. No computers are available in the Speaker Ready/Tech Check Room for authors to use in making their presentations.

Messages
The Message Board is located near the Hospitality Center within the Registration area in the Marriott. Please check it regularly. All incoming telephone calls must go through the hotel switchboard operator, who will refer them either to your hotel room or to the Forum office.

The Morning AIR
The Morning AIR is published daily; it includes official announcements, session time/room changes, and late-breaking “things to do.” Copies are available in the Registration area, hotel lobby and Forum Office.

Employment Clearinghouse
The Employment Clearinghouse will be open in the Oceanside and Pacific, South Tower, Level 1, meeting rooms, of the Marriott, from Noon - 4:00 p.m. on Saturday and Sunday and 8:00 a.m. to 5:00 p.m. Monday and Tuesday. Employers who wish to submit open leaver questionnaires will also be distributed. The Committee encourages and appreciates your participation.

Badges
Badges are required at all Forum sessions and events. In an effort to ensure fairness to all registrants, selected sessions will be monitored.

Forum Evaluation
Overall evaluation of the 2004 Forum will take place at the Awards Luncheon on Wednesday, June 2. In addition, members of the Forum Evaluation Committee will ask some Forum attendees, including one group of first-time attendees, to take part in more in-depth focus group evaluation interviews. Session evaluation forms and early-leaver questionnaires will also be distributed. The Committee encourages and appreciates your participation.

Questions about the evaluation process should be directed to:

| Mr. Lloyd (Chip) H. Byrd, Jr. |
| Director of Institutional Research |
| Virginia Commonwealth University |
| P.O. Box 842527 1 |
| Richmond, VA 23298-2527 |
| Phone: (804) 828-6608 1 |
| Fax: (804) 828-4753 |
| E-mail: LHBYRD@VCU.EDU |

AIR BEST VISUAL PRESENTATION AWARD
The award recognizes an outstanding visual presentation of data/information in a format other than a traditional scholarly manuscript. Formal presentation of the 2004 award will be made at the AIR 2005 Forum Awards Luncheon.

Eligible materials. Materials or artifacts used in presentations made at the AIR Forum are eligible for consideration for this award. Such artifacts may take many different forms. They may be used as stand-alone products of research efforts or as adjuncts to communicate the results contained in more traditional scholarly products (such as papers being considered for the AIR Best Forum Paper award). The award is based upon the presentation materials submitted for review, not on the presentation itself. Therefore, materials must be able to stand alone, and be read/viewed and generally understood by an audience without an accompanying oral presentation or manuscript. Materials or artifacts may include:

1. Written reports
2. Presentation transparencies
3. PowerPoint or other computer-based presentation materials
4. Handwritten documents
5. Flipcharts
6. 3-D or other tactile models
7. Other formats as developed by submitters

Materials submission. To be considered for the Best Visual Presentation Award, submitters must provide:

1. Two (2) printed copies of written report, presentation slides, handwritten document, etc. Be sure to indicate what version of software, e.g., PowerPoint, was used to create the material.
2. Disk with electronic version, as appropriate (may not be possible with handwritten materials, flipcharts, etc., but presentation material generated from electronic sources should be submitted in electronic form). Electronic materials should be clearly labeled as to application program. Materials must be for PCs, not Macs.
3. Description of audience for whom this was prepared (required).
4. Multi-dimensional physical model (if appropriate)

All materials must be submitted by Noon Tuesday, May 31, 2005, to the AIR Forum Office in Manchester 1, North Tower, Lobby Level of the Marriott. If a presenter will not be at the Forum by this time, special arrangements must be made prior to the Forum with Trudy Bers, tbers@oakton.edu.

CHARLES F. ELTON BEST PAPER AWARD AND OTHER PUBLICATION OPPORTUNITIES

Manuscript Submission
Research in Higher Education
Please submit three (3) good-quality copies of the complete manuscript, including one (1) camera-ready original copy and a 3.5" diskette with the document saved as either a Word or a WordPerfect file and deposit it in the designated box in the AIR Forum Office, Manchester 1, North Tower, Lobby Level of the Marriott, NO LATER THAN 12:00 NOON ON TUESDAY, MAY 31, 2005.

AIR Charles F. Elton Best Paper Award, AIR Professional File, IR Applications and ERIC Collection
A new Web site has been created for the AIR Charles F. Elton Best Paper Award, AIR Professional File, IR Applications and ERIC Collection publication opportunities. The Web site is http://rr.babson.edu/airbestpaper/. Please submit your paper in Word or PDF format and indicate for which publications you are submitting the paper. The deadline for submissions will be extended to noon on Friday, June 3, 2005. If you have any questions regarding this Web site, please contact Anne Marie Delaney, Chair of the Forum Publications Editorial Advisory Committee at delaneyea@babson.edu.

All authors will be notified of the final dispositions of their papers as soon as possible. Thank you for your cooperation.
Higher Education Research Institute (HERI) assists institutions in assessing their students' development and the effectiveness of programs and services through the CIRP Freshman Survey, “Your First College Year” and the College Student Survey.

Kit Mahoney, CIRP Survey Coordinator
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William Korn, Associate Director, Operations
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National Resource Center for the First-Year Experience and Students in Transition offers publications, conferences, and teleconferences for educators dedicated to providing successful learning and transition experiences for all college students.

Barbara F. Tobolowsky, Associate Director
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Bradley E. Cox, Coordinator of Research and Public Information
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Randy L. Swing, Fellow
swing@fyfoundations.org

National Science Foundation (NSF), the Division of Science Resources Statistics fulfills the legislative mandate of the National Science Foundation Act to “provide a central clearinghouse for the collection, interpretation, and analysis of data on scientific and engineering resources, and to provide a source of information for policy formulation by other agencies of the Federal Government. . .”

To carry out this mandate, the Division designs, supports, and directs periodic surveys on the education of scientists and engineers, the science and engineering workforce, research and development funding and expenditures, the education infrastructure, and public attitudes toward science.

Reports, data, survey descriptions, and online databases can be found on the Division’s Web site: http://www.nsf.gov/statistics/.

James W. Firnberg, Consultant
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Laura Williams, WebCASPAR Project Director
Laura.M.Williams@bethesda.orcmacro.com

National Student Clearinghouse EnrollmentSearch, a student tracking service, enables institutions to query Clearinghouse’s database of 60+ million postsecondary enrollment and degree records in order to improve performance in targeting, selecting and retaining students.

Melanie M. Bell, Regional Director
bell@studentclearinghouse.org

Jeff Tanner, Vice President
tanner@studentclearinghouse.org
The National Survey of Student Engagement (NSSE) provides institutional researchers and assessment people information on the College Student Report, a questionnaire designed to access student involvement and engagement.

**Camille Kandiko**, Project Associate
Nssetm2@indiana.edu

**Ryan Padgett**, Project Associate
Nssetm3@indiana.edu

Noel-Levitz is a recognized leader in enrollment research. We offer satisfaction-priorities assessments, early-alert retention tools, and modular market research instruments. For more information, visit www.noellevitz.com

**Richard Miller**, Research Consultant
Richard-miller@noellevitz.com

Pacat, Inc. provides the ACAT, a proven approach for cost-effective higher education outcomes assessment with curriculum specific feedback. ACAT results reflect the integration of the content components of a disciplinary major, providing information for individual, programmatic, and curricular evaluation.

**Cher Teuton**, Assistant Director
Cher.teuton@collegeoutcomes.com

Pearson NCS quality data makes a difference. It’s all about the data. A commitment to data excellence is essential to good decisions and Pearson NCS provides powerful data collection and analysis tools.

**John Falatic**, Product Manager
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**Beth Reilly**, Forms Manager
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**Catherine Ronayne**, Director, Education Marketing
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**Scott Sharkey**, Account Manager
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Principia Products will demonstrate our popular Remark Office OMR and Remark Web survey products for collecting data from surveys and other paper and Web-based forms.

**Steven P. Joslin**, Marketing Coordinator
sjoslin@PrincipiaProducts.com

RAND Council for Aid to Education (CAE) has undertaken the Collegiate Learning Assessment (CLA) project, an initiative to assess the quality of undergraduate education by measuring colleges’ and universities’ impact on student learning. Based in New York City, CAE is an affiliate of the RAND Corporation, a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world.

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**Alex Nemeth**, Project Associate
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Pacat, Inc.

Runzheimer International, founded in 1933, is an independent, research-based management consulting firm specializing in determining costs related to travel, living costs, virtual offices, and vehicles for business use. Clients number over 2,000 worldwide and include businesses, government agencies, universities, and associations.

**Kay Burd**, Director, Business Development
kburd@runzheimer.com

**SAS Institute, Inc.** offers an array of top-notch training products for students and professionals seeking to advance their careers by developing SAS software programming skills. Visit our booth to learn more about SAS Learning Edition, Self-Paced e-Learning, the SAS Certified Professional Program, and our Continuing Education and Academic Trainer’s Programs.

**Jerry Oglesby**, Director, Higher Education Consulting
Jerr.oglesby@sas.com

**Sue Walsh**, Higher Education Consultant
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**Patricis Spain**, Marketing Operations Specialist, E-Learning Technology
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Bernard.Penney@sas.com

**SAS Institute, Inc.** offers an array of top-notch training products for students and professionals seeking to advance their careers by developing SAS software programming skills. Visit our booth to learn more about SAS Learning Edition, Self-Paced e-Learning, the SAS Certified Professional Program, and our Continuing Education and Academic Trainer’s Programs.

**Patricis Spain**, Marketing Operations Specialist, E-Learning Technology
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Scantron Testing & Assessment the Total Solution has led the industry in data collection and assessment systems designed to meet educator’s needs for more than three decades. Today, we continue our on-going commitment by offering the latest education technology to ensure that No Child is Left Behind.

**Janet Woo**, Account Executive
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**Brad Zentner**, Sales Manager
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Snap Surveys helps you streamline the survey process so you can focus on survey results. We have been helping researchers and educators in more than 50 countries worldwide for over 20 years. Snap offers fully integrated survey software with on screen questionnaire design, data collection and analysis for all types of surveys: Paper, Scanning, E-mail, Intranet, Internet, PDA, CATI. Expanding Snap is easy and simply entails purchasing the additional module needed. Importing and exporting to any application software or database package that supports comma separated, tab separated, triple S and SPSS file formats is a snap. Intuitive, fully integrated, and very affordable.

Sean McElroy, Product Specialist
smcelroy@snapsurveys.com

SPSS is used today by thousands of colleges and universities around the world for research, instruction and administrators. In the area of institutional research, SPSS data mining and analysis tools have proved invaluable to many IR researchers and administrators. They have solutions for enrollment management -- specifically, in the areas of student research, legislative reporting, program evaluation and promotion effectiveness studies.

Bob Valencic, Account Executive, Higher Education
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James Parry, Systems Engineer, Higher Education
jparry@spss.com

WEAVEonline™ is a systematic planning, evaluation, and improvement solution – allows institutions to manage and track assessment information for accreditation, program reviews, quality enhancement, and annual reporting.

Jean M. Yerian, Director of Assessment
Virginia Commonwealth University
jyerian@vcu.edu

WebCT has set the standard for e-learning systems in higher education. Based in Lynnfield, MA, WebCT provides a highly flexible e-learning environment that empowers institutions across the educational spectrum with the ability to achieve their unique objectives. Thousands of colleges and universities around the world, from community colleges to large university consortia, are using WebCT to expand the boundaries of teaching and learning. For more information, please visit www.webct.com.

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Rolf Nygaard, Account Executive
Rolf.nygaard@webct.com
### Beginning/Intermediate MS Access for Institutional Researchers (W06)

MEIHUA ZHAI (Presenter), Director of Institutional Research and Reporting, George Mason University
TIMOTHY K. C. CHOW (Presenter), Director of Institutional Research, Rose-Hulman Institute of Technology

Intended for IR professionals with limited knowledge but strong interest in using MS Access to perform data management and institutional reporting tasks, this workshop provides step-by-step instruction and hands-on practice to illustrate how to leverage the power of Access to perform IR daily work without writing complicated programming codes.

Participants learn through hands-on exercises how to use different queries for data extraction and management. After the query, the participants learn how to use reports and charts to present the information more effectively. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

### How to Write and Publish a Research Paper in a Scholarly Journal (W16)

STEPHEN R. PORTER (Presenter), Director of Institutional Research, Wesleyan University

The goal of this workshop is to teach institutional researchers how to write and publish a research paper in one of the higher education journals. The workshop analyzes the elements of a good manuscript, provides a detailed overview of the manuscript review process and how to handle requests for revision, and describes potential outlets for research. Participants also discuss strategies for institutional researchers on how to do publishable research while working full-time in an IR office.

### Intermediate Excel Visual Basic (VBA) Programming (W21)

MANISH N. SHARMA (Presenter), Institutional Research Analyst, University of Connecticut

This workshop uses Excel Visual Basic’s powerful capabilities for developing versatile applications in Excel. The workshop uses hands-on exercises to first, introduce, and later, enhance capabilities in application development or report writing. Topics covered include designing and modifying an Excel data sheet; reporting from multiple Excel data sheets; coding variables, cell ranges, and control statements; creating user forms and controls; and working with Visual Basic event procedures. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

### Assessment of Online Courses and Curricula: Concepts, Tools, and Frameworks (W33)

J. JOSEPH HOEY (Presenter), Director of Assessment, Georgia Institute of Technology
TERRI M. MANNING (Presenter), Associate Vice President for Institutional Research, Central Piedmont Community College

Over the past decade, online learning has become ubiquitous in higher education. In this environment, a shift has occurred from faculty-centered to learner-centered approaches. To respond adequately, IR and assessment professionals must have a firm grasp of a number of areas. This workshop covers: (1) Characteristics of online learning and online learners; (2) tools available for assessment and evaluation of online learning; (3) common frameworks for online evaluation; and (4) conducting comparative program evaluations of online educational experiences. Case studies enable participants to gain hands-on experience. Some prior knowledge of assessment is recommended.

### Learning By Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (W01)

JOEL D. LAPIN (Presenter), Professor of Sociology, The Community College of Baltimore County

External environmental scanning and forecasting allow an institution to develop a strategic plan to shape its preferred future rather than respond to an imposed future. This workshop emphasizes strategic planning, i.e. “outside-in” rather than “inside-out.” The presentation and handouts distinguish strategic from operational planning; what is and the need for environmental scanning; types of changes in the environment; and major international and national trends. College strategic plans developed from trends are shared. Participants are involved in a scan team exercise to link learning with doing, and advice for starting and sustaining scanning and forecasting is included. **Note: Lunch is provided.**
Developing and Using Institutional Reference Groups (W02)

GERALD W. MCLAUGHLIN (Presenter), Director of the Office of Institutional Planning and Research, DePaul University
RICHARD D. HOWARD (Presenter), Professor, Montana State University-Bozeman

The past decade has seen a sustained interest, both within the academy, and by the public and governing boards, in the accountability of colleges and universities. Postsecondary institutions have responded by developing measures and metrics to “objectively” evaluate their performance. This workshop addresses one form of evaluation - external comparisons. External comparisons are examined from two perspectives: (1) What type of comparison group to develop; and (2) How to develop the comparison group. Participants identify metrics for four different types of comparison groups for their particular institutions and create the comparison groups using the Integrated Postsecondary Education Data System (IPEDS) Peer Analysis System. Note: This workshop is offered at a reduced price through support from the National Center for Education Statistics. The workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.

Using IPEDS Data Tools via the Web (W19)

JANICE A. PLOTCZYK (Presenter), Team Leader, IPEDS Data Collection, National Center for Education Statistics
SAMUEL F. BARBETT (Presenter), Leader of IPEDS Data Quality Team, National Center for Education Statistics

This is a hands-on workshop that provides participants with the skills they need to access Integrated Postsecondary Education Data System (IPEDS) data over the Internet. Using a series of exercises, participants gain experience in the use of IPEDS data for peer analysis and institutional research and planning. The session focuses on the Peer Analysis System, the Dataset Cutting Tool, and the IPEDS Data Analysis System (DAS), a new application that allows users to dynamically generate tables. Note: This workshop is offered at a reduced price through support from the National Center for Education Statistics. The workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.

Design, Administration, and Analysis of Surveys for Assessment Purposes (W32)

JOHN A. MUFFO (Presenter), Director of Academic Assessment, Virginia Polytechnic Institute and State University

This workshop is devoted to collecting and analyzing survey data for assessment purposes. It covers most aspects of planning and conducting an effective survey, including selecting a sample, writing questions, ensuring a high response rate, and the mechanics of conducting a survey. The workshop centers on printed surveys, with additional discussion concerning Web-based surveys, telephone surveys, and focus groups. Critiques of existing surveys are an important part of the module. Workshop goals are to place participants in a position to survey such groups as students, faculty, alumni, employers, and other external constituents with greater confidence in the process and results. Note: Lunch is provided.

Orientation Session for All Members of the Board of Directors (005)

DENISE P. SOKOL (AIR President), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

The Board of Directors orientation for all members.

2004-2005 and 2005-2006 Board of Directors (010)

DENISE P. SOKOL (AIR President), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center
VICTOR M.H. BORDEN (AIR Immediate Past President), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

12:30-4:00 p.m.  WORKSHOP  Marina Ballroom Salon G, ST, Level 3, Internet

Research Design Ideas for Institutional Researchers (W03)

ANNE MARIE DELANEY (Presenter), Director of Institutional Research, Babson College

The primary goal of this workshop is to enhance institutional researchers’ capacity to produce policy relevant studies for planning and decision-making. Specific objectives include enabling participants to translate data into information; to transform reporting into research; and to prepare methodologically sound, practically useful research reports for their institutions.

The workshop demonstrates how the institutional researcher can use principles of research design and selected research techniques to transform data collection activities into decision-oriented research projects. The intended audience includes institutional researchers who are seeking effective ways to ensure that their work makes an impact on planning and policy decisions.

Intended for IR professionals with ample knowledge and strong interest in bring their MS Access skills and knowledge to a new level, this workshop introduces MS Access beyond its role as data storage and querying engine. Participants learn how to build some commonly needed, but not commonly-known text and data manipulation functions in VBA (Visual Basic Application) and practice using more advanced SQL (Structured Query Language), which are not available from its pull-down menu. Participants also learn how to create Access Page for online data collection and information distribution purposes.  Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.

This workshop assists individuals of all ages in personal estate and retirement planning, understanding investment opportunities and strategies, and dealing with a wide-range of fiscal and related matters. Topics covered include: wills; living trusts; gifts; leaving survivors well-informed; tax-deferred investments; other investment opportunities; spending, borrowing, and providing for future needs; home mortgages; insurance; determining liquid emergency funding needs and how to maximize related earnings; retirement needs, how to achieve planned goals, Social Security, impact of inflation, Federal Government rules; selling houses; and converting assets into life-income. Ample time is provided for questions and interaction. Note: This workshop is offered free of charge to AIR Members attending the Forum.

12:30-4:00 p.m.  WORKSHOP  Green Room, ST, Level 3

Planning Today For Your Fiscal Tomorrow (W13)

ADRIAN H. HARRIS (Presenter), Vice Chancellor-Planning, Emeritus, University of California-Los Angeles

This workshop is designed for new practitioners who engage in institutional research activities. The workshop addresses such key components as defining critical issues for institutional research, identifying sources of data, developing fact books and other reports, and conducting effective enrollment management and survey research for assessment and evaluation. The main focus of the workshop is a presentation of general concepts and practical strategies for the implementation or continued development of effective institutional research at many colleges and universities, regardless of size or type. Note: This Workshop begins on Saturday afternoon and continues Sunday morning.

12:30-4:00 p.m.  WORKSHOP  Marriott Hall 6, NT, Lobby Level, Internet

Key Responsibilities and Strategies for the Practice of Institutional Research (W22)

KAREN WEBBER BAUER (Presenter), Director of Institutional Research and Associate Professor, The University of Georgia

12:30-4:00 p.m.  WORKSHOP  Marina Ballroom Salon D, ST, Level 3, Internet

Program Assessment System Design and Implementation (W25)

JULIA J. A. PET-ARMACOST (Presenter), Assistant Vice President of Information, Planning and Assessment, University of Central Florida

ROBERT L. ARMACOST (Presenter), Director, University Analysis and Planning Support, University of Central Florida

This workshop describes how to develop and implement a successful program assessment system. Specific topics include: the role of assessment in continuous improvement, key characteristics of program assessment success, essential components of an assessment process, organizational structures and support, the role of quality assurance in managing the process, and Web technologies to facilitate program assessment. Participants conduct individual and small-group exercises followed by discussions designed to identify the state of assessment and identify opportunities to improve the assessment system at their institution. The intended audience includes mid-level personnel, senior personnel, and institutional researchers who have some responsibility for assessment.
### Saturday, May 28, 2005

#### 4:00 p.m. - Until

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<tr>
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<tr>
<td>4:00-5:00 p.m.</td>
<td><strong>COMMITTEE MEETING</strong> Torrey 1 &amp; 2, NT, Lobby Level</td>
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**Newcomers Committee (015)**

ALAN J. STURTZ (Committee Chair), Director of Institutional Research and Planning, Connecticut State University System

Meeting for the members of the Forum Newcomers Committee.

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<th>Time</th>
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<tr>
<td>5:45-Until</td>
<td><strong>SPECIAL EVENT</strong> Coronado Terrace, ST, Level 4</td>
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**Newcomers Open House and Early Bird Reception: “The AIR Bazaar” (001)**

This year, the Newcomer’s Event will feature information tables for the AIR Affiliated Groups and Special Interest Groups, intended to serve as gathering points for newcomers and old-timers alike. Come meet with your neighbors and those with whom you share a special interest, or wander through the “AIR Bazaar” to get an idea of the breadth of activities IR encompasses. All Affiliated Groups and Special Interest Groups will receive an invitation to participate. In case of bad weather, we will gather in Marriott Hall 3, North Tower, Lobby Level.

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<th>Time</th>
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<tr>
<td>7:00 pm - Until</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Marriott Lobby, Lobby Level</td>
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**National Community College Council for Research and Planning (NCCCRP) (S68)**

JING LUAN (Convener), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College

Join friends and colleagues from community and technical colleges for a no-host dinner. Meet in the lobby of the Marriott Hotel at 7:00 p.m. and travel together to a nearby restaurant.
7:30-8:20 a.m.  SPECIAL EVENT  Marriott Hall 2, NT, Lobby Level

**AIR Standing Committee Breakfast (020)**

DENISE P. SOKOL (Host), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

Breakfast for all current members of AIR standing committees.

7:30-8:20 a.m.  SPECIAL EVENT  Torrey 1 & 2, NT, Lobby Level

**Associated New American Colleges (072)**

An invitational event for members of Associated New American Colleges.

8:30 a.m.-1:00 p.m.  COMMITTEE MEETING  Anaheim, NT, Lobby Level

**External Relations Committee (025)**

DENISE A. KRALLMAN (Committee Chair), Assistant Director of Institutional Research, Miami University Oxford

Committee meeting for current members of the External Relations Committee.

8:30 a.m.-1:00 p.m.  COMMITTEE MEETING  Atlanta and Chicago, NT, Lobby Level

**Publications Committee (030)**

ANDREEA M. SERBAN (Committee Chair), Associate Vice President of Information Resources, Santa Barbara City College

Meeting of current members of the Publication Committee.

8:30 a.m.-1:00 p.m.  COMMITTEE MEETING  Columbia 2, NT, Lobby Level

**Higher Education Data Policy Committee (040)**

MARSHA HIRANO-NAKANISHI (Committee Chair), Assistant Vice Chancellor for Academic Research, California State University System

Meeting of the current members of the Higher Education Data Policy Committee.

8:30 a.m.-1:00 p.m.  COMMITTEE MEETING  Laguna, ST, Level 1

**Membership Committee (045)**

JAMES F. TRAINER (Committee Chair), Director of Planning and Assessment, Villanova University

Meeting of the current members of the Membership Committee.

8:30 a.m.-1:00 p.m.  COMMITTEE MEETING  Torrey 1 & 2, NT, Lobby Level


STEPHEN L. CHAMBERS (Committee Chair), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

WILLIAM E. KNIGHT (Committee Chair), Director of Planning and Institutional Research, Bowling Green State University

<table>
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<tr>
<th>Time</th>
<th>Workshop</th>
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<tr>
<td>8:00-11:30 a.m.</td>
<td><strong>WORKSHOP</strong> Marina Ballroom Salon E, ST, Level 3</td>
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</table>
| **The Focus Group Method and Its Application in Institutional Research (W05)** | DAVID X. CHENG (Presenter), Assistant Dean for Research and Planning, Columbia University in the City of New York  
Intended for institutional researchers who are used to conducting survey research to address issues on campus, this workshop introduces focus group as a powerful tool to supplement and/or enhance their quantitative research designs. The instructor explores the techniques, uses, strengths, and limitations of focus group method, emphasizing hands-on experiences of designing a study, conducting the meetings, and analyzing the results. Participants have an opportunity to design a study using focus group techniques. |
| 8:00-11:30 a.m.   | **WORKSHOP** Marina Ballroom Salon F, ST, Level 3                        |
| **Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation (W12)** | MICHAEL F. MIDDAUGH (Presenter), Assistant Vice President of Institutional Research and Planning, University of Delaware  
ELIZABETH H. SIBOLSKI (Presenter), Executive Associate Director, Middle States Commission on Higher Education  
Regional and programmatic accrediting bodies expect clear written evidence of systematic strategic planning and analysis that assesses the effectiveness of that planning. This workshop provides solid grounding in the components of effective planning with an array of examples of the institutional research strategies and products that must underpin that planning. |
| 8:00-11:30 a.m.   | **WORKSHOP** Point Loma Nazarene Univ - Computer Lab 1                   |
| **Intermediate Statistics for Institutional Research (W20)** | MARY ANN COUGHLIN (Presenter), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics, Springfield College  
This workshop addresses intermediate/advanced issues in inferential statistics as they apply to applications in IR. Topics include Analysis of Variance, Factor Analysis, and Bivariate, Multiple, and Logistic Regression. A case study approach illustrates the applications of these statistical techniques in IR. The workshop uses SPSS (provided by SPSS Inc.) to analyze case study data and focuses on the analysis and interpretation of the case study data. A basic understanding of descriptive and inferential statistics is required for this workshop. **Note:** This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided. |
| 8:00-11:30 a.m.   | **WORKSHOP** Point Loma Nazarene Univ - Computer Lab 4                   |
| **IPEDS Made Easy: Using AGB’s Benchmarking Service to Support Your Institutional Research Needs (W23)** | MERRILL P. SCHWARTZ (Presenter), Director of Special Projects, Association of Governing Boards of Universities and Colleges  
The increasing level of competition in today’s higher education marketplace demands accurate and timely data to support decision making. This session explores best practices for the acquisition, analysis, and use of data, including creating comparison groups, identifying key performance indicators, and the characteristics of good comparative data. We will use AGB’s new online Benchmarking Service for hands-on experience generating comparison groups and custom reports, using a database with five years of Integrated Postsecondary Education Data System (IPEDS) data and data from other sources. **Note:** This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided. |
| 8:00-11:30 a.m.   | **WORKSHOP** Marina Ballroom Salon D, ST, Level 3, Internet             |
| **Successful Program Assessment: Developing and Reviewing Assessment Plans and Results (W26)** | JULIA J. A. PET-ARMACOST (Presenter), Assistant Vice President of Information, Planning and Assessment, University of Central Florida  
ROBERT L. ARMACOST (Presenter), Director, University Analysis and Planning Support, University of Central Florida  
This workshop presents how to develop, document, and review assessment plans and results to support a high quality program assessment process. Specific topics include developing mission statements, defining objectives and student outcomes, selecting measurement approaches, documenting results and their use, and conducting reviews to ensure the quality. Participants conduct exercises to develop assessment plans and practice reviewing assessment plans and their documented results. The intended audience includes mid-level and senior personnel who have some responsibility for conducting assessment, teaching people to do assessment, and/or ensuring the quality of the assessment process. |
SUNDAY, MAY 29, 2005

8:00 a.m. - 4:00 p.m.  WORKSHOP  Marriott Hall 5, NT, Lobby Level, Internet

Using NSSE to Understand Students’ Experience: Digging Deeper into Data to Improve Effective Educational Practice (W34)

T. RICHARD SHOUP (Presenter), Research Analyst, Indiana University at Bloomington
TY CRUCE (Presenter), Research Analyst for NSSE, Indiana University- Bloomington
JILLIAN L. KINZIE (Presenter), Associate Director of NSSE Institute, Indiana University Bloomington

This half-day workshop is intended for colleges and universities that have used or plan to use the National Survey of Student Engagement (NSSE) and is designed to help participants make the most of NSSE data. Through a mixture of group exercises and discussion, attendees are exposed to techniques on: unpacking NSSE data, promoting interest on-campus, engaging faculty in parallel surveys, connecting NSSE to other data sources, communicating results to stakeholders, using NSSE in accreditation, and utilizing NSSE results to promote change and improvement. Participants are encouraged to share their own experiences, lessons learned, and questions with other NSSE users.

8:00 a.m. - 4:00 p.m.  WORKSHOP  Point Loma Nazarene Univ - Computer Lab 2

Hands-On Data Mining Application for Clustering and Predictive Modeling (W14)

JING LUAN (Presenter), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College

The workshop begins with a brief overview of the background and purpose of data mining and moves onto data mining algorithms and modeling concepts. The instructor compares data mining problems used by businesses with those for higher education and also compares data mining to traditional statistics. The attendees practice data mining using decision trees and neural networks to mine a mock database. Participants use data mining software provided by SPSS Inc. to learn basic modeling techniques and to cluster and predict student outcomes. Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.

8:00 a.m. - 4:00 p.m.  WORKSHOP  Point Loma Nazarene Univ - Computer Lab 3

Enhancing Your SAS Programming Skills (W15)

JANA E. MARAK (Presenter), Assistant Director and Coordinator of Testing, Baylor University
KATHLEEN M. MORLEY (Presenter), Associate Director, Baylor University

This workshop provides hands-on instruction and practice using some of the most powerful features of SAS. Participants use the macro facility to reduce the amount of programming text required; PROC SQL to perform queries and join/create tables; PROC REPORT to combine features of the print, tabulate, and means procedures; and ODS to produce high-quality output in a variety of formats. Participants should have experience in using the SAS libname, data step, and other basic SAS functions. Participants are provided with a CD containing sample data sets, programs, and a list of recommended references. Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.

10:00-12:00pm  COMMITTEE MEETING  Torrey 3, NT, Lobby Level

Task Force on Ethics Committee Meeting (070)

SANDRA J. PRICE (Committee Chair), United Medical Associates

Meeting of the current members of the Task Force on Ethics Committee.

12:00-4:00 p.m.  COMMITTEE MEETING  Columbia 1, NT, Lobby Level

Professional Development Services Committee (035)

MARY ANN COUGHLIN (Committee Chair), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics, Springfield College

Meeting of the current members of the Professional Development Services Committee.

12:30-4:00 p.m.  WORKSHOP  Point Loma Nazarene Univ - Computer Lab 4

Mastering HTML for Designing Web Pages (W08)

JACOB JASIN (Presenter), Statistical Assistant, Southeastern Louisiana University

This workshop is designed for participants who have an interest in designing Web pages, but have only a basic knowledge or no knowledge of HTML. This workshop provides participants with step-by-step instructions and hands-on practice using HTML tags to design Web pages. Participants master basic HTML tags and learn to create hyperlinks, tables, frames, and forms. Participants also learn how to write and embed JavaScript and Cascading Style Sheets for creative Web pages. Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.
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<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tr>
<td>12:30 p.m.</td>
<td><strong>Planning for Assessment Success (W27)</strong></td>
<td>Marina Ballroom Salon F, ST, Level 3</td>
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<td></td>
<td>LINDA A. SUSKIE (Presenter), Executive Associate Director, Middle States Commission on Higher Education</td>
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<td></td>
<td>Yikes! You have just been told that you are handling assessment as well as institutional research on your campus. How will you get started? How will you work effectively with faculty to develop and implement an effective effort to assess student learning? In this fast-paced workshop, participants learn about the assessment process—including goal-setting, aligning goals and curricula, and a “toolbox” of assessment strategies—by working with your colleagues to develop an assessment plan for a fictitious program in institutional research. Participants receive, and use as a workshop resource, a copy of the presenter’s book “Assessing Student Learning: A Common Sense Guide.”</td>
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<td>12:30-4:00 p.m.</td>
<td><strong>Creating and Administering Web Surveys (W28)</strong></td>
<td>Point Loma Nazarene Univ - Computer Lab 1</td>
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<td>JOSEPH SCHLICHTING (Presenter), Director of Institutional Research and Effectiveness, Cy-Fair College</td>
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<td>Participants create their own online Web survey with free software for their use during the workshop and also for use when they return to their home institutions. Participants are guided through the process of using the software to place their own survey questions into an online instrument. The workshop also discusses the pitfalls/best practices in administering online surveys both in-class and via e-mail. Participants are strongly encouraged to bring surveys already designed that they want placed in online format. The software used is the MarketTools Zoomerang product. <strong>Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.</strong></td>
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<td>12:30-4:00 p.m.</td>
<td><strong>Presidential Pre-Conference Symposium (W30)</strong></td>
<td>Marina Ballroom Salon E, ST, Level 3</td>
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<td>LARRY G. JONES (Convener), Senior Public Service Associate, University of Georgia</td>
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<td>TRUDY H. BERS (Convener), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College</td>
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<td>VICTOR M.H. BORDEN (Convener), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis</td>
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<td>J. FREDERICKS VOLKWEIN (Convener), Professor, Senior Scientist, Penn State University</td>
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<td>The institutional research report, arguably the end product of institutional research, has yet to become a generally recognized part of the literature of higher education and, for that matter, even a widely accepted part of the research literature of the institution. Unfortunately, the lack of serious consideration of institutional research findings in the research and literature of higher education will ultimately have serious implications for the effectiveness and efficiency of colleges and universities. The purpose of this symposium is to examine the institutional research report as a tool for institutional decision making as well as a contribution to the scholarship of higher education. <strong>Note: This workshop is offered free of charge to AIR Members attending the Forum.</strong></td>
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<td>12:30-4:00 p.m.</td>
<td><strong>Reliability and Validity in Outcomes Assessment (W31)</strong></td>
<td>Green Room, ST, Level 3</td>
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<td>GARY R. PIKE (Presenter), Director of Institutional Research, Mississippi State University</td>
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<td>JUDITH A. OUIMET (Presenter), Assessment Coordinator, University of Nevada-Reno</td>
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<td></td>
<td>TIMOTHY H. PARSHALL (Presenter), Assistant Director, Assessment Resource Center University of Missouri-Columbia</td>
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<td>Faced with external demands for accountability and improvement, virtually all colleges and universities have implemented assessment programs. In order to realize their potential, assessments must provide data that allow researchers to make reliable and valid decisions about education programs. This workshop provides assessment professionals with tools to develop assessments that provide reliable and valid information and to evaluate existing assessment efforts. The workshop focuses on issues of reliability and validity as they relate to objective tests, performance assessments, and opinion surveys.</td>
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<tr>
<td>1:00-2:00 p.m.</td>
<td><strong>Datatel Users (S19)</strong></td>
<td>Newport Beach, ST, Level 4</td>
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<td>TERRICITA E. SASS (Convener), Director of Institutional Research, Norfolk State University</td>
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<td>Users of the Datatel student information system (Colleague administrative software) are welcome to join a discussion of best strategies; techniques for data extraction, storage and reporting; data warehousing; and other topics relevant to using the Datatel system.</td>
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<tr>
<td>1:00-2:00 p.m.</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Federal Degree Granting Institutions (FDGI) (S93)</td>
<td>Encinitas, ST, Level 3</td>
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<td><strong>Convener</strong>: ANNA T. WAGGENER, Director Institutional Assessment, U.S. Army War College</td>
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<td>The Federal Degree Granting Institutions (FDGI) is a voluntary consortium of Federal institutions of higher education and affiliates that award associate, baccalaureate, or graduate degrees, are seeking to award such degrees, or are affiliates of degree granting Federal institutions. Its purposes are to promote academic excellence within the Federal sector, promote recognition of higher education within the Federal Government, promote cooperation with the non-federal academic community, and serve as an advocate for higher education in both military and civilian forums. Key issues include federal and regional accreditation, faculty governance and definition issues, distance learning, and institutional and curriculum assessment and research.</td>
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<td>1:00-4:00 p.m.</td>
<td><strong>WORKSHOP</strong> Newcomers' Workshop (W36)</td>
<td>Marina Ballroom Salon D, ST, Level 3, Internet</td>
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<td><strong>Presenters</strong>: JAMES F. TRAINER, Director of Planning and Assessment, Villanova University; ALAN J. STURTZ, Director of Institutional Research and Planning, Connecticut State University System; GAYLE M. FINK, Director of Planning Research and Evaluation, The Community College of Baltimore County</td>
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<td>This workshop was designed by members of the AIR Membership Committee to welcome newcomers to the Forum and to review some of the major functions and themes of the field of institutional research. The session will be built around the framework provided by the thematic tracks of the Forum program. The session will also include a discussion of some of the major works that have helped define and shape the field of institutional research including Volkwein’s “four faces of institutional research,” and Terenzini’s work on “the nature of institutional research and the knowledge and skills that it requires.” The session will include suggestions on how to maximize the benefits of attending the Forum! The workshop will be highly interactive and questions and open dialogue among participants and presenters will be strongly encouraged.</td>
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<tr>
<td>1:00-5:00 p.m.</td>
<td><strong>COMMITTEE MEETING</strong> SAIR Spring Board Meeting (Invitational Event) (089)</td>
<td>Del Mar, ST, Level 3</td>
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<td><strong>Convener</strong>: ROSS A. GRIFFITH, Director of Institutional Research and Academic Administration, Wake Forest University</td>
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<td>The SAIR Board will meet during the Forum to discuss issues of interest.</td>
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<tr>
<td>2:00-4:00 p.m.</td>
<td><strong>COMMITTEE MEETING</strong> Research Advisory Committee to US News (093)</td>
<td>Columbia 2, NT, Lobby Level</td>
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<td><strong>Committee Chair</strong>: MARGARET K. COHEN, Assistant Vice President of Institutional Research, George Washington University</td>
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<td>Meeting of the members of the Research Advisory Committee.</td>
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<tr>
<td>2:00-3:00 pm</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Higher Education Data Sharing (HEDS) Consortium (S25)</td>
<td>Newport Beach, ST, Level 4</td>
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<td><strong>Convener</strong>: JASON P. CASEY, Director of HEDS Consortium, Higher Education Data Sharing Consortium</td>
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<td>This session will provide an opportunity for members of HEDS to discuss on-going and proposed HEDS activities with other HEDS colleagues. All members of HEDS are welcome.</td>
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<tr>
<td>2:00-3:00 pm</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Southern African Association for Institutional Research (SAAIR) (S58)</td>
<td>Encinitas, ST, Level 3</td>
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<td><strong>Convener</strong>: AMANDA LOURENS, Director Research and Development, Tshwane University of Technology</td>
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<td>A gathering for those interested in Institutional Research in the country of South Africa.</td>
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National Association of Independent Colleges and Universities (S40)

ELISE S. MILLER (Convener), Assistant Director of Research and Policy Analysis, National Association of Independent Colleges and Universities
DONGBIN KIM (Convener), Research and Policy Analyst, National Association of Independent Colleges and Universities

NAICU invites institutional researchers from private colleges and universities to join this session. Since 1976, NAICU has represented private colleges and universities on policy issues with the federal government, such as those affecting student aid, taxation, and government regulation. The NAICU staff meets with policymakers, tracks campus trends, conducts research, analyzes higher education issues, publishes information, helps coordinate state-level activities, and advises members of legislative and regulatory developments with potential impact on their institutions. This session will introduce institutional researchers to NAICU, and explain how the institutional-level data you provide through IPEDS, NPSAS, etc., inform what is happening in D.C.

Faces of the Future (S94)

KENT A. PHILLIPPE (Convener), Senior Research Associate, American Association of Community Colleges

American Association of Community Colleges (AACC) and ACT, Inc. Discussion Group to consider the Faces of the Future Survey.

The Consortium for Student Retention Data Exchange (Invitational Meeting) (079)

ROSEMARY Q. HAYES (Committee Chair), Director of CSRDE, University of Oklahoma Norman Campus

Meeting of the members of the Consortium for Student Retention Data Exchange.

AIR of the Upper Midwest (AIRUM) (S05)

JERI V. KURTZ (Convener), Senior Budget and Research Analyst, South Dakota State University

AIRUM members and guests will have an opportunity at this informal session to visit with colleagues and to learn about recent organizational activities, including the planning of the fall conference.

Catholic Colleges and Universities (S12)

DONALD A. GILLESPIE (Convener), Associate Vice President for Institutional Research, Fordham University

Representatives from the Catholic Higher Education Research Cooperative (CHERC) will discuss research presented at its annual meeting at Villanova University in the spring, as well as the CHERC Web site. Participants in the SIG meeting will have an opportunity to inform others of any research they are conducting or discuss other issues related to Catholic higher education.

Community College Institutional Researchers (Invitational Event) (S41)

DEREK V. PRICE (Convener), Consultant, DVP-Praxis

Community college institutional researchers focus group.

Research on Development and Alumni (S50)

MARSHA V. KROTSENG (Convener), Chief Planning Officer, Valdosta State University

This session provides an opportunity for those interested in methodologies, and in the use of statistical and other tools for conducting development and alumni research, to exchange experiences and advice.
4:00-5:00 p.m. SPECIAL INTEREST GROUP Carlsbad, ST, Level 3

North Carolina Association for Institutional Research (S55)

ADAM W. SHICK (Convener), Assistant Director Institutional Research, Wake Forest University

Current members and all those interested in learning more about the North Carolina Association for Institutional Research are invited to attend.

4:00-5:00 p.m. SPECIAL INTEREST GROUP Cardiff, ST, Level 3

Research on Faculty (S70)

VALERIE M. CONLEY (Convener), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University

This year’s special interest group session of research on faculty issues will focus on some of the primary data collection activities of interest to Institutional Researchers. Research on faculty issues published in Research in Higher Education, New Directions for Institutional Research, The Journal of Higher Education, and The Review of Higher Education during the past year also will be highlighted. Brief summaries of some of the research will set the stage for our discussion. As always, the format for the discussion will be informal and we welcome participation from anyone interested in research on faculty.

4:00-5:00 p.m. SPECIAL INTEREST GROUP Encinitas, ST, Level 3

Urban Universities Institutional Researchers (S71)

TIMOTHY A. WALSH (Convener), Director of Institutional Research, Temple University

Institutional researchers from four-year institutions of higher education located in urban areas are invited to meet and share information about those specific needs and concerns of urban institutions.

4:00-6:00 p.m. COMMITTEE MEETING Torrey 3, NT, Lobby Level

National Community College Council for Research and Planning (NCCCRP) (094)

NCCCRP is a national organization dedicated to serving the special needs of researchers and planners at community and technical colleges. This session serves as the annual board meeting for Council officers and regional directors and is open to all members as well as non-members who are interested in the organization. Agenda will focus on review of council business for 2003-04 and plans for the coming year. The annual NCCCRP awards ceremony will be held during this session.

5:00-6:00 p.m. COMMITTEE MEETING Newport Beach, ST, Level 4

Research in Higher Education Consulting Editors (031)

JOHN C. SMART (Committee Chair), Professor, The University of Memphis

The current Research in Higher Education Consulting Editors will meet and discuss the upcoming year.

5:00-6:00 p.m. COMMITTEE MEETING Anaheim, NT, Lobby Level

2005 Forum Evaluation Committee (065)

LOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Meeting of the 2004 Forum Evaluation Committee.

5:00-6:00 p.m. POSTER San Diego Ballroom

Fulfillment of Student Expectations at a Senior Public University: The CIRP – CSS Surveys Connection (107)

MARY M. GUNN (Author), Assessment Coordinator, Coastal Carolina University
CHRISTINE L. MEE (Author), Director of Institutional Research and Assessment, Coastal Carolina University

Does the gap between students’ expectations and the reality of the university experience have a negative impact on student retention? For over 30 years, the CIRP survey has provided information about new students’ expectations of their experiences at our university. How do we identify fulfillment of those expectations? For the first time, we will administer the College Student Survey (CSS) to our seniors. This poster session will present results of statistical analyses that compare responses from freshmen who completed both the CIRP and CSS surveys, and assess the “value” of CSS for identifying students’ expectation-reality “gaps.”
A Comparison of Student Satisfaction Among White Students and Students of Color at a Metropolitan Public University (112)

ANNE L. FULKERSON (Author), Research Associate, University of Toledo

Satisfaction among white students and students-of-color was compared using the Noel-Levitz SSI. White students reported higher satisfaction with diversity issues, campus climate, campus life, faculty instruction and course variety, and the overall quality of their experience. Students-of-color reported higher satisfaction with the helpfulness and availability of personnel, services, and informational tools and with graduate instruction and course content. Campus climate, educational effectiveness, expectation fulfillment, and commitment to diversity predicted overall satisfaction for both groups. Academic excellence and campus involvement were unique predictors for white students; positive contact with personnel and factors related to degree attainment were unique predictors for students-of-color.

Getting in and Getting out: How Different Are Transfer Students from Native Students in Pursuing a Degree at a Metropolitan University? (114)

JENNY LIU (Author), Assistant Director of Institutional Research, University of Nebraska at Omaha
LINDA W. MANNERING (Author), Director of Institutional Research, University of Nebraska at Omaha

The project builds a comparative profile of the native and transfer students in a four-year public metropolitan university. The profile compares three native and transfer sophomore student cohorts on demographic and enrollment characteristics, stated educational objectives, academic performance, graduation rate, and other indicators of academic progress and achievement. The student cohorts were taken using the same methodology outlined in an earlier study at another institution. Hence the profile provides the data not only describing the native and transfer students within this institution, but also being comparable with that of another institution.

Distinguishing Traditional from Nontraditional Undergraduates: Simplistic Methods May Mask Modern Trends (116)

EDWIN A. RUGG (Author), Director of the Center for Institutional Effectiveness, Kennesaw State University
DONNA HUTCHESON (Author), Assistant Director, Kennesaw State University

Most universities do not collect or maintain the information needed to confirm the “traditional” and “nontraditional” status of their students. An age cutoff of 23 or 25 is often used to separate younger traditional students from older nontraditionals. That simplistic cutoff underestimated nontraditionals greatly in this case study. When more precise traditional-age cutoffs by classification were applied along with class load, nontraditionals increased substantially over time. When multivariate “Nontraditional Index Scores” were generated from the institution’s NSSE data, highly traditional students all but disappeared. Highly traditional students are in shorter supply than some analyses would have us believe.

Exploring Undergraduate Retention at a Research Extensive Institution Using CIRP, YFCY, and Institutional Data (120)

JENNIFER L. MCGEE (Author), Graduate Student, Texas A & M University

The purpose of this study is to use the data from two Higher Education Research Institute’s (HERI) surveys. A Research Extensive university administered the Cooperative Institutional Research Program (CIRP) in 2002, and Your First College Year (YFCY) in 2003. In the fall of 2004, 12% of the CIRP participants were no longer enrolled in the university. In order to explore student retention, retention was studied within the framework of Astin’s input-environment-outcome (I-E-O) model and theory of student involvement. Logistic regression analysis and stepwise regression were used to refine the variables from the student database and explain attrition and retention.

Why Do Students Leave Online Courses? Attrition in Community College Distance Learning Programs (122)

DAVID HYLLEGARD (Author), Director of Institutional Research, Borough of Manhattan Community Colleges
HEPING DENG (Author), Higher Education Assistant,
CARLA HUNTER (Author), Borough of Manhattan Community College

Based on an extensive examination of the distance learning initiative at a prominent community college, this study argues that most students who leave online courses do so because of extracurricular circumstances rather than difficulty adjusting to e-learning. A different dynamic, however, underlies online course attrition for a sizable minority of students. They tend to be academically at-risk students who are attracted to online courses in the hope that they will persevere in a different learning environment. Community colleges should be especially mindful of the potential for academically at-risk students to gravitate to online courses and to experience even further academic disappointment.
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<th>Time</th>
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<tr>
<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td><strong>A Qualitative Assessment of a Summer Bridge Program’s Contribution to the Persistence and Development of Underrepresented Students of Color at a Selective, Predominantly White Institution (130)</strong></td>
<td>PATRICK M. VELASQUEZ (Author), Director, OASIS, UCSD, University of California-San Diego</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td><strong>Extracurricular Reading Habits of College Freshmen in Taiwan - A National Survey (138)</strong></td>
<td>SU-YEN CHEN (Author), Assistant Professor, National Tsing Hua University</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td><strong>The Influences of Institute Types and College Majors on College Freshmen’s Psychosocial Development and adjustment in Taiwan (141)</strong></td>
<td>YIH-LAN LIU (Author), Associate Professor, National Tsing Hua University</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td><strong>Examining School Pride and Student Success (145)</strong></td>
<td>STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University-Main</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td><strong>A Qualitative Study of the Social Construction of Ethnic Identity as a Critical Student Development Outcome in Higher Education (151)</strong></td>
<td>DINA MARAMBA (Author), Director of Student Support Services Program, University of California-San Diego, PATRICK VELASQUEZ (Author), Director of the Office of Academic Support and Instructional Services, University of California-San Diego</td>
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Using Technology to Track and Demonstrate Student Participation and Success in a Large Freshman Orientation Program (152)

SUSAN B. THOMPSON (Author), Research Analyst, Texas State University San Marcos

A large public university orients new freshmen in a two-part process, with a summer component focusing on academic advising and registration and a second component occurring just prior to the start of fall classes to deliver “just-in-time” programming to facilitate social and academic adjustment to college. The attendance monitoring, evaluation, and outcomes assessment of the just-in-time program has developed from an early paper-and-pencil method to a current program that uses computer technology in multiple ways to automate tracking, reports and surveys. This presentation will address the creative ways that technology has been adapted to meet reporting and tracking needs.

Research on College Choice and Persistence Using National Databases (153)

PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis
JENNIFER MCCLUSKEY (Author), Director of Retention Initiatives, Maryville University of Saint Louis
CARL BAUER (Author), Ph.D. Candidate, University of Missouri-St. Louis
CHRISTINE M. RETHLAKE (Author), Financial Aid Coordinator and Doctoral Student, University of Missouri-St. Louis
CODY DING (Author), Assistant Professor, University of Missouri-St Louis

How are college choice and persistence connected? The students and faculty from one of the AIR-funded certificate programs present a series of research studies from national databases that focus on choice and persistence.

A Look at the Class of 2004: Are Today’s Students Unique? (155)

ERIKA M. NEWCOMER (Author), Research Associate, Higher Education Data Sharing Consortium

According to the media, today’s college students no longer fit the stereotypes of past generations (Howe and Strauss 2000). These Millennial students have needs and expectations very distinct from those of their predecessors. This poster will take a look at senior survey data from the class of 2004, the first group of Millennials to graduate from college, from a group of private, liberal arts colleges, to observe how well they truly fit the traits anticipated of them by experts and the media. In addition, data from older graduating classes will be used to compare Millennials to their predecessors.

Using NSSE Data to Study Student Engagement Patterns by Retention and Graduation Rates (158)

CHUNJU CHEN (Author), Executive Director of Institutional Research, University of Wisconsin-Whitewater
JOHN W. MILLER (Author), Chancellor, University of Wisconsin-Whitewater
JEFF JANZ (Author), Executive Director of Residence Life, University of Wisconsin-Whitewater

What factors affect college students in successfully obtaining a degree? Do students with varying demographic characteristics demonstrate different learning and engagement behaviors? These topics are very important when discussing institutional missions, goals and strategic plans. This study searches for some empirical answers to these questions by using the National Survey of Student Engagement (NSSE) data from an institution which has been a participating member since 2001. The NSSE results are examined along with corresponding retention/graduation figures, learning behaviors, pre-college preparation, ethnicity and other relevant demographic attributes of students.

Building a Bridge from Mission to Student Outcomes (201)

JULIE WEISSMAN (Author), Assistant Provost, Saint Louis University
KENNETH BONING (Author), Manager of Research and Planning, Saint Louis University

To build a bridge from mission to student outcomes, the University created a framework entitled the Five Dimensions of the University Experience. The framework connects the mission to student outcomes; encompasses the diversity of the University’s undergraduate, graduate, and professional programs; and offers programs the flexibility to develop measurable student outcomes and assessment activities in a meaningful context. Most importantly, having a common framework for student outcomes across the University allows the institution to gain a global perspective on its effectiveness in fulfilling its mission.
Lessons from Those Who’ve already been There: Key Elements to Implementing Student Learning Outcomes (213)

BARBARA MCNEICE-STALLARD (Author), Director of Research and Institutional Effectiveness, Mt San Antonio College
SUE LONG (Author), Associate Dean, Arts Division, Mt. San Antonio College

The purpose of this study was to conduct qualitative research on one Community College considered by experts in the field as having successfully implemented Student Learning Outcomes (SLOs). In particular, this study identifies the key elements that faculty and administrators thought led to successful implementation. Attendees will learn what the literature outlined about implementing SLOs and how that compares and contrasts to what was found. Predictable and surprising responses will be outlined between faculty members and administrators views on different situations. How the Research Office became part of the process will also be discussed.

Nuggets from NSSE: Evidence for the Assurance of Learning (216)

EDWIN A. RUGG (Author), Director of the Center for Institutional Effectiveness, Kennesaw State University

Collecting evidence of the achievement of learning outcomes can be like panning for gold. Valuable nuggets were found in this institution’s analysis of its students’ responses to the National Survey of Student Engagement. Respondents cited their university experience as especially powerful in nine fundamental learning outcomes, two-thirds of which exhibited significant gains from the first to the senior year. The educational return on the institution’s substantial investments in computer technology was affirmed. Significant gains in higher-order critical thinking skills were also found. Lessons learned will be shared about panning for NSSE nuggets on learning outcomes.

“Negative Retention” – About the Unwanted Side-Effects of Remedial Education and Organizational Opportunities to Improve Governance and Advising (224)

PETER A. USINGER (Author), Director of Institutional Research, Polk Community College

In particular within Community College settings, the remedial course enrollment required to offset performance deficits of the K-12 system has significantly increased over the past decade. A longitudinal study of remedial students at A Community College (1998-2004), reveals a large percentage of students that participate in remedial education for years, without subsequential success in college level courses. The study analyzes variations across remediation levels and course subjects. It also involves a discussion of opportunities for adequate organizational adjustments, since this “Negative Retention” has individual, organizational, and fiscal implications.

An Admissions Outcomes Study: A Report on a Work-In-Progress (227)

SAMUEL J. AGRONOW (Author), Associate Director of Undergraduate Admissions and Coordinator of Admissions Research and Evaluation, University of California
RHODA FREELON (Author), University of California-Berkeley
CARMEL LEVITAN (Author), University of California-Berkeley

This is a study, in preparation, of the relationships between the incoming characteristics of new undergraduates and subsequent outcomes in college and beyond. While most prediction studies focus on college GPA, persistence, and graduation rates as outcome measures, this study broadens the definition of “success” to also include grades in courses (grouped by discipline), student participation in campus life, responses from student surveys, graduate or professional school matriculation, and data on employment and career plans from the campus’ exit survey. It also includes some unique non-traditional input measures that are not normally available in prediction studies of this type.

Best Practices in Diversity: Analyzing and Benchmarking Data on Students with Disabilities (228)

JAIME L. PHILLIPS (Author), Strategic Planning Analyst, The Ohio State University

This poster will discuss rationales for examining and benchmarking data on enrollments, retention, persistence and completion for students with disabilities. The methods put in place at one large research university to track students with disabilities for the purposes of data collection will be described, and results of benchmarking analysis will be discussed.
General Education Achievement of Adult and Traditional Age Students (231)

KATHRYN M. SCHMIDTKE (Author), Graduate Research Assistant, University of Missouri-Columbia
DAVID BERGIN (Author), Associate Professor, University of Missouri-Columbia

Adult students face many unique difficulties while pursuing the college education. The primary research question addressed in this paper is the following: Do traditional age students and students over traditional age differ in general education test performance? Data from a standardized test indicate that there were no significant differences between the two groups for the subjects of English, science, social studies. There was difference in math scores. The results of this study add further evidence that adult students have lower math achievement levels than do their younger counterparts. Implications for institutions are discussed.

Does Location Matter?  A Comparison of Third-Year Medical Student Performance in Two Cohorts (239)

CHRISTINE STROUP-BENHAM (Author), Director of Institutional Analysis, University of Texas Medical Branch
SARAH ENTICKNAP (Author), Editor, UTMB-Galveston
MICHAEL AINSWORTH (Author), University of Texas Medical Branch
STEVEN LIEBERMAN (Author), University of Texas Medical Branch

This study examines performance in community- and campus-based clinical sites of third-year medical students at a health science center that has an ongoing academic collaboration with a medical education program and other health care organizations in another city located within the same state. Sociodemographic and performance characteristics were analyzed for 235 students for the 2001-02 academic year and 243 students for 2002-03. Results affirm that community-based clinical rotations do not negatively impact student performance, suggesting that their quality is comparable to that of the campus-based program. This is an important finding for those institutions that provide their students with educational clinical experiences in the community and away from campus.

Assessing Broad Affective Student Outcomes: Using Surveys and Focus Groups to Define and Understand the Ineffable (240)

JACK WILLIAMSEN (Author), Associate Professor of Psychology and Data Analyst, St. Norbert College
BOB RUTTER (Author), Associate Vice President for Institutional Effectiveness, St. Norbert College

Often found in institutional mission statements, broadly-stated affective student learning outcomes (e.g., “enhanced self-understanding,” “effective leadership”), are viewed by some educators as virtually impossible to define, quantify, and assess. We disagree. Using student survey and focus group responses, we present an approach that provides student-centered definitions of such outcomes and clarifies their meaning, an approach that paves the way for curricular and co-curricular interventions designed to enhance learning. An example (“increased self-worth” as an outcome) illustrates our strategy.

A Longitudinal Approach to Examine the Association between NSSE Data and Persistence (243)

HUIMING MING WANG (Author), Director of Institutional Research and Planning, Clayton College and State University

This pilot study examined the possible relationships between levels of student engagement and undergraduate persistence. Merging NSSE 2003 institutional data with the following six semester’s persistence/graduation status showed positive associations between scope and extent of engagement and persistence for the first-year students in contrast to the senior students that showed a reverse association. Implications for NSSE sample selection and data analysis procedures at the institutional level are presented. A discussion of possible reasons for negative correlations between seniors’ levels of engagement and persistence/graduation rates will be elicited.

Evaluation of a New General Education Assessment:  The Collegiate Learning Assessment (CLA) (245)

MELINDA MAHER (Author), Director of Institutional Research and Effectiveness, Bluefield State College

The Collegiate Learning Assessment by the Council to Aid Education was piloted by a four-year public institution as a pre-/post-test for General Education. This innovative assessment utilizes a hands-on approach, rather than multiple choice questions, to assess students’ writing, critical thinking, and analytical thinking skills. Information on test characteristics and usefulness will be presented within the framework of institutional assessment of general education. Additionally, comparative information will be provided using two other national standardized exams for General Education.
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td>Predicting General Education Outcomes: Factors That Impact Student Performance on the Academic Profile Test (267)</td>
<td>SHIRIN NAZMA (Author), Planning and Research Analyst, Prince George’s Community College</td>
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<td>TAMELA H. HAWLEY (Author), Dean of Planning and Institutional Research, Prince George’s Community College</td>
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<td>Assessment has become an integral part of higher education as American colleges and universities struggle to implement some form of student outcomes assessment. The Academic Profile, developed by the Education Testing Service, is one of the instruments used by more and more colleges to assess student performance on a number of general education outcomes. The Academic Profile was administered to over 1,000 graduating students at Prince George’s Community College during the academic years of 2002-2003 and 2003-2004. This paper utilizes structural equation modeling (LISREL) to identify the significant factors that predict students’ performance on the academic profile test.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td>Student Teaching and Classroom Diversity (278)</td>
<td>FLETCHER F. CARTER (Author), Professor of Education, Radford University</td>
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<td>Standard 4 published by NCATE states that field experiences should have provision made for instruction in multicultural education. A survey of students in field experiences was made in the fall and spring terms for four years. The data collected included numbers of students in PK-12 classes who were minority students in all categories as well as ESL, disabled and gifted. Although the schools near the university used for field experiences had very small numbers of minorities, the teacher education program was not fully using the schools with sizable minority enrollments. Regional experiences were recommended.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td>Examining the Promise of Summer Bridge Programs: Participants’ Academic Success Utilizing Control Group Comparisons (289)</td>
<td>MARY BETH WALPOLE (Author), Assistant Professor, Rowan University</td>
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<td>JOHN T. MILLS (Author), Rowan University</td>
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<td>HERB SIMMERMAN (Author), Rowan University</td>
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<td>DONNA ALBANO (Author), Graduate Student, Rowan University</td>
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<td>MICHAEL SCALES (Author), Instructor, Richard Stockton College of New Jersey</td>
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<td>CATHY MACK (Author), Rowan University</td>
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<td>This study examined students in a university sponsored summer bridge program preparing disadvantaged students for college. Participating students completed two surveys: the first during the summer program, the second during the first academic term. Analysis occurred in two stages: descriptive and multivariate. Additionally, program students’ retention and academic progress was compared to a control group constructed by the institutional research office. Students had high expectations and aspirations on both surveys. Both student groups had similar credits attempted, however bridge students took more remedial classes than the control group, earning fewer credits and had lower retention rates.</td>
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<tr>
<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td>Student Perspectives on the Impact of Study Abroad (292)</td>
<td>GUIHUA LI (Author), Director of Institutional Studies and Planning, St. Cloud State University</td>
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<td>CHUNSHENG ZHANG (Author), St. Cloud State University</td>
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<td>Today, nearly every aspect of our lives is shaped and impacted by global events and diverse cultural values. As the society becomes more global, college education is also being globalized. Study abroad has become part of undergraduate curriculum to provide students the opportunities to acquire the skills, attitudes, and perceptions that allow them to be globally and cross-culturally competent. As the number of study abroad participants increases, it is important to study the impact of study abroad. This study will examine students’ motivation for studying abroad and how their experiences abroad contribute to their intellectual and personal development.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>San Diego Ballroom</td>
<td>Measuring Student Experiential and Academic Assimilation in a First-Year Seminar Course (298)</td>
<td>GREGORY J. SCHUTZ (Author), Director of Institutional Research and Effectiveness, Austin Peay State University</td>
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<td>This study is an assessment of a first-year seminar pilot course at a midsize regional university. Increased student retention is one outcome of first-year seminar courses. This study focuses on the institutional fit portion of student retention models. Increases in experiential influences such as library familiarity, tutoring service awareness, and student/faculty interaction determined experiential integration into the institution, while increases in academic influences such as liberal arts and information literacy values determined academic integration. This study assesses the assimilation of students in a first-year seminar through pre/post test surveys and pre/post test essays.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>Four Years Later: Student Perceptions of a Freshman Experience Program at the End of Their Undergraduate Careers. (305)</td>
<td>MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles&lt;br&gt;PAULA ZESZOTARSKI (Author), Postdoctoral Scholar, University of California-Los Angeles</td>
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<td>UCLA surveyed students in its Freshmen Cluster Program to determine the lasting impact on their satisfaction and learning related to the Program features, knowledge of general education content and skills, and transition to college. 37% percent of the 2000-01 cohort completed the questionnaire in 2004. Students rated the interdisciplinary focus and Spring seminar as Program features that most contributed to their satisfaction and learning. Over 70% reported the Clusters had an impact on their knowledge of an unfamiliar discipline, individual academic interests, critical thinking, and writing, reading, and communication skills and agreed they felt more confident academically and socially.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>Tracking Faculty Uses of Online Learning Tools: A Statewide Perspective (307)</td>
<td>CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia&lt;br&gt;HILLIARD GASTFRIEND (Author), Information Analyst, Board of Regents of the University System of Georgia</td>
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<td>Increasingly higher-education systems have begun implementing enterprise-wide computer software solutions to handle student information, financials, human resources and other educational and administrative needs. This presentation describes the results of a system-wide survey of faculty in their use of (or lack of use of) online learning tools and techniques which provide critical data during a statewide deployment of an academic enterprise system.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>Student Evaluation of Faculty: Does Faculty Rank Really Matter? (315)</td>
<td>NANDINI RAMASWAMY (Author), Assistant Director of Institutional Research, Butler University&lt;br&gt;OWEN K. GRUMBLES (Author), Director of Institutional Research, Butler University</td>
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<td>Student evaluations of college teaching have been analyzed in a myriad of ways. However, there have been few studies specifically analyzing the effect of faculty rank on student evaluation ratings. This study shows that although full-time faculty do receive higher ratings on student evaluations than do part-time faculty, there is a discrepancy in scores among the four faculty ranks—that is, higher ranking faculty do not necessarily earn the highest ratings. The implications of this study raise questions as to the meaning of faculty rank in teaching and learning.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>Two Years into It: Working to Put a Tiered Course Evaluation System Online (316)</td>
<td>KATHARINE J. MASON (Author), Doctoral Candidate, University of Michigan&lt;br&gt;CONNIE W. CAREY (Author), Research Associate, St. Edward’s University&lt;br&gt;DANICA D. FRAMPTON (Author), Senior Research Associate, St. Edward’s University</td>
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<td>With the goal of improving teaching through assessment, we began to use an online tiered survey tool. The faculty, department, and university all have a layer of questions on the student feedback form, but only the faculty members get results from their layer. It has been an interesting experience to gain acceptance from various campus constituencies and to get the system up and running. Two years into this project, we have gotten online survey response rates above those of the paper forms. We would like to tell you how. You will also like hearing about the tremendous cost savings.</td>
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<td>5:00-6:00 p.m.</td>
<td>POSTER</td>
<td>Preparing Community College Faculty for Teaching Excellence: A Model Graduate Certificate Program (330)</td>
<td>CHARLOTTE L. BRIGGS (Author), Assistant Professor, Loyola University Chicago</td>
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<td>This session describes a unique graduate certificate program in community college learning and teaching, and insights learned from 3 years of extensive evaluation. With a continuous focus on the community college context, this program seeks to prepare CC faculty as knowledgeable and skilled learning-centered instructors. The program is intended to jumpstart similar programs nationally to improve CC education, and head off predicted severe shortages of CC faculty. Evaluation outcomes show strong additional benefits to individual faculty and institutions from the emergence of communities of practice among participants.</td>
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### Factor Analysis in the Development of Online Course Evaluation Instrument (332)

CATHRYNE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
SZ-SHYAN WU (Author), Graduate Assistant, University of Georgia  
LIBBY V. MORRIS (Author), Associate Professor, The University of Georgia

Course evaluations designed for face-to-face classes often limited applicability for evaluating online instruction. This presentation will share the findings from the design and use of an instrument specifically created for evaluating online courses. After a review of the research literature, the investigators designed and implemented an end-of-course evaluation instrument. Exploratory factor analysis was used to analyze the response data in order to inform revisions of the instrument. The need for evaluating the validity and effectiveness of a course evaluation instrument is emphasized. The instrument, findings, and recommendations will be presented.

### Programme Improvement Through Alumni Research (PITAR): A Collaborative Project Between Three UK Higher Education Institutions (335)

PATRICIA A. HOPKIN (Author), Project Officer, University College Northampton  
SHERYL Y. RANDALL (Author), Director of Information and Planning Unit, University College Northampton  
DAVID T. DAVIES (Author), Project Manager, Anglia Polytechnic University  
IAN BUCHANAN (Author), The Open University

Currently, UK ad-hoc alumni surveys are completed mainly to satisfy the accountability agenda. This two-year PITAR project has gone much further researching skills on graduation, skills required in the workplace, and deficits and surpluses of skills (by comparing skills on graduation with those needed in the workplace). There is considerable consistency in the findings.

Most interestingly, three skills that are required most in the workplace, “time management”, “oral communication” and “accuracy, attention to detail”, are also among the largest deficits when workplace need is compared with possession on graduation.

### Automated Curriculum Review and Tracking System (ACRES): First Step to Accurate Data Collection and Evaluation (341)

LINDA DAY (Author), Curriculum Support Analyst, Central Arizona College

The development and implementation of the Academic Curriculum Review and Evaluation System (ACRES) allows faculty and staff to have the ability to track the status of curriculum proposals throughout the system from initial submission through the approval process and into the state articulation process. It has also provided significant impacts in other areas of the institution from Program Review, employer contacts, out-of-state transfer agreements and data dissemination to students.

### College Choice: So Why Did You Choose to Attend This Institution? (408)

ANGELA DETLEV (Author), Research Analyst, University of Richmond

In spring 2004, the university administered a student survey to all accepted applicants. The goal of the study was to enhance the University’s knowledge of the collegiate choice process. The survey had 4 main sub-sections: rating of university traits, the competition, satisfaction with recruitment process, and collegiate choice. One primary objective was to ascertain the importance of various university traits and the degree to which these traits coincided with applicants’ impressions of the University. Information from the survey was used by senior administrators and the admission office in their strategic planning initiatives.

### Degree Completion of Vocational Education Graduates in Public Higher Education (410)

JANG WAN KO (Author), Research Analyst, George Mason University

This study examines the retention of vocational education graduates in public higher education. Using 2,172 students who graduated vocational education program in Area Vocational Technical Schools and enrolled as freshman (first-time young students) in public two-year and four-year colleges and universities in the 1996 fall semester, I conducted cohort analyses to exam the retention trend by gender and race. This study found that retention rates of vocational education graduates are lower than those of general students in both two-year and four-year public colleges and universities. Related policy implications are discussed.
### Mission Possible?: Mission Statement Analysis (423)

CHARLYN S. FISHER (Author), Director of Institutional Research and Assessment, York College of Pennsylvania

The purpose of this research was to compare mission statements by institutional type. In the process a Mission Statement Coding Sheet form was created. Its uses for this particular project and implications for other such projects with a different emphasis will be the focus of the presentation.

### Setting an Optimum Tuition to Maximize Revenue (426)

WALTER R. PACZKOWSKI (Author), President, Data Analytics Corporation
MICHELE MCKENNA (Author), Market Analytics International

Research was conducted for a mid-size university which was experiencing a decline in evening enrollment due to several factors: Campus location, Increased competition, Tuition and other cost pressures, Changing student requirements and Demographic shifts. The research produced the following deliverables:

- A profile of potential evening students to target marketing programs more effectively.
- Determination of the optimal tuition level to maximize revenue.
- Identification of the non-financial attributes most likely to encourage prospective students to enroll in the evening division.
- Creation of a simulator to project tuition revenue based on various assumptions about The University and its’ competitors.

### Hidden Roles of Information in Planning: A Tool for the Commonwealth or Deception? (427)

KEVIN W. SAYERS (Author), Director of Institutional Research and Effectiveness, Capital University

For planners in higher education the commonly perceived role of information is to instill stakeholder confidence throughout planning processes and reduce ambiguities for decision-making. Then why is so much of change in higher education superficial and only tangentially tied to information or data? Could there exist hidden roles of information in planning? In theoretically studying the hidden roles of information, this session will engage the audience in a discussion about ways in which a broader understanding of the uses of information in planning can be developed.

### Students on the Move (467)

JEFF TANNER (Author), Vice President, National Student Clearinghouse

Student transition is a collegiate constant but colleges often do not know where students go. Do they transfer out or drop out? Do they graduate after leaving us? Do our graduates go on to a graduate school and if so, where? Where do our admitted but non-enrolled students actually attend? The National Student Clearinghouse can provide factual answers to questions like these.

### Setting and Evaluating Minority Enrollment Goals: How Do We Constructively Use Mortenson’s Underrepresented Minority Equity Index? (474)

MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis
VICKI ROBERTS (Author), Associate Vice Chancellor for Academic Support and Diversity, Indiana University Bloomington
CHARLIE NELMS (Author), Vice President for Student Development and Diversity, Indiana University Bloomington

Recently, Tom Mortenson published a provocative article in which institutions were assigned grades based on their Underrepresented Minority Equity Index (UMEI). At a large, Midwestern, multi-campus, public institution we ask ourselves, how do we use this information? Grades for our campuses ranged from A to F, with most campuses receiving an F. We used Mortenson’s results and variations we developed in the UMEI to help answer two questions: Do these scores help us create and evaluate meaningful goals for increasing our effectiveness in serving underrepresented minority students? How are our recruitment/retention programs on each campus related to these findings?
The Organic Environmental Scan: Adding Outside Perspective to Planning (475)

KATHRYNE M. DREZEK (Author), Assistant Director for Planning and Institutional Research, Stonehill College

Traditionally, an environmental scan provided a snapshot of the world beyond the ivory towers of an individual institution, one that identified both the external opportunities and threats that required consideration and accommodation within its planning efforts. Though helpful, a static environmental scan loses its relevance with the passage of time and is limited contextually to a fixed planning cycle. Just as plans themselves need to be “living” documents, so too the supporting data. This poster details the creation of an organic environmental scan that is flexible enough to accommodate all levels—long-range, strategic, and operational—of institutional planning.

The Missing Link: Evaluating a Strategic Plan Initiative (476)

MARGARET L. DALRYMPLE (Author), Senior Institutional Research Analyst, Purdue University

Institutions can succeed at strategic planning by following the process throughout its full cycle. A holistic model for strategic planning including the key element of assessing its outcome will be presented, which will be illustrated by a case study. Too often strategic planning in academia is ineffective due to the lack of connecting plan priorities to resource allocation, and a very critical piece, assessment of progress on the goals. By evaluating the progress on goals using appropriate metrics and benchmarks, the institution can evaluate the effectiveness of the plan and continue to build upon its successes.

Connections between College Student Eagerness to Participate in Orientation Programming and Registration for First-Year Coursework and Their Persistence to The Second Year (480)

TIMOTHY J. SCHIBIK (Author), Professor of Economics and Director of the Center for Teaching and Learning Excellence, University of Southern Indiana

CHARLES F. HARRINGTON (Author), Assistant Vice President of Academic Affairs and Professor of Statistics, University of Southern Indiana

One issue neglected in the student retention literature is student eagerness to participate in the pre-college activities each campus mandates prior to matriculation to the institution. Is there a connection between student orientation program scheduling choices, past academic performance and future academic success at the institution? A logistic regression model is developed to discern the true impact of the timing of student orientation participation on student retention accounting for academic preparation using data from an ongoing seven-year study of student retention at a comprehensive public Midwestern university.

Institutional Costs by Mission Type (488)

CHRISTIAN K. ANDERSON (Author), Graduate Student, Pennsylvania State University

How does a university’s costs relate to its mission? This paper examines the differences in institutional costs by mission type. In particular, the question of what this might mean for an institution that “creeps” from one mission type to another will be discussed. This phenomenon of institutional isomorphism—an important trend in American higher education—is often driven by the costly venture of research, all in an effort to bring in more resources and prestige. This study is based on IPEDS data and applies relevant organizational theories.

The Minnesota Post Secondary Enrollment Options Program: Career and Technical Education as a Focus for Promoting High School to College Transition (504)

PRADEEP KOTAMRAJU (Author), System Director, Perkins Federal Grants, Minnesota State Colleges and Universities

Multiple efforts in Minnesota to resolve the credit transfer issue between the secondary and postsecondary levels remains as yet unresolved. A significant exception is what Minnesota has called Post-Secondary Enrollment Options (PSEO). Using the unified Minnesota post-secondary Perkins database as well as the Minnesota State Colleges and Universities Integrated Student Record System (ISRS), a profile of career and technical education (CTE) PSEO students will be developed, and the extent to which these CTE PSEO students transition to college and beyond will be analyzed. Broadly speaking, the presentation makes the case for the value-added contribution of CTE towards improving student achievement.
Meeting the Challenge of Nursing Shortage (509)

YING LING (Author), Senior Research Coordinator, University of Colorado at Denver and Health Science Center

Data from the Bureau of Labor Statistics consistently predicted shortage of registered nurses in all states in the country. The quality of life for the citizens would be negatively impacted by such a shortage. How a public education institution respond to the shortage would require sound analyses, strategic planning and strong public support. This analytical report, using data from internal as well as external sources, investigates how an institution can rise up to the challenge. The purpose is to demonstrate how the IR Office can facilitate academic program planning and the institution’s relationships with outside agencies.

Good Intentions Aren’t Enough - A Case Study of Institutional Impact as a Result of a Policy Decision Based on Insufficient Data (521)

DONNA J. KRILE (Author), Project Analyst, Sinclair Community College
JOAN E. PATTEN (Author), Assistant Director, IPR, Sinclair Community College

Institutional research (IR) data is sometimes used inappropriately in college/university decision-making. This case study demonstrates lessons learned at a large, urban community college where a high level committee charged with improving distance learning used IR data with good intentions but generated bad policy results.

Improving Institutional Research Through Collaboration: Six Components to Effective Initiatives (549)

RIGOBERTO RINCONES (Author), Director of Institutional Research and Assessment, Lake Michigan College
LILIANA RODRIGUEZ (Author), Western Michigan University

This paper provides concepts and effective tools to help master the mechanics of collaboration. The authors explain a collaboration model, and wish to share their experiences after implementing it within the institutional research area. The goals of this paper are: (a) to review and summarize the factors that influence the success of collaborations, (b) to make available practical tools that bridge the gap between theory and practice of collaborations, (c) to learn how to capitalize on others’ strengths to encourage feedback and clear up misunderstandings, and (d) to learn processes for selecting appropriate collaboration methods in order to minimize resistance.

Higher Education Mergers and Acquisitions (554)

RICHARD HANNAH (Author), Professor of Economics, Middle Tennessee State University
K. WATSON HANNAH (Author), Director of Academic Technology Planning and Projects, Middle Tennessee State University

Mergers and acquisitions in the private sector are viewed as an adaptation to market changes. Unlike private sector markets, higher education will adapt with its own nuances. This presentation proposes alternative analytic lenses through which to view the changing structure of higher education. This study incorporates a literature review, data analysis, and case studies.

The Student Rating of Teaching Effectiveness: A User Guide from Administration to Statistics (603)

FRANK K. ABOU-SAYF (Author), Director, Planning and Institutional Research, Kapiolani Community College
SAMIR MIARI (Author), Associate Vice President of Institutional Research and Academic Evaluation, Chicago State University
GARTH LENGEL (Author), Associate Director, Institutional Research and Academic Evaluation, Chicago State University

In this presentation, a guide for the entire process of the Student Rating of Teaching Effectiveness (SRTE) is presented. The guide deals with Instrument Construction; Instrument Administration; Statistical Analyses and Faculty Use.

This guide is based on the perspective derived from two institutions with very different approaches in using SRTEs.
Response Rates for an Online Course Evaluation System: Pilot Test Results Across Three Quarters (606)

KEVIN HYNES (Author), Director Institutional Research, Midwestern University

This research presentation focuses on steps taken to improve the response rate for an Online Course Evaluation (OCE) system across three quarters of pilot testing. Results to date suggest that when the same large enrollment courses and instructors are compared from one year to the next, the OCE yields mean ratings that are similar to those observed the prior year with paper surveys. However, in the third pilot test, when smaller enrollment courses were included, low response rates increased mean variability to an unacceptable level. Future options for increasing the response rate will be discussed.

Enrollment Patterns, Academic Performance, and Financial Aid in First Year Retention - A Data Mining Study (608)

LIN CHANG (Author), Director of Institutional Research and Analysis, Colorado State University - Pueblo

Freshmen and their first year retention are studied by their enrollment patterns, academic performances, and financial aid supports. Enrollment patterns including participation in freshmen programs, regular or remedial courses, along with financial aid patterns are explored and described through clustering analyses. Student academic performances with, if any, the established enrollment and financial aid patterns will be applied through predictive modeling on freshmen first year retention.

Analysis of Aid to Education by Institutional Type (612)

CHARLYN S. FISHER (Author), Director of Institutional Research and Assessment, York College of Pennsylvania

The research examines differences in endowment, alumnai/ni giving and board giving by institutional type. Using the Small College Database to classify colleges into five types, then philanthropic data were obtained through a subscription to the Council for Aid to Education’s Data Miner. Institutional data are not individually reported but are grouped by type and then types are rank ordered to compare one-year and ten-year results.

Continuous Improvement: Tools to Choose and Use (615)

JENNIFER L. DUNSEATH (Author), Director of Institutional Effectiveness, Kettering University
CRAIG D. ANDRES (Author), Assistant Director of Institutional Effectiveness, Kettering University

Several quality tools were examined for their potential use in a self-assessment of our campus. Specifically, Baldrige, State Quality Awards, ISO9000, Six/Sigma and TQM were compared. The results of the comparison will be presented as well as the reason we chose the tool we did.

Cohort 99: Tracking Students First Entering the College in Fall 1999 (619)

JAMES KOSTECKI (Author), Manager, Research and Assessment, Oakton Community College

The objective of the study was to increase our understanding of the ways in which students move through a community college. Instead of conventional reporting of snapshots in time, we began to look at records of 3,210 students who first entered the College in fall 1999. With this cohort, we were able to track these students for five years and provide a greater understanding of how our students attend, earn credits, and move on from the College.

Overcoming Non-Response: Lessons Learned Migrating to a Web-Based Platform (639)

ELLEN A. SAWTELL (Author), Associate Director for Data and Reporting, College Board

This presentation will demonstrate the difference found in response rates between the same survey administered on the Web and in paper. As our organization has moved from paper only registration/survey to Web or paper registration/survey, we noticed an increase in non-response for many demographic questions on our Web-based survey. This presentation will also address what we have done to increase Web response rates to questions found to have more non-response than those same questions asked on paper and provide ideas for the IR who faces the same dilemma.
### Excel-Based Assessment System (EBAS) (667)

**ZHIJUN WANG** (Author), Assessment Associate, Portland State University

The Excel-Based Assessment System (EBAS) is developed to help faculty assess student learning outcomes and can be easily applied to other IR functions. EBAS consists of a collection of Excel spreadsheets, including a table of contents, a crosswalk table, a data entry sheet, and several report sheets. It provides a user-friendly interface for entering student learning outcome data and automatically generates data summary reports. The reports include individual reports for each student, mean scores by cohort, response frequencies, and frequency of standardized comments.

### An Alternative Method for Retention Analysis: Discriminant Function Analysis (678)

**LI-SHYUNG HWANG** (Author), Director of Assessment & Institutional Research, Morehouse College

Logistic regression analysis is widely used as the statistical method in retention studies because the outcome variable examined is categorical. This study, originating in an assignment in support of enrollment management of the institution where the author works, explores other methods that can also be used in retention analysis. Discriminant function analysis was the method of interest. The presentation includes description of the method, SAS syntax and its outputs of the statistical analysis. Interpretations of the analytical findings, and discussion on the results in comparison with that of logistic regression analysis are also presented.

### How to Pull and Post Data: Simple, Effective Distribution of Information, with Special Reference to the Datatel Information System (680)

**MATTHEW BREINDEL** (Author), Coordinator for Institutional Research, College of the Desert

The technique of “pull and post” is demonstrated by way of securing up-to-the-minute enrollment listings from the Datatel Information System: colleges with Datatel (www.datatel.com) with be especially interested in this practical and useful technique. Although this demonstration is specific to Datatel, the steps of pull data / process data / post data are applicable in almost all data processing environments. The technique has wider applications with all types of datasets including placement scores, grades, student characteristics, degrees.

### The Institutional Research Friday Factoid Contest (684)

**WILLIAM E. KNIGHT** (Author), Director of Planning and Institutional Research, Bowling Green State University  
**CONRAD D. MCROBERTS** (Author), Senior Research Associate, Bowling Green State University

The Contest was designed as a way to highlight institutional research findings to the campus community and increase the visibility of the office. Word search puzzles were developed during Summer 2003 using information available on the IR Web site; campus constituents were invited to complete the puzzles after which winners have their names posted on the Web site and are given an IR coffee mug. The Summer 2004 Contest used an answer and question format similar to the Jeopardy television show. Stop by to pick up sample contest materials. Give us good ideas for future contests and win a prize!

### The Role of Institutional Research in Course and General Education Assessment and Program Review (691)

**LANETTE RAYMOND** (Author), Research Associate, Suffolk County Community College  
**ANTHONY R. NAPOLI** (Author), Associate Dean of Institutional Research and Assessment, Suffolk County Community College

Institutional Research involvement is advantageous at every step of the assessment and review processes. However, too few people are aware of all the ways IR can enhance assessment practice.

To facilitate such involvement, IR needs to reframe its image. Faculty commonly perceive the role of IR in assessment as adversarial—quality control & policing. We propose that the role of IR in assessment be one of advocacy: IR advocates “best practices,” providing technical expertise to faculty & administration.

The presentation focuses on how IR —the advocate and technical expert— facilitates and enhances specific phases of the assessment process.
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<th>Time</th>
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| 5:00-6:00 p.m. | POSTER       | San Diego Ballroom               | Development of an Academic Program Profile to Support Program Improvement (699)                  | SARAH B. LINDQUIST (Author), Assistant Dean of the Graduate College, Arizona State University-Main  
MELINDA A. GEBEL (Author), Assistant Director, Arizona State University-Main  
STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University-Main |
| 5:00-6:00 p.m. | POSTER       | San Diego Ballroom               | FSU IR Certificate Program (757)                                                                  | ROBERT A. SCHWARTZ (Author), Associate Professor, Florida State University  
GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University  
KRISTINA M. GOODMAN (Author), Graduate Student, Florida State University |
| 5:00-6:00 p.m. | POSTER       | San Diego Ballroom               | The Pennsylvania State University Graduate Certificate in Institutional Research (763)            | J. FREDERICKS VOLKEW (Author), Professor, Senior Scientist, Penn State University  
JOHN R. COSGROVE (Author), Doctoral Recipient, Penn State University  
BIRUTE V. MOCKIENE (Author), Research Assistant, Penn State University  
KYLE V. SWEITZER (Author), Graduate Research Assistant, Penn State University |
| 5:00-6:00 p.m. | POSTER       | San Diego Ballroom               | University of Missouri Institutional Research Certificate Program (764)                           | PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis  
JENNIFER MCCLUSKEY (Author), Director of Retention Initiatives, Maryville University of Saint Louis  
CHRISTINE M. RETHLAKE (Author), Financial Aid Coordinator and Doctoral Student, University of Missouri-St. Louis |
| 5:00-6:00 p.m. | POSTER       | San Diego Ballroom               | The Post-Master’s Certificate in Institutional Research at Indiana University: Gateway to Academic and Professional Development (765) | RACHEL DYKSTRA BOON (Author), Graduate Assistant, Indiana University  
AMY GARVER (Author), Graduate Assistant, Indiana University Purdue University Indianapolis  
PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University  
CAMILLE KANDIKO (Author), Project Associate, Indiana University |

The Academic Program Profile (APP) is a Web-based application maintained by the institutional research office that is designed to provide a comprehensive set of program-level data on students, staff, and finance. The primary purpose of the APP is to enhance the accessibility of critical information for academic units for program improvement by integrating data from many sources into one location. The APP also supports the academic program review process mandated by the state’s governing board. This presentation will provide an overview of the development of the APP and demonstrate its features and contents.

The Post Master’s Certificate in Institutional Research at FSU is one of only five IR certificate programs in the US, which have been funded through AIR and NCES. These new programs are designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. The program goals are as follows:

1) To enhance knowledge and understanding of the core principles of institutional research and the relevant issues of current practice.
2) To increase capacity to carry out policy-oriented research or other forms of institutional research.
3) To stimulate interest in using national databases to address research issues in education.
4) To promote the use of institutional research to improve administrative and policy development processes at educational institutions.
5) The 18-credit hour curriculum focuses on institutional research theory, institutional administration, quantitative research methods, utilization of national databases, and institutional research practice.

Information about the Graduate Certificate Program in Institutional Research at the Pennsylvania State University. The poster session presents the unique features of the program, illuminates the content of the online courses, and describes the student profile.

University of Missouri Certificate Program in Institutional Research - learn about the successful, online IR certificate program offered through the University of Missouri - St. Louis and University of Missouri at Columbia.

This poster session is designed to help AIR members learn more about the post-master’s certificate program in institutional research at Indiana University. The program is supported by AIR and a grant from the National Center for Education Statistics.
Presidential Plenary - Learning from Our History of Paradigms in EuroWestern Higher Education (017)

MARTIN CARROLL (Plenary Speaker), Audit Director and Business Development Manager, Australian Universities Quality Agency
DENISE P. SOKOL (Moderator), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

Institutional research has been described as empirical inquiry shaped by paradigm commitments and by the recurring questions that any given paradigm, or interpretive perspective, asks about human experience. The challenge for institutional researchers, therefore, is to recognize the current paradigm and its impact on data collection, analysis, interpretation and reporting methods. It is difficult to see the dimensions of a paradigm from an inside position. Therefore, this presentation will take you on a fascinating, image-rich journey through the history of previous paradigms in Euro-western higher education. Fourteen paradigms are considered, with their characteristics unpacked and the implications discussed. One salient conclusion is that each paradigm made the mistake of assuming it was superior to its predecessor, to the point of assuming its concept of knowledge was correct. Do we make that mistake today?

Forum Reception (002) Sponsored by Runzheimer International

STEPHEN L. CHAMBERS (Host), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

Please join us after the Plenary for the Forum Reception. Friends, food and fun await you at this traditional Forum kick-off.
<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:30-8:20 a.m.</td>
<td><strong>COMMITTEE MEETING</strong></td>
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<td><strong>COFHE AIR Breakfast (071)</strong></td>
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<td>C. ANTHONY BROH (Host), Director of Research, Consortium on Financing Higher Education</td>
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<td>Invitational Event for COFHE members.</td>
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<td><strong>SPECIAL EVENT</strong></td>
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<td><strong>AIR Past President’s Breakfast Meeting (097)</strong></td>
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<td></td>
<td>VICTOR M.H. BORDEN (Host), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis</td>
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<td>This is an invitation only session for AIR Past Presidents.</td>
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<td><strong>SPECIAL INTEREST GROUP</strong></td>
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<td><strong>Banner Users Special Interest Group (S09)</strong></td>
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<td>MARGARET K. COHEN (Convener), Assistant Vice President of Institutional Research, George Washington University</td>
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<td>This SIG provides an opportunity for persons at institutions that use BANNER administrative software to exchange ideas and seek advice. Discussion covers a broad range of topics such as data extraction and reports, implementation, system upgrades, and the SCT annual Summit meeting. The attendees will determine the focus of conversation. If you are interested in establishing contacts with other institutional research BANNER users, in seeking new approaches to BANNER problems, and/or in sharing your success with BANNER, please join us.</td>
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<td><strong>SPECIAL INTEREST GROUP</strong></td>
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<td><strong>Electronic Factbooks (S21)</strong></td>
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<td>TOD R. MASSA (Convener), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia</td>
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<td>This SIG is a chance for authors and potential authors of electronic factbooks to come together and share experiences or ask questions. With the growing popularity of the World Wide Web and all the cool tools available, many more schools will produce electronic factbooks of one kind or another.</td>
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<td><strong>Southern Association for Institutional Research (SAIR) (S54)</strong></td>
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<td>ROSS A. GRIFFITH (Convener), Director of Institutional Research and Academic Administration, Wake Forest University</td>
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<td>SAIR members will discuss plans for the upcoming conference. Other SAIR business will be discussed. Committee Chairs and state group leaders will have an opportunity to report activities to the membership.</td>
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<td><strong>SPECIAL INTEREST GROUP</strong></td>
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<td><strong>Tennessee Association for Institutional Research (TennAIR) (S65)</strong></td>
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<td>SHARON L. YARBROUGH (Convener), Director of Institutional Effectiveness, Research and Planning, Pellissippi State Technical Community College</td>
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<td>Issues of interest to Tennessee institutional researchers will be discussed.</td>
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<td><strong>Systems Office Institutional Researchers (S91)</strong></td>
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<td>ALAN J. STURTZ (Convener), Director of Institutional Research and Planning, Connecticut State University System</td>
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<td>Meeting for those in system-level institutional research offices.</td>
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Monday Plenary: How Does American Higher Education Measure Up? Lessons From the National Report Card (012)

PATRICK M. CALLAN (Plenary Speaker), President, National Center for Public Policy and Higher Education

STEPHEN L. CHAMBERS (Moderator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

The National Center for Public Policy and Higher Education has published three biennial report cards on American Higher Education, Measuring Up 2000, 2002 and 2004. The report cards evaluated, compared and graded the states on their performance in several key aspects of higher education performance, including preparation of young people for college, higher education participation of young and older adults, retention and completion, and college affordability. The latest report, Measuring Up 2004, included a 10-year retrospective on higher education progress of the states and the nation. This presentation will discuss what has been learned from the higher education report cards and the implications for public policy.

AIR GRANT PAPER: Association Between Motivation and General Education Standardized Test Scores (714)

DAVID BERGIN (Author), Associate Professor, University of Missouri-Columbia
TIMOTHY H. PARSHALL (Author), Assistant Director, Assessment Resource Center University of Missouri-Columbia
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

The assessment of student learning has proved to be one of the major challenges for any institution for a number of reasons, including student motivation to perform well on general education tests. This project worked closely with six institutions to collect student motivation data and their scores from College BASE, a criterion-referenced academic achievement examination. This presentation will provide guidance as to the appropriate use of standardized testing as part of an assessment program. We hope this paper will shed some light on the relationship of test-taking motivation and test performance and provide a basis for future research and lively discussion.

SAIR BEST PAPER: The Dependability of NSSE Scalelets for College- and Department-Level Assessment (747)

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University
ROSS A. GRIFFITH (Facilitator), Director of Institutional Research and Academic Administration, Wake Forest University

College and university administrators, as well as faculty members, are more likely to take responsibility for student learning if they believe that the assessment data represent their students and suggest specific actions for improvement. This study examined whether it is feasible to develop scalelets (i.e., focused measures, usually consisting of four or five items) that provide dependable metrics for assessing student learning at the college or department level. A generalizability analysis of 12 scalelets from the National Survey of Student Engagement (NSSE) indicated that the scalelets provided dependable measures of educational effectiveness with 25 to 50 respondents.

DEMONSTRATION: A Demonstration of an Undergraduate Student Recruitment Tool that Integrates Institutional and External Data with GIS Technology into One Powerful Interactive Environment (463)

VICTOR J. MORA (Author), Associate Director of Enrollment Management, The Ohio State University
SUMI GAUCHAN (Author), System Developer, The Ohio State University
TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University

The in-house developed software application integrates external environment and student attribute data from admissions, national testing services, financial aid, predictive models and geographic information systems (GIS) technology to effectively manage a pool of approximately 150,000 prospective students throughout the recruitment process. The goal is to enroll the right mix of approximately 6,000 new freshmen at a large research university. This market segmentation and analysis tool empowers users to identify, classify, and analyze students according to academic background, interests, geodemographic characteristics, estimated financial need, and probability to enroll. This approach helps the university meet its multi-criteria enrollment goals while minimizing costs.
Higher education institutions are increasingly challenged. Quality issues are more significant. The Institutional Research office’s functions and activities in South East Asia will also need to expand to incorporate a broader role. The latter however, pre-supposes that much is known about IR within the region. However, there is a severe dearth of information on what exactly institutional researchers do in South East Asia universities. This study reports the findings of a survey of institutional researchers in Thailand and Malaysia. The perceptions of IR professionals are presented on current and future importance of IR activities and the satisfaction with such activities.

This study sought to establish the correlation between GPA and selected predictors of academic achievement of CAS students as well as the correlation of the predictors themselves. It also aimed to determine the best predictors of GPA and to formulate a regression model that forecasts the student’s GPA. The study was inspired by the philosophy of W. Edwards Deming whose keystone is continuous improvement of all processes which produce the goods and services. The researcher wishes to help students predict their academic achievement reflected by their GPAs through a linear regression model.

This study examines the ability of the SACQ to identify students who have dropped out after their first year. It is hoped that the results will help resolve conflicting findings regarding the predictive validity of the SACQ and help administrators determine if the SACQ can help them target at-risk students.

The primary purpose for conducting this study is to examine graduate students’ educational experiences in an array of areas and to identify key factors that are likely to influence student satisfaction. The secondary purpose is to explore the impact of major field, gender, race/ethnicity, and year of study on student satisfaction. It is hoped that the results of this study will help institutional leaders make decisions to improve graduate students’ educational experiences and enhance their educational satisfaction.

This study addresses student readiness and learning in a college-level Java programming course. The sample site is from a University Research I institution enrolling about 400 new undergraduate students in computer engineering programs each Fall. Case study analysis of diagnosing student readiness and student tracking student were used guided by the following questions: What is involved in developing a statistically reliable instrument? Has pre-assessment and other interventions made a difference in student success? How often do students follow the advice of taking an alternative course? Methodologies include instrument reliability and validity testing and historical analysis of student tracking.
Considerable Congruence: Perceptions of Graduating Seniors and their Parents on the Undergraduate Experience (221)

HEATHER KIM (Author), Director of Institutional Research, New School University
MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University
NOELLE CHESLEY (Author), University of Minnesota
JON C. ACKER (Facilitator), Coordinator of Student Assessment, The University of Alabama

This study is based on results from the analyses of two campuses’ matched parent-senior survey data. This study allows for a unique opportunity to better understand the relationship between seniors’ undergraduate experiences, expectations, and plans and the perceptions and expectations of their parents by examining the following:
1. Are seniors good reporters of parents’ income and educational levels?
2. How do parents and seniors compare in ratings of satisfaction in various aspects of college experience?
3. What is the relationship between seniors’ college experiences and parents’ experiences and how those various factors are related to seniors’ satisfaction with college?

Improving Student Learning and Retention: the Impact of Tutoring Services (247)

JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University
MOHSEN MANOUCHEHRI (Author), Cleveland State University
LARRY D. MAYES (Facilitator), Director of Assessment, University of North Carolina at Chapel Hill

Using logistical regression and data mining techniques, this study examined the relationships between the tutoring services and student successes at a public 4-year university. A decision-tree model was developed aimed at optimizing the impact of the services to students’ learning outcomes. The model is applied (cross validated) with current tutees. The research findings and their implications are discussed. The study can be generalized for those who are working to improve the quality of academic support services.

Examining Four Outcomes of College Honors Programs: Academic Performance, Retention, Degree Completion, Time to Degree (306)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University
JOHN R. COSGROVE (Author), Doctoral Recipient, Penn State University
MARNE K. EINARSON (Facilitator), Senior Research and Planning Associate, Cornell University

This study compares the academic performance, retention, time-to-degree, and degree-completion behavior of three groups of students: honors program completers, partial honors students (who started but did not complete all honors requirements), and high-ability non-honors students (who had comparable pre-college academic credentials as the honors students). The analysis suggests that partial exposure to the honors program experience does not significantly enhance academic performance, graduation rates, time to degree, nor length of enrollment beyond what is achieved by other high-ability students who were never part of these programs. These findings control for the effects of student, institutional, and honors program characteristics.

Are Health Benefits Making Us Sick? Faculty and Staff Tell Us Their Story (409)

DIANE N. MUNTAL (Author), Senior Analyst, University of Nevada-Las Vegas
DENISE A. KRALLMAN (Facilitator), Assistant Director of Institutional Research, Miami University Oxford

Universities are not immune to the consequences of the rising cost of health insurance. Deteriorating health benefits negatively impact the ability of universities to retain and recruit qualified faculty and staff. It is critical that institutions provide advocacy for health plans that are reasonably priced and offer the kind of coverage employees need. To this end, the president of this university asked the Faculty Senate to convene an ad hoc Health Plan Study Committee to develop a means to evaluate the impact of the state health plan on faculty and staff and make recommendations for improvement.

Linking Evaluation, Planning and Budgeting: A Case Study of Process, Measures and Outcomes (441)

ANDREEA M. SERBAN (Author), Associate Vice President of Information Resources, Santa Barbara City College
JOHN B. ROMO (Author), Superintendent/President, Santa Barbara City College
SARAH MATTINGLY (Facilitator), Research Analyst Office of Planning and Budget, University of Louisville

Finding effective ways to tie evaluation, planning and budgeting has been an area of attention for many decades in higher education. Such efforts may fall short as factors such as high fixed costs, limited discretionary funds, contractual obligations, annual budgeting cycles, difficulty in gaining institutional consensus often render such initiatives ineffective. This presentation reports the journey of a college engaged in an institution-wide effort of aligning its evaluation, planning and budgeting processes. The emphasis is on discussing quantitative and qualitative measures utilized, the analysis of the information, and the outcomes of this effort.
### Data that Informs Policy: Understanding Student Progress Toward a Degree (444)

MICHELLE S. APPEL (Author), Senior Research and Policy Analyst, University of Maryland
CHRIS GIORDANO (Author), Data Warehouse Administrator, University of Maryland University College
SHEILA D. CRAFT (Facilitator), Strategic Planning Analyst, The Ohio State University

This session will describe the involvement of an IR office in the process to develop a new policy on student progress toward a degree at a public research university. IR became involved as staff to a task force established by the President to examine graduation rates. The IR office developed data to describe the salient issues as well as to understand who would be adversely impacted by the policy. These data assisted the committee in shaping the policy and in understanding which students would need exceptions from it.

### Changes in Tuition Policy: Natural Policy Experiments in Five Countries (520)

WATSON SCOTT SWAIL (Author), President, Educational Policy Institute
ALEX USHER (Author), Educational Policy Institute
DONALD E. HELLER (Author), Associate Professor and Senior Research Associate, Penn State University

This presentation will present information from a recent study of the relationship between tuition pricing and enrollment trends in various regions around the world. To study these impacts, 10 jurisdictions in 5 countries were identified, including Canada (Quebec, British Columbia, Manitoba, and Newfoundland), the US (California, Virginia, and Massachusetts), Ireland, Australia, and Britain.

### Impacts of Survey Modes and Incentive: A Comparative Analysis of Parallel Mail, Telephone, and Web Surveys (607)

DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University
VAUGHN CALL (Author), Professor of Sociology, Brigham Young University
STEVE WYGANT (Author), Assessment Consultant, Brigham Young University
MELINDA A. GEBEL (Facilitator), Assistant Director, Arizona State University-Main

This study focuses on differential impacts of survey mode and incentives on responses to surveys in higher education. Resulting data from parallel mail, telephone, and Web administrations of a student advisement survey will be presented with a view toward the following research questions in a survey of college students (N=4000): 1) Do the modes yield the same results? 2) How do the modes compare on logistical matters such as turnaround time, cost, efficiency, and response rates? 3) What impact do incentives have? The content of the survey developed around academic/career advising attitudes and experiences of students will be made available.

### Predicting At Risk Students Based on Cross Industry Standard Process for Data Mining (CRISP-DM) Model (618)

TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology
MARCEL NZEKOU (Facilitator), Research Specialist, Principal, University of Arizona

This case study will proceed by following the CRISP-DM model to identify steps involved in conducting data mining. The case study is utilizing data from a university campus to develop a model for predicting end of first year performance of freshmen and identifying at risk students who might leave the university due to low grade point average. Neural net and decision trees algorithms will be applied to score and identify the best model based on validation result. Interpretation of significant results will be shared.

### Sharing the Mission: Coordinating the Creation of a Common Language and Shared Conceptual Framework When Nobody Seems to Agree on Anything (630)

MATTHEW FULLER (Author), Texas A & M University
MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University
JAMES A. ANDERSON (Author), Vice President and Associate Provost Institutional Assessment and Diversity, Texas A & M University
CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

Your mission, should you choose to accept it, is to improve higher education using the most effective assessment processes. Your task will be difficult, as your team is comprised of faculty and staff with differing levels of exposure and enthusiasm for assessment. Your first step is to establish a shared language and conceptual framework for assessment. Attend this highly interactive presentation to gain an understanding of others’ definitions of assessment, understand the process of developing a shared language and framework for assessment, and discover ways to promote your work to the campus and professional community.
Voices from around the World: International Undergraduate Student Experiences (123)

DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research, Tufts University
HEATHER ROSCOE (Author), Assistant Director, Tufts University
MARJORIE E. WISEMAN (Author), Director of Institutional Research, Northeastern University
MARGARET K. COHEN (Author), Assistant Vice President of Institutional Research, George Washington University
PETER J.P. HOEKSTRA (Author), Director of Institutional Research, University of Amsterdam
UULKJE DE JONG (Author), Senior Researcher, University of Amsterdam
ANGELO J. CALDERON (Author), Head, Institutional Research Consultancy Group, RMIT University
KELLI J. ARMSTRONG (Author), Director of Institutional Research, Boston College
LISA S. O’LEYARY (Author), Research Analyst, Tufts University
J. PATRICK MIZAK (Facilitator), Director of Institutional Research, Canisius College

This paper explores how students adjust to life at universities outside their home countries. Much of the current body of research was conducted prior to the 9/11 tragedy and focuses primarily on studies within a single U.S. institution. This project expands the boundaries by including multiple institutions from around the globe post-9/11. The authors describe international undergraduates’ educational experiences, as well as explore differences between those students attending U.S. and non-U.S. institutions and differences among those who hail from different regions of the world.

An Evaluation of a Higher Education Service Organization: Assessing Satisfaction and Productivity (154)

MESUT AKDERE (Author), Assistant Professor, University of Wisconsin-Milwaukee
STEVEN R. HOAGLAND (Facilitator), Director of Institutional Research & Assessment, Myers University

Using survey research method, the paper will examine, evaluate, and assess the services and programs provided by a graduate and professional student organization in a Big-10 University in the US. The organization provides services to over fifteen thousand graduate and professional students and has a significant role in enhancing and improving student life on campus. The purpose of this paper is to evaluate and assess the level of satisfaction and productivity as they relate to student life experience during graduate education. This paper contributes to our understanding of how student support services and programs impact student life in higher education.

Chinese Students’ Adaptation to Learning in an American University: A Multiple Case Study (246)

JUAN XU (Author), Research Analyst, Brock University
ELIZABETH A. JONES (Facilitator), Associate Professor, West Virginia University

Students from different cultures have experienced different teaching/learning systems in their home countries. The Chinese teaching/learning system is particularly different from the US system because of the great cultural distinctions between the two nations. This study was designed to describe the process eleven Chinese international graduate students enrolled in an American Midwest university went through in adapting to the US teaching and learning system and to identify the coping strategies they utilized in the adaptation, by adopting a qualitative multiple case study method.

Student Engagement in Deep Learning and its Relationship to Educational Outcomes: Comparisons by Disciplinary Area (268)

THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University Bloomington
GEORGE D. KUH (Author), Chancellor’s Professor of Higher Education, Indiana University at Bloomington
T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington
PATRICK T. TERENZINI (Facilitator), Distinguished Professor, Penn State University

Students have more learning potential than traditional pedagogical methods often tap. To more fully develop student talents, many campuses are shifting from a passive, instructor-dominated pedagogy to active, learner-centered activities. This study uses data from the National Survey of Student Engagement to assess deep learning behavior and examine the relationships between deep learning and selected educational outcomes. The results indicate that many students report engaging in deep learning activities and students who engage more frequently in these behaviors report greater educational gains and are more satisfied with college. However, these results vary by disciplinary area.
Out-of-Classroom Faculty Activity Study: A Look at Two Data Collection Cycles and a Verification Study (308)

HEATHER KELLY ISAACS (Author), Assistant Director, University of Delaware
MICHAEL F. MIDDAGUH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware
LAURA A. SCHARTMAN (Facilitator), Director of Institutional Research and Assessment, Oakland University

This paper will discuss the results of the 2002 and 2003 Faculty Activity Study. The importance of establishing reliable benchmarking data to successfully plan and assess academic programs will be emphasized. Results of a verification study will also be discussed. Based on the findings of the verification study, users of the Faculty Activity Study will receive guidance on how to interpret the Study results. Finally, assessing the validity of the data collection materials will allow recommendations to be made that will help strengthen the utility of the Study.

In the Beginning: The Historical Foundations for The Association for Institutional Research (689)

LARRY G. JONES (Author), Senior Public Service Associate, University of Georgia
AMY R. BALLAGH (Facilitator), Director of Institutional Research and Evaluation, Ogeechee Technical College

The concept of institutional research as a viable management and research tool in the operation of colleges and universities was still developing when the first National Institutional Research Forum was held in Chicago in 1961. This paper examines the underlying issues, events and activities leading to the development of institutional research as a management tool and identifies the people, institutions and organizations and motivation responsible for the creation of the Association for Institutional Research.

An Analysis of Institutional Commitment and Goal Commitment on a Community College Sample (717)

CATHERINE WYNNE (Author), Senior Research Analyst, Suffolk County Community College
MARYANN S. RUDDOCK (Facilitator), Associate Vice President and Director, Office of Institutional Research, University of Texas at Austin

This is a preliminary study to determine the extent to which findings from Nora and Cabrera’s 1993 analysis of the construct Institutional Commitment and Allen and Nora’s 1995 analysis of the construct Goal Commitment (the focal studies) are generalizable to a 2-year community college population. Predictive validity is an aspect of construct validity. The focal studies are an empirical examination of the construct validity of commitment in the persistence process. Both short-term (term-to-term) and long-term (4-term) persistence will be measured. The conflicting evidence regarding the relation of IC and GC to persistence prompted the initial studies.

Electronic Mentoring: Implementation and Implications for a Field-Based Teacher Education Program (T01)

DAVID HOLLIER (Author), Assistant Professor, Secondary Education, Stephen F. Austin State University

Finding meaningful field experiences for students in teacher education programs is a challenge for some universities and especially difficult for those universities located in rural areas with limited access to schools, classrooms, and programs in public, private, and parochial institutions. There appears to be a “disconnect” between theory and practice. The implementation of an electronic-mentoring partnership between secondary teacher education seniors (about to student teach) and high school students is fully explored. Program design issues, technology approaches and use, impact on field experience requirements, and perceptions about the program are discussed. Survey data and findings are reported.

IPEDS First Professional Degree Programs: A Policy Update (T10)

EDWARD L. DELANEY (Author), President, Strategic Analyses: Organizational Planning and Research

This session will review current issues and proposed recommendations for improving IPEDS data collected on First Professional Degree awards and enrollments. Comments and suggestions are sought on proposed changes to the definition of first professional programs, as well as specific criteria for post-baccalaureate programs to be included and excluded in reporting and using such data.
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<td>9:40-10:20 a.m.</td>
<td>SPSS Dimensions: A Complete Platform for Your Survey Research Needs (E01)</td>
<td>Anaheim, NT, Lobby Level</td>
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<td>JAMES PARRY (Presenter), Systems Engineer, SPSS Inc.</td>
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<td>This demonstration is specifically designed for higher education administrators and institutional researchers wanting to gain more insights faster from their survey research data on student and alumni populations using SPSS survey research and reporting software. Attendees will see Survey Design and Data collection: automating data entry, creating re-usable online surveys, and collecting more accurate data in less time. Attendees will also see Reporting: accessing consolidated survey data with a Web-browser, assigning differential access to analysts and consumers, creating powerful tables for online storage, and exporting results directly to software packages. Demonstration attendees will learn about SPSS Dimensions: mrInterview for authoring surveys and mrTables for creating and disseminating tables.</td>
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<td>MORNING COFFEE BREAK</td>
<td>San Diego Ballroom</td>
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<td>Vendor-Sponsored Morning Coffee Break (081)</td>
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<td>Please join us for a morning vendor-sponsored coffee and take time to visit with the vendors and catch up with your colleagues over coffee.</td>
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<td>11:10-11:50 a.m.</td>
<td>BEST PAPER/PRESENTATION</td>
<td>Marriott Hall 4, NT, Lobby Level</td>
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<td>NEAIR Best Paper: The Guidebook Ratings Game: The Influences on Institutional Prestige and Reputation (753)</td>
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<td>KYLE V. SWEITZER (Author), Graduate Research Assistant, Penn State University</td>
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<td>J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University</td>
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<td>This study examines institutional characteristics and college guidebook ratings and their component measures to determine which variables exert the greatest influence on each rating in four guidebooks and U.S. News &amp; World Report.</td>
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<td>11:10-11:50 a.m.</td>
<td>BEST PAPER/PRESENTATION</td>
<td>Marina Ballroom Salon F, ST, Level 3</td>
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<td></td>
<td>CAIR Best Paper: Use Data Mining Techniques to Develop NSSE Institutional Typologies (755)</td>
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<td>JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College</td>
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<td>JOHN C. HAYEK (Author), Senior Associate Director, National Survey of Student Engagement</td>
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<td>CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching</td>
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<td>THULASI KUMAR (Facilitator), Director Information Management and Analysis, University of Northern Iowa</td>
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<td>The purpose of this study is to define the process by which data mining techniques were used as a tool in developing an institution typology based upon data from the National Survey of Student Engagement (NSSE). Factor dimensions capturing student behaviors were established prior to cluster modeling. This resulted in an institutional typology describing 4-year institutions from a new conceptual angle.</td>
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<td>11:10-11:50 a.m.</td>
<td>DEMONSTRATION</td>
<td>Leucadia, ST, Level 1</td>
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<td>The Role of Institutional Research Offices in Data-Driven Management: Presentation and Dissemination (461)</td>
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<td>LAWRENCE J. REDLINGER (Author), Executive Director, University of Texas at Dallas</td>
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<td>SHARON F. ETHEREDGE (Author), Institutional Research Associate, University of Texas at Dallas</td>
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<td>RUTH V. SALTER (Facilitator), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University</td>
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<td>This presentation focuses on the role of institutional research offices in the timely provision and dissemination of key information to relevant groups who make operational decisions. We focus on how relevant data can be presented and disseminated in a timely and useable manner to drive informed management decisions. We provide illustrations of and discuss how we present data and information to the wider university community. We will provide template examples of the types of data that is disseminated such as enrollment and semester credit hour tracking by program, class specific enrollments, and faculty workload.</td>
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<td>11:10-11:50 a.m.</td>
<td>DEMONSTRATION</td>
<td>Marriott Hall 5, NT, Lobby Level, Internet</td>
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<td>A Web-Based Tool for Collecting Faculty “Non-Classroom” Productivity Data (740)</td>
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<td>RICHARD D. HOWARD (Author), Professor, Montana State University-Bozeman</td>
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<td></td>
<td>JAMES B. RIMPAU (Author), Executive Director for Planning and Analysis, Montana State University-Bozeman</td>
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<td>During the past decade the “Delaware Study” has become a primary source of comparative data for many colleges and universities. Recently, this study has been expanded to collect “non-classroom” faculty productivity data. Data are collected that document the scholarship activities of faculty in the areas of instruction, research, and service/outreach. Unlike the earlier data, these data must be collected each year directly from the faculty and then summarized in an institutional report. In this demonstration, a Web-based tool developed to collect these data from the faculty is presented. In addition, multiple institutional concerns that guided its development will be discussed.</td>
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### A New Approach to Accountability Using the National Information Center for Higher Education Policymaking and Analysis (736)

**THOMAS H. WICKENDEN** (Author), Executive Director, National Postsecondary Education Cooperative  
**FRED LILLIBRIDGE** (Facilitator), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College  

Accountability systems in higher education have failed to provide effective incentives for improving performance. Unlike the “bottom line” that imposes discipline on private enterprise, public attempts to create accountability have generally been complex, fragmented and ephemeral. The National Information Center for Higher Education Policymaking and Analysis provides data on the educational pipeline with which states can model comprehensive yet integrated accountability systems for legislative programs and public institutions. The accountability systems can be directly tied to common, enduring goals such as economic development, while the models provide surprising insights into missing data, misleading assumptions and the mathematics of the pipeline.

### Case Study of Math Performance at the Community College (159)

**GEORGIA I. GUDYKUNST** (Author), Director of Institutional Effectiveness, Maricopa Community College District  
**MARY A. DAY** (Author), Director of Research, Planning and Development, Chandler/Gilbert Community College  
**GARY W. GRAFF** (Facilitator), Director of Institutional Research, Northern Kentucky University  

The purpose of this presentation is to describe the development of a cohort tracking process to better understand how community college students enroll and perform in mathematics after the first year of college. This study examines three student cohorts. College placement scores, first college math courses, subsequent enrollment in math courses and performance within courses will be presented.

### Researchers Beware: Comparing FSSE with NSSE Can Be Messy (217)

**EDWIN A. RUGG** (Author), Director of the Center for Institutional Effectiveness, Kennesaw State University  
**JULLIANA R. BREY** (Facilitator), Director of Institutional Research and Assessment, Cardinal Stritch University  

The growing popularity of institutional participation in the National Survey of Student Engagement (NSSE) and the advent of the Faculty Survey of Student Engagement (FSSE) have created a wave of interest in comparing student and faculty perspectives on student engagement in the collegiate experience. However, researchers should exercise caution when making such comparisons since the “parallel” items from both survey instruments are often not comparable in their design, wording, or response context. Potentially confounding differences exist and will be explored in this case study. Convergent as well as comparative analysis strategies are suggested.

### Measuring the Impact of Remediation in Community Colleges: Grades and Mathematics Sequence for Traditional-Age Students (219)

**CLIFFORD ADELMAN** (Author), Senior Research Analyst, United States Department of Education  

Using the transcript-based NELS:88/2000, the paper illustrates the virtues and limitations of two approaches to determining the success of community college students enrolled in remedial courses. The first tests hypotheses related to no-penalty withdrawal and no-credit repeat grades in three sub-populations defined by summative earned credits and transfer status. The second follows the “math paths” from where students enrolled in remedial math “topped out” in high school math to identify the factors that bring those students through the gateway of college-level math, a key metric in improving community college outcomes.

### Evaluating Student Self/Peer Evaluations in Team Projects (251)

**RUSSELL WALKER** (Author), DeVry University, Long Beach  
**TIMOTHY K. C. CHOW** (Facilitator), Director of Institutional Research, Rose-Hulman Institute of Technology  

Self/peer evaluations are increasingly used as part of student assessment in higher education. This study analyzes data collected from self/peer evaluations of team projects in undergraduate business and information systems courses taught by the author over the last four years. Issues examined include consistency and reliability of student evaluations; correlations between peer, self, and third-party ratings; correlations to other assessment measures, such as course grades; and evidence of collusion or other problems. An on-line application for collecting and analyzing student evaluations will also be demonstrated.
### Can e-Learning Revolutionize Quality Assessment? (252)

**Catherine L. Finnegon** (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
**Karen Gage** (Author), Vice President of Marketing, WebCT  
**Donald C. Boeckman** (Facilitator), Research Associate, Southeastern Louisiana University

As the use of e-learning systems becomes increasingly pervasive, institutional researchers have access to detailed quantitative data about student activity during the learning process. Institutions can capitalize on this asset by developing processes for a regular cycle of measurement, analysis, and change that are designed to continuously improve educational quality. In this session, learn how new e-learning technology is allowing institutions to collect and analyze learning data that was previously unavailable — potentially revolutionizing methods for assessing learning outcomes and academic program quality. Data will be presented from an analysis of online activity by students enrolled in fully online undergraduate courses.

### Undergraduate Research Opportunities in the Life Sciences (264)

**Nida Denson** (Author), Research Analyst, University of California-Los Angeles  
**Marc R. Levis-Fitzgerald** (Author), Director, University of California-Los Angeles  
**Kelli J. Armstrong** (Facilitator), Director of Institutional Research, Boston College

Scholars have criticized large research universities for failing to provide undergraduate students with the skills and abilities needed to succeed both in life and in the workforce. One strategy, taken at a large public research university, is to use its strength as a research institution as the foundation of curricular reform by bringing research experience into science general education. Students participate in a research project in the context of their undergraduate coursework. This paper presents the experience of the students and faculty who participated in this novel course. Outcome measures include science learning, skill development, and future plans for research.

### Preventing Dust Collection: Transforming Student Affairs Strategic Planning into Action and Tangible Results (450)

**Simone Himbeault-Taylor** (Author), Associate Vice President for Student Affairs, University of Michigan Ann Arbor  
**Malinda M. Matney** (Author), Senior Research Associate, University of Michigan-Ann Arbor  
**William F. Ritchie** (Facilitator), Vice President of Institutional Research, Planning and Assessment, Keiser Collegiate System

The Division of Student Affairs at the University of Michigan engaged in a strategic planning process to create a set of long range goals (meant to inform the next five to seven years of Divisional work). The UM Division of Student Affairs used qualitative research to incorporate the voices and concerns of students, faculty, and Divisional staff. During the past year, the strategic planning and long range goals have translated into specific interunit assessment efforts. This presentation will describe this assessment work, and the interunit goal-related initiatives flowing from this assessment.

### Using Institutional Database to Identify Influential Factors of Applicant’s Enrollment Decision and Compute Enrollment Probabilities (609)

**Bin Ninge** (Author), Director of Institutional Research and Assessment, Marygrove College  
**Prudence A. Widlak** (Facilitator), Research Associate, College of DuPage

This study uses existing application data for undergraduate freshmen from a single institution to examine the factors that have an influence on an applicant’s enrollment decision. Examples on how to compute enrollment probabilities for individual applicants are presented. Research methods include the use of correlation analysis, binary logistic regression analysis, and probability computation. The study intends to assist admissions counselors to focus their limited resources on a highly targeted prospective student market and thus improve the efficacy of their recruitment efforts. The study also presents a research method that can be applied to any institutional setting by individual institutional researchers.

### Effective Uses of “Effect Sizes” in Interpreting Outcomes and Setting Benchmarks (624)

**Cristi Carson** (Author), Director of Institutional Research, Keene State College  
**Carol J. Bernhard** (Facilitator), Data Analyst, University of New Mexico

After reviewing the historical debates surrounding the use of statistical significance tests, the author will demonstrate the relationships between significant tests, effect sizes and power. This will be followed by practical examples that will illustrate the usefulness of effect sizes in interpreting student outcomes for faculty and staff, and establishing benchmarks for performance indicators.
MONDAY, MAY 30, 2005

11:10-11:50 a.m. RESEARCH PRESENTATION Santa Rosa, ST, Level 1

Datawarehousing for Institutional Research: Experiences, Challenges and Goals. (627)

LEO O. VELEZ-RAMOS (Author), Auxiliary Researcher, University of Puerto Rico, Mayaguez

The purpose of this presentation is to describe the process of developing a data warehouse to support institutional research efforts in our university. It summarizes all the efforts that have been carried out, and lays the ground for future work. Most of the tasks that have been carried out so far have been related to the development of the data warehouse and the data-migration process, but some work has begun on developing the tools that will be used to interact with the data warehouse. We believe this system will greatly enhance the university’s decision making process.

11:10-11:50 a.m. RESEARCH PRESENTATION Marriott Hall 1, NT, Lobby Level

US News Rankings: A Systematical Method for an Institution to Predict its Rank under Various Scenarios (629)

ZHAO YANG (Author), Research Statistician, Old Dominion University
ANGELA DETLEV (Facilitator), Research Analyst, University of Richmond

An innovative model is designed to address the request from senior administration to improve on certain categories gauged by US News in its rating formula given institution’s limited resources. Data is solely from US News Web site without external sources. It demonstrates how an institution may perform in the ranking ladder under various scenarios which the institution can assume based on its resources. Researchers can gain insights on how much effort is needed to jump to the higher tier or avoid slipping. The project can be accomplished in a week, and Excel spreadsheet is the only implementing tool, ensuring wide applications.

11:10-11:50 a.m. RESEARCH PRESENTATION Solana, ST, Level 1

Assessment, Zero to 120 MPH: IR “Lessons Learned” at a Small College (632)

KATHRYNE M. DREZEK (Author), Assistant Director for Planning and Institutional Research, Stonehill College

Accountability, performance, measurement – assessment “buzzwords” permeate higher education, from the revision of accreditation standards and the reauthorization of the Higher Education Act to individual campus conversations. As campus constituencies become more data-savvy, the demand for meaningful assessments of the student curricular and co-curricular experience will increase. This can be especially challenging to institutional researchers at small institutions asked to spearhead assessment initiatives. This session addresses recent IR trends related to assessment and the pros and cons of IR involvement in assessment, offering first-hand “lessons learned” while navigating the role of IR in assessment activities at a small college.

11:10-11:50 a.m. SCHOLARLY PAPER Atlanta and Chicago, NT, Lobby Level

An Assessment of Relationships between Entering Characteristics, College Experiences, and Student Satisfaction with General Education and Major Field Courses (117)

JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University
GERARD A. DIZINNO (Facilitator), Director of Institutional Research, University of Texas at San Antonio

The purpose of this project was to assess the effects of student characteristics and college experiences on satisfaction with general education courses and courses in the major field. The I-E-O assessment model was used and several college experiences were significantly related to both outcomes. For instance, students who more frequently worked on group projects during class and had more frequent opportunities to work on research projects had more positive ratings of their general education courses. Students who worked more during college were less satisfied with their general education courses. An overview of the methods used and complete results will be presented.

11:10-11:50 a.m. SCHOLARLY PAPER Torrey 1 & 2, NT, Lobby Level

Our Graduates; Where Do They Destine? (275)

ONALENNA SILAS (Author), Assistant Director Institutional Research, University of Botswana
LESEGO GABAITIRI (Author), Lecturer, Statistics, University of Botswana
SAMUEL BALDWIN (Facilitator), Research Associate, Jarvis Christian College

In many developing countries, higher institutions play an important role in training of skilled manpower. The development of highly skilled manpower is one of the key requirements for social, political and economic development of any country. It is therefore very crucial for higher education institutions to develop curricula that best suit the environment where its graduates would work. The information collected would be used for planning purposes by the University and its stakeholders. The data analysis would comprise descriptive and inferential statistics together with summary tables and pie-charts and further make conclusions/recommendations.
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<th>Author(s)</th>
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<tr>
<td>11:10-11:50 a.m.</td>
<td>Torrey 3, NT, Lobby Level</td>
<td>SERGEY GROMOV (Author), Associate Vice Rector for Information and Technology, Moscow State Institute for Steel &amp; Alloys, PATRICK T. TERENZINI (Facilitator), Distinguished Professor, Penn State University</td>
<td>Enhancing the Role of Cooperation Between the European Community, Russia and the United States of America: Credit Systems and Transfer Models (304)</td>
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<td>11:10-11:50 a.m.</td>
<td>Marriott Hall 6, NT, Lobby Level, Internet</td>
<td>PAUL D. UMBACH (Author), Assistant Professor, University of Iowa, THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University Bloomington, MATTHEW R. WAWRZYNSKI (Author), Assistant Professor of Higher, Adult and Lifelong Education, Michigan State University, GURVINDER K. KHANEJA (Facilitator), Associate Director of Institutional Research, Montclair State University</td>
<td>Emphasizing Diversity: The Impact Faculty Use of Diversity-Related Activities on Student Learning and Engagement (323)</td>
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<td>11:10-11:50 a.m.</td>
<td>Balboa, ST, Level 3</td>
<td>GITA W. PITTER (Author), Associate Vice President of Academic Affairs, Florida A &amp; M University, HEATHER KELLY ISAACS (Facilitator), Assistant Director, University of Delaware</td>
<td>Program Reviews: Making the Most of a Process to Improve Academic Programs (345)</td>
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<td>11:10-11:50 a.m.</td>
<td>Marriott Hall 3, NT, Lobby Level</td>
<td>GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University, JOSETTA S. MCLAUGHLIN (Author), Director of the School of Management and Marketing, Associate Professor of Management, Roosevelt University, LANCE KENNEDY-PHILLIPS (Author), Research Associate, DePaul University, JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.</td>
<td>Developing Institutional Indicators: The Role of Institutional Research (482)</td>
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<td>11:10-11:50 a.m.</td>
<td>Del Mar, ST, Level 3</td>
<td>GERRIE J. JACOBS (Author), Head: Office for Institutional Effectiveness, University of Johannesburg, ANCI DU TOIT (Author), Coordinator of Quality Care, Rand Afrikaans University, JACQUELYN STIRN (Facilitator), Retired</td>
<td>Quality Improvement: Contrasting 1999 and 2004 Faculty Views and Practices (485)</td>
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Monday afternoon time 6

11:10-11:50 a.m. SCHOLARLY PAPER Green Room, ST, Level 3


MIKE ROGERS (Author), Assistant Director for Institutional Research, University of the Pacific
ROBERT J. BRODNICK (Author), Director, Planning and Research and Assistant Professor, University of the Pacific
MARGARET K. COHEN (Facilitator), Assistant Vice President of Institutional Research, George Washington University

This study explored institutional similarities using modeling techniques in the national university population. Measures of proximity in national datasets shed light on the dynamics of peer group construction. Factors were identified that provide the foundation for peer similarities. Structural equation modeling yielded robust model fit; researchers choose to test the fit of the factors and weightings used in national rankings. Applications for higher education are: 1) the methods provide institutions with options to determine their own peers; 2) the framework aids the application of strategic indicators to institutional strategy; and 3) the validity of the US News framework is tested.

11:10-11:50 a.m. SPECIAL EVENT New York, NT, Lobby Level, Internet

AIR Technology Institute Focus Group (761)

MARY ANN COUGHLIN (Convener), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics, Springfield College
ANTHONY BICHEL (Convener), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This is an invitational event for the Technology Institute faculty to gain insightful information about enhancing the design and delivery of this professional development opportunity.

11:10-11:50 a.m. SPECIAL INTEREST GROUP Boardroom, ST, Level 3

EAIR/AIR Seminar Planning Meeting (088)

VICTOR M.H. BORDEN (Convener), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
SANDRA K. JOHNSON (Convener), Associate Dean, Princeton University
ELLA KRUZINGA (Convener), Secretariat, European Association for Institutional Research
DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University Oxford
ANDREEA M. SERBAN (Convener), Associate Vice President of Information Resources, Santa Barbara City College
TERRENCE R. RUSSELL (Convener), Executive Director, Association for Institutional Research

By Invitation Only: A joint EAIR/AIR planning meeting to consider and plan a joint EAIR/AIR seminar.

11:10-11:50 a.m. VENDOR DEMONSTRATION Anaheim, NT, Lobby Level

Assessment Resource Center (ARC): College BASE-General Education Assessment (E02)

TIMOTHY H. PARSHALL (Presenter), Assistant Director, Assessment Resource Center University of Missouri-Columbia

College BASE, a criterion-referenced academic achievement examination, evaluates students’ knowledge and skills in English, mathematics, science, and social studies, usually after a student completes a college-level core curriculum. Developed to provide colleges with an accurate assessment of academic progress, College BASE emphasizes concepts and principles derived from course materials.

Session participants will review the development of College BASE, the subjects and skills tested by the exam, and the testing formats. In addition, examples of institutional summary data and individual student reports will be provided. This session is of special interest to representatives seeking an instrument to assess institutional effectiveness.

12:00-12:50 p.m. COMMITTEE MEETING Newport Beach, ST, Level 4

Professional File Editorial Board Meeting (075)

GERALD W. MCCLAUGHLIN (Committee Chair), Director of the Office of Institutional Planning and Research, DePaul University
JESSICA S. KORN (Associate Committee Chair), Associate Director of Institutional Research, Loyola University of Chicago

Meeting for the members of the Professional File Editorial Board.
CIRP Users Special Interest Group (S13)

CATHARINE L. FINNEGAN (Convener), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia

Institutional researchers whose institutions use the CIRP, Your First College Year (YFCY), and College Student Surveys (CSS) will discuss using these instruments for assessing their students. Topics to be covered will include: using the CIRP in conjunction with other campus data to study student outcomes; using the CIRP, YFCY, and CSS for longitudinal student research; and improving/enhancing comparability of student data through consortial arrangements. The focus of the discussion will be on institutional applications of CIRP student data, especially, program planning and evaluation and institutional decision-making.

Common Data Set Exchange (CDSX) Meeting (S39)

JOHN H. MILAM (Convener), Executive Director, HigherEd.org, Inc.

The Common Data Set Exchange (CDSX) is a way for all types of institutions to confidentially share their online CDS data. After a brief presentation about the CDSX and its partnership with The Carnegie Foundation for the Advancement of Teaching, an open meeting will be held to discuss the project. This session provides time for questions, comments, and ideas about the CDSX and how it can best serve institutions.

Noel/Levitz Student Satisfaction Inventory (SSI) Users (S44)

LLOYD H. BYRD (Convener), Director of Institutional Research, Virginia Commonwealth University

Current and prospective users of the Noel/Levitz Student Satisfaction Inventory (SSI) are encouraged to meet and discuss their experiences with the survey on their campuses.

Southeastern Association for Community College Research (SACC) (S53)

EDITH H. CARTER (Convener), Assistant Professor of Educational Research, Radford University

Members and all those interested in learning more about the Southeastern Association for Community College Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.

SPSS Users (S60)

ROBERT VALENCIC (Convener), Account Executive, SPSS Inc.

This session will provide an open forum for current and prospective SPSS users to gather and learn more about SPSS, to share common experiences and to relate how they use SPSS for all their reporting needs. Representatives from SPSS may also be in attendance. All SPSS users are invited to attend and share their expertise with each other and with prospective SPSS users.

SUNY Association for Institutional Research and Planning Officers (S62)

KELLI A. PARMLEY (Convener), Director of Institutional Research, State University of New York at New Paltz

Current issues pertaining to SUNY and plans for the annual conference.

A Demonstration of Web Development for New SACS Process (S82)

WILLIAM R. FENDLEY (Convener), Executive Director of Institutional Research and Assessment, The University of Alabama

The conveners plan to demonstrate a Web site recently developed by The University of Alabama for the purpose of complying with the new SACS reaffirmation process. The conveners would hope to get feedback and reaction to the development. There will be time for Q&A’s, and if time is available, the audience will be asked to share their recent experiences or plans concerning the new SACS process.
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| 12:00-12:50 p.m. | SPECIAL INTEREST GROUP Carlsbad, ST, Level 3  
Arab Americans (S92)  
EMAD M. WAJEEH (Convener), Director of Institutional Research, Planning and Assessment, Lynn University  
This SIG includes Arab-American IR and Arab IR officers in Arabic universities. Anyone interested is encouraged to attend. |                                   |
| 12:00-1:40 p.m. | SPECIAL EVENT Marina Ballroom Salon E, ST, Level 3  
Affiliated Groups Luncheon (Invitational Event) (006)  
DENISE A. KRALLMAN (Host), Assistant Director of Institutional Research, Miami University Oxford |                                   |
| 1:00-1:40 p.m. | AIR GRANT PAPER Mission Hills, ST, Level 3  
AIR GRANT PAPER: Factors Affecting the Retention, Persistence, and Attainment of Undergraduate Students at Public Urban Four Year Higher Education Institutions (716)  
KEVIN B. MURPHY (Author), Research Analyst, University of Massachusetts Boston  
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research  
Preliminary research into the populations of public urban four year higher education institutions indicates that race/ethnicity and Verbal SAT scores may be acting as proxies for immigration status and the use of a home language other than English. There are indications of differences in the behavior of immigrant/other language students that may impact retention, persistence, and attainment. This paper uses data from national surveys to construct and test models of these measures for large city institution populations compared to other public four year institutions, with a focus on immigration and language issues. |                                   |
| 1:00-1:40 p.m. | DEMONSTRATION Columbia 1, NT, Lobby Level  
Creating Assessors of Learning Outcomes in Student Affairs (164)  
KELLY E. WAHL (Author), Institutional Information Coordinator, University of California-Los Angeles  
ELIZABETH STODDARD (Author), Assistant Vice President of Student Affairs, Loyola Marymount University  
LINDA L. THOMAS (Facilitator), Administrative Aide, Illinois State University  
Student affairs professionals engaged in best management practices 1) define learning outcomes that should be attained by the students they serve, and 2) participate in the assessment of those outcomes. Without these professionals’ investment in and understanding of the assessment process and its value, learning outcomes cannot be measured effectively, and the use of assessment research in decision making becomes less likely. Diverse backgrounds of student affairs professionals may not include training in learning outcomes assessment; this demonstration session reenacts a successful method for developing the potential of student affairs professionals to assess their areas’ learning outcomes. |                                   |
| 1:00-1:40 p.m. | INVITED PAPER Marriott Hall 2, NT, Lobby Level  
The Research and Teaching Profile of Catalan-University Academics (728)  
MARINA TOMAS FOLCH (Author), Professor, Universitat Autònoma de Barcelona  
We present the results of research aimed at studying the organizational and academic culture of universities in Catalonia (Spain) and their readiness to confront the upcoming challenges within the knowledge society. The research project examines different aspects of university culture such as: universities’ aims, government and management, academics’ research and teaching profiles, students’ profiles, ICT integration, universities’ innovations and establishment of university-society partnerships. To gather information on how universities are adjusting to continuous changes we developed a questionnaire, analysed documents, did some observations and interviewed experts. This particular paper is related to the academics’ research and teaching profile. |                                   |
| 1:00-1:40 p.m. | INVITED PAPER Marriott Hall 4, NT, Lobby Level  
The Finnish Management by Results System on the Institutional Level (730)  
KARI KUOPPALA (Author), Researcher, University of Tampere  
In this study it is analysed how the management by results strategy has changed the management together with the administrative system inside the universities in Finland. Empirically the study is based on the material collected from four comprehensive universities during the self evaluation of their internal administration. Theoretically it is based on higher education research. The reactive role of universities is explained by the conceptual framework of Burton Clark dealing with the entrepreneurial universities. Attention is paid to the strategic management of universities and to the practice of management by results. |                                   |
Affective College Adjustment Issues of Traditional and Non-Traditional Freshman Students (126)

DORIS C. WITHERS (Author), Vice President of Institutional Assessment, Planning and Accountability, City University of New York Medgar Evers College
JUOLLIE CARROLL (Author), Director of Counseling Services, City University of New York Medgar Evers College
MITCHELL S. NESLER (Facilitator), Assistant Vice President for Academic Affairs, State University of New York Empire State College

This presentation will describe the purpose, method used, and the results of a study that assessed the affective issues of students who attend an urban commuter public college. The survey instrument, College Adjustment Scales (CAS), which provided a rapid method of screening college students for common developmental and psychological problems, was used. The resulting affective profiles of traditional and non-traditional freshman students based on age, sex, and time of class attendance will be presented. How the findings were used to inform students, enhance counseling, modify curriculum, improve student services and provide for additional assessment and research will be described.

Student Satisfaction Inventory: Understanding Demographic Factors that Affect Student Overall Satisfaction Ratings (134)

PIYAPORN NAWARAT (Author), Assistant Director of Assessment, St. John’s University
YUXIANG LIU (Author), Director of Institutional Assessment, St. John’s University
SHEILA D. CRAFT (Facilitator), Strategic Planning Analyst, The Ohio State University

This study is designed to identify demographic factors that affect student overall satisfaction ratings and properly interpret these factors in the context of importance and satisfaction ratings. The data used in this study are the Student Satisfaction Inventory (SSI) data from a doctoral university. The sample size was 946. Identified as significant factors were choice of college when students were admitted, ethnicity, and gender. However, the same performance gaps for female and male made it difficult to draw the conclusion that female were more satisfied than male students although the overall satisfaction rating by female was higher than by male.

Persistence and Performance of Community College Students Transferring to a Private Research University (255)

JOACHIM W. KNOP (Author), Associate Director for Institutional Research, George Washington University
KIM DAM (Author), Assistant Director of Academic Planning and Assessment, George Washington University
LINDA S. HAGEDORN (Facilitator), Associate Professor, University of Southern California

In this case study a private research university presents the academic outcomes of former community college students who were accepted as transfer students. Time to degree, institutional GPA, level of satisfaction with the educational experience, and level of intellectual challenge will be compared to the traditional first-time freshmen population and to the student population who transferred from four-year colleges and universities.

A Study on Withdrawn and Lapsed Doctoral Students (413)

XUELUN LIANG (Author), Graduate Education Research Officer, University of Toronto

Findings of recent studies on time-to-degree at doctoral level often suggest that doctoral student attrition also deserves close attention from researchers. A survey was designed and conducted among withdrawn doctoral students from 1992 entering cohort with the intention of understanding why student withdrew from their programs and what caused withdrawals at different stages of Ph.D. studies. Approximately, 32% of the cohort withdrew or lapsed from programs as of Winter 2001 and about two thirds of them departed two or more years later after starting programs. Reasons for withdrawing varied considerably among students who departed at different stages of program.


R. STEPHEN RICHARDE (Author), Director of Institutional Research, Planning, and Assessment, University of Richmond
ANGELA DETLEV (Author), Research Analyst, University of Richmond
CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

Institutions of higher educations use peers for a variety of purposes and in a variety of ways. Institutions generally establish a “realistic” peer group, then select a group of so-called “aspiration peers” against which to measure progress. Peers are critical in providing these anchors for institutional benchmarking, analysis, and strategic planning. Choosing a list often becomes a very subjective task based upon reputation and anecdotal evidence. In order to build a group of peers for appropriate benchmarking, one institution developed an algorithm based upon institutional characteristic data available through IPEDS, U.S. News, HEDS, and Common Data Set.
### Transfer Student Success, Retention, and Graduation Metrics (420)

LAWRENCE W. WESTERMeyer (Author), Director of Institutional Research, University of Missouri-Saint Louis  
DONNA HAWLEY (Author), Director of Institutional Research and Professor, Wichita State University  
JENNY LIU (Author), Assistant Director of Institutional Research, University of Nebraska at Omaha

Historically, most required federal and state reporting, as well as the vast majority of educational research, has focused on first-time, full-time, degree-seeking freshmen. However, at an increasing number of four-year institutions, transfers constitute the majority of students. There are no widely-accepted metrics for measuring progress of transfer students. The purpose of this session is to discuss work done by participants on this issue and start to examine appropriate metrics. Of particular interest is how to deal with the number of hours accepted by the four-year institution and its impact on calculating graduation rates.

### Administering Course Evaluations On-Line via Blackboard: Results So Far ... (613)

JENNIFER L. DUNSEATH (Author), Director of Institutional Effectiveness, Kettering University  
DONNA WICKS (Author), Kettering University

Blackboard has been in use on our campus since 2001. For reasons such as potential cost savings, error reduction and greater efficiency, a decision was made to pilot test Blackboard as a tool to administer undergraduate course evaluations on-line. Eighteen faculty volunteered to try it. Results of our first pilot test were favorable overall – both students and faculty preferred this method to the paper and pencil version. Results of all pilot tests as well as pros, cons and “how to’s” will be presented.

### How to Win Friends and Influence People: Perspectives, Lessons, and Suggestions from IR Newcomers (614)

LISA S. O'LEARY (Author), Research Analyst, Tufts University  
JESSICA SHARKNESS (Author), Research Analyst, Tufts University  
ALAN J. STURTZ (Facilitator), Director of Institutional Research and Planning, Connecticut State University System

The evolving nature of the Institutional Research field has resulted in an influx of IR professionals that have been in the field for five years or less. Little is known about the experiences of such newcomers, as this topic is unexplored thus far in the IR research. This presentation will describe the results of a survey designed to better understand the experiences and perspectives of IR newcomers. The findings will be placed in the context of professional development issues and will provide guidance on how supervisors and peers alike can make new employees’ transitions to IR as smooth as possible.

### The Care and Feeding of Standardized Test Scores (635)

AMY E. SCHMIDT (Author), Executive Director, Higher Education Research, College Board  
JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.

Learn how to apply the Standards for Educational and Psychological Testing to your own practice by attending this informative session, which will provide an overview of the appropriate use standardized test scores, the rights and responsibilities of test takers and test score users, and the ways in which institutional research professionals can participate in test score validation. Real-life examples will be used in the presentation, and attendees will have the opportunity to brainstorm solutions to their own validation challenges.

### Big Can Be Great: Enhancing Undergraduate Education at Research-Extensive Universities (223)

JOHN RYAN (Author), Coordinator of Academic Program Review, The Ohio State University  
ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

This study examines the relationship between student engagement and students’ reports of learning and development, likelihood of persistence, and ratings of their overall educational experience based on NSSE responses from over 1,500 first-year and senior students at a large, research-extensive university. Results from four regression models representing these dimensions of academic quality suggest that greater academic challenge, institutional emphasis on academic work and studying, and frequent, prompt feedback on academic performance may be the best strategies for enhancing undergraduate education at large, research-extensive universities. Findings and potential implications are discussed.
Variation in Student Survey Response Rates Across Institutions: Implications for Understanding Institutional Differences (273)

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
PAUL D. UMBACH (Author), Assistant Professor, University of Iowa
JOHN A. MUFFO (Facilitator), Director of Academic Assessment, Virginia Polytechnic Institute and State University

This study explores the characteristics of colleges and universities that relate to student survey response rates. Using hierarchical linear modeling, we analyze survey data from 437 institutions that participated in the National Survey of Student Engagement in 2003 to understand why some schools have high student survey response rates, while others have low response rates.

A Cross-Sectional Examination of the Effects of Student Engagement on Retention in Minority and Developmental Students (291)

C. NATHAN MARTI (Author), Senior Research Associate, Community College Survey of Student Engagement
THOMAS K. MARTIN (Facilitator), Associate Vice President for Research and Institutional Effectiveness, Collin County Community College

Cross-sectional examination of data obtained from the Community College Survey of Student Engagement (CCSSE) consistently indicates that there are disproportionate numbers of developmental and minority students with 15 credit hours or less. The possibility that student engagement in educationally meaningful activities explained this gap was examined. Results indicated that developmental and minority students and higher credit hour students were consistently more engaged than their counterparts. However, a lack of consistent interactions between student characteristics and credit hours suggest that the student characteristics examined and engagement have a consistently opposite relationship to persistence in college, but are orthogonal predictors of retention.

Gender Effect on Productivity: A Comparison Analysis of Part-time Faculty in Higher Education from NSOPF: 99 (318)

WENFAN YAN (Author), Professor, Indiana University of Pennsylvania
YI GONG (Author), Teaching Associate, Indiana University of Pennsylvania

Decreasing budget forced higher education institutions to hire more part-time faculty, while increasing accountability for higher education raises the concern of their productivity. However, women are overrepresented in these part-time positions. This study will use the 1999 National Study of Postsecondary Faculty (NSOPF: 99) to examine the difference between female and male part-time faculty in terms of their productivities. Different predictive models of faculty productivity for female and male part-time faculty will be established. Findings of this study will provide policy implications for higher education institutions to take actions to increase the productivity for both female and male part-time faculty.

Departmental Support Implications for Technology Integration in the Community College Classroom (403)

MARIETTA DEL FAVERO (Author), Assistant Professor, Louisiana State University
JAN HINSON (Author), Louisiana State University
MARGARET L. DALRYMPLE (Facilitator), Senior Institutional Research Analyst, Purdue University

Using data from a 2003-04 program to develop a replicable professional development model for technology integration in community and technical college (CTC) classrooms, this paper explores the departmental support structures implicated by the model. While student learning resulting from faculty instructional technology training was reported by 71% of the students to have increased, department chair support is required for sustainability of these practices in the newly developing CTC system in this southern state. The CBAM adoption model (Hall et al., 1975) is used to assess the kinds of department chair support required at each stage of the technology adoption process.


DANIEL TEODORESCU (Author), Director of Institutional Research, Emory University
VINCENT CARTER (Author), Information Analyst II, Emory University
JACQUELYN STIRN (Facilitator), Retired

This paper examines indicators of educational attainment, income, geographical mobility, and occupational status for black immigrants in the U.S. and native-born African-Americans. We will use data from the 2000 census and draw from the literature on immigration, assimilation, and educational attainment to explain our findings.
### 1:00-1:40 p.m. SPECIAL EVENT
**Marina Ballroom Salon E, ST, Level 3**

Affiliated Groups Luncheon (Invitational Event) (006)

Continued from previous time period

### 1:00-1:40 p.m. TABLE TOPIC
**Del Mar, ST, Level 3**

**Achieving the Dream: Community Colleges Count (T07)**

MARY BETH WORLEY (Author), Coordinator for Institutional Research, Dona Ana Branch Community College

FRED LILLIBRIDGE (Author), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

DAWN R. KENNEY (Author), Senior Research Analyst, Albuquerque Technical Vocational Institute

Achieving the Dream is a long term effort to improve the success rates of low-income and minority community college students by strengthening “certain institutional policies, practices and commitments.” This session will provide an opportunity for participants to discuss the Lumina Foundation for Education’s Achieving the Dream initiative. Panel members will share their experiences of their first year as recipients of this initiative.

### 1:00-1:40 p.m. VENDOR DEMONSTRATION
**Anaheim, NT, Lobby Level**

Runzheimer International: Purchasing Power Parity – Issues and Solutions (E03)

KAYLYNN H. BURD (Presenter), Director of Business Development, Runzheimer International

Kay has worked with a number of universities to provide resources to researchers and administrators striving to address living-cost issues. This session will introduce you to the research methods and data bases offered by Runzheimer International, and their applications to faculty and staff salaries, student financial issues, and economic research.

### 1:00-2:30 p.m. PANEL
**Marriott Hall 1, NT, Lobby Level**

**U.S. News & World Report's America's Best Graduate Schools Rankings: An Overview (111)**

SAMUEL M. FLANIGAN (Author), Deputy Director of Data Research, U.S. News & World Report

ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report

The methodology used in the Medical, Law, Engineering, Education, Business, Ph.D. and the many other graduate degree rankings done by U.S. News. The history of the U.S. News Best Graduate Schools’ rankings. A discussion of the various U.S. News graduate school publications and online resources where the graduate school rankings and school profiles appear.

### 1:00-2:30 p.m. PANEL
**Marriott Hall 3, NT, Lobby Level**

The CIRP Freshman Survey, YFCY, & CSS: Using Longitudinal Data to Assess Student Change and Development in College (269)

LETICIA OSEGUERA (Author), Post Doctoral Scholar, University of California-Los Angeles

MARK L. GUNTY (Author), Assistant Director of Institutional Research, University of Notre Dame

SANDRA MARQUEZ HALL (Author), Manager, Assessment and Student Life Research, Texas Tech University

STEPHANIE R. WERNIG (Author), Director of Institutional Research, Creighton University

KIT MAHONEY (Facilitator), Business Manager, University of California-Los Angeles Higher Education Research Institution

This panel discusses the theory and application of longitudinal research in general and three CIRP surveys in particular: the Freshman Survey, Your First College Year (YFCY) Survey, and College Student Survey (CSS). These surveys collect valuable institutional and comparative data on a broad range of academic and co-curricular measures upon college entry, after the first year, and among upper division students, thereby generating valuable longitudinal data. Representatives from participating institutions will discuss their administration strategies and application of these longitudinal data to strengthen student assessment efforts and to enhance programs, policies, and pedagogies designed to meet the needs of students.

### 1:00-2:30 p.m. PANEL
**Marina Ballroom Salon F, ST, Level 3**

**IPEDS on the Move: New Directions for Improvement (456)**

SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

JANICE A. PLOTCZYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics

JANICE E. KELLY-REID (Author), Senior Survey Director, RTI International

This session will look at upcoming changes to the IPEDS program including the data collections, data dissemination tools, compliance, and any new regulations that will impact the work of institutional respondents and researchers. Panelists will cover various topics of interest to IRs as they relate to IPEDS, especially the new projects that have been undertaken this year. This panel discussion relates directly to several other sessions that are being presented throughout the Forum.
The National Community College Benchmark Project: Year One From Multiple Perspectives (543)

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College
LARRY W. BUNCE (Author), Market and Survey Research Analyst, Johnson County Community College
TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College
JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration

Community colleges have never had access to comprehensive national data for peer comparisons and benchmarking. The National Community College Benchmark project (NCCBP) was created to fill this important data/information gap. The NCCBP collects and reports a wide array of instructional, outcomes, workforce development, faculty, human resources, and finance variables, and allows live, real-time peer selection and benchmarking. This panel will review the project’s first full year implementation. Specifically, the project’s background and history will be described, aggregate national data presented, and participant experience and uses of results provided from both individual institution and large state system perspectives.

Predicting and Optimizing for Success: Tips and Wits from Predictive Model Developers (644)

TOM R. BOHANNON (Author), Assistant Vice President, Baylor University
WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University
DONALD A. GILLESPIE (Author), Associate Vice President for Institutional Research, Fordham University
MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University
SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education

Five institutional researchers will discuss their experience developing predictive models. Specific topics are: (1) building cost-saving enrollment management models, (2) predicting degree attainment, (3) constructing models when data are available from only the admissions and student information systems and using these models to develop optimal policies and programs, (4) statistical and technology issues in forecasting, and (5) the need for multi-step approach in predicting student matriculation and academic performance success from recruiting through completion of the first year.

Data Mining - Concepts, Myths and Case Studies (650)

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College
THULASI KUMAR (Author), Director Information Management and Analysis, University of Northern Iowa
LIN CHANG (Author), Director of Institutional Research and Analysis, Colorado State University - Pueblo
PAUL W. EYKAMP (Author), Coordinator of Long Range Enrollment and Analysis, University of California
SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento
MICHAEL E. WILLIAMS (Author), President, The Austen Group
LYNNE M. STAMOULIS (Author), Director of Institutional Research, University of Hawaii at Hilo

Six panelists from across the county will start from data mining overview to individual case studies. Each case study addresses the data mining task, algorithms and methods utilized, results and lessons learned. They help to show how IR can benefit from this new technology. The case study topics vary from retention, prediction, to segmentation. Data used in the studies include both cross-sectional and longitudinal data. Practical steps for conducting data mining are illustrated. The panelists define data mining as a collection of techniques (both traditional statistics and data visualization and clustering), not by any particular software application or vendor.

AIR GRANT PAPER: Experiences of Black Students at a Selective College (706)

AUDREY ALFORQUE THOMAS (Author), Doctoral Student, Harvard University
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This study explores the experiences of low-income black students in a selective college where the majority of students are white. This is a pilot study for a larger research project. It is an analysis of three groups of data: in-depth interviews with students who are African American or second-generation black immigrant, interviews with student support services staff, and participant observation on campus. The paper looks at issues of discrimination and integration, and how these issues differ by family immigration history. The results point to a need for continued research in this area.
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<td>1:50-2:30 p.m.</td>
<td>BEST PAPER/PRESENTATION</td>
<td>Laguna, ST, Level 1</td>
<td><strong>ALAIR Best Paper - Designing a Blueprint for Program Evaluation: A Theoretical Approach to Evaluating a Retention Program (715)</strong>&lt;br&gt;&lt;br&gt;MIMI E. JOHNSON (Author), Director of Institutional Research, Strategic Planning and Institutional Effectiveness, Trenholm State Technical College&lt;br&gt;ANDREA C. AGNEW (Author), Director of Special Student Services, University of South Alabama&lt;br&gt;KRIS REED MASCETTI (Facilitator), Director of Institutional Research, Auburn University at Montgomery&lt;br&gt;&lt;br&gt;This paper examines four basic types of evaluation approaches as they relate to collegiate retention programs. Approaches studied include: a) objectives-oriented, b) management-oriented, c) expertise-oriented, and d) participant-oriented. This paper also discusses common myths concerning evaluation and helps to answer the following questions: What is program evaluation? What can program evaluation accomplish in relation to retention programs? What questions should be considered when designing an evaluation for retention programs? Additionally, attention is given to planning, organizing, and collecting information, analysis of data, and interpretation of findings.</td>
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<td>1:50-2:30 p.m.</td>
<td>COMMITTEE MEETING</td>
<td>Boardroom, ST, Level 3</td>
<td><strong>Nominating Committee (080)</strong>&lt;br&gt;&lt;br&gt;DENISE P. SOKOL (Committee Chair), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center&lt;br&gt;&lt;br&gt;Meeting of the current members of the Nominating Committee.</td>
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<td>1:50-2:30 p.m.</td>
<td>DEMONSTRATION</td>
<td>Marriott Hall 5, NT, Lobby Level, Internet</td>
<td><strong>The Role of IR in the Accreditation Self-Study: a Tale of Survival (672)</strong>&lt;br&gt;&lt;br&gt;ELENA V. BUBNOVA (Author), Director of Institutional Research, Truckee Meadows Community College&lt;br&gt;CHERYL SCOTT (Author), Research Analyst, Truckee Meadows Community College&lt;br&gt;&lt;br&gt;“The Role of IR in the Accreditation Self-study: a Tale of Survival” is a demonstration session featuring the on-line self-study data inventory that helped a community college IR office support the data needs of the campus with maximum effect, minimum resources and without losing its sanity. The presentation outlines the approach taken by the IR staff from the initial assessment of prospective data needs to organizing the data into an on-line inventory. This presentation will be of interest to any IR professional, especially from those institutions who are preparing to begin the self-study process.</td>
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<td>1:50-2:30 p.m.</td>
<td>INVITED PAPER</td>
<td>Carlsbad, ST, Level 3</td>
<td><strong>Community Universities and the Idea of Sustainability (721)</strong>&lt;br&gt;&lt;br&gt;MARILIA COSTA MOROSINI (Author), Professor, Pontificia Catholic University of Rio Grande do Sul&lt;br&gt;MARIA-ESTELA FRANCO (Author), Doctor and Professor/ Researcher, Federal University of Rio Grande do Sul - Brazil&lt;br&gt;&lt;br&gt;This study analyses characteristics of the model of a sustainable university present in the community university – CU (a regionally-oriented non-public school of higher education), according to its managers. Its purpose is to identify institutional policies and establish perspectives. The concept of sustaining change and documentary analysis is the basis for discussions. The results show expansion, diversification of knowledge areas and funding and stimulation of academic activities. The differences are the strengthening of the steering core and entrepreneurial culture. The challenge is to establish sustainable change and maintain the community character in spite of competition and resources.</td>
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| 1:50-2:30 p.m.    | INVITED PAPER                         | Columbia 1, NT, Lobby Level | **Learning to Work, Working to Learn: Integrating Employability into the Curriculum (725)**<br><br>GAIL THOMPSON (Author), Principal Lecturer and Learning Development Manager, University of Sunderland Business School<br><br>This paper will discuss an innovative new course designed to attract workers in the North-East of England to part-time study in Business and Management. Key features of the course are:<br><br>• It is almost entirely work-based<br>• The programme is process-driven<br>• Students are able to complete their degree part-time in three years<br><br>The paper will cover the research that led to this initiative, discuss the structure and delivery of the programme, present findings from a detailed evaluation of the first cohort, and discuss how lessons learned from this initiative can support regional development objectives.
1:50-2:30 p.m. OPEN HEARINGS Marriott Hall 2, NT, Lobby Level

AIR Budget Briefing (036)

GLENN W. JAMES (Convener), Director of Institutional Research, Tennessee Technological University

The AIR Treasurer will present highlights of the AIR budget for discussion by members. All are invited to attend.

1:50-2:30 p.m. PANEL Marriott Hall 1, NT, Lobby Level

U.S. News & World Report’s America’s Best Graduate Schools Rankings: An Overview (111)

Continued from previous time period.

1:50-2:30 p.m. PANEL Marriott Hall 3, NT, Lobby Level

The CIRP Freshman Survey, YFCY, & CSS: Using Longitudinal Data to Assess Student Change and Development in College (269)

Continued from previous time period.

1:50-2:30 p.m. PANEL Marina Ballroom Salon F, ST, Level 3

IPEDS on the Move: New Directions for Improvement (456)

Continued from previous time period.

1:50-2:30 p.m. PANEL Marina Ballroom Salon G, ST, Level 3, Internet

The National Community College Benchmark Project: Year One From Multiple Perspectives (543)

Continued from previous time period.

1:50-2:30 p.m. PANEL Santa Rosa, ST, Level 1

Predicting and Optimizing for Success: Tips and Wits from Predictive Model Developers (644)

Continued from previous time period.

1:50-2:30 p.m. PANEL Marina Ballroom Salon D, ST, Level 3, Internet

Data Mining - Concepts, Myths and Case Studies (650)

Continued from previous time period.

1:50-2:30 p.m. RESEARCH PRESENTATION Atlanta and Chicago, NT, Lobby Level

Immigrant Students and Students from Immigrant Families: Their Aspiration, Retention and Academic Success during the Freshman Year (133)

YING ZHOU (Author), Assistant Director, George Mason University
ZHAO ZHANG (Facilitator), Senior Enrollment Analyst, Purdue University

This research compares the entering characteristics, retention and academic success of native-born students and foreign-born students during their first-year of college. It uses the student enrollment data and freshmen survey data of a large, public, metropolitan university. Three groups of students are identified: native-born students whose parents were also native-born, native-born students whose parents were foreign-born, and foreign-born students. This research found differences among three groups regarding their educational aspirations, college expectations, and attitudes and goals. Although the difference of average GPA is not statistically significant, children of immigrants have the highest first-year retention rate.

1:50-2:30 p.m. RESEARCH PRESENTATION Columbia 2, NT, Lobby Level

Exploring The Relationship between Students’ Spatial Ability and Their Performance in the Introductory Graphical Communications Course (232)

TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology
KAREN WEBBER BAUER (Facilitator), Director of Institutional Research and Associate Professor, The University of Georgia

The Institutional Research office was contacted by a professor who serves as the coordinator for a required course on graphical communications about three years ago. The professor is interested in using a standardized spatial ability test to gather baseline information on incoming students’ spatial ability. With three years worth of data in hand, the professor has requested the IR office to probe the relationship between students’ spatial ability and their performance in the required course and identify opportunity for improving spatial ability of students. This presentation will briefly examine the literature on the concept and review the results of research.
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<td>1:50-2:30 p.m.</td>
<td><strong>Academic Performance Awards: Rewarding Faculty for Student Success (314)</strong></td>
<td>New York, NT, Lobby Level, Internet</td>
<td>FAY S. PARHAM (Author), Executive Director, Middle Tennessee State University</td>
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<td>The purpose of this project was to improve the institution’s current system for rewarding, via Academic Performance Awards, academic departments whose graduating seniors performed well on their major field exit exams. The calculation method used since 1997-98 produced inconsistent and, at times, unfair results. The committee established to address the problem faced the rejection of its first proposal and the need to quickly put together a new, and acceptable, proposal in just a few weeks so awards could be announced at the fall convocation. Tables will be presented to illustrate the different approaches considered by the committee.</td>
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| 1:50-2:30 p.m.| **Faculty Course Evaluations: Implementation and Implications for Assessment (324)**                  | Torrey 3, NT, Lobby Level | ELAINE W. KUO (Author), Research Analyst, University of California-Los Angeles  
NIDA DENSON (Author), Research Analyst, University of California-Los Angeles  
VALERIE M. CONLEY (Facilitator), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University |
|              | Course evaluations can be a crucial part of any assessment effort because they can provide useful feedback. When our institution launched a new curricular effort, our office thought about ways to make course evaluations useful and relevant, especially for participating faculty. Our decision to expand beyond student course evaluations and implement faculty course evaluations was prompted by the belief that both sets of perspectives provides a more complete reflection of the seminar experience. In our presentation, we share the process of creating, implementing, and analyzing these faculty course evaluation surveys. We also discuss how this information is being disseminated. |
| 1:50-2:30 p.m.| **Characteristics of Non-Returning Students from The University of Alabama: 2002 and 2003 Freshmen Cohorts (425)** | Cardiff, ST, Level 3 | JON C. ACKER (Author), Coordinator of Student Assessment, The University of Alabama  
WILLIAM W. HUGHES (Author), Senior Programmer Analyst, The University of Alabama  
WILLIAM R. FENDLEY (Author), Executive Director of Institutional Research and Assessment, University of Alabama  
SAM TROTHER (Author) |
|              | In an effort to better understand some of the dynamics of attrition from the University students in two freshmen cohorts were studied. The EnrollmentSearch® Service of the National Student Clearinghouse was utilized to determine subsequent enrollment by former students. Some of the findings were that departing students that enrolled elsewhere were more inclined to transfer to an institution close to their hometown. Also, a student’s academic performance at the University impacted their path after their departure. Students that performed more poorly were more apt to completely dropout rather than continue their education at another institution. |
| 1:50-2:30 p.m.| **The Different Experiences of Transfer Students: Problems and Successes in Transferring to a Four Year Institution (447)** | Marriott Hall 6, NT, Lobby Level, Internet | ANTHONY RESTAR (Author), Evaluator, University of Arizona  
RICHARD J. KROC (Author), Assistant Vice President for Enrollment Research and Operations, University of Arizona |
|              | This presentation will highlight the varying experiences and performance of community college transfer students, as well as university students who take community college courses. Since there are many types of transfer students, with a multiplicity of credentials and backgrounds, their performance upon transfer also differ greatly. This presentation will discuss methodological challenges that face analysts in researching these students; more important, it will sort specific factors that enable success upon transfer and those that do not. This presentation will use a course articulation assessment process to highlight potential problems and successes that may be responsible for grade variations. |
| 1:50-2:30 p.m.| **Seamless Survey Research Using Scannable Surveys and SPSS Tables (621)**                          | Point Loma, ST, Level 1 | EDWARD V. CHAPEL (Author), Associate Vice President Information Technology, Montclair State University  
GURVINDER K. KHANEJA (Author), Associate Director of Institutional Research, Montclair State University |
|              | Survey research is an integral function within any IR office. Montclair State University standardized the survey research process in order to answer the high demand for survey research services. Specifically, we fine-tuned the survey research process to minimize handling while still providing professional quality results. Using Remark OMR software and the Tables module of SPSS resulted in a presentation or publication ready report that was timely, easy-to-generate and accurate. Plus, it required no manual editing, which increased the effectiveness and efficiency of the office. Challenges and directions for Survey research will be discussed in detail. |
Exploring an Institution’s Character through its Students: Using CIRP Data, Peer Groupings, and Innovative Graphics (637)

XIAOBING CAO (Author), Institutional Researcher, University of the Pacific
ROBERT J. BRODNICK (Author), Director of Planning and Research and Assistant Professor, University of the Pacific
LISA G. CHUCK (Facilitator), Assistant Director, Accreditation, Assessment and Data Administration, University of Central Florida

Students and faculty help define an institution. By better understanding the nature of its students, a university can better understand itself. Seeking to employ the richness of the CIRP data, researchers at a California university constructed multiple peer groupings based on institutional characteristics, then compared the responses of freshmen across these groups. An innovative technique using graphics and internet hyperlinks was employed to present the highly complex results. The visual presentation technique showed success in campus presentations as audience members easily understood the complex comparison data and quickly absorbed the meaning. The result was a deepening of institutional understanding.

Qualitative Assessment and Ethical Guidelines (282)

KATHY K. FRANKLIN (Author), Associate Professor of Higher Education, University of Alabama
JEAN CHI-JEN CHEN (Facilitator), Assistant Director for Institutional Research, University of North Dakota

Qualitative assessment tools offer institutional researchers with another method for collecting learning outcomes data that is information-rich, authentic and performance-based. Each tool provides researchers with a different perspective on the achievement of student cognitive, affective, and skills-based learning outcomes. Because qualitative assessment tools place the researcher with the researched in the same space at the same time, there are a myriad of ethical considerations that go beyond the scope of traditional quantitative assessment tools. The purpose of this presentation is to explore the use of qualitative assessment of student learning and the ethical protocol necessary to protect students.

The Pre-college Characteristics and Experiences of Minority Students Committed to the Biomedical and Behavioral Sciences (296)

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
MITCH CHANG (Author), Professor, University of California-Los Angeles
LETICIA OSEGUERA (Author), Post Doctoral Scholar, University of California-Los Angeles
VICTOR AENZ (Author), Research Analyst, University of California-Los Angeles
JUNE CHANG (Author), Research Analyst, University of California - Los Angeles
NIDA DENSON (Author), Research Analyst, University of California-Los Angeles
OSCAR CERNA (Author), Research Analyst, University of California-Los Angeles
CYNTHIA MOSQUEDA (Author), Research Analyst, University of California-Los Angeles
LINA LOPEZ (Author), Research Analyst, University of California-Los Angeles
GORDON J. HEWITT (Facilitator), Director of Institutional Research, Hamilton College

Using data from the Cooperative Institutional Research Program (CIRP), this study examined the characteristics and pre-college experiences of underrepresented minority students who show a commitment to the biological or behavioral sciences. Key characteristics included high degree aspirations and a drive to achieve, strong study habits in high school, and attending college to prepare for graduate school. While underrepresented minority students’ responses on these items exceeded those of their peers, they also report additional barriers. These findings have implications for institutional practice on how to build upon underrepresented students’ entering dispositions to ensure their long-term retention and success in these fields.

Revisiting the H.S. Core Curriculum in Admitting Probationary Students (405)

TARA R. WARNE (Author), Associate Research Analyst, University of Missouri-Columbia
TOYCEE HAGUE-PALMER (Facilitator), Program Review Coordinator, The Ohio State University

This study examines the characteristics of students admitted on academic probation at a large public Midwestern university. Ordinary least squares and logistic regression techniques were used to analyze the impact of high school preparation and performance on the retention and success rates of students admitted on academic probation from 1999-2002. The findings at this stage of the project suggest that high school course-taking patterns and performance in the high school core curriculum need to be given greater weight than do standardized test scores in making admissions decisions for academically at-risk students.
An Examination of Higher Education and Community Partnerships: Implications for Institutional Research (501)

MESUT AKDERE (Author), Assistant Professor, University of Wisconsin-Milwaukee
TOBY MARSHALL EGAN (Author), Associate Professor, Texas A&M University
HAROLD V. HARTLEY (Facilitator), Director of Research, Council of Independent Colleges

Using survey research, the paper examines two different dimensions of higher education-community partnerships. First, it identifies the challenges, problems, and the role of higher education and community partnerships in higher education. Second, considering graduate students as integral part of such partnerships, the paper explores the expectation of conducting research and assesses graduate students’ challenges, problems, and overall the contribution of research to the graduate school experience. This paper contributes to our understanding of how partnerships interact and what solutions the higher education may offer to advance collaborative efforts and how institutional research and practice interact at the graduate school level.

The First Cohort of Tennessee Merit-Based Scholarship Recipients (562)

RICHARD TUCKER (Author), Associate Director of Assessment and Evaluation, Tennessee Higher Education Commission
ERIK C. NESS (Author), Graduate Student, Tennessee Higher Education Commission

Our project is the first systematic effort to conduct a comprehensive data-based analysis of the country’s newest merit-based aid scholarship program, Tennessee Education Lottery Scholarship (TELS), on college access and college choice. We have been granted complete access to the student-level fall enrollment data obtained from every public and private institution in the State of Tennessee. Moreover, we will simultaneously be provided with student-level data regarding the college choices of every merit-based recipient. This will allow us to provide a descriptive/exploratory overview of the demographic composition, and college location choices, of the first cohort of Tennessee’s merit-based aid recipients.

College Student Experiences among Asian International Graduate Students at a Four-Year Private University (T02)

YEH HUEICHEN (Author), Doctoral Student, University of Denver

This study was designed to study the college student experience among the Asian international graduate students at a private university in the winter of 2003. The study survey included the fourth edition of the College Student Experience Questionnaire (CSEQ) and a list of additional twenty questions. A total of 70.2 percent response rate was done in the study, which 205 valid surveys were collected. Three hypotheses were examined in the study. Correlation and ANOVA were appropriately used to analyze the data and answered the hypotheses and research questions.

Collegiate Learning Assessment: New Measures For Benchmarking Undergraduate Student Development (E04)

MARC CHUN (Presenter), Research Fellow, RAND Council for Aid to Education

A new set of assessment tools are now available for measuring institutional contributions to undergraduate student learning. RAND’s Collegiate Learning Assessment (CLA) project presents measures that are performance-based, administered wholly online, and chart growth in critical thinking, analytic reasoning and written communication skills. The measures simulate real-world scenarios and through open-ended responses assess students’ demonstrated ability. The discussion will focus on ways the CLA can be used in institutional self-assessment and inter-institutional comparisons as a means to support curricular reform and academic program improvement (including studies of the retention and academic success of minority students).

Vendor-Sponsored Afternoon Tea Break (082)

Please join us for an afternoon vendor-sponsored tea and take time to visit with the vendors and catch up with your colleagues over tea.
AIR GRANT PAPER: The Effect of Socioeconomic Status on Year-to-Year Persistence of First-Generation and Continuing-Generation College Students at Two-Year and Four-Year Institutions (705)

JIM S. SETTLE (Author), Director of Residence Life, Texas State University
VINAYKUMAR RAMACHANDRA (Facilitator), Database Coordinator, Southeastern Louisiana University

Predicting the persistence of first-time, full-time students through their first year of college to the second year of college is a growing social and financial concern for postsecondary education. This study will use data collected through the Beginning Postsecondary Students (BPS) 96/98 survey to examine the persistence of college students from the first-year to the second-year at both two-year and four-year institutions. This study will also examine the impact of socioeconomic status and other factors on the year-to-year persistence of first-time entering college students.

MDAIR Best Presentation: Converting Data into Decisions: A Data-Fueled Architecture (745)

ALAN J. HARMON (Author), Technical Director for Institutional Research, United States Naval Academy

Every organization has the components for success: people, processes, and technology. This case study illustrates an implementation of a structured model approach in developing information delivery for decision-making. The goal of an IR office is to provide assistance in creating “actionable intelligence” and not just reports. This presentation shows the methodology used in the maturation of data from databases, a data warehouse, predictive analysis, to decisions. Integration of data and predictive capability allows leveraging technical solutions with a minimum of resources. Data, a corporate asset, is the fuel that feeds the knowledge engine to turn data into measurable actions.

TENNAIR BEST PAPER: Using Scholarship Management Research to Optimize the Impact of Scholarship Funds: An Introduction to Scholarship Yield Analysis (746)

GLENN W. JAMES (Author), Director of Institutional Research, Tennessee Technological University
CHRISTOPHER J. MAXWELL (Facilitator), Research and Planning Analyst, Purdue University

Scholarship aid continues to be crucially important in attracting and retaining students in higher education institutions. Institutional researchers can help their institutions to maximize the impact of available scholarship funds, helping both the students and the institution overall in the most effective way. An ongoing study of scholarship offers and matriculation at a public university revealed notable results, with implications for immediate adjustment of scholarship policy and practice, and helping the institution to begin to improve the management of its vitaly important scholarship funds. Scholarship management research, an introduction to scholarship yield analysis, and the role of interdisciplinary teams and institutional researchers are addressed.

Collaboration/Competition Crossroads: National/Supranational Higher Education Policies on a Collision Course (732)

GLENS PATTERSON (Author), Senior Lecturer, Massey University

In the context of higher education, the paper explores the nature of the General Agreement on Trade in Services (GATS) negotiation process and obligation framework, with examples, considers whether GATS is needed to support a country’s ‘export education’ and what a country could do to protect its higher education system from the impact of a GATS involvement. Various nations’ effects of participation are discussed, including the illustrative case of New Zealand where, due to an early locked-in GATS involvement and subsequent changes of government and direction, higher education operates along disparate national (collaborative) and supranational (competitive) policy roadways. How can, or should, the tension be resolved?

Globalization and Graduate School: Analyzing New Data on International Graduate Student Flows (751)

HEATH A. BROWN (Author), Director of Research and Policy Analysis, Council of Graduate Schools
MARIA A. DOULIS (Author), Council of Graduate Schools
HELEN S. FRASIER (Author), Council of Graduate Schools
KENNETH A. SMITH (Facilitator), Research Associate, Southeastern Louisiana University

Globalization in graduate education once meant educating international students largely at U.S. colleges and universities; however, the ability of American graduate schools to attract international students has been affected by the growth of international graduate programs, post-911 visa and immigration policy changes and altered international perceptions of the U.S. This paper uses survey data on international graduate student applications, admissions and enrollments to assess recent changes in international graduate student enrollments and consequent responses by graduate schools. This paper will also pose broader questions about interpreting the importance of these changes for the future of American graduate schools.
General Education Gains for Graduates of One State’s Largest Community College (203)

LAURA JENSEN (Author), Research Analyst, Front Range Community College
PATRICIA A. MEADE (Author), Registrar/Director of Institutional Research, Front Range Community College
ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

This state has experienced multiple evolutions of accountability reporting. The current study attempts to respond to these demands by demonstrating graduates’ general education gains at the state’s largest community college. By utilizing the ACT and the CAAP, the current study offers a performance indicator of relative general education gains. Results indicate that compared to the national reference group, a significantly higher proportion of this college’s graduates demonstrate expected/higher than expected gains.

Transfer Students’ Persistence and Contribution to College Graduation Rate (229)

LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York College at Brockport
JANIS L. NEWBORN (Facilitator), Director of Institutional Effectiveness, Oakwood College

As the majority of the graduation class, transfer students are neither being counted into the college graduation rate nor giving entrant institutions positive effect on retention. The study examines 1500 students of 2000-01 transfer cohorts in a public four-year institution. From the institution point of view, the study tries to answer: (1) Who are the transfer students in our institution, their pre-college preparation, college performance, and their persistence; (2) What are the differences between transfers from two-year colleges and other four-year institutions; (3) What factors determine transfer students’ degree attainment? Implication and discussion follow the results reporting.

Predicting Student Retention at Community Colleges: Developing a Causal Model (235)

LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District
REYNALDO I. MONZON (Author), Manager of Institutional Research, San Diego State University
WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District
MARGARET A. DRAIN (Facilitator), Research Associate II, Houston Community College System

The purpose of this study is to develop a causal model to predict community college student retention. Bean and Metzner’s (1985) model of non-traditional undergraduate student attrition serves as the theoretical framework for this study. Based on Bean and Metzner’s model, a path model is proposed which includes 6 composites of variables as the predictors of retention. To examine the relationships among variables, structural equation modeling (SEM) statistics are performed. It is hoped that this model can be used to explain the phenomenon of student attrition at community colleges and identify variables that are associated with student retention.

Assessing Mission at a Religious Based Institution- Challenges and Response (271)

ERIN R. NEWBERG (Author), Director of Institutional Research, Alvernia College
VALI HEIST (Author), Director of Policy, Planning and Accreditation, Alvernia College

One of the greatest challenges of an Office of Institutional Research at any religiously-based institution is how to assess the needs of its’ students in relation to the mission of the college. To do this, colleges need to determine both what students need and how the college can meet these needs. This requires assessing the spirituality of students—where they are, where they want to go, and how the institution can assist in those goals. This presentation will share the on-going struggle and innovative steps one institution has taken to meet this daunting task.

Essential Planning Factors in Creating New or Expanding Existing Health Professions Programs (301)

STEPHEN N. COLLIER (Author), Director and Professor, University of Alabama at Birmingham
HAROLD P. JONES (Author), Dean and Professor, University of Alabama at Birmingham
RACHEL DYKSTRA BOON (Facilitator), Graduate Assistant, Indiana University

Health professions programs, particularly those in the allied health professions and nursing, find themselves in an environment of increasing workforce demand for graduates and, as a result, frequent pressure to create new or expand existing programs. Covered will be a set of critical factors that any institution should consider prior to making program changes. Economic, geographic and related factors will be addressed from the perspective of the individual discipline, institution, and state. Best practice responses will be covered, as well as current and anticipated trends in health care that impact the need for programs and graduates.
Teacher as Scholar and Scholar as Teacher: Assessing Quality in an Undifferentiated Higher Education System (329)

SUKRATA N. GAMAGE (Author), Director of Education Applications, LIRNEasia
KATHY MARLOCK (Facilitator), Director of Academic Assessment, Webster University

The higher education system in Sri Lanka presents an undifferentiated system where 13 higher education institutions of varying size and maturity coexist without a clear identification of the mission for each. All are undergraduate institutions with research capacity and graduate education concentrated in some departments that are spread across several institutions. A critical review of the concepts of scholarship found in the literature, a simplified approach to assessing quality of education in an undifferentiated system, and an application of the approach is presented.

Promoting Student Success: Using Data to Connect and Inform Admissions, Advising, and Retention Practices (407)

MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts
MARILYN H. BLAUSTEIN (Author), Director of Institutional Research, University of Massachusetts Amherst
BRYAN C. HARVEY (Author), Associate Provost for Planning and Assessment, University of Massachusetts Amherst

At our large public research-extensive university we are developing intentional and productive data-driven linkages across the various enrollment management elements on our campus (i.e., admissions goals and decisions, retention prediction, student support, orientation, and advising), using a number of separate databases to inform institutional practice and facilitate bridges between academic and student affairs.

The SHEEO State Higher Education Finance Report for FY 2003-04 (529)

DAVID L. WRIGHT (Author), Senior Research Analyst, State Higher Education Executive Officers
HANS P. L’ORANGE (Author), Director of Data and Information Management, State Higher Education Executive Office
ROBERT K. TOUTKOUSIAN (Facilitator), Associate Professor, Indiana University Bloomington

Comparative state or institutional finance data have become more central to assessing the effectiveness, efficiency, and adequacy of higher education funding policies. This session will present findings from the SHEEO State Higher Education Finance (SHEF) study, an annual analysis of enrollment and finance data collected from the fifty states. The presentation will explain the rationale for and development of cost adjustments and common metrics that allow for valid comparisons of finance data over time and across states. Interactive Web-based analysis tools will also be introduced.

Using The Action Research Model to Assess First-Year Experience Programs (642)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis

Implementing comprehensive assessment methodologies to assess the first-year of college a large, public university has many challenges given the complexity and diversity of programs. This presentation will describe the development of strategies that result in genuine commitment and support for on-going program and institutional improvements. We propose that the action research model enhances effective communication of assessment findings, on-going learning and change, and understanding of progress toward achieving critical learning outcomes and unit goals. During this session we will explain the main tenets of this paradigm and provide examples of how we have used action research to assess learning outcomes.

Understanding the Construction and Experiences of Diversity of Asian American Students (139)

AMANDA KIM (Author), Post-Doctoral Fellow, The University of Michigan
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
TERRA SCHEHR (Facilitator), Director of Institutional Research and Planning, Mills College

Diversity is considered to be imperative to the role of institutions of higher education in shaping the development of young adults (Smith & Schonfeld, 2000). Asian Americans represent a significant portion of the structural diversity on many campuses of higher education. However, despite their numeric representation, the rhetoric of “model minority” and the conditional nature of their status as “Americans” in this country, continue to shape the reality and the development of Asian American college students. Consequently, Asian American student focus groups across five institutions were asked to share their thoughts on the construction and experiences of diversity.
Merging Institutional Research, Strategic Planning, and Campus Space Planning (435)

ROBERT J. THOMPSON (Author), Director of Institutional Planning, Research and Effectiveness, East Carolina University
BRUCE FLYE (Author), Director of Campus Space Planning, East Carolina University
CLIFFORD ADELMAN (Facilitator), Senior Research Analyst, United States Department of Education

In 2002, ECU combined two traditionally separate planning functions together in one office. Traditionally compiling detailed student, enrollment, and faculty data is the responsibility of the IR unit, while campus space analyses and planning are the responsibility of other units in a university. This presentation describes how ECU has combined those functions and how the subsequent integration has improved the campus’ ability to conduct space analyses and planning, improved the IR unit’s understanding of potential uses for the data, and is leading to a broader campus involvement in the planning and management of an expensive limited resource.

Becoming a Changemaster: The Role of Institutional Research in Educational Change (489)

RUTH V. SALTER (Author), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University
ROBERT F. DALY (Facilitator), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside

Change is the only constant in today’s higher education environment. During this transformational period characterized by declining state support, increased accountability and pressure for more new and creative ways to approach challenges, institutional research professionals have the option to react to change or drive and inform change. This presentation will summarize and discuss current literature on institutional change from leaders in both the public and private sectors and apply them to the context of institutional research. The presenter will distill these leadership concepts into concrete approaches institutional researchers can use to take a proactive role in transforming the university.

Peer Group Analysis: For Administrators Only? (502)

TARA R. WARNE (Author), Associate Research Analyst, University of Missouri-Columbia
KATHRYN M. SCHMIDTKE (Author), Graduate Research Assistant, University of Missouri-Columbia
D. LANETTE VAUGHN (Author), Associate Analyst for Institutional Research, University of Missouri System
M. KATHLEEN LEONARD-GETTY (Author), Institutional Research Assistant, University of Missouri-Columbia
CHRISTOPHER M. ANTONS (Facilitator), Director of Institutional Research and Planning Support, Willamette University

Using new institutionalist and political theoretical frames we ask, do we expect peer analyses to contribute to organizational learning? If so, how does this learning occur? More specifically, what do we want comparative data to tell us? Do peer analyses drive institutional change processes? Should they? With these theoretical questions in mind we explore the practices of a large Midwestern public research university regarding the uses of peer analyses and information flow throughout the institution. We examine the kinds of peer analyses conducted, and the decision situations in which they are deployed.

The Influence of Multiple Institution Transfer Patterns on Undergraduate Degree Attainment and Time-to-Degree (565)

CELINA SIMA (Author), Associate Dean for Academic Affairs, University of Illinois at Chicago
PATRICIA S. INMAN (Author), Assistant to the Vice Chancellor, University of Illinois at Chicago
EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

Students are moving among postsecondary institutions with increased fluidity. Due to increasing numbers of transfer students, and the more varied and complex progression of students through higher education, transfer and articulation concerns have become more prominent issues in higher education policy discussions. This study focuses on one aspect of the increased complexity of transfer patterns and degree attainment. The purpose of this study is to examine how multiple institution attendance patterns influence degree attainment and time-to-degree within one state.

Assessment of Student Learning and the Institutional Self-Study for the Higher Learning Commission of the North Central Association (T03)

ROBERT B. WILKINSON (Author), Director of Analysis, Planning and Assessment, Pittsburg State University

The focus of this round-table discussion will be to focus on issues pertaining to assessment and the HLC-NCA self-study process. This will be an opportunity for participants to explore ways of assessing and reporting institutional assessment activities in the self-study.
WEAVEonline<sup>SM</sup> Web-Based Assessment Management Can Make All the Difference! (E05)

JEAN M. YERIAN (Presenter), Director of Assessment, Virginia Commonwealth University

Seeking a Web-based tool to support assessment, regional and disciplinary accreditation, annual reporting, program review, and external reporting? Virginia Commonwealth University is licensing institutions for its WEAVEonline<sup>SM</sup> subscription service. WEAVE is an assessment cycle for programs to: Write expected outcomes/objectives; Establish criteria for success; Assess performance against criteria; View assessment results; and Effect improvements through actions. Academic programs align student learning outcomes in the major and general education, via both annual assessment and curriculum mapping. Academic and administrative programs relate contributions to institutional priorities and strategic planning. WEAVEonline’s <sup>SM</sup> powerful administrative workspace facilitates aggregated reporting and other high-level functions. Come critique!


ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report
SAMUEL M. FLANIGAN (Author), Deputy Director of Data Research, U.S. News & World Report

The presentation will cover key methodology changes from the America’s Best Colleges rankings published in August 2004. A discussion of methodology and presentation issues being contemplated for 2005. Details on the various U.S. News publications and U.S. News efforts to communicate with AIR members. Overview of usnews.com Web site and how it could be useful to AIR members.

An Action Inquiry Approach to Institutional Research for Student Retention and Institutional Change (430)

EDWARD P. ST. JOHN (Author), Professor, University of Michigan
GLENDA DROOOGSMA MUSOBA (Author), Policy Analyst/Associate Director, Indiana University Bloomington
JOHN M. BRAXTON (Author), Associate Professor, Vanderbilt University
VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
DONALD R. HOSSLER (Author), Acting Vice Chancellor of Enrollment Services, Indiana University Bloomington
JEFFERY S. MCKINNEY (Author), Associate Director, Indiana University
JAIME L. PHILLIPS (Facilitator), Strategic Planning Analyst, The Ohio State University

This panel presents an inquiry, evidence-based approach to campus change for IR. They attempt to bridge the gap between scholarly research for journals and applied research techniques for institutional needs. We summarize the published research on student retention and persistence and an examination of applied research from campus IR offices. We introduce a way that action inquiry can be used in institutional planning and change. We will discuss the campus support process, including campus specific examples of data analysis, the inquiry process on campuses, and the ways in which IPAS helps to facilitate the inquiry process on campuses.

Benchmarking Community College Instructional Costs and Productivity: The Kansas Study (535)

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College
K. PATRICIA SUMNER (Author), Information Analyst, Johnson County Community College
CHARLES L. VAN MIDDLESWORTH (Author), Director of Research and Assessment, Metropolitan Community Colleges Administrative System Office
GEORGE E. MALO (Author), Assistant Vice Chancellor of Research and Assessment, Tennessee Board of Regents

In fall 2002, the Institutional Research Office at a large, mid-western comprehensive community college received a grant of more than $282,000 from the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education to create a national community college instructional cost and productivity data system. This project, the Kansas Study, collects and reports cost and productivity data at the discipline level, and allows live, real-time peer selection and benchmarking. The panelists will review the project’s background and history, present first-year national aggregate data, and describe participant experiences and uses of results from both individual institution and large state system perspectives.
Using National Student Clearinghouse Data in Institutional Research: Opportunities, Applications, and Strengths/Limitations (643)

GILLIAN BUTLER (Author), Administrative Analyst, University of California-Davis
PATRICK C. PERRY (Author), Vice Chancellor of Technology, Research and Information Services, California Community Colleges
VINCENT A. NOVACK (Author), Director Institutional Research, California State University-Long Beach
STEVEN P. CHATMAN (Author), Director, University of California-Davis
JEFF TANNER (Author), Vice President, National Student Clearinghouse

In an era of resource constraints and falling response rates, the National Student Clearinghouse provides a low-cost, non-obtrusive source of third-party data about student enrollments that has exciting applications for institutional research. The panel presents an overview of Clearinghouse offerings, examples of various applications of the data in specific research efforts, and an examination of the strengths and weaknesses of using this data source.

Lessons Learned: Educating Three Generations of Institutional Researchers (731)

ROBERT H. FENSKE (Author), Professor, Arizona State University-Main
LARRY G. JONES (Author), Senior Public Service Associate, University of Georgia
GEORGE D. KUH (Author), Chancellor’s Professor of Higher Education, Indiana University at Bloomington
MARVIN W. PETERSON (Author), Professor of Higher Education, University of Michigan
JOAN S. STARK (Author), Professor Emerita and Dean Emerita, University of Michigan
PATRICK T. TERENZINI (Author), Distinguished Professor, Penn State University
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University
GEORGE D. KUH (Author), Chancellor’ Professor of Higher Education, University of Indiana at Bloomington
STEPHEN L. FINCHER (Facilitator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs
WILLIAM E. KNIGHT (Facilitator), Director of Planning and Institutional Research, Bowling Green State University

The panelists comprise distinguished AIR members who have dedicated a good part of their individual careers in preparing institutional researchers in formal higher education settings. Collectively, the panel has helped produce some of the leading institutional research professionals. The panelists will provide their own insights into the essential components of a proper education in institutional research, how these components have changed, and how the future education of institutional researchers may be different from the present day.

Organizational Development of State Affiliates (748)

VERNA L. DEWEES (Author), Assistant Vice Chancellor of Academic & Student Affairs, Texas A & M University System
MAYANN S. RUDDOCK (Author), Associate Vice President and Director, Office of Institutional Research, University of Texas at Austin
JAMES R. MONTGOMERY (Author)
JAMES F. TRAINER (Author), Director of Planning and Assessment, Villanova University

The organizational development of state-level AIR affiliates is the focus of this panel. With a number of AIR’s affiliates reaching the 30 year mark in their history (SAIR, TAIR, etc.), organizational theory concerning the maturity of organizations has a lot to offer our state affiliates. State affiliates all face a number of common issues: non-profit status, managing of finances, size and scope of professional development activities, etc., which will be addressed. State-level affiliates can learn from one another in “how to run an organization” - this panel will facilitate that exchange of information.

NSF's WebCASPAR Integrated Science and Engineering Resources Data System (E14)

JAMES W. FIRNBERG (Presenter), Consultant,
LAURA WILLIAMS (Presenter), WebCASPAR Data Manager, QRC Division of Macro International Inc.

This presentation will demonstrate NSF’s WebCASPAR Integrated Science and Engineering Resources Data System, which provides access to NSF and NCES survey data useful to institutional researchers. WebCASPAR emphasizes science and engineering (S&E) data for U.S. institutions, but its data resources also provide information on non-S&E fields and higher education in general. Several sample tables will be created to demonstrate the data available, the steps involved in creating a table, and the features of the system. Recent improvements to the system will be highlighted, and plans for future improvements will be described.
<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>4:10-4:50 p.m.</td>
<td>AIR GRANT PAPER</td>
<td>Mission Hills, ST, Level 3</td>
<td>Language, High School Sports Teams and Clubs and the Educational Outcomes of Hispanic Students</td>
<td>FERNANDO LOZANO (Author), Doctoral Student, University of California</td>
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<tr>
<td>4:10-4:50 p.m.</td>
<td>BEST PAPER/PRESENTATION</td>
<td>New York, NT, Lobby Level, Internet</td>
<td>SEAAIR Best Paper: TBD (767)</td>
<td>PETRINA FAUSTINE (Author), Researcher, Widyatama University</td>
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| 4:10-4:50 p.m. | INVITED PAPER                 | Carlsbad, ST, Level 3 | Learn More about the AIR Grant Programs and How to Obtain Funding (762) | KAREN WEBBER BAUER (Author), Director of Institutional Research and Associate Professor, The University of Georgia  
|               |                               |                   | ANTHONY BICHEL (Author), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research | |
|               |                               |                   | Continued from previous time period.                                    | |
| 4:10-4:50 p.m. | PANEL                         | Marina Ballroom Salon E, ST, Level 3 | An Action Inquiry Approach to Institutional Research for Student Retention and Institutional Change (430) | |
|               |                               |                   | Continued from previous time period.                                    | |
| 4:10-4:50 p.m. | PANEL                         | Marina Ballroom Salon G, ST, Level 3, Internet | Benchmarking Community College Instructional Costs and Productivity: The Kansas Study (535) | |
|               |                               |                   | Continued from previous time period.                                    | |
| 4:10-4:50 p.m. | PANEL                         | Marriott Hall 2, NT, Lobby Level | Using National Student Clearinghouse Data in Institutional Research: Opportunities, Applications, and Strengths/Limitations (643) | |
|               |                               |                   | Continued from previous time period.                                    | |
| 4:10-4:50 p.m. | PANEL                         | Point Loma, ST, Level 1 | Lessons Learned: Educating Three Generations of Institutional Researchers (731) | |
|               |                               |                   | Continued from previous time period.                                    | |
| 4:10-4:50 p.m. | PANEL                         | Santa Rosa, ST, Level 1 | Organizational Development of State Affiliates (748)                  | |
|               |                               |                   | Continued from previous time period.                                    | |
Do Learning Outcomes Make a Difference: An Empirical Study of How Knowledge and Attitudes Toward the Learning Environment are Affected by Course-Level Student Learning Outcomes (266)

PATRICIA MARSH (Author), Interim Assistant Director of Assessment and Program Review, Kansas State University
JULIE C. FULGHAM (Facilitator), Associate Director of Planning, Evaluation and Institutional Effectiveness, Mississippi State University

Empirical research on the impact of student learning outcomes on knowledge, attitudes, and utilization by students is rare. This study examined how student learning outcomes at the course level impacted students. Two instructors teaching multiple sections of introductory psychology provided their students with either course-specific student learning outcomes or topics covered in the course. Comparisons were made between the two groups on their knowledge of psychology; attitudes toward the discipline, course and instructor; and their self-assessments of progress achieved throughout the semester. Regression analyses indicated that learning outcomes significantly predict students’ knowledge, attitudes, and progress within the introductory course.

The Push and Pull Factor Effect: What Motivates Doctoral Students to Choose the Faculty Career Path? (303)

CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching
CHRIS GOLDE (Author), Senior Scholar, The Carnegie Foundation for the Advancement of Teaching
ALEXANDER C. MCCORMICK (Author), Senior Scholar, Carnegie Foundation for the Advancement of Teaching

The study is an exploratory effort to investigate how doctoral students’ perceptions and interests vary on the common facets of faculty career and how their perceptions influence their career options. The study developed a natural grouping of doctoral students based on selected factors perceived as pulls or pushes associated with faculty career. Five distinct types of doctoral students are found—Strivers, Onlookers, Teachers, Family Oriented, and Researchers. This study revealed that students differ in their goals and experiences in a doctoral program and understanding these differences is crucial to the success of doctoral education.

Developing and Using a Faculty Flow Model (340)

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University
ROBERT W. ZHANG (Author), Associate Director of Institutional Research, Bowling Green State University

Systematically tracking retention, tenure, and promotion rates of faculty members is an important management and IR issue at institutions of all types. This presentation highlights the development and use of a faculty flow model that tracks these employment outcomes for multiple faculty cohorts and summarizes the results. Use of the data for an analytic study of significant effects on these variables will also be highlighted. A discussion of pragmatic issues of obtaining the necessary data, resolving data anomalies, and dealing with associated campus politics will also be included.

Financial Aid and Student Persistence in a Large Public University System (438)

DAVID BLOUGH (Author), Institutional Planner, University of Wisconsin System
JOHN RYAN (Facilitator), Coordinator of Academic Program Review, The Ohio State University

As public colleges and universities raise tuition in response to state budget cuts, financial aid assumes ever-increasing importance. One concern: is there sufficient aid to remove economic barriers to student persistence? Statistical analysis of a large public university system shows that students who rely solely on need-based financial aid have higher unmet need and are less likely to persist, even when differences in demographics and high school achievement are controlled for. This finding, along with analysis of differences in the type of aid available to different groups, yields policy implications relevant to advocacy for increased state-funded need-based aid.

Comparing Transfer Students’ Performance at a Four-Year University by Types of Associate Degrees and Delivery Methods (506)

ZHAO YANG (Author), Research Statistician, Old Dominion University
MARTHA SMITH SHARPE (Author), Director of University Planning and Institutional Research, Old Dominion University

Most research on transfers has focused on comparisons with native students in traditional classroom settings. The popularity of distance education programs makes it important to track student success. This study investigates transfer students’ academic performance at a four-year university. Analyses are prepared by campus of enrollment (main vs. sites) and by associate degree status (AA/AS, AAS, no degree). GPA, retention and graduation rates are analyzed. Results show different patterns for those finishing degree at sites. In general, students transferred with AA/AS degrees show higher retention and graduation rates, while AAS group falls behind. Implications of findings are discussed.
Quantitative Models of Accountability: Theory and Application (602)
NANCY P. GOLDSCHMIDT (Author), Associate Vice Provost, Oregon Health and Science University
DENNIS HOCEVAR (Author), Clinical Professor, University of Southern California
VIKTOR BRENNER (Facilitator), Research Analyst, Waukesha County Technical College

There are five quantitative models of institutional accountability currently in use. These are:

- Criterion Referenced Status Models
- Normative Status Models
- Efficiency Models
- Growth Models
- Value-added Models

In this proposed “workshare” session, we will provide an expository presentation on each of the aforementioned quantitative models that will help the audience:

- Understand the statistical or psychometric assumptions that underlie each approach.
- Understand when each approach can be appropriately applied.
- Apply each approach at their home institution.

NCAA Reporting for Division III Schools (750)
ERIC M. HARTUNG (Author), Associate Director of Research, National Collegiate Athletic Association
TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University

This session will review the NCAA reporting requirements of Division III schools. It will cover financial aid reporting and a presentation of the newly developed NCAA Data Management System that will be available this year.

Arizona Minority Access, Affordability, and Success in a Changing Higher Education Marketplace (143)
JOSE LUIS SANTOS (Author), Director, Latina/o Policy Research Initiative, University of Arizona
TOM RHODES (Author), Research Specialist, University of Arizona
FLETCHER F. CARTER (Facilitator), Professor of Education, Radford University

In 2004 the Arizona Legislature commissioned a study on postsecondary access and success for minority students in Arizona. The report, titled “Arizona Minority Access, Affordability, and Success in a Changing Higher Education Marketplace” utilizes a mixed-method approach, including document analysis of state policies, descriptive statistics of enrollment patterns and degree attainment by race/ethnicity at various state institutions, and provides a detailed analysis of the “college affordability gap” for Arizona’s low-income families. Preliminary results from the study were available in Fall 2004, with the final report to be released in January of 2005. This presentation highlights the findings of that research.

Toward Improving the Assessment of the Validity of Test Score Interpretations and Portfolio Assessments (242)
CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris
LINDA J. SAX (Facilitator), Associate Professor and Associate Director of HERI, University of California-Los Angeles

Validity refers to the adequacy and appropriateness of test score interpretations. This conception of validity represents a paradigm shift from the traditional divisions of validity: content, criterion-related and construct. Yet, interpretations of test results for tests containing flawed items may be of lesser value. Hierarchical testlets in the form of testlet item pairs were used to help identify potentially defective items. Four indices are proposed to indicate the extent to which the items and the total scores on a test are associated with validity. A high value of one of the indices means that test score interpretations can be considered more meaningful. Portfolio assessments are also discussed.

The Relationship Between Personal and Social Growth and Involvement in College and Subsequent Alumni Giving (276)
JAMES THOMAS (Author), Director of Institutional Research, Freed-Hardeman University
JOHN C. SMART (Author), Professor, The University of Memphis
MARSHA V. KROTSENG (Facilitator), Chief Planning Officer, Valdosta State University

This longitudinal study investigated 2 factors to determine their relationship to alumni giving at a small religiously-affiliated university. The college’s contribution to one’s personal and social growth was measured using the ACT College Outcomes Survey. Level of involvement in extracurricular activities was obtained from university records. Giving records were examined for approximately 1800 students who graduated over a period of 10 years. Discriminant analysis and multiple regression were used to see if either variable (college’s contribution to growth or involvement) could distinguish donors from nondonors and high donors from low donors. There are implications for student affairs and university advancement personnel.
The Importance of Teacher Job Satisfaction and its Implications (334)

TONY FONG (Author), Teachers College, Columbia University
KATHY MARLOCK (Facilitator), Director of Academic Assessment, Webster University

In this paper I analyze how job satisfaction affects the economic productivity of the teacher, measured by the amount of time the teacher works outside of school hours. I then use a two-layered model to decompose teacher satisfaction into four domain satisfactions regarding personal growth, student misbehavior, outside responsibilities, and administrative support. The datasets used in these analyses come from the School and Staffing Survey and the Early Childhood Longitudinal Survey. The results show that 1.) job satisfaction positively affects teacher effort and 2.) job satisfaction is determined by such factors as professional development, administrative paperwork, and school size.

The Effects of Performance Indicators on Research Quality in Colleges and Universities (547)

JUNG-CHEOL SHIN (Author), Assistant Minister, South Korea Ministry of Education
SANDE D. MILTON (Author), Professor, Florida State University
TOD R. MASSA (Facilitator), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

The purpose of this study is to explore the effects of performance indicators (PIs) in relation to research quality in colleges and universities nationwide using longitudinal data from the IPEDS, the WebCaspar, Web of Science. To measure institutional research quality, this study will use number of publications in SCI, SSCI, and A&HCI journals. In order to explore the effects of PIs, the institutional performance of states with research quality indicators will be compared to the institutional research quality of states without research quality indicators. For the statistical analysis on the changes of research quality, HLM growth analysis will be applied.

Calculating GPAs to Account for Differing Grading Stringency and Special Talents in Specific Fields (646)

MICHAEL K. TAMADA (Author), Director of Institutional Research, Occidental College
A. SRIKANTA RAO (Facilitator), Director of Institutional Analysis, Assessment and Evaluation, Tuskegee University

Many researchers have discovered differing GPAs across fields, with natural science courses typically having the lowest grades and humanities courses the highest. We have an “identification problem” in explaining this pattern: are high grades due to better quality students? Or to easier grading, or easier material? This paper describes a regression-based technique that not only measures the stringency of grading across fields and permits us to estimate students’ “true” GPAs, but also measures special talents, wherein certain types of students may do well in certain subjects but not in others.

Illinois Association for Institutional Research (IAIR) (S26)

MARILYN MURPHY (Convener), Vice President of Planning and Assessment, Menlo College

AIR participants from Illinois are invited to attend this informal session to meet each other and discuss issues of particular importance to Illinoisans.

Let’s Talk About Dashboards (T11)

DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research, Tufts University
ROBERT SCHULTZ (Author), Director of Institutional Analysis, University of Saskatchewan

Currently there are a variety of strategic management reporting tools available to institutional researchers: 1) Balanced Scorecard, 2) Baldrige Seven Quality Criteria, 3) Strategic Performance Measures, 4) Six Sigma, 5) Performance Indicators and 6) Dashboard Indicators. This Table Topic will focus on one method — institutional dashboard indicators. Simply described, a dashboard is a one- to two-page document that presents critical information (indicators) in a succinct, easily understood, visually appealing format. This will be an opportunity for participants to share their current work, to discuss the range of approaches that have been taken, and share experiences regarding implementation.
4:10-4:50 p.m.  VENDOR DEMONSTRATION  Anaheim, NT, Lobby Level

**SAS Made Easy: An Introduction to Enterprise Guide (E06)**

JERRY OGLESBY (Presenter), Director of Higher Education Consulting, SAS Institute Inc.  
SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc.

The purpose of this presentation is to show you how SAS Enterprise Guide (EG) can be used for all your teaching and research needs - whether you are an experienced SAS user or have never used SAS before. EG is a thin client interface to the SAS System that provides you transparent access to data, point-and-click usability, a customizable user interface, and easy export of your results to other software applications. This demonstration will introduce you to EG to explore and analyze data and then use the output to write reports and give presentations about your findings.

4:10-4:50 p.m.  VENDOR DEMONSTRATION  Marriott Hall 5, NT, Lobby Level, Internet

**Scantron: Class Climate is Scantron’s Ultimate Tool for Survey-Based Evaluation in Education (E15)**

JANET WOO (Presenter), Account Executive, Scantron Corporation

Class Climate’s Web-based architecture makes it easy to roll out. It allows you to conduct hundreds of surveys using a mixed online and paper/pencil approach through a central server. Distributed scanning and a Web-based form designer add additional functionality for distributed campus environments. The Class Climate solution handles questionnaires for programs of study, student services, course lectures, seminars, lab exercises, alumni surveys and more. Class Climate provides professional reporting and powerful benchmarking features. The integrated norm and benchmarking options, PDF feedback reports, and quality management views give you all you need for the implementation of enterprise wide feedback reporting.

4:10-5:40 p.m.  SPECIAL INTEREST GROUP  Balboa, ST, Level 3

**Foundations Institute Focus Group (Invitational Event) (S78)**

The PDS Committee will be holding a Foundations Institute focus group to enhance this professional development offering for AIR members.

5:00-5:40 p.m.  OPEN HEARING  Marriott Hall 2, NT, Lobby Level

**AIR Executive Director Transition Committee Seeks Your Comments (768)**

DENISE P. SOKOL (Convener), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center  
SANDRA K. JOHNSON (Convener, Associate Dean, Princeton University  
DAWN GERONIMO TERKLA (Convener), Executive Director of Institutional Research, Tufts University

AIR Executive Director Terry Russell will be retiring from his position in January 2008 and the AIR Board is beginning the process of identifying a new executive director. The Transition Committee has arranged for this session to solicit membership comments, recommendations and other input concerning the functions, characteristics, experience, and qualifications that AIR should look for in its search for the new executive director.

5:00-5:40 p.m.  POSTER  San Diego Ballroom

**All AIR Poster Session (repeat presentation of Sunday AIR Poster Sessions) (749)**

107 - Fulfillment of Student Expectations at a Senior Public University: The CIRP – CSS Surveys Connection  
112 - A Comparison of Student Satisfaction Among White Students and Students of Color at a Metropolitan Public University  
114 - Getting in and Getting out: How Different Are Transfer Students from Native Students in Pursuing a Degree at a Metropolitan University?
116 - Distinguishing Traditional from Nontraditional Undergraduates: Simplistic Methods May Mask Modern Trends

120 - Exploring Undergraduate Retention at a Research Extensive Institution Using CIRP, YFCY, and Institutional Data

122 - Why Do Students Leave Online Courses? Attrition in Community College Distance Learning Programs

129 - Student Roles in Assessment: Informants...But Also Users and Collaborators

130 - A Qualitative Assessment of a Summer Bridge Program’s Contribution to the Persistence and Development of Underrepresented Students of Color at a Selective, Predominantly White Institution

138 - Extracurricular Reading Habits of College Freshmen in Taiwan - A National Survey

141 - The Influences of Institute Types and College Majors on College Freshmen’s Psychosocial Development and adjustment in Taiwan

144 - Volunteer and Community Service Engagement and Diversity Competence: The Dynamic Linkage

145 - Examining School Pride and Student Success

151 - A Qualitative Study of the Social Construction of Ethnic Identity as a Critical Student Development Outcome in Higher Education

152 - Using Technology to Track and Demonstrate Student Participation and Success in a Large Freshman Orientation Program

153 - Research on College Choice and Persistence Using National Databases

155 - A Look at the Class of 2004: Are Today’s Students Unique?

158 - Using NSSE Data to Study Student Engagement Patterns by Retention and Graduation Rates

201 - Building a Bridge from Mission to Student Outcomes

214 - Conducting General Education Outcomes Assessment Through A Capstone Course: A Case Study at a University

216 - Nuggets from NSSE: Evidence for the Assurance of Learning

224 - “Negative Retention” – About the Unwanted Side-Effects of Remedial Education and Organizational Opportunities to Improve Governance and Advising

227 - An Admissions Outcomes Study: A Report on a Work-In-Progress

228 - Best Practices in Diversity: Analyzing and Benchmarking Data on Students with Disabilities

231 - Genderal Education Achievement of Adult and Traditional Age Students

239 - Does Location Matter? A Comparison of Third-Year Medical Student Performance in Two Cohorts

240 - Assessing Broad Affective Student Outcomes: Using Surveys and Focus Groups to Define and Understand the Ineffable

243 - A Longitudinal Approach to Examine the Association between NSSE Data and Persistence

245 - Evaluation of a New General Education Assessment: The Collegiate Learning Assessment (CLA)

267 - Predicting General Education Outcomes: Factors That Impact Student Performance on the Academic Profile Test

278 - Student Teaching and Classroom Diversity

289 - Examining the Promise of Summer Bridge Programs: Participants’ Academic Success Utilizing Control Group Comparisons

292 - Student Perspectives on the Impact of Study Abroad

298 - Measuring Student Experiential and Academic Assimilation in a First-Year Seminar Course

305 - Four Years Later: Student Perceptions of a Freshman Experience Program at the End of Their Undergraduate Careers

307 - Tracking Faculty Uses of Online Learning Tools: A Statewide Perspective

315 - Student Evaluation of Faculty: Does Faculty Rank Really Matter?

316 - Two Years into It: Working to Put a Tiered Course Evaluation System Online
330 - Preparing Community College Faculty for Teaching Excellence: A Model Graduate Certificate Program

332 - Factor Analysis in the Development of Online Course Evaluation Instrument

335 - Programme Improvement Through Alumni Research (PITAR): A Collaborative Project Between Three UK Higher Education Institutions

341 - Implementation of the Academic Curriculum Review and Evaluation System

408 - College Choice: So Why Did You Choose to Attend This Institution?

410 - Degree Completion of Vocational Education Graduates in Public Higher Education

412 - The Impact of Late Registration on Community College Students

423 - Mission Possible?: Mission Statement Analysis

427 - Hidden Roles of Information in Planning: A Tool for the Commonweal or Deception?

455 - Staff and Faculty Commuting Behaviors at a Research University

467 - Students on the Move

474 - Setting and Evaluating Minority Enrollment Goals: How Do We Constructively Use Mortenson’s Underrepresented Minority Equity Index?

475 - The Organic Environmental Scan: Adding Outside Perspective to Planning

476 - The Missing Link: Evaluating a Strategic Plan Initiative

480 - Connections between College Student Eagerness to Participate in Orientation Programming and Registration for First-Year Coursework and Their Persistence to The Second Year

488 - Institutional Costs by Mission Type

504 - The Minnesota Post-Secondary Enrollment Options Program: Career and Technical Education as a Focus for Promoting High School to College Transitions

509 - Meeting the Challenge of Nursing Shortage

521 - Good Intentions Aren’t Enough - A Case Study of Institutional Impact as a Result of a Policy Decision Based on Insufficient Data

532 - The Road to Continuous Improvement: Is it paved with AQIP?

536 - Student Transfer from Private Postsecondary Institutions to Florida’s Public Universities

549 - Improving Institutional Research Through Collaboration: Six Components to Effective Initiatives

554 - Higher Education Mergers and Acquisitions

603 - Student Rating of Teaching Effectiveness: A User Guide from Administration to Statistics

606 - Response Rates for an Online Course Evaluation System: Pilot Test Results Across Three Quarters

608 - Enrollment Patterns, Academic Performance, and Financial Aid in First Year Retention - A Data Mining Study

612 - Analysis of Aid to Education by Institutional Type

615 - Continuous Improvement: Tools to Choose and Use


619 - Cohort 99: Tracking Students First Entering the College in Fall 1999

639 - Overcoming Non-Response: Lessons Learned Migrating to a Web-Based Platform

667 - Excel-Based Assessment System (EBAS)

678 - An Alternative Method for Retention Analysis: Discriminant Function Analysis

680 - How to Pull and Post Data: Simple, Effective Distribution of Information, with Special Reference to the Datatel Information System
5:00-5:40 p.m.  SPECIAL INTEREST GROUP  Newport Beach, ST, Level 4

Ohio Association for Institutional Research and Planning (S03)

JULIA W. CARPENTER-HUBIN (Convener), Director of Institutional Research and Planning, The Ohio State University

Meet your colleagues from Ohio.

5:00-5:40 p.m.  SPECIAL INTEREST GROUP  Columbia 2, NT, Lobby Level

Iowa Community College Association of Institutional Research (S04)

JOSEPH C. DEHART (Convener), Executive Director of Planning and Research, Des Moines Area Community College

A discussion of issues involving institutional research practitioners in Iowa Community Colleges.

5:00-5:40 p.m.  SPECIAL INTEREST GROUP  Leucadia, ST, Level 1

Indiana Association for Institutional Research (INAIR) (S27)

WILLIAM TOBIN (Convener), Director of Institutional Research, DePauw University

Members of INAIR and all other interested AIR members are invited to this Affiliated Group meeting. INAIR members will discuss and evaluate the 2002 Spring meeting and begin preliminary planning for the 2003 meeting. This session will also provide an opportunity for members to discuss areas of common concern and interest in matters related to institutional research at Indiana institutions of higher education.

5:00-5:40 p.m.  SPECIAL INTEREST GROUP  Torrey 1 & 2, NT, Lobby Level

Kentucky Association for Institutional Research (KAIR) (S31)

TUESDI HELBIG (Convener), Western Kentucky University

Members and all those interested in learning more about the Kentucky Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.

5:00-5:40 p.m.  SPECIAL INTEREST GROUP  Santa Rosa, ST, Level 1

Community College Institutional Researchers (Invitational Event) (S32)

DEREK V. PRICE (Convener), Consultant, DVP-Praxis

Community college institutional researchers focus group.

5:00-5:40 p.m.  SPECIAL INTEREST GROUP  Columbia 1, NT, Lobby Level

Mississippi Association for Institutional Research (MAIR) (S33)

JULIE C. FULGHAM (Convener), Associate Director of Planning, Evaluation and Institutional Effectiveness, Mississippi State University

Members and all those interested in learning more about the Mississippi Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.
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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Special Interest Group</th>
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<tr>
<td>5:00-5:40 p.m.</td>
<td>Encinitas, ST, Level 3</td>
<td><strong>Louisiana Association for Institutional Research (S35)</strong></td>
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<td>Kimberley Kirkpatrick (Convener), Louisiana Board of Regents</td>
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<td>Current members and all those interested in learning more about the Louisiana Association for Institutional Research are invited to attend.</td>
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<td>5:00-5:40 p.m.</td>
<td>Cardiff, ST, Level 3</td>
<td><strong>Michigan Association for Institutional Research (MIAIR) (S36)</strong></td>
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<td>Jennifer L. Dunseath (Convener), Director of Institutional Effectiveness, Kettering University</td>
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<td>Members and all those interested in learning more about the Michigan Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.</td>
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<td>5:00-5:40 p.m.</td>
<td>Carlsbad, ST, Level 3</td>
<td><strong>Northeast Association for Institutional Research (NEAIR) (S42)</strong></td>
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<td>Michelle S. Appel (Convener), Senior Research and Policy Analyst, University of Maryland</td>
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<td>An informal time for members or persons interested in joining NEAIR to meet and share information.</td>
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<td>5:00-5:40 p.m.</td>
<td>Del Mar, ST, Level 3</td>
<td><strong>Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (S47)</strong></td>
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<td>Christopher M. Antons (Convener), Director of Institutional Research and Planning Support, Willamette University</td>
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<td>This session will provide an opportunity for members of PNAIRP to get together to converse, have a bite to eat, and make plans for going out to dinner. All PNAIRP members are encouraged to attend and connect with your regional colleagues.</td>
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<tr>
<td>5:00-5:40 p.m.</td>
<td>Boardroom, ST, Level 3</td>
<td><strong>Puerto Rico Association for Institutional Research (PRAIR) (S48)</strong></td>
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<td>Gloria Davila-Casasnovas (Convener), Director of Policy and Planning Division, Puerto Rico Council on Higher Education</td>
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<td>Members and all those interested in learning more about the Puerto Rico Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.</td>
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<td>5:00-5:40 p.m.</td>
<td>Torrey 3, NT, Lobby Level</td>
<td><strong>Rocky Mountain Association for Institutional Research (RMAIR) (S51)</strong></td>
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<td>Brian L. Shuppy (Convener), Manager of Institutional Research, Weber State University</td>
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<td>Members of RMAIR will conduct a business meeting and review plans for the next annual meeting.</td>
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<tr>
<td>5:00-5:40 p.m.</td>
<td>Marina Ballroom Salon D, ST, Level 3, Internet</td>
<td><strong>SAS Users (S52)</strong></td>
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<td>Mary Lelik (Convener), Director of Institutional Research, Saint Mary’s College</td>
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<td>This SIG provides a forum for SAS users at various institutions to exchange ideas and seek advice. Persons interested in establishing contacts with other SAS users, in seeking new approaches to SAS problems they are experiencing, and/or in sharing their knowledge of SAS are invited to attend. Both experienced and novice SAS users are welcome.</td>
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<td>5:00-5:40 p.m.</td>
<td>Balboa, ST, Level 3</td>
<td><strong>Foundations Institute Focus Group (Invitational Event) (S78)</strong></td>
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### Expanded Delaware Study (S79)

**HEATHER KELLY ISAACS** (Convener), Assistant Director, University of Delaware  
**MICHAEL F. MIDDAGUGH** (Convener), Assistant Vice President of Institutional Research and Planning, University of Delaware

This session will provide an open forum for those interested in discussing the Expanded Delaware Study.

### National Survey of Student Engagement (NSSE) Users (S97)

**JILLIAN L. KINZIE** (Convener), Associate Director of NSSE Institute, Indiana University Bloomington

Colleges and universities that have used or plan to use the National Survey of Student Engagement (NSSE) are invited to this informal meeting to learn more about new survey developments, discuss experiences with FSSE, BSSE and other surveys, share feedback and ideas, and meet NSSE staff and other users.

### FSSE User Discussion (Invitational Event) (S98)

**JILLIAN L. KINZIE** (Convener), Associate Director of NSSE Institute, Indiana University Bloomington

This session will be to solicit specific feedback from FSSE users.

### Bayside Pavilion Gathering (003)

**STEPHEN L. CHAMBERS** (Host), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs  
**CEL JOHNSON** (Host), Executive Director of Institutional Research and Planning, University of San Diego

Monday night is your opportunity to explore San Diego! You can walk to the Gaslamp District and enjoy the historic quarter’s marvelous restaurants and trendy bars. Or you can get an AIR trolley pass and ride to Old Town for Mexican food, Little Italy for Italian, or—for those who prefer a little shopping with their eating--Fashion Valley Mall. Or you can watch the San Diego Padres bash the Milwaukee Brewers in San Diego’s new Petco Park and graze your way through the park’s concessions.

After dinner, return to the Marriott and meet your fellow wanderers at an informal gathering in the Bayside Pavilion. You can buy a drink (soft or otherwise), chat with friends (old and new), and dance to the enticing music of AIR’s own Windbreakers! Did you miss the Saturday night reception? Catch the Windbreakers on Monday night! Thrill to their new lyrics and dance to the familiar tunes we all know and love. Or break out your kazoo and accompany them as they play old favorites.
TUESDAY, MAY 31, 2005
Tuesday, May 31, 2005

7:30-8:20 a.m. SPECIAL EVENT Marriott Hall 2, NT, Lobby Level

AIR Annual Business Meeting (016)

DENISE P. SOKOL (Committee Chair), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center
SANDRA K. JOHNSON (Associate Committee Chair), Associate Dean, Princeton University

Please plan to participate in the Annual Business Meeting of your Association. The printed agenda and Annual Report will be included in the on-site registration packet.

8:30-9:10 a.m. DEMONSTRATION Marina Ballroom Salon G. ST, Level 3, Internet

The Midwest PERL: An Online Tool for Policy Makers, Postsecondary Leaders and Researchers (537)

JENNIFER DAHLQUIST (Author), Director of Student Initiatives/Policy Research Associate, Midwestern Higher Education Compact
BRIAN L. SHUPPY (Facilitator), Manager of Institutional Research, Weber State University

The Midwest PERL, developed with support by Lumina Foundation for Education, is an online, interactive tool created to meet the resource needs of postsecondary leaders, researchers and policymakers in the Midwestern region through two complementary databases: 1) a “fact book” of state-level data for ten states searchable by a variety of indicators including preparation, participation and completion; and 2) a resource library providing users with links to quality reports and articles searchable by postsecondary issue. Presenters from a regional compact will demonstrate this tool highlighting its dual database design and facilitating dialogue about its use and further improvement.

8:30-9:10 a.m. DEMONSTRATION Marriott Hall 6, NT, Lobby Level, Internet

IPEDS Peer Analysis — For Executives and the Rest of Us (681)

JANICE A. PLOTCZYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics
MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions
MARK L. GUNTY (Facilitator), Assistant Director of Institutional Research, University of Notre Dame

This session will spotlight the on-line tools available for IPEDS peer analysis. First we’ll demonstrate use of the new Executive Peer Tool (ExPT), a simplified version of the IPEDS Peer Analysis System (PAS) that allows access to the data presented in the NPEC IPEDS Data Feedback Report. Then we’ll show how to extend and expand this analysis by using the powerful capabilities within the PAS, or by preparing a download file for use in an external statistical software package. We’ll also show off some new features in the system: frequently used and derived variables, report templates, forms facsimiles.

8:30-9:10 a.m. INVITED PAPER Santa Rosa, ST, Level 1

Becoming a Published Author: Options, Requirements and Strategies (743)

ANDREEA M. SERBAN (Author), Associate Vice President of Information Resources, Santa Barbara City College
J. FREDERICKS VÖLKKEIN (Author), Professor, Senior Scientist, Penn State University
GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
RICHARD D. HOWARD (Author), Professor, Montana State University-Bozeman
JOHN C. SMART (Author), Professor, The University of Memphis
ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College

This session provides an overview of AIR publications, the emphasis and desired submission format for each publication, the review and selection processes used by each and shares suggestions for preparing papers to be submitted for consideration. All colleagues interested in being published, whether new or veterans in the profession, will benefit from attending this session with the AIR publication editors and the chair of the AIR Publications Committee.

8:30-9:10 a.m. OPEN HEARING Leucadia, ST, Level 1

AIR Executive Director Transition Committee Seeks Your Comments (769)

SANDRA K. JOHNSON (Convener), Associate Dean, Princeton University

AIR Executive Director Terry Russell will be retiring from his position in January 2008 and the AIR Board is beginning the process of identifying a new executive director. The Transition Committee has arranged for this session to solicit membership comments, recommendations and other input concerning the functions, characteristics, experience, and qualifications that AIR should look for in its search for the new executive director.
Postsecondary institution graduation rates are receiving attention on Capitol Hill these days. The degree to which college-bound high school students focus on those rates, retention rates, and other important statistics remains questionable however. At issue is whether consumer education would be instrumental to increasing first-year student retention, to promoting timely graduation, and to advancing institutional, societal, and national interests. Strong correlations were found among variables including institutional entrance test scores and graduation rates. Findings from this correlation design research project suggest widely-published institutional rates of retention, graduation, and alumni giving deserve greater attention from prospective college students and their sponsors.

This investigation examined whether high and low achieving minority engineering college students used self-regulated learning strategies while studying science, engineering, and mathematics. Thirty students were interviewed and responded to learning contexts related to these subjects. The research design was modeled after Zimmerman’s and Martinez-Pons’ 1986 structured interview format. High achievers reported use of more self-regulated learning strategies than low achievers when taking chemistry tests, writing chemistry lab procedures, completing mathematics homework, and taking calculus tests. This study suggests that engineering students use self-regulated learning strategies and that high achievers use more learning strategies than low achievers.

International learning is recognized an increasingly important part of the undergraduate curriculum in most colleges and universities. Institutions that do not offer a common study abroad experience for students face unique challenges in assessing institution-wide learning goals for these programs. In one urban university, a presidential initiative to internationalize the campus has led to the identification of international learning goals for undergraduates. A pilot project to assess these goals in study abroad has contributed to wider campus conversations about international learning across the curriculum.

The purpose of this presentation is to describe the general education assessment program at a mid-sized university. Specifically, assessment results in one content area of our general education program – science and mathematics – will be presented. University faculty, in consultation with their assessment liaison, developed a test to assess learning in 12 of the 17 learning objectives for science and math. Results from two administrations of this test will be presented, including: pre-test to post-test score comparison, the impact of the number of subject area courses taken between pre-test and post-test, and the impact of examinee motivation on post-test scores.

Salary equity analyses assess whether women and ethnic minority faculty are paid equitably relative to non-minority faculty. Our university has recently begun to include merit scores in our analysis. These data have presented some methodological challenges, however, including problems with missing data and variations in ratings across academic units. This presentation will discuss how we dealt with these challenges and what we have found about the role of merit in determining salaries. Interestingly, we find that merit is a moderate predictor of faculty salaries but is less important than a market index of academic disciplines along with faculty’s rank.
Using Zip Code Data in Community College Enrollment Analysis (406)

TERRENCE R. WILLET (Author), Director of Research, Gavilan College
WILLARD C. HOM (Author), Administrator for Research and Planning, Chancellor's Office California Community College
ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

This talk discusses (a) the benefits of using zip code data from the system office for enrollment analysis at community colleges and (b) some quantitative analyses that could exploit such data. The presentation includes a case study. The content will include the strengths and weaknesses of this model as well as ways that this model can be extended. Analysis techniques include GIS and statistical approaches. Attendees will learn about a basic model for exploiting existing data to help planning in curriculum offerings, course scheduling, enrollment capacity, community needs assessment, student services, outreach, and institutional marketing.

Developing Predictive Models for Matriculation and Academic Success with Enterprise Miner (611)

MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University
TERRY M. MCCONATHY (Facilitator), Executive Vice President and Dean of the Graduate School, Louisiana Tech University

With scanty resources, increasing competition for viable applicants and demands to improve college persistence rates, institutions are turning their attention from recruiting to recruiting for success. This research will present a case of applying predictive modeling to identify the likely-to-succeed candidates at the recruiting point. It will describe the development of predictive modeling with SAS Enterprise Miner and the model assessment process. Predictive modeling techniques such as logistic regression, tree-analysis and neural network will be discussed. The accuracy of prediction, misclassification tolerance and robustness of various models will be compared.

Characteristics that Influence Community College Student Transfer and Baccalaureate Degree Attainment (105)

MELISSA L. FREEMAN (Author), Doctoral Student, Ohio University
VALERIE M. CONLEY (Author), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University
GORDON P. BROOKS (Author), Assistant Professor, Ohio University
BOB ADEBAYO (Facilitator), Director of Institutional Research, Armstrong Atlantic State University

This study builds on existing knowledge of community college students, particularly regarding transfer from a two-year to a four-year institution and the successful completion of a baccalaureate degree. We use the National Center for Education Statistics (NCES) 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01) to examine risk factors, age, gender, race, urbanicity, proximity of the institutions, personal goals, and type of financial assistance received and how these impact transfer from a two-year to a four-year institution and the completion of a baccalaureate degree.

Goal-Setting Conditions of First-Time Full-Time Community College Freshmen as Differentiated by Initial Goal Choices and Subsequent Retention (108)

CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris
BETTE M. SIMMONS (Author), Dean of Student Development, County College of Morris
NANCY L. KINSEY (Facilitator), Director of Institutional Research and Planning, Kaskaskia College

Facilitating the achievement of students' goals is challenging for many community colleges. What is the best goal-setting strategy to use with community college students so that they achieve their highest levels of accomplishment? Using canonical discriminant analysis, this study differentiated four randomly assigned conditions for students as they completed a goals questionnaire: difficult, realistic, easy and no instruction and a comparison group. The group that did best on the combination of initial goal choices and retention outcomes was the realistic group. Initially, ten variables were used in the model with a significant Wilks' Lambda (p=.0272). Mahalanobis distances indicated some instruction on goals is better than none. Subsequently, additional variables were incorporated into the analysis.

Mission: Recognizing and Serving Student Inequities (118)

EDITH H. CARTER (Author), Assistant Professor of Educational Research, Radford University
CHRISTINA E. WHITFIELD (Facilitator), Director of Research and Policy Analysis, Kentucky Community and Technical College System

While college enrollment rates have risen for all income groups and races over the past three decades, progress for closing the gap for low income and minorities (underrepresented groups) remains a dilemma for higher education. Recent changes in tuition and financial aid have prevented hundreds of thousands of students from entering college. The questions surrounding the issues of access, retention and excellence as they relate to the underrepresented, non-traditional student population will be the focus of this study. Institutional Research must play a more active role in providing an in-depth analysis of service to these underrepresented populations.
Origins of the Gender Gap: Pre-College and College Influences on the Differences between Men and Women (272)

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles
CASANDRA E. HARPER (Author), Research Analyst, University of California-Los Angeles
DAWN GERONIMO TERKLA (Facilitator), Executive Director of Institutional Research, Tufts University

This study examines differences between college women and men on 41 student outcomes and assesses the extent to which those differences are attributable to gender gaps that existed prior to college or to men’s and women’s differential college experiences. The data were drawn from a national longitudinal sample of college students (N = 17,637) attending 204 four-year colleges and universities who were surveyed upon entry to college in 1994 and four years later in 1998.

First Things First: Developing Academic Competence in the First Year of College (283)

ROBERT D. REASON (Author), Assistant Professor, Penn State University
PATRICK T. TERENZINI (Author), Distinguished Professor, Penn State University
ROBERT JAYMES DOMINGO (Author), Graduate Research Assistant and Doctoral Candidate, Penn State University
RANDY L. SWING (Facilitator), Co-Director and Senior Scholar, Policy Center on the First Year of College

A significant proportion of students entering college never make it to their second year at that same institution. Moreover, most knowledge and cognitive skill gains occur in the first two years of college. The Foundations of Excellence Project is a national effort to transform how colleges and universities think about, package, and present the first year of college. Using data from nearly 6,700 students, 5,000 faculty members, and senior academic and student affairs officers at 35 institutions, this study identifies the individual, organizational, environmental, programmatic, and policy factors that individually and collectively shape first-year students’ academic success.

Faculty Perceptions of Institutional Research and its Utility to Academics (310)

GARY SKOLITS (Author), Senior Research Associate, University of Tennessee
BRIAN NOLAND (Author), Associate Executive Director, Tennessee Higher Education Commission
SUSAN E. GRAYBEAL (Author), Dean Institutional Effectiveness, Northeast State Technical Community College
JIM VANDER PUTTEN (Facilitator), Assistant Professor, University of Arkansas-Little Rock

As institutional expectations for effectiveness encompass academic functions and instruction, the literature identifies the challenges and opportunities for enhancing the role of institutional research beyond administrative and reporting requirements. There is a lack of research regarding faculty perceptions of the utility of institutional research and its applicability to academic outcomes and student learning. This scholarly paper session identifies how community college faculty perceive and respond to institutional research processes and products as they fulfill their academic effectiveness responsibilities. The presentation also addresses study conclusions and their implications for institutional researchers and community college faculty and staff.

One College's Experience with Optional Submission of SAT Scores: An Analysis of the First Four Years (548)

CATE ROWEN (Author), Director of Special Research Projects, Mount Holyoke College
MICHAEL D. ROBINSON (Author), Mount Holyoke College
JANE B. BROWN (Author), Mount Holyoke College
DIANE ANCI (Author), Mount Holyoke College
JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

This paper examines the decision by One College to make SAT scores optional. We examine a number of implications and consequences of the policy. We investigate both the students’ decision of whether or not to submit her scores and the impact of that decision on the admissions outcome for the student. There is evidence supporting both the claim that SAT scores can be highly useful in making admissions decisions as well as the counter argument that at least for a small college where admissions is driven by time intensive reading of folders SATs are not necessary.
Challenges in Studying Doctoral Student Persistence to Degree (T04)

MARY KORFHAGE (Author), Senior Associate, University of Louisville
ARNOLD L. HOOK (Author), Institutional Research Analyst, University of Louisville
ROBERT S. GOLSTEIN (Author), Director of the Office of Planning, Institutional Research, and Data Management, University of Louisville

A persistence-to-degree analysis at a metropolitan research university explored advancement to candidacy and subsequent time to degree for doctoral students entering since 1985. This project generated baseline data by program, gender and ethnicity for the evaluation of interventions to improve degree attainment. Although similar to comparable studies of undergraduates, unique characteristics of graduate education posed challenges in the design and interpretation of the analysis. The analytic strategy will be described as will the challenges encountered in its completion. Participants will share their experiences and lessons learned in similar analyses.

eCollege: Comprehensive Web-Based Options for Your Institution’s Course and Instructor Evaluation Process (E13)

KEVIN HOFFMAN (Presenter), Director of Evaluation Services, eCollege

Tired of distributing and scanning evaluation forms after every term? Interested in learning more about how to easily put your entire course evaluation process online for both on-ground and online courses? Or, would you just like to put your evaluation reporting to faculty and administrators online and keep your existing paper-based collection process? If so, please attend this session to hear more about eCollege’s robust turnkey online course evaluation products. Additionally, if you are looking for a quality course evaluation instrument come to this session and find out how Educational Testing Service (ETS) and eCollege have partnered to provide institutions with the acclaimed and extensively researched SIR II instruments, all online.

AIR GRANT PAPER: Faculty Labor Market Disparities by Race/Ethnicity and Family Status: Evidence from NSOPF:99 (702)

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University Bloomington
JOHN MOORE (Author), Project Associate, National Survey of Student Engagement (NSSE) at Indiana University
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

In this study, we use data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) to examine labor market differences for faculty based on their race/ethnicity and family status. We focus more specifically on whether the race/ethnicity and family status of an individual influences his/her compensation, rank, and nature of employment in academe.

RMAIR Best Paper: Does High School Attended Matter in Measuring the Risk Propensity of Student Departure? (737)

SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada-Reno

Given the mounting number of college freshmen with insufficient academic preparation (and thus in need of remediation), student persistence at the college level may be influenced significantly by the type of high school attended. Using hierarchical, nested linear and logit models, the study examines eleven high school attributes (e.g., expenditure-per-pupil, teacher level of education/experience, student composition) and measures their relative impact on student academic preparation and college retention vis-à-vis twenty student demographic, college experience, and financial aid variables. The findings are relevant to both student recruitment and retention in weighing the influence of high school origin.

SAS Techniques Applied in Creating the Fixed Length Files for Uploading IPEDS Survey Data (654)

ROBERT W. ZHANG (Author), Associate Director of Institutional Research, Bowling Green State University

Tired of manually keying in the calculated data on the screen for IPEDS Web-based data collection? The solution is to adopt the method of uploading the fixed length text file, which would save Institutional Researcher’s tremendous time. This presentation will help audience understand and make use of SAS techniques in manipulating and/or calculating raw data and generating a fixed length text file according to the IPEDS import file layout specifications. The SAS techniques involved in this project, such as SAS macro, SAS array, SAS Summary and SQL procedures, and SAS data _null_ statement, will be presented in details.
10:20-11:00 a.m.  DEMONSTRATION  Marina Ballroom Salon G, ST, Level 3, Internet
New NCES Tools and Data: the IPEDS Data Analysis System (DAS), the IPEDS Executive Peer Tool (ExPT), and Derived Variables (657)

JOHN H. MILAM (Author), Executive Director, HigherEd.org, Inc.
SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

This session will demonstrate two new NCES online data tools - the IPEDS Data Analysis System (DAS) and the IPEDS Executive Peer Tool (ExPT). The IPEDS DAS allows users to dynamically generate summary tables for one year of IPEDS data, including sums, counts, and percentage estimates. Users may select and regroup categorical variables for producing estimates and identify ranges of values to form subgroups and estimates. The ExPT is designed to “whet the appetite” of users for IPEDS data and the Peer Analysis System (PAS), with a simple, step-by-step process. Users can pick up to 100 schools at a time with different options. A limited set of data are available, those provided as part of the new NPEC IPEDS Data Feedback Reports to institutions, and dynamic graphing is provided. Additional derived variables that are newly available in IPEDS will also be discussed.

10:20-11:00 a.m.  DEMONSTRATION  Santa Rosa, ST, Level 1
A Voice Crying in the Wilderness: Effectively Communicating Data and Information to Campus Communities (683)

GLENDA DROOOGSMA MUSOBA (Author), Policy Analyst/Associate Director, Indiana University Bloomington
TINA TUTTLE (Author), Research Associate, Indiana University

Communicating complex data and information in ways to allow administrators and practitioners to make decisions and adjust programs is a serious challenge. Inferential statistics in particular can be perceived by practitioners and administrators as hazardous to the mental health at worst, undecipherable at best. This presentation discusses the lessons learned from a statewide project to share data from regression models on persistence and transfer with campuses with the intent of facilitating campus planning. Focusing primarily on how data is presented, including graphics, briefs, and tables, it will offer real examples of analyses reports and ideas for improvement.

10:20-11:00 a.m.  RESEARCH PRESENTATION  Balboa, ST, Level 3
Assessing Student Outcomes in Study Abroad Programs: Are Students Gaining Intercultural Skills? (233)

JOY R. EVANS (Author), Research Analyst, Saint Mary’s College
MARY LELIK (Author), Director of Institutional Research, Saint Mary’s College
A. SRIKANTA RAO (Facilitator), Director of Institutional Analysis, Assessment and Evaluation, Tuskegee University

Few externally validated, quantitative measurements exist to assess the development of intercultural skills. As educators seek ways of preparing their students for study abroad in the new global reality, institutions require new tools to evaluate the effectiveness of international programs. Focusing on one institution with more than 10 different study abroad programs, this presentation will describe a multi-pronged approach to assessing students’ development of intercultural “competence.” The discussion will include a review of results to date, a preliminary evaluation of the assessment tools used, and a conversation on the potential contribution of this research to international program planning and assessment.

10:20-11:00 a.m.  RESEARCH PRESENTATION  Carlsbad, ST, Level 3
The Transition from High School to Higher Education – Using The Student Clearinghouse to Explore Market Share of Washington State High School Graduates (415)

PAUL STERN (Author), Senior Research Associate, SESRC/Washington State University
JEFFREY C. SUN (Facilitator), Assistant Professor of Educational Leadership and Affiliate Professor of Law, University of North Dakota

Researchers will discuss results of a match of recent high school graduates against National Student Clearinghouse data. The research explores higher education enrollment patterns across demographic groups and institutions of higher education in the year following graduation from high school. The presentation will also compare the student record matching system used for Clearinghouse records with other graduate follow-up protocols currently used in Washington State.

10:20-11:00 a.m.  RESEARCH PRESENTATION  Marina Ballroom Salon D, ST, Level 3, Internet
Effective Resource Allocation and planning using GIS Mapping Software (422)

EDWARD V. CHAPEL (Author), Associate Vice President Information Technology, Montclair State University
GURVINDER K. KHANEJA (Author), Associate Director of Institutional Research, Montclair State University
JACOB JASIN (Facilitator), Statistical Assistant, Southeastern Louisiana University

Mapping software produces visual analyses of data that are valuable for planning and lobbying efforts. Since most of Montclair state University’s incoming freshmen (95%) and transfer students (92%) are from New Jersey, the university is able to allocate resources and attract resources with precise references to smaller political/geographical units. The current session explores the relationship between the state and the institution, using ArchInfo software. Three different scenarios will be presented to depict how mapping has helped MSU to better serve it’s educational mission and that of the State’s legislators.
Programme Improvement Through Alumni Research (PITAR): Our Students in the Workplace and Curriculum Enhancement – Unlocking the Potential (446)

PATRICIA A. HOPKIN (Author), Project Officer, University College Northampton
SHERYL Y. RANDALL (Author), Director of Information and Planning Unit, University College Northampton
DAVID T. DAVIES (Author), Project Manager, Anglia Polytechnic University
IAN BUCHANAN (Author), The Open University
BRIAN RAMSDEN (Author)
MICHEL F. SCHEXNAYDER (Facilitator), Program Manager, Louisiana State University

The three-year PITAR project surveyed alumni from three UK HEIs to identify any skill gaps between acquisition on graduation and requirements of the workplace. The current research has examined more closely any resultant curriculum improvement.

Detailed investigation has attempted to pinpoint the best ways of ensuring that feedback from former students are used to inform curriculum design, and so make certain that HE programmes are meeting the needs of students and employers.

The research relied upon the concept of “subject champions” to alter the curriculum, but exactly how effective have they been as agents for change? Are there any alternatives?

The Impact That Tuition Increases and Price Subsidy have on Matriculation and Retention at a large Midwestern University: Testing an Alternative Approach to Net Price Theory (617)

MARK A. BYRD (Author), Executive Director of Institutional Research and Information Management, Eastern Michigan University
SONG YAN (Author), Senior Research Analyst, Eastern Michigan University
RAOUF HANNA (Author), Head of Economics Department, Eastern Michigan University
C. ANTHONY BROH (Facilitator), Director of Research, Consortium on Financing Higher Education

The purpose of this study is to test the “emergent alternative approach” to net price theory. We examine the impact that tuition increases and different financial aid sources have on first-time enrollment and the persistence of students at a large metropolitan university in the Midwest. Elements identified within the literature as being limitations to existing net price theory are factored into models and presented in scenario format for practical application.

Service and Diverse Interactions in College as Predictors of Civic Engagement in the Post-college Years: Differences Across Institutional Types (161)

NIDA DENSON (Author), Research Analyst, University of California-Los Angeles
ERIC A. YAMAMURA (Author), Research Analyst, University of California-Los Angeles
WILLIAM W. HUGHES (Facilitator), Senior Programmer Analyst, The University of Alabama

While there are a growing number of studies on college students’ civic engagement (Colby and Ehrlich, 2003; Sax, 2000; Vogelgesang, 2001), little research has been conducted on the civic engagement of college students in the post-college years (Astin, Sax, Avalos, 1999). In addition, even less is known about differences in post-college civic engagement for students who attended various institutional types (public, private, religious, HBCU’s). The purpose of this paper is to discuss how students’ college experiences in service and with diversity impact civic engagement in the post-college years, and if these relationships differ for students attending different institutional types.

Diversity-Related Outcomes: Exploring the Effect of Course-Based and other Educational Experiences (277)

MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts

As a part of this large public research university’s assessment of its climate for community, diversity, and social justice, we have conducted a series of surveys that focus on undergraduate students’ educational experiences with diversity. These surveys place a particular emphasis on learning outcomes related to racial and ethnic diversity and the individual and institutional factors that enhance students’ development. This diversity-related focus on teaching and learning contributes to our understanding of the role the University curriculum and pedagogy plays in facilitating students’ preparation for living and working in a diverse world.
Detecting Group Salary Inequity: A Statistical Unifying Approach (491)

MARCEL NZEUKOU (Author), Research Specialist, Principal, University of Arizona
ROBYN MARSHCHEKE (Facilitator), Institutional Research Analyst, University of Colorado at Colorado Springs

When faced with the problem of testing for salary equity, analysts are confronted with the choice of an estimation method ranging from simple mean comparison to sophisticated multi-equation econometrics models. Beyond the outcome differences due to the choice of variables included in the analysis, different quantitative methods typically produce different outcomes for the same data set. This problem is particularly acute when two methods produce two opposite outcomes. This motivated our attempt to generate a unified approach to salary equity testing that can reconcile the outcome differences, and hopefully prioritize these methods according to their robustness.

The AAUP Faculty Compensation Survey (T05)

JOHN W. CURTIS (Author), Director of Research, American Association of University Professors

An informal session to learn more about the annual AAUP Faculty Compensation Survey, including both participating as an institution and receiving comparative data. The session will also describe a new Gender Equity Index based on survey data. Participants from all types of institutions are encouraged to attend.

The National Resource Center for The First-Year Experience and Students in Transition: Assessing the Educational Experiences of College Students in Transition (E19)

BARBARA F. TOBOLOWSKY (Presenter), Associate Director, National Resource Center for the First-Year Experience and Students in Transition
BRADLEY E. COX (Presenter), Coordinator of Research and Public Information, National Resource Center for the First Year Experience and Students in Transition

The National Resource Center for The First-Year Experience and Students in Transition seeks to build and sustain vibrant, campus-based educational communities committed to the success of all students in transition. To that end, the Center has developed a number of publications, Web resources, and a summer institute dedicated to collegiate assessment.

Our presentation will highlight the Center’s assessment resources and introduce a new opportunity for institutional researchers to publish their work in an upcoming monograph on educational initiatives for sophomore students. Participants will also have the opportunity to win a free copy of one of our most recent monographs.

Improving Higher Education Planning: IR’s Integral Connection to the Campus Master Plan (459)

MARSHA V. KROTSENG (Author), Chief Planning Officer, Valdosta State University
RUTH V. SALTER (Author), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University
AMIR PIRANI (Author), Director for Pre-Design and Programming Services, John Portman & Associates

With the number of high school graduates estimated to reach a peak of 3.2 million in 2009 and remain at a high level through 2018, campuses across the country are preparing to accommodate increased enrollments. Many institutions face critical shortages of classroom, laboratory, and office space along with the perennial parking issue. Development of a physical Master Plan enables a campus to systematically explore alternatives for growth to meet projected demands. Current, accurate, and readily available data are fundamental to creation of the Master Plan. Panelists representing three unique perspectives on the process will address the implications for institutional researchers.
NCAA Reporting Requirements for Division I and II Schools (540)

TIMOTHY A. WALSH (Author), Director of Institutional Research, Temple University

This session will cover the new NCAA Graduation Rates Data Collection System and the Academic Performance Program (APP) reporting requirements and how they will be used.

Exploring the Benefits at the State and Institutional Levels from a Collaboration between the Ohio Board of Regents Higher Education Information System and the National Student Clearinghouse (542)

DAVID SMITH (Author), Analyst, HEI, Ohio Board of Regents-HEI
DARRELL E. GLENN (Author), Assistant Director, Higher Education Policy Commission
ROBERT STUART (Author), Director of Institutional Research, Cuyahoga Community College
JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University

A state run information system entered into an agreement with a national loan guarantor to research where students from that state attend nationally. As a result of this collaboration, the state information system makes the retrieved data available to all state institutions for their internal research purposes. Information derived from this data has also been utilized by the state for internal reports as well as public reporting purposes.

Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices. (648)

SUSAN B. JONES (Author), Senior Analyst (Retired), University of Wyoming
LARRY G. JONES (Author), Senior Public Service Associate, University of Georgia
DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research, Tufts University
MARY M. SAPP (Author), Assistant Vice President of Planning and Institutional Research, University of Miami
MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University
ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College
SANDRA J. PRICE (Author), United Medical Associates

AIR’s Code of Ethics, adopted in 1992, has been revised by the Task Force on Ethics. In addition, there is a new preamble and appendices. The Task Force has been working on guidelines for avoiding ethical dilemmas and will present skits depicting situations on this topic, focusing on the relationship between best management practices and ethics. The skits will be followed by discussion and a review of the proposed guidelines for avoiding dilemmas. Participants are also encouraged to submit their own ideas for skits (anonymously) and for avoiding ethical dilemmas.

Living through Change: From Punchcards to Integrated Databases (649)

MELODIE E. CHRISTAL (Author), Director of Institutional Research, Washburn University
ELIZABETH L. CRICKARD (Author), Data Analyst, Butler County Community College
DIANNE GRAVES (Author), Research Analyst, Washburn University
GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
K. PATRICIA SUMNER (Author), Information Analyst, Johnson County Community College

The evolution of data management has evolved from the mainframe to integrated data management systems intended to make institutional reporting easier. While these systems are very powerful transactional tools, the data reporting sometimes seems like an afterthought. This presentation describes the processes four institutions used to develop new reporting strategies and the challenges they faced. The panelists will address how to access data and create meaningful, accurate reports using different reporting tools. This session will be most useful to those beginning the process of reporting from a relational database.
Chief Executive Perspectives on IR’s Role in Institutional Improvement and Increasing Effectiveness (723)

RUFUS GLASPER (Author), Chancellor, Maricopa Community College District
MARY E. LYONS (Author), President, University of San Diego
ALBERT K. KARNIG (Author), President, California State University, San Bernardino
JOHN B. ROMO (Author), Superintendent/President, Santa Barbara City College
ELLEN EARLE CHAFFEE (Author), President, Valley City State University
STEPHEN L. CHAMBERS (Facilitator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs
WILLIAM E. KNIGHT (Facilitator), Director of Planning and Institutional Research, Bowling Green State University

In keeping with the Forum Theme, Mission: Improve Higher Education, the panel of college presidents will respond to questions concerning ways that institutional researchers can and should promote institutional improvement and assist the Chief Executive Officer (CEO) and others in increasing institutional effectiveness. These CEO’s will assist institutional researchers with examples and advice concerning forging measures of performance and institutional effectiveness, processes for decision support and many other contributions, and carrying out roles to better inform higher education policy makers.

International Gathering (004)

DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University Oxford

Forum attendees from all nations are invited to meet with the External Relations Committee and their colleagues from other nations.

AIR GRANT PAPER: Enhancing Student Success Through Electronic Portfolios: A Report on an AIR/NPEC Grant (703)

SUSAN KAHN (Author), Director of Institutional Effectiveness, Indiana University-Purdue University Indianapolis
SHARON HAMILTON (Author), Associate Dean of the Faculties, Indiana University Purdue University Indianapolis
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This AIR/NPEC-funded project is studying the impact of a student electronic portfolio on first-year student success. Using a quasi-experimental project design, we are examining the effect of our portfolio on retention, grades, student engagement, and student learning outcomes. In this session, we will introduce our e-portfolio model, summarize our findings to date, and describe aspects of our project design that worked best and ways of adapting the design to other institutional settings. Most important, we will discuss what we have learned about strategies for using e-portfolios to help first-generation, commuter students make the transition to college-level learning.

Association for Institutional Research and American Association of University Professors Advisory Meeting (077)

Continued from previous time period.

Improving Higher Education Planning: IR’s Integral Connection to the Campus Master Plan (459)

Continued from previous time period.

NCAA Reporting Requirements for Division I and II Schools (540)

Continued from previous time period.

Exploring the Benefits at the State and Institutional Levels from a Collaboration between the Ohio Board of Regents Higher Education Information System and the National Student Clearinghouse (542)

Continued from previous time period.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:10-11:50 a.m.</td>
<td>Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices. (648)</td>
<td>Marina Ballroom Salon E, ST, Level 3</td>
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<td>Continued from previous time period.</td>
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<tr>
<td>11:10-11:50 a.m.</td>
<td>Living through Change: From Punchcards to Integrated Databases (649)</td>
<td>Point Loma, ST, Level 1</td>
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<td>Continued from previous time period.</td>
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<tr>
<td>11:10-11:50 a.m.</td>
<td>Chief Executive Perspectives on IR’s Role in Institutional Improvement and Increasing Effectiveness (723)</td>
<td>Marriott Hall 3, NT, Lobby Level</td>
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<td>Continued from previous time period.</td>
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<tr>
<td>11:10-11:50 a.m.</td>
<td>Causes and Correlates of College Student Financial Literacy: Institutional Implications and Student Financial Outcomes (165)</td>
<td>Marriott Hall 4, NT, Lobby Level</td>
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<td></td>
<td>LYSSA L. THADEN (Author), Teaching Assistant, Washington State University</td>
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<td></td>
<td>BRYAN ROOKEY (Author), Graduate Student, Washington State University</td>
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<td>Researchers and practitioners alike acknowledge that there is a growing problem with student loan and credit card indebtedness. However, little research has focused on financial literacy and how prepared students are to make financial decisions. Is the financial literacy of college students problematic? If so, who is at risk and what are the consequences? Results from a Web-based survey of college students are analyzed and implications for institutional retention and persistence policy are discussed, along with long-term individual outcomes.</td>
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<tr>
<td>11:10-11:50 a.m.</td>
<td>Latino Youth and the Pathway to College (180)</td>
<td>Del Mar, ST, Level 3</td>
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<td>CHUL LEE (Author), University of Wisconsin</td>
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<td>ALBERTO F. CABRERA (Author), Associate Professor and Senior Associate, Penn State University</td>
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<td>WATSON SCOTT SWAIL (Author), President, Educational Policy Institute</td>
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<td>This session will present information recently published by the Educational Policy Institute and the Pew Hispanic Center that analyzes Latino achievement through postsecondary education. The presentation utilizes the latest installment of the National Educational Longitudinal Study (NELS), which includes transcript data from postsecondary institutions, thus eliminating self-reported information on academic performance, type of postsecondary education attended, and type of postsecondary degree attained.</td>
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<tr>
<td>11:10-11:50 a.m.</td>
<td>Assessment of Online Courses: A Three-Step Approach (236)</td>
<td>Balboa, ST, Level 3</td>
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<td></td>
<td>JANET E. ROEHL (Author), Professor, Eastern New Mexico University</td>
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<td>SUE STRICKLER (Author), Professor, Eastern New Mexico University</td>
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<td></td>
<td>TRISH MAGUIRE (Author), Instructor, Eastern New Mexico University</td>
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<td></td>
<td>LISA S. O’LEARY (Facilitator), Research Analyst, Tufts University</td>
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<td>With the growth and popularity of online courses, assessment is critical. These assessment efforts can be categorized into three categories: preassessment, performance based, and overall course assessment. Preassessment refers to online course readiness. The second type is performance-based assessment and the use of rubrics. The third is overall course evaluation. This session will discuss assessment at each level and explore options for providers and instructors of online courses. It will include detailing the efforts and data being collected at one university and review findings from other universities. Specific data will be shared on rubrics and overall course assessment.</td>
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### Examining the Effects of Regional Accreditation on Student Outcomes at American Colleges and Universities by Using IPEDS, NSSE, and CSEQ (250)

BIRUTE V. MOCKIENE (Author), Research Assistant, Penn State University
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University
ROBERT H. FENSKE (Facilitator), Professor, Arizona State University-Main

Regional accrediting policies in the United States encourage higher education institutions to improve student learning, which becomes important evidence of accountability. This presentation analyzes differences in accrediting standards in six different regions, and relates those standards to differences in student outcomes. A conceptual 2X2 analytical framework predicts that variable levels of specificity in accrediting standards will produce variable student outcomes, as measured by NSSE and CSEQ self-reported gains.

### A New Role for Institutional Research in Academic Program Evaluation: Focus on Creativity (320)

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College
LAURA R. CRANE (Facilitator), Director of the Office of Research, William Rainey Harper College

The purpose of this presentation is to demonstrate how institutional researchers can enhance their role through collaboration with faculty in the evaluation of academic programs. The research presentation is based on an evaluation designed and conducted by the author in cooperation with the Director of a Creativity Stream module in a two-year MBA program. The presentation will describe the collaborative process, the evaluation design, preliminary results, and implications for higher education and the institutional research profession.

### Accessible Retention Reporting: The Process, Problems, and Potential (449)

BRENT M. DRAKE (Author), Enrollment Analyst, Purdue University
SARAH B. BAUER (Author), Associate Director of Admissions, Marketing and Operational Analysis, Purdue University
ZHAO ZHANG (Author), Enrollment Analyst, Purdue University

This presentation will examine the efforts of one research institution’s efforts to create an in-house retention reporting tool. For over two decades the institution relied on flat files created by the RAMIS software package to complete its retention reporting. When the RAMIS software was phased out the university moved to place its retention data in an Oracle database that is accessible to the campus community at large through a BI tool. Policy decisions, design, validation, and implementation roll out will be discussed. The presentation will be beneficial to anyone examining potential tools and issues associate with retention reporting.

### Who Decides: If, When, How, and Why, to Build a New Public University (505)

TOD R. MASSA (Author), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

Enrollment pressures, economic devastation, and electoral politics in one mid-Atlantic state have conspired together to force the state to tackle an issue it has not dealt with in well over a hundred years: creating a new public college from the ground up. This presentation will explore the process of determining the need for a new public institution and how that process was developed. Attention will be paid to historical precedents, existing legislation, politics, and the players involved. The state in question, in its entire history, has created only two of its 15 public four-year institutions from scratch, the second of which was created in the 1880s.

### Making Meaning Out of Data: Providing a Context for Institutional Information (622)

KAY SCHNEIDER (Author), Director of Assessment and Institutional Research, Concordia College
GEORGIA I. GUDYKUNST (Facilitator), Director of Institutional Effectiveness, Maricopa Community College District

The presenter will describe the use of conceptual models as frameworks for communicating institutional information. These frameworks transform data into information that faculty and administrators use to improve student learning, thus avoiding the “another IR report on the shelf” syndrome.

Attendees will consider various conceptual models/frameworks (such as “The Seven Principles for Good Practice In Undergraduate Education”) that institutional researchers can utilize when communicating institutional information. By providing a framework for information, institutional researchers engage the campus community in discussions about how to use information to improve student learning and development.
### Using Qualitative Methods to Assess Student Learning Outcomes and Measure Program Effectiveness (281)

CECILIA LEMON (Author), University of Alabama  
KATHY K. FRANKLIN (Author), Associate Professor of Higher Education, University of Alabama  
HARRIOTT D. CALHOUN (Facilitator), Director of Institutional Research, Jefferson State Community College

Assessing student learning outcomes serves an important function in measuring the effectiveness of academic programs within higher education institutions. With the use of competency-based assessment “gates”, faculty can gauge the effectiveness of the program on the development of student competencies within the discipline. For a valid link between assessment and effectiveness, faculty must choose the most appropriate tool to measure student competency. Qualitative assessment tools provide faculty with an assessment process that is authentic and in-depth. This presentation explores the use of assessment gates to link student learning to program effectiveness and benefits of qualitative assessment in making that connection.

### The Status of Race Equity in Public Higher Education in the South (553)

LAURA W. PERNA (Author), Assistant Professor, University of Maryland  
JEFFREY F. MILEM (Author), University of Maryland  
DANETTE GERALD (Author), University of Maryland  
HEATHER ROWAN (Author), Graduate Student, University of Maryland  
DARBY L. HILLER (Facilitator), Coordinator of Institutional Research, Northwestern Michigan College

This study describes the status of race equity in public higher education in the 19 southern and southern-border states by reviewing trends in the representation of Blacks and Hispanics among higher education enrollments, degree recipients, faculty, and administrators.

### An Emerging Theory of Knowledge Sharing as a Social Process (686)

MARTIN CARROLL (Author), Audit Director and Business Development Manager, Australian Universities Quality Agency  
YVONNE KIRBY (Facilitator), Assistant Director for Institutional Research, University of Arkansas at Fayetteville

Institutional research is concerned with the creation and dissemination of knowledge that contributes to the over-arching purpose of organisational advancement. Increasingly, the knowledge derives from competitive sources, raising critical questions like ‘why should I share this information with you if it will make you stronger?’ This paper draws upon the author’s grounded theory research to outline an emerging theory of the social process of knowledge sharing. The theory is based on a taxonomy of three higher-order categories, namely whether knowledge ‘can be’, ‘should be’, and ‘is being’ protected. The surprising results will help institutional researchers maximize knowledge value.

### Do Intervention Programs Assist Students to Succeed in College? A Multilevel Longitudinal Study (694)

SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education  
WEI PAN (Author), University of Cincinnati  
BARBARA MCNEICE-STALLARD (Facilitator), Director of Research and Institutional Effectiveness, Mt San Antonio College

This study, using the hierarchical linear modeling method, examines effects of the intervention programs and student demographic factors and college preparedness on retention and college cumulative GPA. Program efforts on a three-year trend were also explored. Results show that the intervention programs had significant effects on retention and college cumulative GPA, and worked better for the first year. Interactions between programs and student characteristics were also discussed.

### International Gathering (004)

Continued from previous time period.
Administrators at public universities and colleges are increasingly being forced to develop policies framed by statistical measures of retention and graduation rates as a result of state governments’ writing these “performance indicators” into funding legislation. This discussion will explore the repercussions of government mandates and institutional policies with regard to admissions, retention, and graduation rates. The question is whether these statistics will ultimately pressure schools to compromise their academic standards in order to improve scores on these measures in the absence of alternate constructs that would more accurately depict the services that these institutions provide.

Discover how to track prospective, current and former students using the data provided through the 60+ million student database of the National Student Clearinghouse. Learn how to strengthen recruitment and retention strategies not only in admission and registrar offices but also in the academic enterprise, and how to track students through degree completion at other collegiate institutions. The Clearinghouse database contains 91% of the nation’s enrollment from 2800+ colleges and universities.

Current members and all those interested in learning more about the Australasian and South East Asia Associations for Institutional Research are invited to attend.

Current members and all those interested in learning more about the American Association of Universities Data Exchange are invited to attend this informal session for updates and information sharing on AAUDE issues and developments.

Current members and all those interested in learning more about the Alabama Association for Institutional Research are invited to attend.

Current members and all those interested in learning more about the European Association for Institutional Research are invited to attend.

Current members and all those interested in learning more about the Georgia Association for Institutional Research are invited to attend.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>12:00-12:50 p.m.</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Del Mar, ST, Level 3</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td>Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (S28)</td>
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<tr>
<td><strong>LARRY G. JONES</strong> (Convener), Senior Public Service Associate, University of Georgia</td>
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<tr>
<td>This annual gathering of AIR members who teach courses in institutional research and related areas and disciplines explores the current issues in higher education degree programs.</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Green Room, ST, Level 3</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td>Microsoft ACCESS Users (S37)</td>
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<td><strong>DAWN R. KENNEY</strong> (Convener), Senior Research Analyst, Albuquerque Technical Vocational Institute</td>
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<td>If you use, or would like to use, Microsoft Access for institutional research, this is the group for you! Old pros and newbies are encouraged to join us to discuss the advantages and difficulties of using Access for analysis, reporting, and publishing data on the World Wide Web.</td>
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<td>12:00-12:50 p.m.</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Balboa, ST, Level 3</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td>Mid-America Association of Institutional Research (MidAIR)(S38)</td>
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<td><strong>CHRISTINE M. KELLER</strong> (Convener), Senior Policy Analyst, University of Kansas</td>
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<td>This session is an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and discuss issues of interest to Mid-America AIR. MidAIR consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri and Oklahoma.</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Leucadia, ST, Level 1</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td>The Kansas Study of Community College Instructional Costs and Productivity (S72)</td>
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<tr>
<td><strong>JEFFREY A. SEYBERT</strong> (Convener), Director of Institutional Research, Johnson County Community College</td>
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<td>Participants and anyone interested in the FIPSE funded Kansas Study of Community College Instructional Costs and Productivity are encouraged to join in this discussion of the project’s current status, pilot results, progress of Year 1 national implementation, and future plans. Opportunity will be provided to enroll as a project participant.</td>
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<td>12:00-12:50 p.m.</td>
<td><strong>SPECIAL INTEREST GROUP</strong> Marriott Hall 5, NT, Lobby Level, Internet</td>
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<tr>
<td>12:00-12:50 p.m.</td>
<td>Data Mining (S76)</td>
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<td><strong>JING LUAN</strong> (Convener), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College</td>
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<td>This session will provide an open forum for those interested in discussing Data Mining.</td>
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<tr>
<td>12:00-5:00 p.m.</td>
<td><strong>COMMITTEE MEETING</strong> Laguna, ST, Level 1</td>
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<tr>
<td>12:00-5:00 p.m.</td>
<td><strong>2005-2006 Board of Directors (085)</strong></td>
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<td><strong>SANDRA K. JOHNSON</strong> (AIR President), Associate Dean, Princeton University</td>
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<td><strong>FRED LILLIBRIDGE</strong> (AIR Vice President), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College</td>
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<td>Meeting of the 2005-2006 Board of Directors.</td>
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<td>1:00-1:40 p.m.</td>
<td><strong>AIR GRANT PAPER</strong> Mission Hills, ST, Level 3</td>
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<tr>
<td>1:00-1:40 p.m.</td>
<td>AIR GRANT PAPER: Educational Attainment of Community College Students: Examining Combined Effects of State, School, and Student Characteristics (711)</td>
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<td><strong>JOSIPA ROKSA</strong> (Author), Doctoral Student, New York University</td>
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<td><strong>ANTHONY BICHEL</strong> (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research</td>
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<td>The majority of previous studies have explained low educational attainment of community college students by examining their individual characteristics, ranging from family background and high school preparation to attendance patterns in higher education. I shift the focus from individuals to school characteristics and state environments. Building on recent findings regarding the effects of context on student outcomes, I explore how different characteristics of community colleges and state higher education systems influence educational attainment of students who begin their postsecondary education in community colleges. Theoretical and policy implications are discussed.</td>
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### 1:00-1:40 p.m. COMMITTEE MEETING
Laguna, ST, Level 1

#### 2005-2006 Board of Directors (085)

Continued from previous time period.

### 1:00-1:40 p.m. RESEARCH PRESENTATION
Balboa, ST, Level 3

#### Student Engagement and Mission Effectiveness: Looking for Links between Outcomes and Institutional Goals (244)

ELLEN BOYLAN (Author), Assistant Director of Institutional Research, Marywood University
TRUDY H. BERS (Facilitator), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

In 2004, a consortium of private universities administered a version of the National Survey of Student Engagement (NSSE) that had 20 unique questions attached on mission-related items. This presentation describes the design of the study and the methodology, and examines some preliminary results. Different approaches to analyzing the data and their suitability are compared. Conclusions are drawn about whether student engagement and learning environment are related to institutional mission and goals. The discussion is useful to institutions of higher education looking to measure mission effectiveness, particularly before an accreditation visit or a restructuring.

### 1:00-1:40 p.m. RESEARCH PRESENTATION
Cardiff, ST, Level 3

#### Exploring Learning Strategies from Capstone Experiences: Reading, Writing and Use of Technology (260)

SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento
GUIHUA LI (Facilitator), Director of Institutional Studies and Planning, St. Cloud State University

Today's students may be less motivated to study, their academic drive may be lower, and a mismatch may occur between instructional practices and learning styles. The study consists of two primary phases. The findings from Phase 1 argued that students tend to study less because they have less competence in deploying a range of learning strategies and structuring its study activities, and less capacity to regulate effort. For further examination, Phase 2 addressed the role of academic literacy (reading, writing, use of technology); and studying factors related to learning difficulties, influences on effort, and awareness and use of campus resources.

### 1:00-1:40 p.m. RESEARCH PRESENTATION
Carlsbad, ST, Level 3

#### Assessing the Processes and Outcomes of a Summer Bridge Program (326)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis
BARBARA JACKSON (Author), Associate Dean, Indiana University Purdue University Indianapolis
GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University Purdue University Indianapolis

This presentation describes the methodologies employed to assess the impacts of a summer bridge program at a large, urban, public university. The summer bridge program is an intensive two-week program designed to introduce first-year students to collegiate-level expectations for writing, mathematics, communications, critical inquiry, technology, library resources, and study skills. The authors report how qualitative and quantitative program evaluation methods have been employed to assess how effective the summer bridge program has been in helping first-year students make successful transitions to college.

### 1:00-1:40 p.m. RESEARCH PRESENTATION
Del Mar, ST, Level 3

#### Managing to Uncertainty, “The Prototype” (411)

MARTIN B. FORTNER (Author), Institutional Researcher, Southern University at New Orleans

Our Institutional Research program has evolved into an essential organizational component responsible for operational efficiency and institutional effectiveness. Unit success is attributed to qualitative planning, collaboration, evaluation and reporting. In addition to strategic planning, IR’s role has been expanded to include performance based budgeting. In support, IR has implemented an “entry to exit” data reporting system designed to assess university effectiveness and ultimate impact on educational quality and economic development. IR’s developed system facilitates opportunities for teamwork through communication, cooperation, trust and mutual respect. This paper will discuss our prototype system and its affect on academic quality and organizational change.

### 1:00-1:40 p.m. RESEARCH PRESENTATION
Marriott Hall 5, NT, Lobby Level, Internet

#### Using the Campus Portal to Facilitate Accreditation (429)

CRAIG BLAHA (Author), The College of New Jersey
RAYMOND D. BARCLAY (Author), Director of Institutional Research, The College of New Jersey

The College of New Jersey has developed an application that allows us to tie our campus wide planning process to our accreditation review process through campus portal. The presentation offers a brief overview of our planning and accreditation process, and a walk through of the functionality built into the portal.
From Survey Data to Strategic Plan: The Impact of Findings of Campus Climate Survey for Women Faculty and Staff (439)

JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota

The President’s Advisory Council on Women Issues at a Midwest university conducted research to assess the institution’s climate for 1,800 full-time and part-time female employees. Close and open-ended Campus Climate Survey answers suggested a mixed assessment by respondents of the campus climate for women employees. Subsequent university policies and programs were implemented to improve the campus climate which is one of seven priority action areas in the University Strategic Plan and to enforce a zero-tolerance policy on harassment and discrimination.

Improving Lives: A National Project on Ensuring Success for Low-income Adult Students (448)

JACQUELINE E. KING (Author), Director of the Center for Policy Analysis, American Council on Education
RACHEL DYKSTRA BOON (Facilitator), Graduate Assistant, Indiana University

The Improving Lives project has three goals: To make the case that low-income adults are a vital part of the student population; to identify proven policies and programs that help these students meet their educational goals and barriers that impede their progress; and to prompt action to improve their academic success. This session will feature a review of national data on low-income adult students and results of a national survey of institutions on programs and policies for adult students. The session will conclude with an interactive discussion of how institutions can better understand and serve this population.

Planning Database Version 3.0: What We Learned from Versions 1 and 2 (460)

FRANK J. DOHERTY (Author), Director of Institutional Research, James Madison University
AL MENARD (Author), Assistant Vice President, University Planning, James Madison University
CEL JOHNSON (Facilitator), Executive Director of Institutional Research and Planning, University of San Diego

In 2001-02 James Madison University developed a planning database for departments to record annual objectives and accomplishments. In 2002-03 James Madison University’s IT department rewrote the planning database to closely align its functions with PeopleSoft. In 2003-04 IT completely revised the planning database to provide an easier interface. In this session we will explain what we learned to make Version 3.0 a success.

Connecting the Dots: Tracking Students from K-12, Community College and Universities. The California Partnership for Achieving Student Success (Cal-PASS) Project (530)

BRAD C. PHILLIPS (Author), Senior Director of Institutional Research and Planning, Grossmont-Cuyamaca Community College District
BILL PILAND (Author), Professor Emeritus, San Diego State University

It is well documented that K-12, community college and university segments often function independently and consequently are challenged to align curriculum to best prepare students for the next level of learning. In an effort to address this problem, a number of data sharing consortium in California have been developed to bring the segments together to improve student successful transition through the segments. Named Cal-PASS, it is a simple and practical approach helping educators understand student performance, including transitions; improving instruction; and, tracking increases in student success. Results of these collaborations will be presented along with lessons learned along the way.

An Innovative Idea for Processing the Admissions of College Students (625)

YOUN SAN KIM (Author), Assistant Manager of Equipment Management Section, Hanyang University
THULASI KUMAR (Facilitator), Director Information Management and Analysis, University of Northern Iowa

In South Korea Students are allowed to submit entrance applications to numerous Colleges at the same time, just as it is in America. When this occurs, students must then give up admission to the non-preferred college(s). These situations cause colleges to exhort extensive amounts of administrative man hours to give refund initial tuition payments and to fill newly created vacancies. This presentation will give all those who attend the opportunity to share an innovative idea which has increased the speed of filling new vacancies and refunding student tuition costs of Korean college students.
Is There an Earnings Payoff to Timely Degree Completion? Wages and Work Before and After the Undergraduate Degree (645)

DARIUS J. CONGER (Author), Assistant Professor of Economics, Ithaca College
MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University

Time-to-degree-completion is an important area of focus for higher education stakeholders. College officials, legislators, potential enrollees/parents and college ranking surveys share a common perception that degree completion time is an important choice variable. This study extends the work of economists and institutional researchers by examining the role time-to-degree plays in wage/earnings outcomes. Using a longitudinal survey, I follow graduates through college and into the labor market, testing whether employers find time to degree completion a quality signal rewarded with higher wages or whether working students acquire additional marketable skills yielding wages above than with only classroom knowledge.

Alcohol Use and Student Engagement: Does Drinking Matter? (181)

JOHN H. PRYOR (Author), Director of Student Affairs, Planning, Evaluation and Research, Dartmouth College
STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
JENNIFER L. DUNSEATH (Facilitator), Director of Institutional Effectiveness, Kettering University

The literature demonstrates the positive relationship between student engagement and gains students make from attending college. In addition, one of the most problematic aspects of college-student life is alcohol use and the related negative consequences. We know little, however, about how alcohol use impacts collegiate involvement. This study uses survey data from 48,572 undergraduate students at 28 highly selective, four-year, private institutions to examine the connection between engagement in college and alcohol use. We use a hierarchical linear model to estimate the impact of alcohol use on engagement and discuss the implications of the findings linking heavy episodic alcohol use.

Engineering Learning: Multiple Influences on the Development of Analytical and Group Skills (284)

LINDA C. STRAUSS (Author), Senior Project Associate, Penn State University
PATRICK T. TERENZINI (Author), Distinguished Professor, Penn State University
J. JOSEPH HOEY (Facilitator), Director of Assessment, Georgia Institute of Technology

This paper reports the results of a study exploring the unique and joint contributions of engineering students' classroom and out-of-class experiences on the development of problem-solving and analytical skills and the development of students' group skills. Multiple regression analyses using data from more than 4,500 graduating engineering students on 40 campuses nationwide indicate that, after controlling an array of students' precollege characteristics, both students' classroom and out-of-class experiences make statistically significant and unique contributions to student learning in each of these areas.

Compliance or Quality?: American and British Approaches to the Accreditation of Higher Education Institutions (552)

GEOFFREY ALDERMAN (Author), Senior Vice President, American InterContinental University
JESSICA SHEDD (Facilitator), Director, Research and Policy Analysis, National Association of College and University Business Officers

The globalisation of higher education has resulted in a number of British institutions applying for American accreditation. In 2002 the UK Quality Assurance Agency for Higher Education admitted its first American member. All these institutions must therefore confront the need to satisfy two very different approaches to the assurance of quality and the maintenance of academic standards. This paper explores these two systems, and the very different philosophies that underpin them. Can these two approaches be reconciled? Can they be merged into one system embracing higher-education institutions in both countries?

Institutional Research Workloads: Variations on Multiple Themes (T08)

JAMES C. ECK (Author), Assistant Provost for Institutional Research and Assessment, Rollins College
ELISABETH STOWE (Author), Research Associate, Rollins College

Having worked in multiple research environments our session will discuss the roles institutional offices play and how to best meet the needs of our customers. The facilitators of this session work at a small comprehensive liberal arts college and have experienced increased workloads that often result from a high quality work product and excellence in customer service. Our session will enable institutional research professionals to discuss strategies for meeting competing demands in an efficient manner. Although we expect some degree of overlap between institutional research offices, we suspect that most of our colleagues have assigned tasks that are relatively unique.
TUESDAY, MAY 31, 2005

1:00-1:40 p.m. VENDOR DEMONSTRATION Solana, ST, Level 1

Noel-Levitz: Know more, No Less (E09)

RICHARD A MILLER (Presenter), Research Consultant, Noel-Levitz

How important are student motivation and student satisfaction to student retention? According to our research, these three elements are critically related. The Noel-Levitz vendor session will discuss findings from studies that utilize our motivational and student satisfaction assessment tools. Join us and see why motivation matters, and satisfaction begets success.

1:00-1:40 p.m. VENDOR DEMONSTRATION Warner Center, ST, Level 4

College Student Experiences and Expectations Questionnaire (E16)

JULIE M. WILLIAMS (Presenter), Project Associate, The College Student Experiences Questionnaire (CSEQ) at Indiana University

This session provides an overview of the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire (CSXQ) instruments. The CSEQ measures student progress and the quality of students’ experiences inside and outside the classroom. Over 285,000 students at more than 550 different colleges and universities have completed the CSEQ since its origination in 1979. The CSXQ is adapted from the CSEQ to measure new students’ expectations for their college experience. Online versions for both instruments are available.

1:00-2:30 p.m. PANEL Santa Rosa, ST, Level 1

The Many Dimensions of Credit-Transfer Problems (349)

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education

RICHARD J. KROC (Author), Assistant Vice President for Enrollment Research and Operations, University of Arizona

TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College

JENNIFER L. MCCLURE (Author), Director of Licensing and Government Relations, DeVry University

Both the volume and dynamics of multi-institutional attendance have brought considerable attention to and pressure on credit-transfer. The swirling surface hides deeper complexities of credits earned in concurrent enrollment and by examination, lack of formal agreements involving inter-state transfer, and transfer to/from degree-granting for-profit institutions. This panel will explore a range of cases in the current credit-transfer landscape, including transfer of science and applied science course credits, transportability of concurrent enrollment credits, 4-year to 4-year transfer problems, when credits become additive, etc. Audience discussion will seek solutions to tractable problems, and screen out the “intractables.”

1:00-2:30 p.m. PANEL Marriott Hall 6, NT, Lobby Level, Internet

Academic Space Management: Implementing Change to Improve Utilization of Facilities Information (457)

CATHERINE E. WATT (Author), Director of Institutional Research, Clemson University

THOMAS B. HIGERD (Author), Associate Provost, Medical University of South Carolina

RONNIE CHERSTMAN (Author), Statistician and Research Analyst, Clemson University

NANCY TIERNEY (Author), Stanford University School of Medicine

Obtaining facilities information related to faculty and academic programs is essential for improved institutional planning and space allocation methodologies. Academic Space Management (ASM) refers to collating a variety of facility data with faculty and academic program data to provide space-related information useful for planning and establishing expectations/accountability metrics. This panel presentation will discuss the various aspects of establishing ASM including some existing methodologies to merge disparate university databases, e.g., program/faculty allocated space data with enrollment, personnel, and/or sponsored research data. The SPACE Consortium has collaborated with several institutions to share information and methodologies of ASM.

1:00-2:30 p.m. PANEL Marriott Hall 3, NT, Lobby Level

A Common Data Set Update: Get the Lowdown on the Year Ahead (541)

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board

MARK A. ZIDZIK (Author), Director of Research Development, Peterson’s

STEVE SAUERMELCH (Author), Director, Research Operations, Thomson Peterson’s

ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report

The Common Data Set publishers will describe changes to the Common Data Set for Fall 2005. The admissions section has undergone significant review, so come and learn what that means for your institution. The publishers will also ask for feedback about all Common Data Set items and allow for an extensive question and answer period. Newcomers to AIR, the Common Data Set, or those that have adopted the Common Data Set are strongly urged to attend.
The Life Span of Academic Partnerships: Partnerships or Mergers, a Preliminary Discussion (566)

PJ BOONE-EDGERTON LONGONI (Author), Senior Planning Analyst, Arizona State University-East
DELMAS E. DAWLEY (Author), Senior Research Analyst, Arizona Western College
MARCEL NZEU KOU (Author), Research Specialist, Principal, University of Arizona
CHRISTINE ARAZAN (Author), Planning and Policy Analyst, Northern Arizona University
TOM L. FOSTER (Author), Business Faculty/Instructional Technologist, Chandler/Gilbert Community College
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis

In May 2002, the Chronicle of Higher Education reported that far more college and university partnerships and strategic alliances than mergers took place in 20 years of observation and that “strategic alliances will outnumber mergers by at least 20 to 1.” Given this scenario, questions arise: what types of academic partnerships exist, what criteria can be used to judge its success, and what is the evolutionary process of a partnership and is success determined by the type of alliances. It is hoped that the panel discussion will help to find some answers and create new and appropriate questions for further study.

Using Entering Student Data to Estimate Campus Retention Rates: Perspectives from the Field (647)

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles
MARISOL REDONDO (Author), Director of Institutional Research, Chapman University
TAMELA H. HAWLEY (Author), Dean of Planning and Institutional Research, Prince George’s Community College
JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University

This panel will offer institutional perspectives on how students’ pre-college characteristics can be useful in assessing and estimating campus retention and transfer rates. Retention prediction equations generated by the nationwide CIRP Freshman Survey as well as other campus data sources will be shared and their usefulness assessed. The panelists represent a variety of affiliations: a community college, a large public university, a small private college, and a national research institute.

AIR GRANT PAPER: College Financing and College Completion: Using Ecological Inference to Investigate How Types of Aid Received Affects Retention and Graduation Outcomes (704)

TRACY PATTOK (Author), Data Analyst for Academic Planning and Institutional Data, Western Michigan University
KEVIN CORDER (Author), Associate Professor, Western Michigan University
KATHRYN CORDER (Author), Director of Institutional Research, Western Michigan University
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This project investigates retention and graduation rates of students receiving various types of financial assistance. We use aggregate data and new methods of ecological inference to uncover individual-level relationships between financial aid and student outcomes. We use data on the proportion of students receiving various types of aid and data on graduation rates reported in the Integrated Post Secondary Education Data System [IPEDS], as well as information about first-year retention rates collected by the Consortium for Student Retention Data Exchange. The project offers insights into the link between financing and performance and highlights recent advances in aggregate data analysis.

VAMAP Best Paper: WEAVEonlineSM—Web-Based Assessment Management Can Make All the Difference! (766)

JEAN M. YERIAN (Author), Director of Assessment, Virginia Commonwealth University
JACKIE BOURQUE (Facilitator), Director of Office of Institutional Effectiveness, J Sargeant Reynolds Community College

WEAVE is an assessment cycle for a program to: Write expected outcomes/objectives; Establish criteria for success; Assess performance against criteria; View assessment results; and Effect improvements through actions. Virginia Commonwealth University developed WEAVEonlineSM, which successfully presented VCU assessment information to SACS. WEAVEonlineSM Argument is of the wrong user input shaped this valued tool for regional and disciplinary accreditation, annual reporting, program review, and external reporting.
Use of IPEDS Finance and Enrollment Data and the Executive Peer Tool to Interpret IPEDS Data Feedback Reports (470)

CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics
JANICE E. KELLY-REID (Facilitator), Senior Survey Director, RTI International

IPEDS Data Feedback Reports compare data submitted by the institution to that of selected peers. The Executive Peer Tool is a new feature that makes it easier for the new or casual IPEDS data user to access data used in the IPEDS Data Feedback Report. It also allows the institution to reproduce the reports, changing the peer group as the user deems appropriate. Understanding underlying finance and enrollment data is necessary to interpret certain indicators in the reports. The Executive Peer Tool will be demonstrated and the effects of data entered during IPEDS collections will be discussed.

The Many Dimensions of Credit-Transfer Problems (349)

Continued from previous time period.

Academic Space Management: Implementing Change to Improve Utilization of Facilities Information (457)

Continued from previous time period.

A Common Data Set Update: Get the Lowdown on the Year Ahead (541)

Continued from previous time period.

The Life Span of Academic Partnerships: Partnerships or Mergers, a Preliminary Discussion (566)

Continued from previous time period.

Using Entering Student Data to Estimate Campus Retention Rates: Perspectives from the Field (647)

Continued from previous time period.

Coordinating an Institutional Assessment Program: Best Practices and Examples (206)

MELINDA MAHER (Author), Director of Institutional Research and Effectiveness, Bluefield State College
GARY R. PIKE (Facilitator), Director of Institutional Research, Mississippi State University

Coordinating an effective assessment program relies on 1) planning and organizing, 2) building a shared culture, and 3) evaluating efficacy. An assessment coordinator with experience at both 2-year and 4-year colleges will share best practices on these three issues and will empty her toolbox by providing an abundance of examples and resources.

Multiple Methods for Assessing Learning Community Outcomes (220)

SHANDA L. DIEHL (Author), Institutional Researcher, Spokane Falls Community College
MAUREEN A. PETTIT (Author), Director of Institutional Research, Skagit Valley College
DONALD R. WHITAKER (Facilitator), Director of Institutional Research and Academic Assessment, Ball State University

This session will describe how two Washington State community colleges have implemented and assessed curricular learning communities—thematic, interdisciplinary courses. The rational for implementing learning communities was different for the two colleges, but with theoretical and evidentiary foundations. The subsequent assessment efforts at the two reflect those differences. The session will examine in depth the multiple methods—both qualitative and quantitative—both colleges have utilized to assess outcomes.
Who Are the Students That Left? Answers from AnswerTree - A First-Year Retention Study from a Private 4-year College (248)

HONG GAO (Author), Director of Institutional Research and Assessment, Loras College
MARY WECK (Author), Associate Vice President for Enrollment Management, Loras College
LORNE KUFFEL (Facilitator), Associate Provost for Institutional Research, College of William and Mary

A plenty of studies have attempted to explain college student retention. However, most of the studies have focused on public institutions and very few have examined the issue in private institutions. It is unknown what is important to retain private college students. This study intends to explore the factors contributing to first-year retention in private institutions. It develops a comprehensive model to identify the students who are at-risk of dropping out by using predictive modeling in data mining. The interrelationships among those factors are also examined.

Factors Relating to Job Satisfaction and their Effects on Faculty Retention (311)

LARRY D. MAYES (Author), Director of Assessment, University of North Carolina at Chapel Hill
LYNN E. WILLIFORD (Author), Assistant Provost, University of North Carolina at Chapel Hill
CAROL R. HIMELHOCH (Facilitator), Associate Professor, Cleary University

The purpose of this research is to provide an overview of the processes utilized by a large research university to ascertain the level and extent of faculty job satisfaction and to assess the degree to which it impacts faculty retention. Also provided will be a discussion of factors that promote job satisfaction among faculty. Various recommendations will be offered for creating a positive work environment that will promote improved outcomes for the entire campus community.

Faculty Commitment to Performance-Based Funding for Academic Programs (416)

JANICE R. SANDIFORD (Author), Florida International University
ROLANDO MONTOYA (Author), Miami-Dade College

Higher education institutions receiving public financial support are accountable to the governmental bodies providing their funding. A new accountability movement has generated demands for greater effectiveness and efficiency from public higher education institutions. A recent manifestation of this movement is performance-based funding that links budgetary allocations to the attainment of certain indicators.

Using a survey, this study explored intrinsic and extrinsic faculty motivators for compliance with performance-based funding indicators. Indicators closely related to the traditional mission of community colleges showed higher level of faculty commitment. Indicators more oriented to State priorities showed lower level of faculty commitment.

Naval Postgraduate School Community Impact Study (512)

CHRISTINE M. CERMAK (Author), Associate Provost, Naval Postgraduate School

The Monterey Peninsula is home to many higher education and research institutions. University X, a graduate university offering masters and doctoral degrees, was interested in assessing its impact on the local community and the impact of the community on the university. What resulted was a study that began as a traditional economic impact study and quickly evolved into qualitative documentation of the multiplier effect of collaboration among higher education and research organizations. University X Community Impact Study demonstrates how one institution contributes to its local partners and how it benefits from collaborations uniquely available in this region.

Experimental Design in Institutional Research: A Folder-Reading Experiment at a Selective Liberal Arts College (628)

CATE ROWEN (Author), Director of Special Research Projects, Mount Holyoke College
MICHAEL D. ROBINSON (Author), Mount Holyoke College
JANE B. BROWN (Author), Mount Holyoke College
DIANE ANCI (Author), Mount Holyoke College

To assess whether applicants were advantaged or disadvantaged by not submitting their scores at A College, we designed an experiment in which two teams of admission directors evaluate a stratified, randomly selected sample of applicants from a prior admission cycle. We discuss the ways in which the experimental approach allows us to improve our understanding of the results of non-experimental research. We will explore the process and results of this experiment and discuss other, more practical applications of experimental design in enrollment management.
A Predictive Model for Benchmarking Academic Programs (pBAP) using the US News Rankings for Engineering (641)

LISA G. CHUCK (Author), Assistant Director, Accreditation, Assessment and Data Administration, University of Central Florida
TROY VERMEER (Facilitator), Institutional Research Specialist, Iowa Western Community College

A predictive rank model (pBAP) for engineering colleges offering graduate programs data was developed. The US News data for 2005 were used to create a four-tier model to predict what changes in values would cause a college to move up or down a tier in ranking over time. The US News methodology was also replicated to predict discrete changes in ranking from year to year. A Web, interactive ranking calculator was developed using the tier (pBAP) and discrete (US News replication) models. The methodology used to develop the predictive models and a demonstration of the Web rank calculator will be presented.

Latino College Student Success at Hispanic-Serving Institutions: NSSE as a Tool to Understand Seniors’ Experiences and Perceptions (287)

SALLY J. ANDRADE (Author), Adjunct Professor, Andrade & Associates
T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington
REGINA N. GIBBONS (Facilitator), Director, Institutional Research, Hampton University

Hispanic-Serving Institutions (HSIs), defined by their Latino college student enrollment, contribute a significant percentage of Latinos earning the baccalaureate degree, but the role of HSIs has been minimally examined. This paper outlines federal and state policy concerns and addresses selected studies, accountability projects, and research analyses of relevance for the growing debate about which measures of success are valid and reliable indicators of academic progress for Latino students. Illustrative data from a national survey of college seniors at HSIs about their educational experiences will be used to highlight alternative approaches to assessing undergraduate education and Latino college student success.

Community College Faculty Attitudes Toward Teaching African American Learners (331)

KELLEY L. COSTNER (Author), Senior Research Associate, Morgan State University
CHRISTINE MCPHAIL (Author), Professor and Director, Morgan State University
MARVIN BRIGHT (Author), Dean of Students, Community College of Philadelphia
JAIME L. PHILLIPS (Facilitator), Strategic Planning Analyst, The Ohio State University

The purpose of this study was to assess community college faculty attitudes toward teaching African American students. This study utilized the [modified] Teaching African American Students Survey (TAASS) to obtain community college faculty’s responses to 21 items pertaining to their willingness to teach African American students, their openness to using culture as a resource in the classroom, and their recognition of African Americans as a distinct cultural group.

Strategies for Containing Costs in Higher Education (483)

MICHAEL F. MIDDAUGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware

Congress, among others, has criticized higher education for failing to contain “costs.” The flashpoint for this criticism is escalating tuitions, which reflect sticker price, not cost. This paper examines direct expenditures for instruction in 24 academic disciplines over a five year period to determine rates of growth. The paper also examines growth rates over the same time frame for selected non-instructional functions. The result of this analysis is a clearer description of cost (as opposed to price) drivers in colleges and universities, and a fuller understanding of the relationship (or lack thereof) between cost and price of a college education.

From Closed-Door to Open-Door Enrollment: Current Practices, Issues, and Strategies of Undergraduate Education in Chinese Higher Education (556)

JENNY LIU (Author), Assistant Director of Institutional Research, University of Nebraska at Omaha
XUE XIN YANG (Author), Dean, Hebei University

This scholarly paper discusses changes in undergraduate admission policies and practices among the universities and colleges in China. Historically, Chinese higher education has followed a model of elite (close-door) education which has highly selective admission, highly structured programs, and guaranteed 4-year graduation regardless students’ academic performance. Now a new model of mass (open-door) education is taken on by more and more universities and colleges in China. Chinese higher education is experiencing a new transition period marked by diverse reforming practice and issues. Some reforming strategies and trouble-shooting solutions are discussed in comparison the old and new models.
1:50-2:30 p.m.  VENDOR DEMONSTRATION  Solana, ST, Level 1

Pearson NCS: Is scanning accuracy important in survey software? (E10)

JOHN FALATIC (Presenter), Product Manager, Pearson NCS

If the data you collect is important, you should attend this session. We will discuss the differences in scanning technologies used in today’s popular survey software and demonstrate some of the key differentiators.

SurveyTracker Plus(r) from Pearson NCS integrates the most precise scanning technology available with intuitive software that allows you to create and distribute surveys using several media including scannable forms, Web, e-mail and kiosk.

We will be demonstrating SurveyTracker Plus and demo copies of the software will be available.

1:50-2:30 p.m.  VENDOR DEMONSTRATION  Warner Center, ST, Level 4

Do you see what I see? Using the WebCT Vista PowerSight Kit in Institutional Research (E17)

KAREN GAGE (Presenter), Vice President of Marketing, WebCT

The WebCT Vista PowerSight Kit allows institutions to access a whole new set of data about students’ learning interactions. Analyzing this data can improve the understanding of student behavior and ultimately improve learning outcomes. Come learn more about how institutions can use the PowerSight Kit to aggregate student data for management reporting and research purposes, including assessment and institutional research.

1:50-3:20 p.m.  PANEL  New York, NT, Lobby Level, Internet

Expanding Institutional Capacity Without Increasing Budgets: Are Merger, Consolidation or Cooperative Systems Viable Approaches? (742)

SAMUEL S. PENG (Author), Professor, Center for Higher Education Research, National Tsing Hua University, Taiwan

JOSEPH C. BECKHAM (Author), Allen Tucker Professor of Educational Leadership and Policy Studies, Florida State University

DAVID BLEAZARD (Author), Strategic Planning and Management Information, Peninsula Technikon

ELLEN EARLE CHAFFEE (Author), President, Valley City State University

JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration

The purpose of this panel discussion is to explore various approaches, mainly merging, consolidation and cooperative system, for solving resource problems or expanding institutional capability for excellence in instruction and research. The rationale for these approaches is that physical and human resources could be shared and effectively and efficiently utilized. This panel will closely examine the rationale and ask whether these approaches actually work and under what conditions these approaches would work. Each panelist would present an actual case and share its successful or failure experience. It is hoped that some general strategic guidance could be drawn from the discussion for institutions or nations that are already applying, or contemplating the use of, these approaches.

2:40-3:20 p.m.  AIR GRANT PAPER  Mission Hills, ST, Level 3

AIR GRANT PAPER: Predicting College Attainment of Hispanic Students: Individual, Institutional, and Environmental Factors (713)

CONSUELO ARBONA (Author), Professor, University of Houston

AMAURY NORA (Author), Associate for Research, University of Houston

SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada-Reno

The purpose of this study is to examine a model of college persistence and attainment among Hispanic students who graduated from high school in 1992 and enrolled in post-secondary education in 1992 or 1993, using the NELS 1988-2000 data files. The model examines pre-college, institutional, and environmental factors expected to predict outcomes at different points in the college pathway, including: (a) type of college first enrolled in (two-year versus four-year institution), (b) college persistence in 1994, (c) transfer from two-year to four-year institution, and (d) degree attainment by 2000.

2:40-3:20 p.m.  BEST PAPER/PRESENTATION  Marina Ballroom Salon G, ST, Level 3, Internet

PNAIRP Best Paper: Conducting Online Focus Groups with Web Conferencing Software (754)

MARIA ANTIDORMI (Author), Research Analyst, British Columbia Institute of Technology

DAVID T. DAVIES (Facilitator), Project Manager, Anglia Polytechnic University

This session will discuss the results from an online focus group study of British Columbia Institute of Technology’s Bachelor of Technology in Management program. The presentation will include results from the research areas of: 1) the use of technology in distance learning, 2) the importance of student interaction, 3) the role of the workplace advisor, and 4) student satisfaction with the program in general. A demonstration of Elluminate Live software and tips on conducting successful online focus groups will also be shared.
2:40 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

Continued from previous time period.

2:40-3:20 p.m.

DEMONSTRATION

Green Room, ST, Level 3

**Building a Strategic Reporting Tool: Dashboard Development and Implementation (469)**

JAN W. LYDDON (Author), Director of Institutional Research and Planning, Jackson Community College

Dashboards and Balanced Scorecards are among the tools increasingly being requested by top leaders in higher education. The task of building one can be daunting, including selecting the items to display, establishing their values, identifying the signal values (also called control limits) and choosing the technology. This demonstration explains how one institution created its dashboard and is using it widely throughout the institution to improve strategic and systems thinking. The results of the effort thus far are showing increasing transformation of the institution’s decision-making and alignment of individual unit goals and strategies with overall institutional goals.

2:40-3:20 p.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Demonstration of Using Olap Cubes in SPSS Smartviewer to Display Interactive Data on the Web (655)**

LINDA BRUNSON (Author), Institutional Research Analyst, University of Nevada-Reno

Data reporting has become increasingly complex for Institutional Analysis offices. As a result, we rely increasingly on technology to deliver data efficiently and effectively. Using Olap cubes delivered with SPSS Smartviewer, we can provide online interactive data display for general institutional data or data very specific to the needs of departments and colleges. Forum participants will have an opportunity to observe the process of importing data, creating an Olap cube, and publication of that cube to the Smartviewer Web Server. In addition, current data delivered interactively by the University will be demonstrated.

2:40-3:20 p.m.

INVITED PAPER

Point Loma, ST, Level 1

**Entrepreneurial University as a Catalyst In National Development: A Case Study of Open University Malaysia (Oum) (729)**

RAMLI BAHROOM (Author), Associate Professor, Open University Malaysia

ANSARY AHMED (Author), Senior Vice President, Open University Malaysia

SIEW Y. SZETHO (Facilitator), Program and Policy Analyst, University of Illinois at Urbana-Champaign

In August 2000, Open University Malaysia (OUM) was set up as Malaysia’s seventh private university. Its primary role is to contribute towards the democratization of education and help the country in its national economic development. Since establishment, OUM’s growth has been phenomenal. However, its unique business model has not gone completely unchallenged. This paper discusses the issues and challenges faced by OUM as the first and only Open University in Malaysia and outlines some of the measures that had been taken to resolve them.

2:40-3:20 p.m.

INVITED PAPER

Newport Beach, ST, Level 4

**Quality Development in an Irish University: QA/QI Strategies at Institutional and Departmental Levels (734)**

PATRICK A. CASHELL (Author), Associate Registrar, University of Limerick

KARL-AXEL NILSSON (Author), Director of the Office of Evaluation, Lund University

ELIZABETH NOONAN (Author), Assistant to the Registrar, University College

The University of Limerick (UL) in common with the other six universities in the Republic of Ireland, has Quality Assurance/Quality Improvement processes in line with widespread practice throughout Europe, and further afield. Ireland’s universities utilise a uniform approach to QA/QI, which respects and accommodates each university’s individual autonomy. At the institutional level, UL is currently undergoing quality review by European University Association review team. The PRGs are chaired by experienced international chairpersons, whose remits include ‘fine-tuning’ the QA/QI process. This paper critically examines the process, in terms of its effectiveness within UL’s departments, and reviews the process itself.

2:40-3:20 p.m.

PANEL

New York, NT, Lobby Level, Internet

**Expanding Institutional Capacity Without Increasing Budgets: Are Merger, Consolidation or Cooperative Systems Viable Approaches? (742)**

Continued from previous time period.
The Experiences of Korean Female Graduate Students in Academe: Raising Voice and Insight

DENISE O. GREEN (Author), Assistant Professor, Higher Education, University of Illinois, Urbana-Champaign
EUNYOUNG KIM (Author), Research Associate and Doctoral Student, University of Illinois at Urbana Champaign
ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

Experiences of South Korean women in American higher education have gone unnoticed due to the monolithic image of Asians as a model minority which has been pervasive in a society. This qualitative inquiry explores the experiences of South Korean female students who pursue a doctoral degree in the United States with respect to gender and racial stereotypes, their perceptions of gender equality, and the coping mechanisms they employ to overcome barriers.

Averting the Waste of Talent: Raising Graduation Rates of High-Achieving Students of Color through an Academic Enrichment Program

ALPHONSE KEASLEY (Author), University of Colorado, Boulder
ANGELA JOHNSON (Author), Assistant Professor of Educational Studies, St. Mary’s College of Maryland
MARCUS S. BABAOYE (Facilitator), Assistant Vice President for Assessment & Planning, Worcester State College

Black, Latino and American Indian students are graduating from college at lower rates than comparable white and Asian peers. This paper describes the longitudinal evaluation of a successful research-based retention program. Logistical regression using graduation data from 1988-2003 indicates that students who participate in this program graduate at higher rates than comparable Black, Latino and American Indian students and than white and Asian students. Graduation rates in science are similar. Program participants do not, however, graduate with higher grade point averages, suggesting that suppressed college graduation rates of high-achieving students of color is due to factors other than academics.

Online Education: What Do College Students Think of Online Course Delivery?

MARTI LEA E. THIB (Author), Senior Analyst, BC CISO, Ministry of Management Services

Online course delivery has become a staple at many post-secondary institutions, and there is a recognized need to collect student feedback on this relatively new delivery system. This presentation will feature findings from a survey of some 1,800 former college students who took one or more online course as part of their regular college programs. They were asked why they chose the format, what they liked and didn’t like, and how well the delivery method helped them learn. They also rated instructor support, student interaction, technical support, and satisfaction with the course.

An Alternative Learning Community for Math and Science Success

MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles
CHARLES BUCHANAN (Author), Professor and Vice Chair, Physics and Astronomy, University of California-Los Angeles
CAROL KOZERACKI (Author), Postdoctoral Scholar, University of California-Los Angeles

This paper discusses a university-based academic support program for freshmen interested in majoring in math or science who show potential for success but enter college with a history of personal and academic challenges. The program components – required academic workshops, counseling, social events, and an opportunity to engage in research – create learning communities among the students, are intended to strengthen their academic engagement and performance, as well as their commitment to math and science. Assessments of students during the first year of the program revealed students’ positive perceptions of the program; second year assessments focus on academic and affective outcomes.

Retention Analysis Without the “Big Three” Variables: What Else Accounts for Returning and Graduation?

LI-SHYUNG HWANG (Author), Director of Assessment and Institutional Research, Morehouse College
GARY A. RICE (Facilitator), Director of Institutional Planning, Research and Assessment, University of Alaska Anchorage

This study originated in an assignment in support of enrollment management of the institution where the author works. The general interest was to know what factors account for student’s retention. Logistic regression analysis was adopted as the statistical method to examine the relationship between explanatory variables and outcome variable that is categorical. GPA of the first semester, among all effective predictors found in this study proved to be the strongest factor to influence student’s retention. The practical implications of this knowledge can be made for enhancing first-year experience to improve the institution’s retention.
Combined Impact of Federal, State, And Institutional Policies on Prospective Students’ Opportunity for College (518)

SCOTT L. THOMAS (Author), Associate Professor of Higher Education, University of Georgia
LAURA W. PERN (Author), Assistant Professor, University of Maryland
ROB E. ANDERSON (Author), Graduate Student, University of Georgia
ANGELA BELL (Author), Graduate Student, University of Georgia
PATRICIA STEELE (Author), University of Maryland
HEATHER ROWAN (Author), Graduate Student, University of Maryland
DAINA P. HENRY (Facilitator), Associate Director Institutional Research, College of William and Mary

Through this project we seek to understand the ways in which federal, state, and institutional policies interact to shape high school students’ sense of opportunity for college. Of especial interest are interactions by race and class. The results from this project will suggest new strategies for targeting policies and programs aimed at strengthening students’ orientation to college-going and encouraging the behaviors enabling college continuation and successful college experiences. Other recommendations will be aimed toward improving the implementation of policies and the more effective coordination of federal, state, and institutional policies at the K-12 and higher education levels.

NCCRP Best Paper: Towards a New Student Attendance Paradigm (519)

ALAN J. STURTZ (Author), Director of Institutional Research and Planning, Connecticut State University System
CHRISTINA E. WHITFIELD (Facilitator), Director of Research and Policy Analysis, Kentucky Community and Technical College System

The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to the current linear approach to college retention and ultimately graduation rates. It has a level of failure built-in and may not measure institutional effectiveness. This paper will present an emerging paradigm of student-centered success based on multiple points of entry.

All Retention all the Time: How Institutional Research Can Influence Retention Practices (162)

MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University
JONI Y. SCHALLER (Author), Assistant Director, Ohio University

This study reports how an institutional research office at a large public research university has taken the lead to call attention to retention problems, describe attrition/retention predictors, and influence policy. Building on existing retention study results, the institutional research office began coordinating several first-year study-based initiatives whose primary purpose was understanding and promoting first-year retention. Data on student characteristics, survey data on student involvement, NSSE data, leaver survey data, and data from various student engagement programs are being analyzed to better understand attrition and retention.

The Spanish Translation of the MBTI® for PR and its Implications for Education, Counseling, and Institutional Research (288)

IRMANNETTE TORRES-LUGO (Author), Assistant Researcher, University of Puerto Rico-Mayagüez Campus
PHILIP GARCIA (Facilitator), Director, California State University-Long Beach

The absence of studies regarding the adequacy of using the Myers-Briggs Type Indicator (MBTI®) with Puerto Ricans led to: (a) the translation of the MBTI®, (b) evaluation of its psychometric properties, (c) comparison of these properties with those documented, and (d) evaluation of its potential use for the benefit of educational and institutional research purposes. The resulting version of the MBTI’s translation was administered to 366 students of the University of Puerto Rico at Mayagüez (UPRM). Internal consistency coefficients supporting the MBTI’s reliability and adequate measures of the instrument’s validity were obtained, as well as a student profile. This paper highlights the importance of carrying out an adaptation process, along with the translation of an instrument in order to guarantee the validity of the information gathered from them.

Cultural Awareness and its Implications among Asian American Students (293)

AMANDA KIM (Author), Post-Doctoral Fellow, The University of Michigan
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
YEH HUEICHEN (Facilitator), Doctoral Student, University of Denver

Despite the large presence of Asian Pacific Islander American (APA) students in higher education, we have a rather simplistic and homogeneous understanding of APA students which only reifies their invisibility. This study aims to look at the ways in cultural and social identity among APA students is related to their interest in social issues, pluralistic orientation, and support for institutional diversity and equity. The quantitative study of APA students across ten different campuses across the country and various types of institutions is an attempt to complicate and deepen our present understanding of APA students in higher education.
Measuring The Performance of State Public Higher Education Systems in Meeting The Needs of Hispanics (559)
LAN HAO (Author), Research Assistant, University of Southern California

Public higher education, charged with the responsibility of meeting the needs of the community, faces increasing external demands (Zumeta, 1998). With the fast increasing Hispanic population, higher education no longer serves a homogeneous community. Yet, there are no existing accountability mechanisms to monitor the performance of state public higher education systems vis-à-vis meeting Hispanic students’ needs due to the lack of systematic and consistent requirements of reporting data disaggregated by race/ethnicity. This paper provides a model, which includes a framework and a tool called the “Equity Index”, and presents findings from examining California and Texas systems.

The National Survey of Student Engagement (E07)
CAMILLE KANDIKO (Presenter), Project Associate, Indiana University
RYAN D. PADGETT (Presenter), Project Associate, Indiana University-Bloomington

Now in its sixth year, the National Survey of Student Engagement (NSSE-pronounced “nessie”) is an assessment tool used by over 960 different colleges and universities. The results of the survey yield useful information about the quality of the undergraduate experience. NSSE helps institutions refocus the way they think and talk about the teaching and learning process. NSSE results are used in many different ways including: assessment and improvement, accreditation, benchmarking, faculty development, first-year experience, recruitment and promotion, and various accountability efforts. This session will be most valuable for first time users and institutions that have not participated in the past.

Early Results from a National Initiative for Strengthening the Use of Institutional Research to Improve Student Outcomes at Community Colleges (601)
THOMAS BAILEY (Author), Director, Community College Research Center, Columbia University
JOHN B. LEE (Author), President, JBL Associates
LINDA S. HAGEDORN (Author), Associate Professor, University of Southern California
DAVIS JENKINS (Author), Senior Research Associate, University of Illinois at Chicago
BARBARA J. GILL (Author), Director of Educational Research, Tallahassee Community College
DEREK V. PRICE (Author), Consultant, DVP-Praxis

This panel will report on preliminary results from the Lumina Foundation’s Achieving the Dream: Community Colleges Count initiative. The initiative is designed to encourage community colleges to make better use of institutional research to improve student outcomes. In the process, it seeks to strengthen the IR function at community colleges. Participants on the panel will analyze the state of IR at the 27 participating colleges, discuss barriers to more effective use of IR, describe the strategies used by the initiative to enhance the student impacts of IR, and report on the early implementation of those strategies.

Best Forum Visual Presentations: Designing and Creating Excellent Visual Presentations (701)
MARTIN CARROLL (Author), Audit Director and Business Development Manager, Australian Universities Quality Agency
TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College
ERIC L. DEY (Author), Associate Dean for Research, University of Michigan
SOHAM BHATT (Author), Data Warehouse Specialist, George Mason University

This panel is composed of the winners of the Best Visual Presentation Awards from the AIR 2003 and 2004 Forums and two members of the AIR Best Visual Presentations Committee. This award, initiated in 2003, recognizes an outstanding visual presentation of data/information in a format other than a traditional scholarly manuscript. Panelists will present parts of their award-winning presentations and discuss why and how they used design elements, formats, etc. Members of the audience will then be invited to participate in a general discussion of what makes a good visual presentation.
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<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>3:30-4:10 p.m.</td>
<td>AIR GRANT PAPER: Analysis of Institutionally-Specific Retention Research Methods: A Comparison Between Survey and Institutional Database Approaches (707)</td>
<td>Mission Hills, ST, Level 3</td>
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<td>AMY CAISON (Author), Coordinator for Planning and Comparative Studies, North Carolina State University at Raleigh</td>
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<td>BECCA BAKER (Author), Graduate Student, North Carolina State University</td>
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<td>This study will compare the predictive ability of a traditional survey-based retention study with that of a parallel study on the same student cohort using standard institutional variables available in student databases at a broad range of colleges and universities. A two-part research design will compare a set of candidate student retention models based on both survey data and on institutional data. Through the comparison of these models, this project will offer institutional researchers valuable guidance regarding the feasibility and predictive power of using more readily available institutional student databases for retention studies compared with the traditional resource-intensive survey-based approach.</td>
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<td>3:30-4:10 p.m.</td>
<td>COMMITTEE MEETING</td>
<td>Laguna, ST, Level 1</td>
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<td>2005-2006 Board of Directors (085)</td>
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<td>3:30-4:10 p.m.</td>
<td>DEMONSTRATION</td>
<td>Marina Ballroom Salon D, ST, Level 3, Internet</td>
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<td>Retention, Progression, and Graduation Web Site (677)</td>
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<td>JACOB JASIN (Author), Statistical Assistant, Southeastern Louisiana University</td>
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<td>VINAYKUMAR RAMACHANDRA (Author), Database Coordinator, Southeastern Louisiana University</td>
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<td>This presentation is designed for institutional researchers who are interested in developing a Web site to show the retention, progression, and graduation rates of first-time, full-time, freshmen cohort. The Web site is database driven and is built using Active Server Pages, HTML, and Microsoft Access. It is designed as a tool to help university administrators, academic deans, department heads, and faculty members for assessing students and academic programs. The presentation discusses the methodology adopted, technologies used, database design and the programming logic used to develop the Web site.</td>
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<td>3:30-4:10 p.m.</td>
<td>PANEL</td>
<td>Marriott Hall 3, NT, Lobby Level</td>
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<td>Early Results from a National Initiative for Strengthening the Use of Institutional Research to Improve Student Outcomes at Community Colleges (601)</td>
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<td>3:30-4:10 p.m.</td>
<td>PANEL</td>
<td>Marriott Hall 1, NT, Lobby Level</td>
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<td>Best Forum Visual Presentations: Designing and Creating Excellent Visual Presentations (701)</td>
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<td>3:30-4:10 p.m.</td>
<td>RESEARCH PRESENTATION</td>
<td>Point Loma, ST, Level 1</td>
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<td>Comparing the Academic Transition of Freshmen and Transfer Students in the Research University (140)</td>
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<td>WILLIAM B. ARMSTRONG (Author), Director of Student Research, University of California-San Diego</td>
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<td>HEIDI M. CARTY (Author), Assistant Director, University of California-San Diego</td>
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<td>KRIS M. SMITH (Facilitator), Director of Institutional Research and Testing, East Carolina University</td>
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<td>The academic, cognitive, and psychosocial adjustment of new students was measured using both “single-shot” and longitudinal survey data. A sample of incoming freshmen and community college transfer students were given the CIRP Freshman survey at entry and Your First College Year (YFCY) survey during spring quarter. Although the analysis suggested several similarities in adjustment factors, some differences in self-perception, academic engagement, and behavioral variables were found. Transfer students tended to indicate lower levels of self-rated cognitive development, writing ability, and use and satisfaction with student services while indicating higher levels of isolation from campus life and interaction with faculty.</td>
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| 3:30-4:10 p.m. | RESEARCH PRESENTATION                      | Marriott Hall 4, NT, Lobby Level | DARBY L. HILLER (Author), Coordinator of Institutional Research, Northwestern Michigan College  
|               |                                            |                                  | PATRICIA C. GORDIN (Facilitator), District Director of Institutional Effectiveness and Program Development, Edison Community College |
|              |                                            |                                  | Diverse learning goals of students at community colleges means community colleges cannot measure effectiveness solely with traditional measures such as graduation and retention rates. Instead, they have been forced to develop more creative ways of determining effectiveness as they are increasingly scrutinized to prove whether they are facilitating the learning they claim to provide and accomplishing their missions. This presentation describes a model of institutional effectiveness comprised of seven criteria linked to the Higher Learning Commission’s AQIP accreditation model. With this model we assess the effectiveness of learning and the effectiveness of the organization that supports that learning. |
| 3:30-4:10 p.m. | RESEARCH PRESENTATION                      | Balboa, ST, Level 3              | MARTHA ALCOCK (Author), Endowed Professor of Education, Capital University  
|               |                                            |                                  | KEVIN W. SAYERS (Author), Director of Institutional Research and Effectiveness, Capital University  
|               |                                            |                                  | JULIA TODUTKA (Author), Associate Provost, Capital University  
|               |                                            |                                  | HEATHER KIM (Facilitator), Director of Institutional Research, New School University |
|              |                                            |                                  | One way of documenting student learning outcomes across academic disciplines is by focusing on university learning goals that transcend individual program requirements. An approach in capturing direct learning outcomes on these qualitative constructs is to establish common standards through the use of rubrics. We will share rubrics developed for measuring critical thinking, logical reasoning, oral communication, written communication, leadership, service potential, and using values in decision-making and the process for implementing these measurement tools. We will share ways the Office of Institutional Research has triangulated performance data with indirect measures of student perceptions. |
| 3:30-4:10 p.m. | RESEARCH PRESENTATION                      | Marriott Hall 6, NT, Lobby Level, Internet | WILLIAM F. RITCHIE (Author), Vice President of Institutional Research, Planning and Assessment, Keiser Collegiate System |
|              |                                            |                                  | This research presentation demonstrates how a multi-college, multi-campus system employs commercially available Web-based survey software to provide classroom evaluation data on faculty. Courses across the System generally run for one month, so creating a process that can work quickly and efficiently to provide information on faculty performance in the classroom was a paramount concern. Not only is it necessary to collect large amounts of data, it is also necessary to process and review this information with faculty in a timely manner. Accountability issues using this data are reviewed and discussed. |
| 3:30-4:10 p.m. | RESEARCH PRESENTATION                      | Carlsbad, ST, Level 3            | CASANDRA E. HARPER (Author), Research Analyst, University of California-Los Angeles  
|               |                                            |                                  | PAMELA L. TAYLOR (Author), University of California-Los Angeles  
|               |                                            |                                  | ROBERT W. ZHANG (Facilitator), Associate Director of Institutional Research, Bowling Green State University |
|              |                                            |                                  | This paper provides a program analysis of a summer research and mentorship program for graduate students in the humanities and social sciences at one large, public university. The study compared program participants to students who graduated at the same time from the same fields on a variety of educational outcomes. Results indicate that students who participated in the program were more likely to publish and present their own research and complete their degree faster than non-participants. An additional comparison of students who applied but were not accepted to the program is also offered, revealing further differences between participants and non-participants. |
Accreditation in Flux: IR’s Role in a Changing Environment (428)

GREGORY J. SCHUTZ (Author), Director of Institutional Research and Effectiveness, Austin Peay State University
HOUSTON D. DAVIS (Author), Assistant Vice President for Academic Affairs, Austin Peay State University
PAUL A. GRILLOS (Facilitator), Graduate Coordinator, Arizona State University

Higher education is experiencing change in the accreditation environment. The public calls for more accountability, more openness, and more proof of student learning (Farrell 2003). The six regional accreditation bodies in the United States respond with changes in their accreditation requirements. For institutions in the South, the 2003-2004 academic year marked the first cohort of institutions under new standards. Perspectives from these cohort institutions as well as an in depth look from the eyes of one institution reveal how the changes affect IR. The study finds an increased role for Institutional Research in the accreditation process.

Senior-Level Administrators’ Views of Higher Education Finance and Their Perceptions of Cost Containment Strategies (431)

MARK D. GARRETT (Author), Graduate Student, University of Michigan
MARY-LOU A. D’ALLEGRO (Facilitator), Director of Institutional Research, West Chester University

Higher education, like many other non-profit organizations in the United States, is experiencing financial difficulties at the present time. Rather than just adopting what could be considered the typical management strategies, administrators are searching for and implementing unique strategies to cut costs. The purpose of this study was to determine what type of strategies administrators are implementing at a public research institution. Five senior-level administrators were interviewed. Results indicated that few unique or innovative strategies were being implemented at this institution. Furthermore, no type of task-force to seek out innovative strategies had been put in place.

Assessing a Financial Aid Outreach Program at a California Community College (523)

ANDREW S. LAMANQUE (Author), Supervisor of Institutional Research, DeAnza College

This paper will propose a set of indicators for assessing the success of financial aid outreach programs in a California Community College. In California, significant resources have recently been devoted to helping students become aware of the availability of financial aid to offset tuition increases. Current indicators focus only on financial aid recipient participation and do not take into account economic variables that would suggest changes in participation independent of outreach efforts. This paper will present a methodology for a more robust assessment of financial aid outreach programs.

Building a Web-Based Reporting System: Lessons Learned (620)

CHRISTOPHER J. MAXWELL (Author), Research and Planning Analyst, Purdue University
JACQUELYN L. FROST (Author), Director, Institutional Research, Purdue University

There is an increasing need for easy access to department level data as strategic planning and metric/benchmark comparisons down to the department level become more popular. Traditionally, IR offices have provided institution level data to upper management, but do not have the resources to do the same for individual departments. To enable departmental decision makers to extract official data, a project was undertaken to build a series of Web tools that enable users to drill to the level of interest using an intuitive, browser only interface. This non-technical presentation will focus on challenges faced and lessons learned during execution of this initiative.

Assessment Anxieties: Understanding Them, Overcoming Them, and Strategies for Sharing Assessment Success (634)

MATTHEW FULLER (Author), Texas A & M University
MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University
JAMES A. ANDERSON (Author), Vice President and Associate Provost Institutional Assessment and Diversity, Texas A & M University
MICHAEL J. VALIGA (Facilitator), Director of Survey Research Services, ACT, Inc.

For many institutions, assessment is not a new idea, yet the implementation of it causes many to think that it is. Often faculty and staff with varying levels of involvement and motivation for assessment struggle with their differences and assessment professionals or those charged with assessment are caught right in the middle. Using interactive discussions and case studies, this session will help practitioners of all backgrounds understand some of the common misconceptions of assessment on campus and offer techniques for moving beyond misconception to informed enhancement of student learning and development.
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<tr>
<td>3:30-4:10 p.m.</td>
<td>SCHOLARLY PAPER</td>
<td>Cardiff, ST, Level 3</td>
<td>The Implications of Diversity on Civic Engagement: How Institutions Can Engender Socially Responsible Citizenship (297)</td>
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<td>LETICIA OSEGUERA (Author), Post Doctoral Scholar, University of California-Los Angeles</td>
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<td>UMA JAYAKUMAR (Author), University of California-Los Angeles</td>
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<td>In recent years higher education has been faced with great scrutiny, as institutions have been challenged to be more socially responsible and to produce more socially responsible graduates. Using longitudinal data from the Diverse Democracy study, this study sought to understand how much agency students feel they have in really effecting social change, students’ consciousness for social change, and students’ attitudes about giving back to the community. Results of this study can assist colleges and universities in creating learning environments that capitalize on student experiences and encourage growth of civic minded and “conscious” citizens.</td>
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<td>3:30-4:10 p.m.</td>
<td>SCHOLARLY PAPER</td>
<td>Green Room, ST, Level 3</td>
<td>Institutional Grants: Investing in Retention and Graduation (477)</td>
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<td>JOHN H. SCHUH (Author), Professor and Chair, Education Leadership and Policy Studies, Iowa State University</td>
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<td>ANN GANSEMER-TOPF (Author), Iowa State University</td>
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<td>JULIA W. CARPENTER-HUBIN (Facilitator), Director of Institutional Research and Planning, The Ohio State University</td>
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<td>Institutions of higher education increasingly are concerned with retention and graduation rates. Framed by Berger’s theory of organizational behavior, this inquiry examined if expenditures devoted to institutional grants predicted retention and graduation rates at private, baccalaureate institutions between 1992 - 2002. This study also investigated how institutional selectivity affected the relationship between institutional grants and persistence rates. Institutional grants were found to predict retention and graduation rates. However, institutional grants did not significantly predict retention and graduation rates at highly selective institutions. Recommendations are suggested, including using the results to inform resource allocation strategies that can enhance retention and graduation.</td>
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<td>3:30-4:10 p.m.</td>
<td>SCHOLARLY PAPER</td>
<td>Marina Ballroom Salon E, ST, Level 3</td>
<td>A Methodology for Systems and States in Benchmarking Relative Differences in Resource Support in Higher Education (563)</td>
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<td>JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration</td>
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<td>GARY L. BLOSE (Author), Assistant Provost, State University of New York System Administration</td>
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<td>LUCY DWIGHT (Facilitator), Senior Research Coordinator, University of Colorado at Denver and Health Sciences Center</td>
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<td>One way to view system and state support of higher education is through the level of resource support. Funding allocated in support of the three fundamental missions of instruction, research, and public service offer insight into the decisions and priorities that define most public colleges or universities. These explorations are vital, yet challenging, because of differences in how states structure their support of higher education, and the type of academic programs their institutions offer. The authors will explore a methodology developed by SUNY that incorporates relative differences in academic cost by discipline with IPEDS financial and human resource data.</td>
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<td>3:30-4:10 p.m.</td>
<td>VENDOR DEMONSTRATION</td>
<td>Solana, ST, Level 1</td>
<td>Using the CIRP Student Surveys for Assessment (E12)</td>
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<td>KIT MAHONEY (Presenter), Business Manager, University of California-Los Angeles Higher Education Research Institution</td>
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<td>The Higher Education Research Institute (HERI) conducts the three CIRP student surveys - the Freshman Survey and the two follow-up surveys: Your First College Year (YFCY) and the College Student Survey (CSS). Each survey collects information that can be used for accreditation activities; planning and resource allocation; and assessment and retention studies. Further, participating institutions receive their results broken out by gender and compared to those of similar institutions. The CIRP student surveys are designed for different points in a student’s college career, and are ideal for sequential use. The Freshman Survey gathers baseline data on over 300 items; 1/3 of the items on the YFCY and CSS are direct post-tests of Freshman Survey items. The YFCY and CSS institutional reports compare students’ YFCY and CSS responses to their earlier responses on the Freshman Survey. Participating institutions can obtain merged longitudinal data files (i.e., Freshman Survey data linked to YFCY data) for further analyses.</td>
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<td>3:30-4:10 p.m.</td>
<td>VENDOR DEMONSTRATION</td>
<td>Warner Center, ST, Level 4</td>
<td>Collect and Analyze Data from Surveys, Tests, Assessments and Other Paper and Online forms with Software from Principia Products. Principia will Demonstrate Remark Office OMR v6.0 and Remark Web Survey (E18)</td>
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<td>STEVE JOSLIN (Presenter), Principia Products, Inc.</td>
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<td>Principia will demonstrate and discuss the popular Remark Office OMR and Remark Web Survey products. See how to convert your scannable forms into Web surveys to give your subjects multiple ways to complete your surveys. Remark Office OMR version 6 will be demonstrated.</td>
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Aligning Graduate School Surveys (402)

JAIME GALINDO (Author), Data Resource Analyst, Michigan State University
ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report
DAVID PAYNE (Author), GRE/ETS
EMILDA B. RIVERS (Author), Mathematical Statistician, National Science Foundation
MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
HEATH A. BROWN (Author), Director of Research and Policy Analysis, Council of Graduate Schools
JAMES VOYTUK (Author), Senior Program Officer, National Academies
MARK A. ZIDZIK (Author), Director of Research Development, Peterson’s
LAURA A. SCHARTMAN (Author), Director of Institutional Research and Assessment, Oakland University

Following a panel and discussion that took place at the 43rd Annual AIR forum in 2003, a working group composed of representatives of the IR community as well the sponsors of a number of the surveys was created. The Working Group to Align Graduate School Surveys has undertaken analysis of the elements of a number of the surveys and begun to look at how the process of responding to them might be streamlined. At this session, members of the working group will present the results so far for discussion and feedback from interested parties.

IPEDS Student Unit Record Feasibility Study (534)

JOHN H. MILAM (Author), Executive Director, HigherEd.org, Inc.
SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics
CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics

NCES is supporting a feasibility study about possibly redesigning the IPEDS collection of student-related data to incorporate individual, student unit records. If implemented, this system would replace the submission of institution-level data for the enrollment, completions, graduation rates, and student financial aid components; and parts of institutional characteristics related to net price. Unit records would allow for improved calculation of graduation rates, for reports on transfers across states or sectors, and for more detailed retention data. This session will discuss progress to date on this feasibility study.

The 2005 Revision of the Carnegie Classification: What Will It Mean for IR? (722)

ALEXANDER C. MCCORMICK (Author), Senior Scholar, The Carnegie Foundation for the Advancement of Teaching
CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching

A major revision to the Carnegie Classification will be released later this year. In addition to revising the traditional classification framework, several new classification schemes will be introduced, providing new perspectives on institutional comparison. An online tool permitting users to aggregate categories and examine intersections between the new classification schemes will accompany this revision. New measures addressing institutional commitments that aren’t reflected in the national data are also being developed. This session will give IR practitioners an overview of the forthcoming changes, with an illustration of how they may permit more flexible and sophisticated peer comparison and analysis.

Using Web-Based Information to Improve Strategic Planning and Decision-Making (404)

SALLY A. KANDEL (Author), Associate Vice President for Information Services, Kent State University
ZHENGXI LIU (Author), Kent State University
LYNN M. PAPENFUS (Author), Organization Specialist, Kent State University

The goal of the Statistical Almanac is to provide university leaders with access to a Web-based academic portfolio for knowledge-based planning and decision-making purposes. The focus of data ownership is shifted from a centralized repository to a Web-based environment. This online access also provides the department access to information in a timely fashion while facilitating the transition of IR research efforts from mainly data-reporting to data interpretation and analysis. The components of the Statistical Almanac include the University Factbook, the Academic Profile Pages, and the Longitudinal Student Query System.
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| 4:20-5:00 p.m. | Marina Ballroom Salon F, ST, Level 3 | **Aligning Graduate School Surveys (402)**  
Continued from previous time period.                                    |                                                                        |
| 4:20-5:00 p.m. | New York, NT, Lobby Level, Internet | **IPEDS Student Unit Record Feasibility Study (534)**  
Continued from previous time period.                                     |                                                                        |
Continued from previous time period.                                      |                                                                        |
| 4:20-5:00 p.m. | Marriott Hall 4, NT, Lobby Level | **Majoring in Success: Examining How Major Field of Study Affects Persistence (148)**  
EUGENE L. ANDERSON (Author), Research Associate, American Council on Education  
DONGBIN KIM (Author), Research and Policy Analyst, National Association of Independent Colleges and Universities  
GIGI GOMEZ (Author), University of California-Los Angeles  
ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College  
This presentation examines why persistence within racial/ethnic groups vary across differing fields of study. We will focus on the pre-college enrollment variables that are correlated with the selection of a major and the post-college enrollment variables that are correlated with persistence. |                                                                        |
| 4:20-5:00 p.m. | Point Loma, ST, Level 1 | **Examining the Current State of Outcomes Assessment (234)**  
SUSAN L. ALOI (Author), Coordinator of Planning and Assessment for the College of Human Resources and Education, West Virginia University  
ELIZABETH A. JONES (Author), Associate Professor, West Virginia University  
ROBERT SMALLWOOD (Facilitator), Associate Vice President for Academic Affairs, Texas State University-San Marcos  
Although numerous institutions are creating assessment plans, it is difficult to know whether these assessments are actually being designed and implemented within academic programs according to good practices. The purpose of this research study was to investigate the degree to which academic programs (in colleges and universities within four different states) follow principles of good practice in creating and implementing their assessment plans. The second purpose was to determine if there were significant differences by undergraduate program (biology, business, education, history, psychology, and math/computer science) in the degree to which good practices were followed. |                                                                        |
| 4:20-5:00 p.m. | Balboa, ST, Level 3 | **A Study on the Holistic Scoring of a College Upper-Division Writing Assessment: Investigating the Reliability and Consequential Validity of the Writing Proficiency Assessment (265)**  
SUSAN MUN (Author), Graduate Student, San Diego State University  
REYNALDO I. MONZON (Author), Manager of Institutional Research, San Diego State University  
CARL FIELDEN (Author), Lecturer, San Diego State University  
ELEANOR W. NAULT (Facilitator), Director of Assessment, Clemson University  
This study is a quantitative analysis of test data from the Writing Proficiency Assessment (WPA). The WPA utilizes holistic scoring, controlled essay reading, and multiple independent scoring to assess the writing proficiency of upper-division college students at a large public university for the purpose of placement into English composition classes. Trends and patterns in the data collected between March and December of 2004 are identified. Reliability will be measured through intra- and inter-rater reliability and test score stability over time. Consequential validity will also be examined. Variables affecting reliability and validity shall be addressed by the presenters. |                                                                        |
Using Environmental Scanning and Space Planning Principles to Expand Service Delivery Throughout a Metropolitan Area Within a Single Community College Concept (436)

DANIEL K. PAULIEN (Author), President, Paulien & Associates
ELENA V. BUBNOVA (Author), Director of Institutional Research, Truckee Meadows Community College
FRANKLIN A. MARKLEY (Author), Planning Associate, Paulien and Associates
PATRICIA A. MEADE (Facilitator), Registrar/Director of Institutional Research, Front Range Community College

A Community College has primarily been located on one campus with a separate technical education center and a continuing education center developed in the last decade. It is now adding two other geographically separated locations and rethinking the mission of the main campus and the two centers. This presentation will discuss the planning process used to determine the appropriate changes that should enhance TCC’s educational delivery. Particularly noted will be an analysis of workforce requirements by program, environmental scanning and space utilization and space needs analysis to determine the best locations for program expansion or relocation.

Applying a Data Mining Model to Predict Admissions Yield: Conducting ‘What-If’ Scenarios Under Varying Financial Aid Conditions (454)

CHRISTOPHER M. ANTONS (Author), Director of Institutional Research and Planning Support, Willamette University
ELLIOT MALTZ (Author), Associate Professor of Marketing, Willamette University
SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada-Reno

Private college revenue relies heavily on tuition income. Predicting expected yield of admitted students, given varied distributions of financial aid, is vital to successful fiscal planning. This research resulted in the application of a logistic regression model as a flexible enrollment management tool. Enrollment Management partnered with the MBA program and Institutional Research to develop an effective predictive model as well as a method for applying that model to produce desired enrollment goals. The model was used to aid admit rate and institutional aid decisions. The application resulted in successful achievement of both enrollment and revenue goals.

The Value-Added of a Performance-Driven Accountability Plan for the Pennsylvania State System of Higher Education (526)

CORI J. MYERS (Author), Director Assessment and Planning, Lock Haven University of Pennsylvania
TOM ARMSTRONG (Author), Associate Director for Strategic Data Analysis and Reporting, Pennsylvania State System of Higher Education
LOUIS J. BOHL-FABIAN (Author), Director of System Research and Analysis, Pennsylvania State System of Higher Education
MICHAEL D. MCGUIRE (Facilitator), Executive Director, Office of Planning & Institutional Research, Georgetown University

Public pressures on state colleges and universities to show evidence of accountability continue to grow. In response, state governing boards are developing accountability measures and performance funding systems. This case study presentation will: * provide background information about accountability measures and performance funding systems. * describe the State System’s current approach to a System Accountability Plan (SAP). * acknowledge opportunities and challenges presented by underlying values and model for a SAP. * address areas that require further development. The case study will be co-presented by two State System representatives and one University representative, on the development and implementation of the SAP.

Effects of Social Capital on Hispanic Students’ College Choices (533)

NOGA ADMON (Author), Director of Institutional Research and Assessment, Monroe College

Even though Hispanic students hold high expectations for college completion, their over-representation in community colleges suggests that they do not translate these expectations into behaviors that will lead to BA-level attainment. My research addresses the question - why are college-qualified Hispanic students less likely to enroll in 4-year institutions than college-qualified White or Black students? My proposal theorizes that the over-representation of Hispanic students in community colleges may be attributed to lack of adequate information about higher education, lack of adequate financial aid information, and erroneous perceptions of college costs.
The Evolution of A Faculty And Course Self-Evaluation: From Pilot to Established Program (605)

H. HILLIARD GASTFRIEND (Author), Information Analyst, Board of Regents of the University System of Georgia
CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia
ARCHIE A. GEORGE (Facilitator), Director, Institutional Research and Assessment, University of Idaho

Evaluations of any type must suit the needs and conditions of their environment, and issues necessary in the early stages of a program might not even be relevant in a mature program. This presentation charts the changes and evolution of a faculty and course evaluation during the five year period when a fully online program, designed to allow students to complete their first two years of higher education, developed from a pilot to an established program. Along with discussing the logic for changing the evaluation, samples of the questions used and aggregated data from the program will be presented.

Mission: Improving Higher Education One Person at a Time (AKA Chicken Soup for the IR Soul) (626)

DAINA P. HENRY (Author), Associate Director Institutional Research, College of William and Mary
KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

Stress. Deadlines. Conflicting priorities. These are the status quo and modus operandi of IR daily operations. Efficient IR staff are asked to produce more, in less time. We strive to improve higher education through the delivery of information, but often neglect to improve ourselves. The author will integrate research on current educational business philosophy, anecdotal evidence, and “words of wisdom” from authors on professional leadership. This presentation will provide “chicken soup” for the IR soul through a synthesis of Covey’s habits, Kuhn’s paradigm shift, Carlson’s “small stuff” along with ideas from Tolkien and Humphrey Bogart. Improving education begins with improving one-self.

May 2004 Graduates’ Advice to New Freshmen and Faculty (636)

FRANK J. DOHERTY (Author), Director of Institutional Research, James Madison University
AL MENARD (Author), Assistant Vice President, University Planning, James Madison University
MICHAEL E. WILLIAMS (Facilitator), President, The Austen Group

At the AIR Forum in Boston Dick Light shared the ongoing research that had been conducted with students at Harvard and other institutions. Based on his presentation, we asked the May 2004 graduates of our University to answer two questions. What one piece of advice do you wish you had received as a freshman? What did a faculty member do that had an important impact on you? This presentation summarizes what we learned from the graduates and how we shared it with the university community.

Exploring the Decision to Participate in Living-Learning Communities (125)

CHERRY DANIELSON (Author), Research Fellow, Wabash College
WENDY G. TROXEL (Facilitator), Assistant Professor, Educational Administration and Foundations, Illinois State University

In the present environment of accountability, living-learning communities are among the prominent programs in higher education that must tout their effectiveness in order to validate their existence. However, participation in these residence situations cannot be assumed to be random. As such, research and assessment methods necessitate controlling for potential selection bias. This study explores factors influencing the decision to participate in living-learning communities. Based on the theory of person-environment fit, results provide insight into self-selection characteristics of the living-learning student population. Astin’s student types are among the variables used to differentiate between participants and non-participants.

Faculty Salary: Issues in Multiple Regression (312)

RICHARD LIU (Author), Director of Institutional Research, University of St. Thomas
REBECCA LIU (Author), Graduate Student, Cornell University

Today, salary equity is one of several major issues facing higher education. Statistical analyses generally used in court have involved multiple regressions. Appropriate use of statistics is crucial when presenting cases for the faculty as well as the institutions to defend against the plaintiff’s claim. The interpretations of standardized and un-standardized regression coefficients, as well as controversies of multicollinearity, which have long been debated in social sciences, will help clarify several faculty salary issues. The purpose of this paper is to discuss some major statistical issues involved in court, and potential solutions to these problems.
Exploring Faculty’s Out-of-Class Interactions with Undergraduate Students: Findings from a Faculty Survey at a Research University (348)

MARIN CLARKBERG (Author), Senior Research Associate, Cornell University
MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University
MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University
TOYCEE HAGUE-PALMER (Facilitator), Program Review Coordinator, The Ohio State University

Citing the benefits to students, many institutions seek to increase the extent of faculty-student interaction outside the classroom, but little is known about the factors that explain variability in the levels of such engagement among faculty. We report here on a faculty survey focusing on such interactions conducted at a large, highly selective, research-extensive university. Our findings provide a much-needed descriptive picture of the extent and forms of these interactions among faculty within a research university setting. In addition, we explore the correlates of such interactions, including personal and institutional influences, and highlight potential avenues for promoting faculty engagement.

From Inquiry to Enrollment: A Predictive Model (481)

CULLEN F. GOENNER (Author), Assistant Professor, University of North Dakota
KENTON PAULS (Author), Director of Enrollment Services, University of North Dakota

The purpose of this paper is to build a predictive model of enrollment that provides data driven analysis to improve undergraduate recruitment efforts. We utilize an inquiry model, which examines the enrollment decisions of students that have made contact with our institution, a medium sized public Doctoral I university. We find that combining characteristics of the student, as well as geographic and demographic data based on the student’s zip code are significant predictors of enrollment. Accounting for uncertainty in our model’s specification, we find that we are able to accurately predict the enrollment decision of 90% of student inquiries.

Toward a Philosophy of Institutional Research (T09)

RACHEL DYKSTRA BOON (Author), Graduate Assistant, Indiana University
MELANIE A. RAGO (Author), Graduate Assistant, Indiana University

Toward a Philosophy of Institutional Research: Most people working in IR offices today arrived there through other disciplines and interests. Today, we are beginning to see a shift toward the professionalization of IR with programs such as the Post-Masters Certificate in Institutional Research (PMCIR). Looking toward the future of IR, and the further development of its pedagogy, what theoretical context do we feel is crucial to the education of IR professionals and scholars? Can we take a page from the evolution of student affairs, and other fields, in learning how to teach the theoretical constructs of IR?

ACT, Inc.: Assessing General Education Outcomes with CAAP (E08)

DAVID CHADIMA (Presenter), Consultant, ACT

The effective assessment of general education outcomes is a major challenge faced by institutional researchers. The Collegiate Assessment of Academic Proficiency (CAAP) is the ACT program that enables postsecondary educational institutions to measure, evaluate, and optimize the outcomes of their general education programs. CAAP results can be used on a group basis to evaluate your program and identify opportunities to enhance student learning, and on an individual student basis to evaluate readiness for upper division studies. This session will highlight the features of CAAP, and demonstrate the benefits it has provided to specific programs.

Data Blocks: Design Techniques for OMR versus Page Scanners (E20)

CARLI BURKE (Presenter), President, Data Blocks

What you need to know to design forms for both devices. Magenta and Magenta for Office will be discussed and demonstrated.
Arizona Association for Institutional Research (AZAIR) (S08)

RICHARD J. KROC (Convener), Assistant Vice President for Enrollment Research and Operations, University of Arizona

Members and all those interested in learning more about the Arizona Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.

California Association for Institutional Research (CAIR) (S11)

STEVEN P. CHATMAN (Convener), Director, University of California-Davis

Current members and anyone interested in learning more about the California Association for Institutional Research are encouraged to attend an informal exchange of ideas and discuss current IR issues.

Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (S15)

ROBERT SCHULTZ (Convener), Director of Institutional Analysis, University of Saskatchewan

Delegates are invited to attend this session to discuss issues of relevance in a Canadian context. The agenda will be developed at the meeting or with items that are forwarded to the convener prior to the meeting.

Maryland AIR (MdAIR) (S34)

LINDA MALLORY (Convener), Statistician, US Naval Academy

Marylanders, former Marylanders, friends of Marylanders, and those who just like to have fun are welcome to join us for dinner and an evening of lively discussion.

Overseas Chinese Association of Institutional Research (OCAIR) (S46)

YI-MIN M. WANG (Associate Committee Chair), Director of Planning and Institutional Research, Catholic University of America

This session is open to all individuals interested in the Chinese culture and who are involved in or interested in research, planning, and assessment in postsecondary education within or outside the United States, and will provide a forum for discussion on topics of common interest. OCAIR is the first professional affiliation of AIR that utilized electronic communication methods for its business. It operates entirely on the Internet – a true virtual organization. In this open and welcoming session, OCAIR members convene to exchange professional information and to conduct organizational business. Participants are welcome to make suggestions for the development of the Association.

Southern University Group (SUG) (S61)

SAM LOWTHER (Convener), Executive Director of Planning and Analysis, Auburn University

SUG members will discuss items of interest from their institutions as well as their annual data exchange and other matters of mutual interest and concern.

Texas Association for Institutional Research (TAIR) (S63)

KAREN C. LALJIANI (Convener), Assistant Dean of Institutional Effectiveness and Research, El Centro College

Members and all those interested in learning more about the Texas Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events and an opportunity to plan activities for next year.
Traditionally Black Colleges and Universities (TBCU) (S64)

DOROTHY S. CHEAGLE (Convener), Director of Planning and Governmental Relations, Morris College

Members and all those interested in learning more about the Traditionally Black Colleges and Universities Association are invited to attend this session in which the annual business meeting will be held.

The National Community College Benchmark Project (S73)

JEFFREY A. SEYBERT (Convener), Director of Institutional Research, Johnson County Community College

Participants and anyone interested in the National Community College Benchmark Project (NCCBP) are encouraged to join in this discussion of the project’s current status, pilot results, progress of Year 1 national implementation, and future plans. Opportunity will be provided to enroll as a project participant.

Peoplesoft Users (S77)

NANCY C. MCNERNEY (Convener), Assistant Vice President, College of Lake County

This session will provide an open forum for those interested in discussing Peoplesoft.

Research and Planning Group for California Community Colleges (S96)

ANDREEA M. SERBAN (Convener), Associate Vice President of Information Resources, Santa Barbara City College

Come join us to learn more about the Research and Planning Group for California Community Colleges and how you can become involved.
7:30-8:20 a.m.  COMMITTEE MEETING  Balboa, ST, Level 3

**Forum Publications Editorial Advisory Committee (095)**

ANNE MARIE DELANEY (Committee Chair), Director of Institutional Research, Babson College

Meeting of the members of the Forum Publications Editorial Advisory Committee.

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7:30-8:20 a.m.  SPECIAL INTEREST GROUP  Green Room, ST, Level 3

**Coordinating Agencies and Boards (CABS) (S10)**

MARSHA V. KROTSENG (Convener), Chief Planning Officer, Valdosta State University

AIR members who work for or with Coordinating Agencies and Governing Boards are encouraged to join in this discussion of mutual data and policy issues. Participants also will focus on the impact of recent state and federal legislation on institutional researchers in such settings.

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7:30-8:20 a.m.  SPECIAL INTEREST GROUP  Del Mar, ST, Level 3

**Environmental Scanning (S22)**

MARK P. CHAMPION (Convener), Information Analyst, Grand Rapids Community College

At this SIG session, environmental scanning networking and the exchange of environmental-scanning techniques and problems will be facilitated. Participants will have the opportunity to describe environmental-scanning activities at their institutions or improving an environmental-scanning program.

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7:30-8:20 a.m.  SPECIAL INTEREST GROUP  Boardroom, ST, Level 3

**Intercollegiate Athletics (S30)**

TIMOTHY A. WALSH (Convener), Director of Institutional Research, Temple University

This SIG is intended as an opportunity to discuss issues related to intercollegiate athletics. Recent research will be discussed as well as new reporting requirements.

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7:30-11:40 a.m.  COMMITTEE MEETING  Encinitas, ST, Level 3

**Best Visual Presentations Committee Meeting (084)**

TRUDY H. BERS (Committee Chair), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

Best Visual Presentations Committee Meeting.

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7:30-11:40 a.m.  COMMITTEE MEETING  Point Loma, ST, Level 1

**RHE Best Paper Committee (098)**

The RHE Best Paper Committee meeting.

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7:30-11:40 a.m.  SPECIAL EVENT  Newport Beach, ST, Level 4

**Forum Evaluation Survey (Invitational Event) (086)**

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Survey (Invitational Event) #2

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7:30-11:40 a.m.  SPECIAL EVENT  Cardiff, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (087)**

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Survey (Invitational Event) #3
AIR GRANT PAPER: Institutional Characteristics and Student Success in Sub-Baccalaureate Education (709)

ANN PERSON (Author), Doctoral Student, Northwestern University

Nearly half of all college students are enrolled in two-year schools, and low-income, ethnic minority, and first-generation students are over-represented at such institutions. Yet most research on persistence in postsecondary education has focused on students at four-year colleges. Furthermore, while research has shown that college persistence and attainment are influenced by individual characteristics, research on institutional characteristics and student success has been less conclusive. Using data from BPS and IPEDS, this study seeks to enhance understanding of different types of two-year colleges and to examine the direct and indirect influence of institutional characteristics on student outcomes.
### Defining Indicators of Institutional Diversity Scorecard (401)

NAN BRIAN HU (Author), Director of Institutional Research, Loyola Marymount University  
LOIS F. GRIESBAUM (Facilitator), Analyst Programmer, University of New Mexico

This presentation displays Loyola Marymount University’s achievements in defining indicators for a joint Diversity Scorecard Project on equity issues in higher education. According to Astin’s IEO assessment model, this study specifies three areas for diversity scorecard: Access, Success and Institutional Viability. The result of the data analysis reveals that equal access or equal opportunity to high education equity issues in higher education. According to Astin’s IEO assessment model, this study specifies three areas for diversity scorecard: Access, Success and Institutional Viability. The result of the data analysis reveals that equal access or equal opportunity to high education equity issues in higher education.

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### Accessing and Using the Delaware Study Secure Server to Develop Customized Peer Analysis at your Institution (670)

KAREN DEMONTE (Author), Institutional Research Analyst, University of Delaware  
ALLISON M. OHME (Author), Institutional Research Analyst, University of Delaware  
CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

In 2001, the University of Delaware enhanced the on-line Cost Study site to give participants the capability to download from our database a set of ratios for their peers similar to the customized study. With an increase in demand for institutions with multiple disciplines to develop different peer groups for those disciplines and a future limit on number of customized peer analysis requests, an understanding of the data set is necessary. This demonstration will review how to use the secure site and will also provide attendees with the tools and skills to develop their own peer analysis.

### Educational Expenditures and Student Engagement: When Does Money Matter? (109)

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University  
JOHN C. SMART (Author), Professor, The University of Memphis  
GEORGE D. KUH (Author), Chancellor’s Professor of Higher Education, Indiana University at Bloomington  
JOHN C. HAYEK (Author), Senior Associate Director, National Survey of Student Engagement  
MICHELLE HALL (Facilitator), Director of the Office Institutional Research and Assessment, Southeastern Louisiana University

This study examined the relationship between higher education expenditures and a key determinant of student learning—engagement in educationally purposeful activities. The data for this study came from the 2001 administration of the National Survey of Student Engagement (NSSE) and the IPEDS 2002 financial data collection. Expenditures were significantly related to student engagement for first-year students and seniors attending both public and private institutions, though the patterns of relationships differed substantially.

### “Triangulation or Strangulation” Using Multiple Data Sources to Assess Student Outcomes (166)

JOSEPH A. CURTIN (Author), Assessment Consultant, Brigham Young University  
DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University  
STEVE WYGANT (Author), Assessment Consultant, Brigham Young University  
CLARE L. HUHN (Facilitator), Associate Policy and Planning Analyst, University of Wisconsin Madison

This study uses multiple sources of data to assess differences in the educational experience of distinct populations. This is accomplished by analyzing data regarding student experiences at the university. The populations studied include: current students, graduates (recent and alumni 3-years out), and non-returning students. Comparisons of these groups will be done using the responses to common items across multiple surveys. The surveys utilized consist of the Senior Survey, the Alumni Questionnaire, the Non-Returning Student Survey and the National Survey of Student Engagement®. The students surveyed were randomly selected from populations of non-returning students, graduating students, alumni and currently enrolled students.

### Getting Students Beyond Google: Promoting Information Literacy (361)

AMANDA ROBERTS (Author), Florida Atlantic University  
THOMAS PUSATERI (Author), Assessment Director, Florida Atlantic University  
DEBRA Y. ATKINSON (Facilitator), Institutional Research Analyst, Ball State University

Are your students submitting papers that use Web sites indiscriminately or that rely more on secondary than primary sources? Do they know how to search for information and how to evaluate its quality? This workshop will present strategies for designing assignments that promote information literacy skills: selecting a researchable topic, maintaining a research journal, locating articles from reputable sources, writing an annotated bibliography, and summarizing articles appropriately without plagiarism. Assignments presented in this presentation were originally developed for a senior thesis course in business and a capstone course in psychology but may be adapted readily to other disciplines.
Investigating Relative Long-Term Revenue Worth & Potential of an Actual or Prospective Incoming Class that is Classified into Student Cohorts by Academic Preparation & Ability to Pay (424)

SUSAN COIA-GAILEY (Author), Director of University Planning, Johnson & Wales University
JOLYNN NOE (Facilitator), Planning and Effectiveness Specialist, University of Kentucky

Predicting relative long-term revenue value, a “4 by 4” Academic Preparation - Ability to Pay model resolves ambiguity in balancing levels of Academic Preparation and Ability to Pay in making enrollment management decisions and in distributing institutional aid, need-based and merit. With four levels each of Academic Preparation and Ability to Pay, it incorporates institutional aid and expected attrition rates to illustrate relative long-term revenues. Institutions can illustrate the relative contributions to graduation rates and long-term revenues of incoming student cohorts in a prospective class that is defined by Academic Preparation and Ability to Pay in order to make informed marketing, enrollment and institutional aid decisions.

Enrollment Management and Net Tuition Revenue: Analyzing, Planning, and Forecasting Net Tuition Revenue in Support of Short and Long Term Institution Goals (445)

RICHARD J. KROC (Author), Assistant Vice President for Enrollment Research and Operations, University of Arizona
RICK SEARS (Author), Assistant Director of Enrollment Research, University of Arizona
ANDREA B. SPARGO (Facilitator), Assistant Director of Institutional Research, Bryant College

Understanding, communicating, and accurately forecasting the effects and outcomes of current and future tuition and financial aid policies is of critical importance to university executives, secondary schools, government officials, and most importantly, the students and families being served by institutions of higher education. In an attempt to better understand and predict the outcomes of tuition and aid policies we have incorporated enrollment, aid, course, and organizational (academic and service) data elements into our analysis, planning, and forecasting activities centered around the concept of net tuition revenue.

Policies on Virtual Universities: A Comparative Case Study (511)

HAIXIA XU (Author), Doctoral Candidate, The University of Georgia
LIBBY V. MORRIS (Author), Associate Professor, The University of Georgia
SUSAN R. GRIFFITH (Facilitator), Executive Director of Institutional Research, Office of Institutional Effectiveness, University of Texas-Pan American

In response to the increasing integration of online education into postsecondary education institutions, almost every state has developed statewide virtual universities. Based on an extensive literature on virtual universities, this study focuses on four well-established statewide virtual universities through document analysis and interviews. In this presentation policies within these four institutions will be compared and current policy issues on virtual universities will be discussed.

When Agendas Collide: A Process for Assessing What your Faculty Value in General Education in Light of Competing State Board and Accrediting Agency Values (514)

MATTHEW FULLER (Author), Texas A & M University
JAMES A. ANDERSON (Author), Vice President and Associate Provost Institutional Assessment and Diversity, Texas A & M University
MARILEE I. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University
JULIA W. CARPENTER-HUBIN (Facilitator), Director of Institutional Research and Planning, The Ohio State University

What would happen if your state board required you to provide evidence that your students have learned a set of outcomes which your faculty do not buy into? This question is not a hypothetical, but a real and daunting occurrence on America’s campuses as the competing agendas of educators and legislators/accreditors collide. This conference workshop will offer a perspective on some of the typical rationale for state boards and accrediting agencies’ actions and prescriptions. This presentation will also provide techniques for reaching synergy between faculty and influential external agencies to work toward improved general education outcomes from both perspectives.
**Statewide Articulation Agreements as Policy Instruments: Do They Help Transfer Rates? (557)**

JEFFREY C. SUN (Author), Assistant Professor of Educational Leadership & Affiliate Professor of Law, University of North Dakota
TOD R. MASSA (Facilitator), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

The heuristic that articulation agreements are synonymous with actual improved transfer of students from two-year to four-year institutions became an accepted (or heavily relied on) proposition. With that being the case, it would only logically flow that a state mandated articulation policy would only further enhance the transfer rate over and above those of other states. Furthermore, in the absence of additional data and clearly defined goals, states relied on publications of best practices which have not been empirically tested for effectiveness, policy briefs with unanswered questions on issues of effectiveness.

**The Use of Metaevaluation as a Tool to Enhance The Role of The Institutional Research Office (692)**

LILIANA RODRIGUEZ (Author), Western Michigan University
RIGOBERTO RINCONES (Author), Director of Institutional Research and Assessment, Lake Michigan College
LARRY G. JONES (Facilitator), Senior Public Service Associate, University of Georgia

A metaevaluation is an evaluation of the evaluation itself. Because only a small amount of evaluations are metaevaluated, this paper addresses both the theory and practice of metaevaluation across a wide variety of settings. The authors blend theoretical grounding of metaevaluation with the checklists used to conduct metaevaluations. They present step-by-step how to delineate the questions to be answered by a metaevaluation and to publicly report the evaluation’s strengths and weaknesses. Moreover, the authors wish to share their experiences and insights when planning, conducting, and reporting metaevaluation studies. They are currently implementing this tool in one higher education institution.

**Assessment of Externally Funded Projects (241)**

JOHN A. MUFFO (Author), Director of Academic Assessment, Virginia Polytechnic Institute and State University
J. JOSEPH HOEY (Author), Director of Assessment, Georgia Institute of Technology
BETHANY J. BODO (Author), Director of Academic Assessment, Radford University
SUSAN E. AKIN (Author), Senior Research Associate, QRC Division Macro International
WENDY G. TROXEL (Moderator), Assistant Professor, Educational Administration and Foundations, Illinois State University

An increasing number of institutional research and assessment professionals are finding themselves asked to be evaluators for externally funded projects, especially those involving student learning. This panel will consist of presentations by four seasoned professionals working in very different environments who have a wide range of experiences involving the assessment of externally funded projects. The theme of the panel will be the common challenges inherent in being an evaluator for externally funded projects regardless of the organizations or disciplines involved.
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<th>Time</th>
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<td>9:20-10:00 a.m.</td>
<td>COMMITTEE MEETING Best Visual Presentations Committee Meeting (084)</td>
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<td>COMMITTEE MEETING Forum Evaluation Committee Working Session (090)</td>
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<td>9:20-10:00 a.m.</td>
<td>DEMONSTRATION Continuous Quality Improvement in Program Assessment: Using Student Learning Outcomes Effectively (238)</td>
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<td>PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida</td>
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<td>ROSS A. GRIFFITH (Facilitator), Director of Institutional Research and Academic Administration, Wake Forest University</td>
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<td>Identifying clear student learning outcomes is critical to successful continuous quality improvement in the academic and support areas at a college or university. The role of the Institutional Researcher is pivotal to this effort. This session will demonstrate a model for the development of quality program level student learning outcomes. Participants who are interested in Institutional Effectiveness efforts will learn techniques for teaching faculty and support area directors to write targeted student learning outcomes. How to write direct and indirect measures for student learning outcome will be emphasized.</td>
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<td>9:20-10:00 a.m.</td>
<td>DEMONSTRATION Applications of Hierarchical Regression Modeling in Institutional Research (651)</td>
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<td>JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.</td>
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<td>JING LUAN (Facilitator), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College</td>
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<td>This presentation is a basic, applied overview of hierarchical modeling, including a discussion of the advantages and disadvantages of hierarchical modeling, specific examples of applications in institutional research, a comparison of three software packages, and a list of resources. Mathematical issues will be kept to a minimum. Examples of research questions and a sample data set will be used in the presentation to illustrate hierarchical regression.</td>
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<td>9:20-10:00 a.m.</td>
<td>DEMONSTRATION A Spread Sheet College Simulation Model Using IPEDS Data (659)</td>
<td>Marriott Hall 5, NT, Lobby Level, Internet</td>
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<td>GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University</td>
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<td>JOSETTA S. MCLAUGHLIN (Author), Director, School of Management &amp; Marketing, Associate Professor of Management, Roosevelt University</td>
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<td>JANET L. NICKELS (Facilitator), Director of Institutional Research, Carroll Community College</td>
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<td>Computer modeling supporting strategic decision-making process in higher education is demonstrated. The generally recognized limitations to computer modeling are addressed through use of a concise comprehensive flow model that can be modified by the user and through use of spreadsheet tools already familiar to decision makers. The model uses IPEDS public domain data. Three linked Excel spreadsheets are used to input data, set parameters, and make projections. The data represent three major components affecting decision making in an institution – student flow, faculty instructional activity, and financial indicators. The process for using the model and components affecting decision-making are described.</td>
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<td>9:20-10:00 a.m.</td>
<td>DEMONSTRATION Creating and Using a Simple In-House Survey Tool (668)</td>
<td>Marina Ballroom Salon G, ST, Level 3, Internet</td>
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<td>TOM L. FOSTER (Author), Business Faculty/Instructional Technologist, Chandler/Gilbert Community College</td>
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<td>AUDREE THURMAN (Author), Manager of Enterprise Applications, Chandler-Gilbert Community College</td>
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<td>We will demonstrate the survey tool written by our Applications Manager and talk about how the faculty, staff, and administration were all included in the design and implementation of the tool. This is a close look at process and product and how the school benefits by the collaborative effort.</td>
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9:20-10:00 a.m.

Assessment of Externally Funded Projects (241)

Continued from previous time period.

9:20-10:00 a.m.

Retention Efforts at a Midwest Urban University (147)

CAROLINE R. ALIKONIS (Author), Research Associate, University of Cincinnati
CAROLINE MILLER (Author), Associate Vice President of Enrollment Management, University of Cincinnati
SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education
MICHAEL J. VALIGA (Facilitator), Director of Survey Research Services, ACT, Inc.

Retention research has revealed that approximately fifty percent of students enrolled in undergraduate programs in the U.S. will leave higher education without completing a four-year degree. Research conducted at a Midwest urban university has consistently supported the literature and the Success Challenge initiative is one of several strategies that have been implemented to manage this problem. The Success Challenge Grant funds a number of programs to provide students with a variety of experiences designed to aid in their academic and social integration. These programs seem to have a considerable impact on retention during a student’s first year.

9:20-10:00 a.m.

Are Students Really Rational? The Development of Rational Thought and its Application to Student Choice (182)

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University Bloomington
STEPHEN L. DESJARDINS (Author), Associate Professor, University of Michigan
CHRISTINE M. KELLER (Facilitator), Senior Policy Analyst, University of Kansas

In this paper, we seek to provide a better understanding of the concept of rational behavior and what it implies about student choice. We examine the historical development of rationality, review the role of these concepts as used by economists, and highlight some of the common misperceptions that exist regarding rational behavior. We argue that cited examples of irrational behavior of students may be consistent with rational behavior. We further believe little can be inferred about whether a particular postsecondary choice of a student was rational or not.

9:20-10:00 a.m.

Using “Milestones and Transitions” to Improve Student Learning Outcomes (362)

BRAD C. PHILLIPS (Author), Senior Director of Institutional Research and Planning, Grossmont-Cuyamaca Community College District
CATHY MORRIS (Author), Director of Institutional Research, Miami-Dade College

This research presentation, which is based on two case studies, will discuss best practices for improving academic programs based on assessment of student learning. The cases inform understanding of faculty development processes and ways to involve faculty in assessment and data-driven decision-making about curriculum restructuring. The cases demonstrate how close examination of “stopping points” and “milestones and transitions” in the curriculum can serve as a foundation for curriculum design and faculty professional development. While the project in which we conducted our research is focused primarily on community colleges, our results are applicable to other sectors, particularly the four-year public sector.

9:20-10:00 a.m.

Grade Inflation: Does Merit Matter? (432)

CHARLES MATHIES (Author), Graduate Student, University of Georgia
KAREN WEBBER BAUER (Author), Director of Institutional Research and Associate Professor, The University of Georgia
MARSHA R. ALLEN (Author), Institutional Research Analyst II, University of Georgia

Concern over efficient use of resources in higher education has caused continued interest in grade inflation. Grade inflation refers to a rise in a grade or grade point average (GPA) without justification. This presentation presents findings from an analysis over a 30-year period at a large state research extensive university. Specific factors explored that may influence grade inflation include gender, college of enrollment, student ability (merit defined as student SAT score) and presence of merit-based financial aid. Study includes descriptive and linear regression analyses. Implications and factors that could contribute to changes in grades will be discussed.
Comparison of Survey Return Rates, Return Patterns, and Responses to Survey Questions via Web Survey and Paper Survey Methods at a Mid-Size Community College (638)

ROGER P. MOURAD (Author), Director of Institutional Research, Washtenaw Community College
WILLIAM J. EVERIN (Author), Research Analyst, Washtenaw Community College
ALLISON BELL (Author), Graduate Student, University of Michigan
KRISTINA M. GOODWIN (Facilitator), Graduate Student, Florida State University

This study is focused on analyzing results of Web-based and paper-based survey modes at Washtenaw Community College in Ann Arbor, Michigan. It describes and discusses differences in survey return rates, return patterns, and responses to survey questions by large samples of students using one of the two modes. The results of crosstabulation and logistic regression analysis involving numerous demographic and academic variables will be presented. Explanations for significant differences will be explored.

Developing a Path Model to Predict Community College Student Satisfaction (163)

LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District
WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District
GAYLE M. FINK (Facilitator), Director of Planning Research and Evaluation, The Community College of Baltimore County

This research intends to develop a causal model for predicting community college student satisfaction. Tinto’s (1993) model of social and academic integration to predict student departure provides the theoretical framework for this study. Based on Tinto’s model, a path model is proposed. Survey data were collected from 17,366 community college students during fall semesters of 2001 and 2003. Path analysis is performed to analyze relationships among variables. It is hoped that results will help community colleges better understand student satisfaction and to be more responsive to student needs and make informed decisions to improve and maintain quality of education.

Psychometric Analysis of Test Data in the Context of Medical Education (280)

MARGARITA D. KOKINOVA (Author), Director, Academic Services, Northeastern Ohio Universities College of Medicine
YING LING (Facilitator), Senior Research Coordinator, University of Colorado at Denver and Health Science Center

The study analyzes test scores from a basic medical science examination administered in five successive academic years. The test score analysis employs Item Response Theory procedures without excluding the use of conventional statistics that have been helpful to both test developers and end-users. The psychometric analysis focuses on measurement situations with regard to (a) the stability of student performance across academic years, (b) differences in measurement characteristics of current test forms, (c) dependability of true domain scores used in assessment decisions, and (5) appropriateness of using domain scores for comparing student proficiency across academic years.

Measuring and Reporting Institutional Sustainability (472)

LARRY H. LITTEN (Author), Director of Research, Dartmouth College

Institutional and societal sustainability continue to be of increasing concern to institutional policy makers and managers, and to other stakeholders. Institutional researchers have key roles to play in addressing these concerns. This paper is a sequel to last year’s Forum paper—Measure Today, Here Tomorrow: Exploring IR’s Role in Producing Indicators that Will Help Assure Sustainable Institutions and a Sustainable Society. It examines exemplary corporate and university sustainability indicators and reports.

Measuring the Impact of State-Funded Merit Scholarship Programs on Student Access and Success: Evidence from the Nation’s Fastest Growing State (560)

SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada-Reno

The emergence of state-funded scholarship programs over the past ten years has prompted criticism that such programs limit college access for the needy and, instead, subsidize access for those most likely to afford a college education. Looking at the Nevada Millennium Scholarship program, the study examines the program’s impact on the state’s land-grant university, focusing on new freshmen characteristics before and after scholarship introduction, first-year academic experience, retention, and changes in financial burden. Covering eight years of freshmen enrollment, the study specifically addresses charges by critics of large-scale merit programs in other states.
Wednesday, June 1, 2005

9:20-10:00 a.m.  SCHOLARLY PAPER  Mission Hills, ST, Level 3

**Enhancing First-Year Assessment Practices: Exploring the Relationships Between On-Campus Administration Strategies and Response Rates (693)**

ELLEN B. STOLZENBERG (Author), Research Analyst, University of California-Los Angeles

This session presents the results of extensive descriptive and multivariate analyses conducted on data collected regarding administration strategies and response rates from 172 institutions that participated in the 2003 and 2004 national administrations of the Your First College Year (YFCY) survey. Findings from these analyses illustrate the impact of different types of survey administration (e.g., paper vs. Web), methods and timing of survey dissemination, and use of marketing and incentive programs on response rates to the survey. Further, this session will discuss the differential impact of these strategies by important characteristics of the college, including institutional size, type, and control.

9:20-10:00 a.m.  SCHOLARLY PAPER  Marriott Hall 3, NT, Lobby Level

**Survey Participation: A Study of Student Experiences and Response Tendencies (695)**

ALLISON M. OHME (Author), Institutional Research Analyst, University of Delaware
DALE W. TRUSHEIM (Author), Associate Director of Institutional Research and Planning, University of Delaware
HEATHER KELLY ISAACS (Author), Assistant Director, University of Delaware
RICHARD J. KROC (Facilitator), Assistant Vice President for Enrollment Research and Operations, University of Arizona

Because there are a variety of factors that can contribute to lower than expected student survey response rates, researchers at a four-year public university developed a multi-method study to understand students’ experiences and response tendencies with institutionally related surveys. This study utilized focus groups, telephone and in-person interviews of small sample sizes and sought to understand the number and type of surveys students received in an academic year, their reasons for either responding or not responding to a survey, and their suggestions to increase student response rates. This paper discusses the background, methodology, and findings of the study.

9:20-10:00 a.m.  SPECIAL EVENT  Newport Beach, ST, Level 4

**Forum Evaluation Survey (Invitational Event) (086)**

Continued from previous time period.

9:20-10:00 a.m.  SPECIAL EVENT  Cardiff, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (087)**

Continued from previous time period.

9:20-10:00 a.m.  SPECIAL EVENT  Carlsbad, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

10:10-10:50 a.m.  AIR GRANT PAPER  Mission Hills, ST, Level 3

**AIR GRANT PAPER: Factors Influencing Youngsters to Aspire to and Stay in Teaching Careers (708)**

WEI-CHENG MAU (Author), Professor, Wichita State University
YUN-HWA MAU (Author)
RANDY ELLSWORTH (Author), Associate Dean, College of Education, Wichita State University
DONNA HAWLEY (Author), Director of Institutional Research and Professor, Wichita State University

The present study longitudinally tracked 10th grade students who aspired to teaching careers through their college years and into the work force. Factors contributing to persistence in teaching careers were examined using logistic regression analysis. Specifically, students who persisted were compared to students who did not persist with regard to their self-concept, locus of control, parental involvement, SES, and academic achievement. Race and sex differences were also examined. Another focus of this study was to examine the relationship between teacher job satisfaction and persistence in staying in a teaching career. Results are discussed under the guide of Social Cognitive theory.
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| 10:10-10:50 a.m. | **BEST PAPER/PRESENTATION** OCAIR Best Paper: Achieving Multicultural Competence: Student Participation in College Activities and Its Impact on Multicultural Learning (759)**  
DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University in the City of New York  
CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching  
SHUQIN GUO (Facilitator), Education Research and Evaluation Consultant, California Department of Education  
This study explored the relevance of higher education institutions existing student activity programming and its effectiveness in promoting multicultural learning. Employing path analysis, this study examined level of undergraduates participation in selected college organizations and activities and its linkage to multicultural learning and found powerful educational effect of college activities with respect to multicultural learning. This study taps into a timely topic and has important implications on cultivating diversity friendly campus atmosphere and fostering student development in multicultural competence. | Marriott Hall 2, NT, Lobby Level |
| 10:10-10:50 a.m. | **COMMITTEE MEETING** Best Visual Presentations Committee Meeting (084)**  
Continued from previous time period. | Encinitas, ST, Level 3 |
| 10:10-10:50 a.m. | **COMMITTEE MEETING** Forum Evaluation Committee Working Session (090)**  
Continued from previous time period. | Green Room, ST, Level 3 |
| 10:10-10:50 a.m. | **COMMITTEE MEETING** RHE Best Paper Committee (098)**  
Continued from previous time period. | Point Loma, ST, Level 1 |
| 10:10-10:50 a.m. | **DEMONSTRATION** Enhancing Transfer Preparation with Web-Based Advising Tools (538)**  
BARBARA A. HOBLITZELL (Author), Director of Transfer Preparation Policy & Programs, University of California  
ERIC TAGGART (Author), Director of ASSIST, University of California  
Enhancing Transfer Preparation with Web-based Advising Tools will describe two Web-based tools designed and implemented to support the transfer preparation of students. While these tools were designed to augment the advising provided to students dually-admitted to a two-year community college and four-year university, the functionality of these Web sites is now being extended to support all community college students preparing for transfer to a state four-year campus. | Marina Ballroom Salon D, ST, Level 3, Internet |
| 10:10-10:50 a.m. | **DEMONSTRATION** Factbook Extreme Makeover: Creating a 21st Century Factbook (669)**  
PATRICK D. ALLES (Author), Director of Research and Information Technology, Independent Colleges of Indiana  
CHRISTY J. JACKS (Facilitator), Assessment Analyst, University of Kentucky  
This session takes the point of view that the medium is the message. Often institutional researchers get one chance to deliver a message, make a point, or tell your institution’s story. While many factbooks have moved from traditional print documents to more interactive efforts using internet technologies, this session will show how easy it can be to make a factbook look like a professional production. A variety of “learning object” software options will be presented with samples of each that can be used to transform factbook data into something lively, engaging, and effective in reaching your audience. | Marina Ballroom Salon G, ST, Level 3, Internet |
| 10:10-10:50 a.m. | **DEMONSTRATION** Working Smarter With IPEDS Data: Demonstration of the AGB Benchmarking Service (682)**  
MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges  
ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College  
Participants will see an online demonstration of a new Web-based service featuring customized, benchmarking information using IPEDS and other selected data for multiple years for self-selected peer institutions. Interactive tools enable users to easily generate comparison groups, custom graphic reports, and pre-designed quick reports, print output from the Web, or copy output into other applications. Users can also save comparison groups and reports online, and have the option of sharing them with other users at their institution. All participants in the workshop will be given a temporary password to use the full service, online, on their own. | Marriott Hall 5, NT, Lobby Level, Internet |
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<th>Time</th>
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<th>Authors</th>
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<td>10:00 a.m.</td>
<td>Enhancing the Role of Institutional Researcher in Assessment: Connecting Student Pre-College Characteristics to College Development Outcomes (142)</td>
<td>Marriott Hall 3, NT, Lobby Level</td>
<td>JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota</td>
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<td>BRUCE P. SZELEST (Facilitator), Assistant Vice President Strategic Planning and Assessment, State University of New York at Albany</td>
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<td>This assessment study focuses on how a doctoral-intensive Midwestern university uses the longitudinal data from its participation in two national instruments, the Cooperative Institutional Research Program Freshman Survey and Noel-Levitz College Student Inventory. The purpose of this study is to weave together information from these two surveys and then explore the connections between students’ characteristics upon entering college and their college development outcomes in various areas. The presentation, with a particular focus on student gender and level of parental education, will include how to measure the effects of freshman academic attrition and their subsequent level of academic success.</td>
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<td>10:10-10:50 a.m.</td>
<td>How More Selective Admissions Criteria for Non-local Students Are Creating a Bifurcated Student Body at a Large Public University (414)</td>
<td>Marriott Hall 6, NT, Lobby Level, Internet</td>
<td>VINCENT A. NOVACK (Author), Director Institutional Research, California State University-Long Beach</td>
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<td>Due to steadily increasing demand accompanied by budgetary and physical capacity limitations, a large public university found it necessary to severely limit enrollment of new freshmen. The resulting methodology which features a local guarantee has resulted in the majority of African American and Latino students originating from the local area while the majority of Caucasian students are non-local. Due to the relative admissions criteria, the Caucasian students are more qualified based on quantitative factors such as HSGPA and standardized tests. Data is presented regarding this phenomenon and observed impacts on graduation and retention are discussed as are possible future implications.</td>
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<td>10:10-10:50 a.m.</td>
<td>The New Traditional Student: An Exploration of Part-Time Student Enrollment and Persistence in the State of Indiana (437)</td>
<td>Del Mar, ST, Level 3</td>
<td>TINA TUTTLE (Author), Research Associate, Indiana University</td>
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<td>GLENDARDROOGSMA MUSOBA (Author), Policy Analyst/Associate Director, Indiana University Bloomington</td>
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<td>Part-time enrollment has become the tradition for many of America’s undergraduates. In spite of their prevalence in higher education for three decades, part-time students are still regarded as “nontraditional”. This study explored the prevalence of part-time students in a wide variety of 16 institutions in the state of Indiana, and, using logistic regression, examined 2-year persistence of part-time students, considering demographic, financial, and academic background. Part-time was broken into two categories; 6 hours or less, and 7-12 credit hours per semester. Study includes a literature review and 36 references.</td>
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<td>10:10-10:50 a.m.</td>
<td>Vietnam Today: Education in Crisis? (522)</td>
<td>Marina Ballroom Salon F, ST, Level 3</td>
<td>B. KEITH INKSTER (Author), Lecturer, RMIT International University Vietnam</td>
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<td>Soon after the ‘American’ war, Vietnam’s higher education system was radically restructured throughout the country from the American model in the south to the northern Russian ‘state’ system. Education renewal undertaken since the 1980s is striving to enhance institutional capacity to deliver better educational quality to students who must increasingly compete in the global market economy. Teaching and staff observations from several Vietnamese institutions are discussed in this case study of Vietnam’s higher education system.</td>
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<td>10:10-10:50 a.m.</td>
<td>Financial Aid Awards and Services to Graduate/Professional Students: Results from the 2003 Survey of Graduate Aid Policies, Practices, and Procedures (SOGAPP) (524)</td>
<td>Leucadia, ST, Level 1</td>
<td>KENNETH E. REDD (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators</td>
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<td>JESSICA SHEDD (Facilitator), Director, Research &amp; Policy Analysis, National Association of College and University Business Officers</td>
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<td>The 2003 SOGAPP examines financial aid awards and services to graduate/professional students in 2002-2003. Topics discussed include: percentage of students who receive aid; distribution of aid through fellowship, assistantship, and loan programs; cumulative debt after graduation; loan repayment burdens after graduation; and consumer credit counseling and other financial services.</td>
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Predicting Adjustment from Resilience Characteristics and Background Variables (102)

JING WANG (Author), Assistant Professor, Allegheny College
CHRISTINE M. GOODWIN (Facilitator), Associate Director of Institutional Research, St. John’s University

This research centered on identifying resilience characteristics and background variables, which significantly predict adjustment. Multiple regression analyses revealed that Resilience characteristics were the strongest predictor for adjustment problem areas. Among resilience characteristics, the strong predictors were Organized and Flexible: Thoughts. Father’s education and Country of Origin were strong predictors for some problem areas. Research findings indicate that resilience characteristics are central to the adjustment of international graduate students. International students should try to enhance their resilience and universities should provide help for them to do so.

Career and Technical Education Transition Program Evaluation (285)

JACOB MARSZALEK (Author), University of Illinois at Urbana-Champaign
JANE LOEB (Author), University of Illinois at Urbana-Champaign
RONGCHUN ZHU (Author), University of Illinois at Urbana-Champaign
DEBRA BRAGG (Author), University of Illinois at Urbana-Champaign
MARGARET BROOKS-LARAVIERE (Author), University of Illinois at Urbana-Champaign
LOUIS C. ATTINASI (Facilitator), Executive Assistant to the President, Pima Community College District

In response to the demand for a highly skilled workforce, national interest in Career and Technical Education (CTE) transition programs is growing. A CTE transition program is a formal CTE partnership between institutions at the postsecondary and secondary level designed to support successful student transition from secondary to postsecondary education and to encourage successful completion of a degree program. This paper presents the findings from a mixed-method longitudinal study assessing the effects of participation in CTE transition programs on student outcomes. Specifically, it examines the differences in transition to college and academic achievement between program participants and nonparticipants.

Studying Educational Attainment among First-Generation Students in the United States (478)

TERRY ISHITANI (Author), Research Analyst, Indiana State University
ROMA HEANEY (Facilitator), Director of Institutional Research, University of Michigan-Dearborn

Although graduating from college may be viewed as a rite of passage for better social mobility in our society, first-generation students, whose parents never graduated from college, face unique challenges to achieve educational success in our country. The purpose of the proposed study is to investigate longitudinal educational attainments of first-generation students using the national data sets. This study tracks the same cohort of students over time, and illustrates their educational endeavors through multi-levels of analyses, from attrition behavior of 8th graders to the likelihood of college graduation.

Public Policy, Commercialization, Tertiary Education in Canada and The United Kingdom (564)

PAUL J. MADGETT (Author), Graduate Student, Carleton University
CHARLES H. BELANGER (Author), Professor of Management, Laurentian University
REBECCA T. BARBER (Facilitator), Graduate Student, Arizona State University

Commercialization of research has become a very contentious and prominent issue in higher education in universities of the industrialized world. This paper focuses on the commercialization environment in Canada and the United Kingdom to compare their research funding structures, innovation systems, strategies, and outcomes. Over the last twenty years, the governments have in the most part reduced funding for higher education which enabled the growth commercialization. Both countries have created new government innovation strategies, further emphasizing research and development produced at Universities to help propel their economic performance, prosperity and to maintain their standard of living.
### Assessing Ourselves: Institutional Research Peer Review (696)

SUSAN R. GRIFFITH (Author), Executive Director of Institutional Research, Office of Institutional Effectiveness, University of Texas-Pan American
MARSHA K. KELMAN (Author), Assistant Vice Chancellor, University of Texas System
DAN R. ANDERSON (Facilitator), Assistant Executive Director for Institutional Analysis, Arizona Board of Regents

While Institutional research offices routinely assess academic and administrative functions across campus, they sometimes fail to assess their own processes, leaving them like “the cobbler’s children without shoes.”

One IR office in Texas uses a peer review model that includes a self-assessment, and review by primary customers and an external peer reviewer. The executive director will present the model and results of recent review; the external peer reviewer will share her experiences while assessing this institution.

### Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

### Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

### Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

### AIR GRANT PAPER: Allocating College Financial Aid on the Basis of Merit: Program Impact on Student Success in Terms of Whether and Where to Attend College (744)

LORA COHEN-VOGEL (Author), Assistant Professor of Education Policy, Florida State University
PHILLIP H. HOFFMAN (Facilitator), Director, University of Washington

This study examines Florida’s Bright Futures program and whether merit-aid programs like Bright Futures differentially affect if and where students of varying races/ethnicities and abilities attend college and the implications for racial and ability stratification among institutions.

In this analysis of all Florida high school graduates, college enrollment is modeled statistically as three related sets of decisions: a student’s application decisions, an institutions’ acceptance decisions, and a student’s final enrollment choice.

### Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

### Forum Evaluation Committee Working Session (090)

Continued from previous time period.

### RHE Best Paper Committee (098)

Continued from previous time period.
A Dashboard Report with Value Added Through Peer Comparisons, Statistical Significance, and Drill-Downs (451)

MARY M. SAPPI (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
PETER C. LIU (Author), Research Analyst, University of Miami
JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

Many institutions find dashboard reports a useful way to share information with busy trustees and senior administrators. This session presents a dashboard report with three unique features. First, it reports both peer comparisons and five-year trends. Second, icons are generated by macros that use statistical analyses to measure trends and comparisons with peers. Third, the dashboard is produced from a spreadsheet that links to more detailed graphs and tables of trends and peer data. These “drill-down” links can be used during a presentation to provide additional detail about indicators of interest, while still maintaining the “at-a-glance” benefit of the dashboard.

Create an On-Line Decision-Making Support System with SQL Server and ASP (653)

YE JI (Author), Research Associate, Kean University
SHIJI SHEN (Author), Director of Institutional Research, Kean University
HERMAN I. BRANN (Facilitator), Associate Vice President for Institutional Research, Florida A & M University

Decision-making support is one of the most important functions of Institutional Research. The presentation will demonstrate an on-line decision-making support system that makes available for the top administrators a variety of information regularly requested and used in their decision-making. The demonstration will focus on the information of faculty release time, faculty office hours, and teaching course FTE. The system is enabled by ASP technology and a self-developed IR data warehouse in SQL Server.

A Data Dictionary to Support an Evolving Data Warehouse (671)

MARY KORFHAGE (Author), Senior Associate, University of Louisville
ARNOLD L. HOOK (Author), Institutional Research Analyst, University of Louisville
KENT H. THOMPSON (Author), University of Louisville
LES HANCOCK (Author), University of Louisville
SARAH MATTINGLY (Facilitator), Research Analyst Office of Planning and Budget, University of Louisville

A metropolitan research university is implementing PeopleSoft’s Enterprise Management System (EPM) as its data warehouse solution to improve overall system performance and facilitate data access to authorized users. What the system does not provide is a vehicle for creating and maintaining a data dictionary. This demonstration will 1) describe the process followed to develop a mechanism with a PeopleSoft look and feel to collect metadata about the warehouse and through which users might access that information; 2) demonstrate the results of this on-going development effort; and 3) offer practical advice from lessons learned.

Designing Successful Alumni Surveys in Undergraduate and Graduate Programs (226)

VICKI LYNN BAKER (Author), Graduate Student, Penn State University
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University
JAMES C. ECK (Facilitator), Assistant Provost for Institutional Research and Assessment, Rollins College

Alumni surveys are increasingly popular for collecting evidence of educational effectiveness. This paper describes and evaluates the existing inventory of leading alumni survey instruments by highlighting the dimensions and items contained in each. The project team at Penn State engaged in a useful instrument development process that can guide survey construction at other institutions. The psychometric properties of the Penn State instrument will be shared and compared.

Learner’s Perceptions and Expectations of Service Quality in the Open and Distance Learning: The Malaysian Experience (442)

HAIRUDIN HARUN (Author), Professor, Open University Malaysia
ZABIDABDUL RASHID (Author), Professor, Open University Malaysia
JANG WAN KO (Facilitator), Research Analyst, George Mason University

This paper examines the learner’s perceptions of the service quality in an open and distance learning institution in Malaysia. Focus group sessions and structured questionnaires were used to collect the relevant information from the respondents. The results of the study showed that service quality in the open and distance learning has several characteristics different from traditional higher institutions. The results also showed that gender, ethnic groups, type of study programs, and distance between learning centers and home of the learners have an influence on the perceptions of service quality. The implications of the study are also discussed.
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<tr>
<th>Time</th>
<th>Session Type</th>
<th>Location</th>
<th>Speaker(s)</th>
</tr>
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</table>
| 11:00-11:40 a.m. | RESEARCH PRESENTATION          | Marriott Hall 2, NT, Lobby Level  | PATRICK C. PERRY (Author), Vice Chancellor of Technology, California Community Colleges  
WILLARD C. HOM (Author), Administrator for Research and Planning, Chancellor’s Office California Community College  
PETER RILEY BAHR (Author), Assistant Professor, Wayne State University  
SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education  
KENNETH A. MEEHAN (Author), Director of Institutional Research, Fullerton College  
MARGARET A. DRAIN (Facilitator), Research Associate II, Houston Community College System |
|              |                               |                                   | Pressure for accountability in higher education has prompted some developments in California. This state began a project to evaluate the performance of its 108 community colleges in the area of transfer. Three critical steps occurred during this project. These steps were (1) definition of a basic measure of transfer performance (a transfer rate), (2) formulation of a set of statistical adjustments to account for differences in environment at each community college, and (3) use of a robust approach to evaluating the need for administrative action. This presentation discusses these three steps as well some issues for future consideration. |
| 11:00-11:40 a.m. | RESEARCH PRESENTATION          | Leucadia, ST, Level 1             | SALLY J. ANDRADE (Author), Adjunct Professor, Andrade & Associates  
DEBORAH A. SANTIAGO (Author), Irvine Fellow, University of Southern California  
ANNE M. PRISCO (Author), Vice Provost for Academic Affairs, Hunter College  
MRINAL MUGDH (Facilitator), Director of Institutional Research and Planning, The University of Texas at Brownsville |
|              |                               |                                   | Six Hispanic-Serving Institutions from California, New York and Texas collaborated to explore Latino student success. Working with the project researchers, Presidents and campus teams (institutional research, academic and student affairs) addressed: a) definition of a college as “Hispanic serving;” b) components of Latino college student success; and c) indicators of institutional effectiveness for educating Latinos. The project tools include an Institutional Profile - Data on Latino Students and a Campus Comparison Chart. Presenters will outline the coalition development process and issues of public accountability for HSIs, as well as lessons learned about higher education collaboration for data exchange and analysis. |
| 11:00-11:40 a.m. | RESEARCH PRESENTATION          | Marina Ballroom Salon E, ST, Level 3 | CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education  
KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston |
|              |                               |                                   | Using the NELS:88-2000 transcript files, this paper documents the post-matriculation geographic mobility of traditional-age students by 9 Census Divisions, and demonstrates the efficacy of key student attendance pattern variables for any future account of mobility. Given the terms of current policy deliberations concerning institutional and state system accountability for students’ educational “fates,” along with proposals for a national universal unified record-keeping, the explication should prove timely and appropriate. |
| 11:00-11:40 a.m. | RESEARCH PRESENTATION          | Solana, ST, Level 1               | JAMES P. MONROE (Author), Institutional Research Analyst, University of Oregon  
SHERRI L. SAHS (Facilitator), Decision Support Systems Manager, Embry-Riddle Aeronautical University |
|              |                               |                                   | Effective analysis is critical to making performance-based management work, yet it is sometimes neglected. The purpose of data analysis and review is to convert raw data into performance information and knowledge. The data are processed and synthesized so that post-secondary institutions can make informed decisions about what has happened, why things might vary from what was expected, and what action might be required. Put another way, the purpose of data analysis is insight. This paper delineates the role that data analysis plays in the creation, measurement, and communication of performance measures in higher education. |
| 11:00-11:40 a.m. | SCHOLARLY PAPER                | Laguna, ST, Level 1               | ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College  
TERRENCE R. WILLETT (Facilitator), Director of Research, Gavilan College |
|              |                               |                                   | Based on a study of 268 freshmen attending a private, selective college in the northeast, this paper presents a model for studying students’ experience and identifying predictors of growth and satisfaction in the first year of college. Results confirm the importance of social integration. Multiple regression identified satisfaction with a sense of community, success in developing close friendships, participation in student clubs, satisfaction with campus resources, and satisfaction with the quality and relevance of the education as statistically significant predictors of student satisfaction. The R2 of .53 indicates that these variables explain 53 percent of the variance in student satisfaction. |
Student Success: Data Triangulation and Bold Intervention Proposals (131)

DAVID A. BLAIR (Author), Director of Institutional Research, Southwestern University
JUDITH A. OUIMET (Author), Assessment Coordinator, University of Nevada-Reno
M. JANET EASTERLING (Facilitator), Institutional Research Associate, Seton Hall University

Retention rates at this University slid from a high of almost 90% to the low 80's within three years. Subsequently, a task force was created to identify issues surrounding student success as a whole. Determination of those issues was accomplished by triangulating data from three sources: surveys, focus groups, and an external expert. Specifically, the CIRP, NSSE, and Alumni survey were utilized in concert with focus groups of 86 students, faculty, and staff, along with John Gardner’s assessment. In the end, the “Student Success Task Force” submitted bold proposals to the senior administration, to which John Gardner gave flowing praise.

College Choice Factors that Influence Collegial Expectations of College Students (146)

SOKO S. STAROBIN (Author), Postdoctoral Research Associate for Educational Leadership and Policy Studies, Iowa State University
V. ALLEN CLARK (Author), Associate Director for Institutional Research, University of North Texas
FRANKIE SANTOS LAANAN (Author), Assistant Professor, Higher Education, Iowa State University

Despite having recognized racial and gender stereotype as conflicting factors for academic success, African American male students possess high expectation to graduate from college. Using the results from the Entering Student Survey, this study examined collegial expectations of African American males at a four-year public research university. Specifically, students’ background characteristics and college choice reasons were examined as the influential factors on determining their collegiate expectations. To better understand the development of students’ collegial expectations, Hossler and Gallapher’s College Choice Model is applied. Suggestions and recommendations for institutional policy and practice as well as future research are discussed.

Comparative Analysis of Japanese and US First-Year Programs and Students: Based on the 2001 and 2002 Survey (290)

REIKO YAMADA (Author), Associate Professor, Doshisha University
MARSHA HIRANO-NAKANISHI (Facilitator), Assistant Vice Chancellor for Academic Research, California State University System

Many Japanese universities have introduced first-year seminar programs in order to make students smoothly adjust to college life after late 1990s. The factors of new first-year programs are related to the massification of higher education. How are the reality of first-year students in Japanese universities and the structure of first-year programs? I conducted a national survey for Japanese four-year universities in 2001 and in order to compare the results with American cases, I conducted a same questionnaire survey for four-year US higher education institutions in 2002. The purpose of the paper is to compare and examine the results of two surveys.

Analysis of Stopout Behavior at a Public Research University: The Multi-Spell Discrete-Time Approach (484)

IRYNA JOHNSON (Author), Coordinator, Student Success Program, Indiana State University
KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

Using multi-spell discrete time binary logistic regression, this study examined sequential occurrences of students’ departures and returns over the period of six years. The model included time-invariant (gender, ethnicity, parents’ educational attainment, family income, timing of matriculation, high school performance, and geographic origin) and time-varying (part-time attendance and college grade performance) predictors. The departure was strongly associated with poor college grade performance and part-time enrollment. Parents’ educational attainment, SAT scores, and geographic origin predicted the probability of return. It was also shown that the duration of a spell affected the odds of departures and returns in a spell immediately following.

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.
11:00-11:40 a.m.  SPECIAL EVENT
Carlsbad, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (091)**
Continued from previous time period..

12:00-2:00 p.m.  COMMITTEE MEETING
Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**
Continued from previous time period..

12:00-2:00 p.m.  SPECIAL EVENT
San Diego Ballroom, NT, Lobby Level

**Awards Luncheon (011)**

STEPHEN L. CHAMBERS (Convener), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs
WILLIAM E. KNIGHT (Convener), Director of Planning and Institutional Research, Bowling Green State University

Please plan to join your friends and colleagues on this very special occasion when the AIR Board of Directors and Committee members acknowledge the many individuals who have made special contributions to the Association.

2:00-5:00 p.m.  VENDOR DEMONSTRATION
New York, NT, Lobby Level, Internet

**Data Blocks, Inc. Invitational Event (E99)**
CARLI BURKE (Author), President, Data Blocks

2:10-2:50 p.m.  BEST PAPER/PRESENTATION
Marriott Hall 5, NT, Lobby Level, Internet

**AIR Best Paper: Understanding Why Students Participate in Multiple Surveys: Who are The Hard-Core Responders? (738)**

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
MICHAEL E. WHITCOMB (Author), Assistant Director, Wesleyan University
ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

What causes a student to participate in a survey? This paper looks at survey response across multiple surveys to understand who the hard-core survey responders and non-responders are. Students at a selective liberal arts college were administered four different surveys throughout the 2002-2003 academic year, and we use the number of surveys participated in to understand how student characteristics such as demographics and personality affect cooperation.

2:10-2:50 p.m.  BEST PAPER/PRESENTATION
Marriott Hall 1, NT, Lobby Level

**Research and Planning Group for California Community Colleges Best Paper: Community College Pre-Collegiate Research Across California: Findings, Implications, and the Future (752)**

ROBERT M. JOHNSTONE (Author), Vice President of Instructional and Institutional Research, Foothill College
ANDREEA M. SERBAN (Facilitator), Associate Vice President of Information Resources, Santa Barbara City College

Developing, evaluating, and improving pre-collegiate programs may be the single most difficult curricular issue facing the California Community College System. This paper looks at research on students in the pre-collegiate sequences in math and English from seven California community colleges. It also discusses the research on the impact of a variety of college programs upon success and completion in the pre-collegiate math and English sequences.

2:10-2:50 p.m.  BEST PAPER/PRESENTATION
Marriott Hall 3, NT, Lobby Level

**MidAIR Best Paper: Getting Your Arms Around This Thing Called Institutional Research (758)**

CHARLES L. VAN MIDDLESWORTH (Author), Director of Research and Assessment, Metropolitan Community Colleges Administrative System Office
CHRISTINE M. KELLER (Facilitator), Senior Policy Analyst, University of Kansas

This paper focuses on the IR Office and its role within an institution, information needs of the organization, developing a research agenda, keeping the varying roles IR plays in perspective, and keeping focused on the “Big Picture”. The crucial role the IR Director plays in institutional decision-making and its supporting roles in strategic planning and assessing student learning are examined. Topics and issues are presented for those professionals new to the field or for a newly appointed director. The paper provides sources for additional information that are associated with specific project needs.
2:10-2:50 p.m.  COMMITTEE MEETING  Green Room, ST, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

2:10-2:50 p.m.  DEMONSTRATION  Marriott Hall 6, NT, Lobby Level, Internet

Federal Effort Reporting, Collective Bargaining, Faculty Scholarship and The Faculty Annual Report- There is a Connection (453)

KEVIN FRENZEL (Author), Specialist, Faculty Research, University of South Florida
PHILIP SMITH (Author), University of South Florida
KUNAL GUPTA (Author), Programmer/Analyst, University of South Florida

We will demonstrate a production application that exploits the connections between federal effort reporting, collective bargaining requirements and quantitative information on faculty scholarship; which then culminate in the generation of a template Annual Report for use by the faculty. The Faculty Academic Information Reporting (FAIR) system is a knowledge management system (KMS) at full implementation which is designed to collect and assist with the scholarly and research efforts of its faculty, and this system additionally serves these needs and generates incentives through provision of bolt-on financial reporting from Peoplesoft Financials for PI’s and other contract and grant managers.

2:10-2:50 p.m.  DEMONSTRATION  Marina Ballroom Salon D, ST, Level 3, Internet

Embracing the Value of XML in Institutional Research (661)

JAMES F. FEW (Author), Systems Analyst, Kennesaw State University

The utilization of the Internet as an information delivery medium has been of great value to institutional research offices in the past several years. A new technology has surfaced that promises to make life easier for both technical and non-technical institutional research professionals: the Extensible Markup Language (XML). As pervasive as XML has become in the information technology industry, it remains a source of confusion for many people. This presentation aims to clear the mysteries surrounding XML by showing why people should care, what they should know, and how to embrace the value of XML in their business processes.

2:10-2:50 p.m.  DEMONSTRATION  Solana, ST, Level 1

Macro-Mizing Your Time: Using SPSS to Automate a Report Generation Process (673)

SHIMON SARRAF (Author), Research Analyst, Indiana University at Bloomington
T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington
WENDY L. MILEY (Facilitator), Research Specialist and Principal, University of Arizona

Understaffed institutional research offices are often forced to find ways to automate routine tasks. A typical request is the mass-production of a standard institutional report for various campus stakeholders (colleges, departments, programs). Although not difficult to produce, manual production of institutional reports can be a tremendous drain on limited staff resources. This demonstration will familiarize participants with several SPSS procedures that can be used to automate the report-generation process. The demonstration will provide specific examples of ways the procedures can be integrated with existing reporting practices.

2:10-2:50 p.m.  DEMONSTRATION  Marina Ballroom Salon G, ST, Level 3, Internet

Has it Helped? Getting the Data into the Hands of Decision-Makers: Deployment of Custom Web Applications Powered by SPSS (674)

SHERRI L. SAHS (Author), Decision Support Systems Manager, Embry-Riddle Aeronautical University

In order to provide university decision-makers with better access to IR data, an initiative was undertaken to move from static Web data views and hard copy reports to dynamic access to the actual data through a Web environment. This presentation shares knowledge gleaned from experiences over the past 18 months from implementation of SPSS Webapp to deployment and demonstrates custom built applications including summary data views and ad-hoc queries powered by SPSS analytics.

2:10-2:50 p.m.  RESEARCH PRESENTATION  Laguna, ST, Level 1

A Confirmatory Factor Analysis of the Student Adaptation to College Questionnaire (119)

MELINDA TAYLOR (Author), Doctoral Student, James Madison University
DENA PASTOR (Author), Assistant Assessment Specialist and Assistant Professor of Psychology, James Madison University
PHYLLIS Y. EDAMATSU (Facilitator), Director of Strategic Planning and Institutional Research, Delaware State University

The Student Adaptation to College Questionnaire is used to measure students’ adjustment to a college setting. The majority of validity studies for the SACQ have been external domain studies in which the hypothesized relationships of the subscales with other measures have been examined. To maximize the utility of such studies, internal domain studies are needed to show that the items are relating to each other in the manner in which the authors intended them to. This study’s purpose is to employ confirmatory factor analysis to test the fit of the authors’ proposed four-factor model using a sample of university students.
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<tr>
<td>2:10-2:50 p.m.</td>
<td>Creating Intentional Learners while Increasing Academic Success, Social Adjustment and Retention through a Comprehensive Learning Community for Undeclared Freshmen (160)</td>
<td>Marriott Hall 2, NT, Lobby Level</td>
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<td>JOANNE DAMMINGER (Author), Rowan University</td>
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<td>NASREEN AHMAD (Facilitator), Research Analyst, Collin County Community College</td>
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<td>This presentation will describe a comprehensive learning community designed for undeclared freshmen to increase student satisfaction, contribute to academic and social adjustment, and assist students in becoming intentional learners. The learning community program includes paired courses, faculty interaction, grouped housing, peer mentoring, assessment of students’ learning preferences, interests, values, and abilities along with major and career exploration. This presentation will highlight action research over a two-year period that resulted in continual improvement of the learning community. Handouts will be provided for a learning preference inventory and other self-assessment tools used with students to create intentional learners and informed decision makers.</td>
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<td>2:10-2:50 p.m.</td>
<td>A New Examination of the ‘Freshmen Seminar’ at an Urban University: Persistence of Participants and Matched Controls (218)</td>
<td>Marriott Hall 4, NT, Lobby Level</td>
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<td>DONNA HAWLEY (Author), Director of Institutional Research and Professor, Wichita State University</td>
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<td>DAVID WRIGHT (Author), Associate Professor, Wichita State University</td>
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<td>MARTHA SHAWVER (Author), Associate Vice President for Academic Affairs and Research, Wichita State University</td>
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<td>LARRY H. LITTEN (Facilitator), Director of Research, Dartmouth College</td>
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<td>A freshmen seminar, based on Tinto’s findings about the effects of student engagement/integration on persistence and graduation, was studied at a medium sized urban university for 12 continuous semesters. Participants were matched with controls for relevant academic and demographic characteristics. First and fourth semester retention rates averaged 10% and 7% higher for participants over controls respectively. Graduation rates varied from 3% to 14% higher for the participant group at five and six years. Multivariate logistic regression will be used to identify independent predictors of persistence and graduation controlling for time effects. Policy implications of the study will be discussed.</td>
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<td>2:10-2:50 p.m.</td>
<td>Online Course Evaluations: A One-Year Pilot Study (344)</td>
<td>Carlsbad, ST, Level 3</td>
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<td>MICHAEL D. MCGUIRE (Author), Executive Director, Office of Planning and Institutional Research, Georgetown University</td>
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<td>ROLAND C. HALL (Author), Assistant Director, Institutional Research, Georgetown University</td>
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<td>MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University</td>
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<td>College and universities have administered online faculty course evaluations with mixed success. Lower response rates are common with online administration, compared to the traditional in-class paper-and-pencil evaluations. This session will present the methods and results of one university’s successful pilot of an online course evaluation.</td>
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<td>2:10-2:50 p.m.</td>
<td>Making Achievement Possible...Moving a Survey Project beyond Institutional Boundaries (507)</td>
<td>Marina Ballroom Salon F, ST, Level 3</td>
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<td>DONALD R. WHITAKER (Author), Director of Institutional Research and Academic Assessment, Ball State University</td>
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<td>SHERRY A. WOOSLEY (Author), Senior Analyst, Ball State University</td>
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<td>CHRIS CAPLINGER (Author), Georgia Southern University</td>
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<td>MICHELLE S. APPEL (Facilitator), Senior Research and Policy Analyst, University of Maryland</td>
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<td>An entering freshman survey project developed 15 years ago at a large Midwestern state university was implemented in Fall 2004 at another large university in the Southeast. A Unique feature of this project, which is titled Making Achievement Possible (MAP), is the set of individualized reports that are provided in a timely manner to first-year students, their academic advisors, and their residence hall directors. This session will provide an overview of the project and also discuss the issues involved in “transporting” an institution-specific initiative to another setting.</td>
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<td>2:10-2:50 p.m.</td>
<td>Transformation and Innovation in the Chinese Educational System (720)</td>
<td>Point Loma, ST, Level 1</td>
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<td>QIUHENG SHI (Author), Professor, Xiamen University</td>
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<td>GUIYAN WANG (Author), Xiamen University</td>
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<td>This paper investigates into three aspects of the Chinese educational system: The characteristics of the Chinese educational practices, shifts in research emphasis on the educational system, and the effects of educational innovations. The three aspects together provide fundamental threads of transformation and innovation in the Chinese educational system in the past 20 years.</td>
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2:10-2:50 p.m. SCHOLARLY PAPER Balboa, ST, Level 3
Factors Influencing Positive Interactions Across Race for African American, Asian American, Latino and White College Students (295)

VICTOR SAENZ (Author), Research Analyst, University of California-Los Angeles
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
HOI NING NGAI (Author), Research Analyst, University of California-Los Angeles
CYNTHIA MOSQUEDA (Author), Research Analyst, University of California-Los Angeles

A longitudinal survey was administered to all incoming students at ten public institutions (with a follow-up survey given at the end of their second year), examining activities related to cross-racial interaction and outcomes. This study explores the institutional factors that promote positive interactions across race for African American, Latino, Asian American and White students. This knowledge will be meaningful for college administrators, institutional researchers, and faculty as they prepare to meet the challenge of preparing students for a pluralistic society.

2:10-2:50 p.m. SCHOLARLY PAPER Cardiff, ST, Level 3
Learner-Centered Assessment in First-Year Design Studios: Improving Teaching and Learning in a Potential Learner-Centered Environment (328)

PATIENCE LUETH (Author), Iowa State University

This paper is part of an evaluation plan for a first-year design program at a college of design, at a Midwestern university, focusing on the success and improvement of the common first-year Design Studio/Learning Lab. Although the design studio in general, is seen as the common denominator in design disciplines and has been seen as a learner-centered educational model, the design studio still lags behind in the area of assessment (Anthony, 1998). By researching the successful ways that the design studio functions, learner-centered classrooms (or classrooms that aspire to be learner-centered) can benefit from information such as learner-centered assessment strategies.

2:10-2:50 p.m. SCHOLARLY PAPER Santa Rosa, ST, Level 1
Tracking Non-Traditional Students Who Switched Between Full-Time/Part-Time Status: How Attendance Patterns Correlate with Progression and Performance (487)

EVA Y. CHAN (Author), Director of Institutional Research, City University of New York Medgar Evers College

This study tracked the full-time/part-time attendance of first-time freshmen in an urban public college with a highly non-traditional population. Students who attended part-time for all or some of the first three semesters were classified into several subgroups according to their attendance patterns. The progression and persistence of these subgroups were compared with those who attended full-time only. Results showed that students who attended part-time first and switched between full-time/part-time status performed almost as strongly, and sometimes better than, the purely full-time students in terms of total credits accumulation, exiting remediation, cumulative GPA, retention and graduation.

2:10-2:50 p.m. SCHOLARLY PAPER Mission Hills, ST, Level 3
Institutional Preparation for a Higher Education Institutional Quality Audit: A Case Study (490)

LOUIS VAN DER WESTHUIZEN (Author), Head: Quality Assurance and Research, University of the Free State

The basis of the institutional evaluations of quality related audits should focus on the quality management of the core functions of teaching and learning, research and community engagement. The development and establishment of a comprehensive institutional quality assurance system are therefore an urgent priority in most higher education institutions in South Africa which include institutional quality assurance development and implementation, teaching and learning, research, service learning/community engagement and the support services. On the one hand the institution should address the challenges of its internal context and on the other hand comply with the requirements of the audit criteria.

2:10-2:50 p.m. SCHOLARLY PAPER Leucadia, ST, Level 1
The Effects of Ability and Willingness to Pay on Preference and Choice of Private Institutions (545)

TY CRUCE (Author), Research Analyst for NSSE, Indiana University-Bloomington
RYAN D. PADGETT (Author), Project Associate, Indiana University-Bloomington
JULIE M. WILLIAMS (Author), Project Associate, The College Student Experiences Questionnaire (CSEQ) at Indiana University
JAMES E. MAXEY (Author), Senior Research Scientist, ACT, Inc.
ROBERT F. DALY (Facilitator), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside

For a national sample of students who took the ACT, this study examined (a) the relationship between ability to pay, willingness to pay, and student preference for a private institution; and (b) among students who prefer a private institution, the relationship between ability to pay, willingness to pay, and student selection of a private institution as an initial first choice. Results suggest that both ability and willingness to pay are positively related to student preference for a private institution, while only willingness to pay is positively related to student choice of a private college as an initial first choice.

CLARE L. HUHN (Author), Associate Policy and Planning Analyst, University of Wisconsin Madison

How many state high school graduates are academically prepared for Wisconsin’s flagship institution? Can the current size of the new freshman class be maintained? Is the goal of increasing the number of in-state minority students attainable? This study, using a combination of data sets from ACT and WICHE along with institutional admission data, seeks to provide answers to these questions. While the study results have specific institutional implications for enrollment management, diversity initiatives, and pre-college efforts, the methodology can be “borrowed” and used by anyone interested in replicating it. Study results and methodology will both be discussed in the presentation.

IAIR Best Paper: Streamlining and Enhancing Program Review (760)

JOSEPH A. RIVES (Author), Assistant to the President for Planning and Budget, Western Illinois University
ROBIN K. GOULD (Author), Research Associate, Illinois State University
ANNA WELLS (Author), Research Associate, Illinois State University
LINDA L. THOMAS (Author), Administrative Aide, Illinois State University
MARILYN M. MARSHALL (Facilitator), Associate Director, University of Illinois

Illinois higher education’s program review process assesses quality, viability, and productivity of academic programs. Illinois Commitment Goal Five dedicates higher education to continually improve academic quality. Institutional research data is central to this endeavor. This presentation — for institutional researchers, planners, and academic colleagues — identifies the challenges of and opportunities for blending long-term vision and daily operations, with IR data leading the way. Our streamlined process reduced program review questions by 50%, holds students to even higher expectations for learning, and makes academic programs accountable for program quality, assessment of learning, and high university priorities.

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

Institutional Research Interactive Information System (IRIIS): A Web-Based Interactive Information System Designed to Facilitate Decision Making Amongst Senior and College Level Administrators (462)

KIMBRELY CLARK (Author), Institutional Research Programmer and Analyst, Oregon State University
GARY L. BEACH (Author), Director of Institutional Research, Oregon State University

The Institutional Research Interactive Information System (IRIIS) is a Web-based system designed to provide senior and college level administrators with quick and easy access to mission-critical student information as well as general student information. Users of IRIIS can detect patterns in student information by selecting multiple terms for inclusion in tables/charts. Detailed analyses can be performed by exporting tables to Microsoft Excel.

A Better Tool to Use for Financial Aid Analysis – The FAR System (662)

NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

The Financial Aid Reporting (FAR) system was developed due to the current student information system being difficult to extract data from accurately or easily. The department developed FAR that would collect the financial aid data longitudinally for each student and allow for easy extraction of data. The FAR system allows for information to be easily updated from any student system, and allows for summary or detailed reports to be generated. This presentation will be a live demonstration of FAR’s capabilities and will discuss the background behind developing FAR, and the pitfalls/positives of developing such a system.
Building a Data Warehouse: You Get What You Pay For! (675)

ROBERT SCHULTZ (Author), Director of Institutional Analysis, University of Saskatchewan
MARK G. LUCAS (Author), Senior Research Analyst, University of Saskatchewan

Faced with significant challenges to meet an increasing demand for timely information that spans the entire institution, combined with administrative system changes, the Office of Institutional Analysis is building a data warehouse. The result is a public interface that 'mirrors' traditional reporting, but the underlying technology allows the office to ‘cube’ the data for ad hoc requests and exploration purposes. This paper will discuss the environmental factors that lead to the development of the data warehouse, provide examples of the immediate return on investment and demonstrate the public and private interface into the data warehouse.

Experiences and Perspectives of Diversity on Campus: Interviews with First-Year Students (157)

SHU-LING CHEN (Author), Director of Institutional Research, University of Massachusetts
STEPHEN L. DESJARDINS (Facilitator), Associate Professor, University of Michigan

This study sought to understand first-year students’ experiences with ethnic diversity at a highly selective private residential university. Using qualitative research methods, this study was based on in-depth interviews with students. Participants in the study revealed how diversity on campus shaped their experiences both inside and outside the classroom, and what they thought the institution could do to enhance learning in a diverse educational environment. Findings and implications of the study will be discussed.

Evaluating the Efficacy of Automated Essay Grading Technology in Assessing Writing Skills (202)

HOWARD R. MZUMARA (Author), Director of Testing Center, Indiana University Purdue University Indianapolis

This session describes efforts to use a mixed-method approach to evaluate the efficacy of automated essay grading (AEG) technology in assessing student learning outcomes related to written communication. The presentation includes a demonstration of Vantage Learning’s Intellimetric™ scoring engine that was used as part of a FIPSE project on automated essay grading for electronic portfolio documents. Formative and summative evaluation activities addressed key evaluation issues concerning planning, implementation, and effectiveness of AEG technology in establishing norms that would allow colleges to examine the development of students’ writing skills over time and/or to document other instructional uses of AEG technology.

If University Students are from Mercury, Community College Students Must be from Pluto (222)

LINDA S. HAGEDORN (Author), Associate Professor, University of Southern California
GEORGE M. PRATHER (Author), Chief of the Office of Institutional Research and Information, Los Angeles Community College District
MARGARET SALLEE (Author), University of Southern California
CHUN-MEI ZHAO (Facilitator), Research Scholar, The Carnegie Foundation for the Advancement of Teaching,

Nearly half of all U.S. undergraduates are enrolled in community colleges; yet, there is a lack of research to describe the various types of students. The purpose of the proposed study is the creation of a contemporary typology that will accurately describe, categorize, and generally assist researchers and others to better understand the types of students attending community colleges. Drawing upon organization theory and transcript analyses, we propose a new framework, based on the Solar System, to type and better understand community college students.

Exploring Connections Between Grade Inflation and the Use of Formative Assessment Strategies in the Undergraduate Classroom (333)

WENDY G. TROXEL (Author), Assistant Professor, Educational Administration and Foundations, Illinois State University
KAREN SAYLES (Facilitator), Director, Institutional Research and Assessment, Salem State College

The term “grade inflation” is used throughout higher education to describe the upward trend in grades awarded to undergraduate students, presumably without merit. Public conversations and research typically revolve around simple distributions and weighting systems, while few seem to be examining closely the most basic concept of grading in higher education today: the relationship between standards and learning as impacted by the pedagogical strategies of the instructor. This phenomenological study explored the use of formative assessment techniques by faculty as a tool to increase learning in students, and the impact on the summative evaluation practices and outcomes in those courses.
The Effects of Institutional Aid on Persistence and Degree Attainment (458)

OYEBANJO A. LAJUBUTU (Author), Director of Institutional Research, University System of Maryland
DAWN R. KENNEY (Facilitator), Senior Research Analyst, Albuquerque Technical Vocational Institute

This study shows that students receiving institutional aid were 8% to 13% more likely to persist than non-aided students. Institutional aided students were 9 percentage points more likely to attain a bachelor’s degree than non-aided students. Students who received institutional aid for three or more years were 25 percentage points more likely to graduate than students who never received aid.

Overall, the odds of persisting to second year for students receiving institutional aid are 1.13 times higher than for non-aided students. The odds of persisting to second year for students receiving institutional need-based aid increase 49% per $1,000 in aid.

The Relationship between the Admission Index and the Student Success at a University in Puerto Rico (495)

ANTONIO A. GONZALEZ-QUEVEDO (Author), Director of Institutional Research and Planning, University of Puerto Rico-Mayaguez Campus
DAVID R. GONZALEZ-BARRETO (Author), Institutional Research Coordinator, University of Puerto Rico-Mayaguez Campus
JANET WARD (Facilitator), Associate Vice President for Information and Data Management, Seattle Pacific University

A student profile of the freshmen classes of a University in Puerto Rico is presented for the period from 1990-2003. The profile includes: gender, public or private school, geographical location, scores for five entrance examination tests, high school and freshmen GPA. Gender and school type comparisons regarding GPA, test scores and freshmen GPA. The freshmen profile data showed that 7% of the students with an average of 3.6 or greater in high school will have a GPA of less than 2.0 at the end of the freshmen year. Possible improvements to the admission index are presented.

Addressing the Scarcity of Trained Institutional Researchers Using an On-going Training Model and Internships (631)

LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District
WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District
JERI V. KURTZ (Facilitator), Senior Budget and Research Analyst, South Dakota State University

The institutional research function will continue to expand both as a central office/district service and as research activities on the campus. Turnover will continue to occur as these highly trained candidates move on into instructional and administrative positions. The Research function will need to evolve into a “training department” that will be open to new trainees and interns as an on-going part of its operation. This presentation will share an eight week training model that later evolved into the way the office now operates daily. The training information and practice databases have been recorded CD for attending participants.

Institutional Research in Support of Enrollment Management (633)

CONRAD D. MCROBERTS (Author), Senior Research Associate, Bowling Green State University
WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University
ROBERT W. ZHANG (Author), Associate Director of Institutional Research, Bowling Green State University
KAREN F. JONES (Facilitator), Director of Institutional Research, American University

Enrollment management (EM) is employed by many campuses to achieve enrollment goals. While each institution’s EM efforts may differ, the use of “organizational intelligence” (Terenzini, 1993) to inform, implement, and assess EM processes and activities appears to serve as a common denominator. Considering potential institutional research (IR) contributions to “organizational intelligence,” campus EM initiatives stand to benefit from IR office participation. This presentation focuses on a public, residential, university’s IR office’s EM contributions that will include the introduction of an IR EM planning and assessment tool, examples of actual IR EM deliverables, and explore various considerations for IR office involvement.

A Detour to Success? Effect of Horizontal Transfer on College Degree Completion (103)

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University
JOHN M. KALB (Facilitator), Director of Institutional Research, Southern Methodist University

The paper focuses on how horizontal transfer affects two- and four-year student’s degree completion, controlling for student’s self selection into transfer group. Using National Education Longitudinal Survey 1988-2000 (NELS:88/2000), the paper identifies negative effect of horizontal transfer on student’s certificate, associate and bachelor’s degree attainment given students and family characteristics, high school and college performance and characters of their first postsecondary institution. The empirical evidence seems to support the argument of horizontal transfer as institutional departure, rather than a rational choice which improves quality of matching between student and institution.
Punt, Pass, and Kick: What’s Going on with College Athletes? (132)

DEBORAH B. DAILEY (Author), Associate Director of Planning and Institutional Research, Georgetown University
MARK BISSONNETTE (Author), Research Associate, Georgetown University

College athletics has come under great scrutiny in recent years. It is commonplace to hear of a scandal involving student athletes, whether it is recruiting violations, altercations with the law or fellow students, poor graduation rates or any one of many other negative occurrences. But who are these young men and women who spend so much of their time running, catching, and throwing? Are they different from their peers in the institution who do not participate in intercollegiate athletics? This university looked at its athletes on a variety of issues through a survey of enrolled students.

When I Was Young...An “A” was an “A”: Grade Inflation in Higher Education (321)

RONNA VANDERSLICE (Author), Southwestern Oklahoma State University

In 1999, Bradford Wilson published an article in National Forum called “The Phenomenon of Grade Inflation in Higher Education” where he examined the problem of grade inflation and possible solutions. Five years later, in the age of No Child Left Behind for public schools and increased standards and accountability for everyone, it may be time to examine this issue again. Institutions of higher education can’t deny the statistics: only 10%-20% of all college students receive grades lower than a B. Reasons for this trend and possible solutions will be explored.

Setting the Governmental Agenda for State Scholarships to Higher Education (550)

ROB E. ANDERSON (Author), Graduate Student, University of Georgia
ANGELA BELL (Author), Graduate Student, University of Georgia

In an effort to better understand the processes of higher education policy formation, this study analyzes three case studies of state higher education policy agenda setting. The dynamics of the formulation of state lottery-funded, merit scholarship programs are held up to three competing theories of the policy process (Rational-Comprehensive, Garbage Can, and Diffusion) to determine which has the most explanatory power. Data sources include documents, archival records and interviews with policy actors. The study attempts to further theory development in the field of higher education policy and provide practical information for researchers hoping to impact the policy process.

Tracking Student Persistence: How Can A Comprehensive Computer Model be Used to Chart Student Behavior? (718)

FRED LILLIBRIDGE (Author), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College
MARY BETH WORLEY (Author), Coordinator for Institutional Research, Dona Ana Branch Community College
DENISE P. SOKOL (Facilitator), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

The presenter will explain how a comprehensive model to study the persistence of students at a Hispanic-serving community college. The SAS program used consists of more than 9,000 lines of code. It considers how students persist, stopout, complete degree or certificates or transfer to other colleges and later complete degrees at those institutions. The model is very flexible and can be used to calculate retention rates for almost any student cohort. The model will be explained and results presented for various student cohorts that show persistence patterns from Fall 1996 to present.

Data Blocks, Inc. Invitational Event (E99)

Continued from previous time period.

Forum Evaluation Committee Working Session (090)

Continued from previous time period.
3:50-4:30 p.m. DEMONSTRATION Solana, ST, Level 1

Introducing The NSSE/FSSE Card Game for Fun and Analysis (347)

ROBERT FAUBERT (Author), Institutional Research Analyst, South Dakota School of Mines and Technology
KATE ALLEY (Author), Director, South Dakota School of Mines and Technology

The authors have created a card game that involves administration and faculty in a creative, analytical, and dare we say, fun, process using your NSSE and/or FSSE data. This is NOT something for sale. The presenter/authors will teach you how to use equipment and materials you already have to implement this great and useful activity. The result is a faculty that has actually looked at and analyzed your NSSE/FSSE data in collaboration with your administrative staff.

3:50-4:30 p.m. DEMONSTRATION Marriott Hall 5, NT, Lobby Level, Internet

Online Course Evaluations: One Institute’s Success in Transitioning from a Paper Process to a Completely Electronic Process (360)

MARK E. SCHAWITSCH (Author), Research and Assessment Analyst, Rose-Hulman Institute of Technology

“Online Course Evaluations: One Institute’s Success in Transitioning from a Paper Process to a Completely Electronic Process” will present our Institute’s successful efforts in moving from a completely paper-based course evaluation process to a completely electronic-based process. Items to be covered include a brief contextual background, the issues and concerns involved in the decision-making process to move to an electronic process, how we made it all happen technically, what our process is and how we conduct it, and what issues we now face being completely electronic.

3:50-4:30 p.m. DEMONSTRATION Marina Ballroom Salon D, ST, Level 3, Internet

Microsoft Excel Pivot Tables and Pivot Charts (663)

ELIZABETH P. MOEN (Author), Information Systems Specialist, Wayne State University
JUNE HALAPIR (Facilitator), Information Systems Specialist, Wayne State University

Microsoft Excel Pivot Tables and Pivot Charts are an extremely efficient and versatile way to summarize data on a spreadsheet. I have used them extensively to summarize information for faculty/staff, finance and enrollment data. However, I have found that people tend to be intimidated by the pivot table function and do not take advantage of it. I propose to demonstrate the tables and charts in such a manner that shows that not only are the tables and charts very useful - but also that they are not complicated or involved.

3:50-4:30 p.m. DEMONSTRATION Marina Ballroom Salon E, ST, Level 3

Something Old, Something New, Something Borrowed...the End of the Data Extraction Blues (664)

MARY-LOU A. D’ALLEGRO (Author), Director of Institutional Research, West Chester University
JOSEPH A. RIVES (Facilitator), Assistant to the President for Planning and Budget, Western Illinois University

Not all data is prepackaged to import nicely into Excel, Access, SPSS, SAS or other data manipulation applications. Aware of this dilemma, Monarch has developed data extraction software that will take old print, scanned text, or Web files and extract them into variables ready for statistical analysis or export into relational databases. This session will demonstrate how Monarch Pro software converts ugly green bar and other oddly formatted files into data that can be imported into normally statistical software, databases, and Excel spreadsheets.

3:50-4:30 p.m. DEMONSTRATION Marina Ballroom Salon G, ST, Level 3, Internet

Creating and Administering On-Line Web Surveys (676)

JOSEPH SCHLICHTING (Author), Director of Institutional Research and Effectiveness, Cy-Fair College

This demonstration will show the process of registering to use a free on-line software and how to place survey questions in creating an on-line instrument, launch survey onto the internet, and then report data findings in html format or retrieve data via spreadsheet for more detailed analysis. Also covered will be the pit falls/best practices in administering on-line surveys both in-class and via e-mail. Software is MarketTools Zoomerang product.

3:50-4:30 p.m. RESEARCH PRESENTATION Marriott Hall 4, NT, Lobby Level

Transfer and Native Students’ Academic Preparation and Enrollment Status, During Their Sophomore Year and Their Graduation Rate Five Years Later (230)

LINA LU (Author), Research Analyst, Portland State University
PAUL D. UMBACH (Facilitator), Assistant Professor, University of Iowa

The present study investigates transfer students’ academic preparation before entering an urban university, their transfer adjustment to a senior academic setting, and their educational success in attaining a bachelor’s degree. In particular, the present study compares transfer students to native students who began their studies as freshmen, and analyzes the relationship between enrollment status in the sophomore year and completion status within five years of gaining sophomore status. The results provide useful information to the administrators and faculty and may help to inform policies and programs geared toward supporting transfer students.
Determining What It Costs to Teach a College Course (322)

LAWRENCE J. REDLINGER (Author), Executive Director, The University of Texas at Dallas
STANLEY GORDON (Author), Assistant Director, The University of Texas at Dallas
MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University

This paper presents a case study of the THECB University Cost Study for The University. The cost study was designed by the THECB to answer the question “What Does it Cost to Teach a College Course?” and subsequently update the state’s formula funding matrix using hard data. The instructions and operations formula provides funding for faculty salaries and a variety of administrative expenses. These funds are distributed on a weighted semester credit hour basis. Multipliers increase this figure according to academic discipline and level-of-instruction.

Community College Enrollment: Determining Influences of Future Enrollments (417)

ELEANOR SWANKE FOX (Author), Research Analyst, Oakland Community College
DANA R. ROSENBERG (Facilitator), Director of Institutional Research and Planning, Heartland Community College

What does the future hold for community college enrollment? This is the question that many community college administrators ask as each term passes. With the increase demand for and cost of higher education, community colleges find themselves struggling with providing the appropriate level of student services while still reconciling budgets. Consequently, the purpose of this research is to explore variables that influence enrollment at a Michigan community college; while concurrently determining if the Box-Jenkin’s ARIMA model is useful in predicting enrollment.

America’s New College Tradition: Working Students and Undergraduate Success—Investigating the Dynamics of Student Working Trends in a Midwest Manufacturing Region (433)

TINA TUTTLE (Author), Research Associate, Indiana University
JEFFERY S. MCKINNEY (Author), Associate Director, Indiana University

More than 82% of American undergraduates work while attending college, creating new challenges for colleges. Rising costs of attendance, less financial aid, part-time enrollment, first generation work values, and varying attitudes towards student loans have created a complex dynamic of working and college attendance. This mixed-method research paper examines on- and off-campus employment patterns and effects on enrollment and persistence at several institutions in a specific manufacturing region in Indiana. This study uses statewide data, working student surveys and focus groups to examine student’s perception of work needs, the availability of other options, use of financial aid, and attitudes towards loans.

Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study (508)

DAVID W. PRINCE (Author), Research Manager, Washington State Board for Community and Technical Colleges
DAVIS JENKINS (Author), Senior Research Associate, University of Illinois at Chicago
MARGARET A. DRAIN (Facilitator), Research Associate II, Houston Community College System

This research presentation will report findings from a study that used student record information from the Washington State Community and Technical College System to track the educational attainment and earnings outcomes over five years of adult students 25 or older with a high school education or less. The presenters will explore the implications of these findings for community college policy and practice and discuss how state system-level research can be used to catalyze and inform performance improvement at the college level.

Public Higher Education System-Level Accountability Framework: Creating a Governance Scorecard (510)

CRAIG V. SCHONECKER (Author), System Director of Research, Minnesota State Colleges and Universities
JOHN G. ASMUSSEN (Author), Executive Director, Minnesota State Colleges and Universities System
MARGARET L. DALRYMPLE (Facilitator), Senior Institutional Research Analyst, Purdue University

Accountability is an oft-cited term in the public sector, but remains an amorphous concept. Accountability for performance is complicated in the public sector because it is difficult to agree on performance standards and balance the multitude of stakeholders with competing interests. Combining the theories of Behn, Carver and Kaplan & Norton offers an intriguing governance system that could assist public higher education governing boards in focusing on strategic matters. This presentation will describe the work of a public higher education system to develop and implement a strategic governance structure based on the balanced scorecard model.
Improving the College Opportunities Online (COOL) Web Site: Recommendations from Recent Research (516)

ROCCO P. RUSSO (Author), President, RPR Consulting  
SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

This research presentation informs the institutional research community about the 2004 Senior Fellow Project that has been jointly sponsored by AIR and NCES to improve the College Opportunities Online (COOL) Web site. The project was designed to develop a better understanding of college search information needs via interviews with high school students/parents and analyses of competitor Web sites. Recommendations to increase the awareness and usability of COOL by primary users will be highlighted.

A Process-Based Model for Part-Time Business Studies (719)

GAIL THOMPSON (Author), Principal Lecturer and Learning Development Manager, University of Sunderland Business School  
JANINE M. HICKS (Facilitator), Director of Institutional Research and State Relations, University of Saint Francis

This paper will discuss an innovative new programme designed to attract managers of companies in the North-East of England to part-time study in Business and Management. The programme is designed to be process- rather than content-based, and learning is focused through structured student learning sets in an effort to harness the tacit knowledge of these experienced managers for the benefit off all on the course. Summative assessment takes place only at the end of each year, by means of integrative work-based reports and development portfolios. A detailed evaluation of the first two cohorts will be presented.

Reasons for attending, Expected Obstacles, and Degree Aspirations of Asian Pacific American Community College Students (136)

JONATHAN W. LEW (Author), Doctoral Student, Claremont Graduate University  
WINNIE W. WANG (Author), Assistant Director of Research and Institutes, Claremont McKenna College  
JUNE CHANG (Author), Research Analyst, University of California-Los Angeles  
LINDA J. HAWBAKER (Facilitator), Director of Strategic Information Technology, Maricopa Community College System Office

This study examines how the academic aspirations of Asian Pacific Americans (APAs) attending community colleges are influenced by their demographic and educational background, reasons for attending, and obstacles they expect to encounter. The sample consisted of 846 APAs out of a total student sample of 5,000 in an urban community college district. The analyses compare results for ethnic groups within the APA community as well as APAs with other racial groups. The key finding that APA community college students often consist of recent immigrants should lead institutional researchers to collect data on their numbers, characteristics, and needs.

Exploring the Discourse of Student Learning: What Students Learn When Working in College (286)

BARBARA C. ROUTHIEAUX (Author), Professor of Psychology, Warren Wilson College  
RACHEL V. BRIGGS (Author), Warren Wilson College  
SUZANNE L. MARTIN (Author), Warren Wilson College  
PHILLIP E. ROOP (Author), Warren Wilson College  
KEVIN P. GIDDENS (Author)  
CHRISTINA L. VAIR (Author), Warren Wilson College  
DONNA HAWLEY (Facilitator), Director of Institutional Research and Professor, Wichita State University

What do students learn at a college that stresses the dignity and value of work? To address this question, we used Rapid Assessment Process, a group-based research technique that merges qualitative and quantitative methodologies. Seven iterations of data collection were undertaken, including participant observations, group and individual interviews, writing prompts, rich pictures, and the National Survey of Student Engagement. Four themes ran through all seven iterations: learning through interaction, hands-on learning, nontraditional learning, and the "real world." Each will be related to work, learning, and student satisfaction. We will also emphasize the role of undergraduates in building institutional research capacity.
How Effective are Undergraduate Educational Enrichment Experiences Designed to Increase Minority Graduate and Professional Participation? (338)

STEVEN P. CHATMAN (Author), Director, University of California-Davis
MARK A. BYRD (Facilitator), Executive Director of Institutional Research and Information Management, Eastern Michigan University

At each progressive educational transition, a disproportionate number of minority students are lost resulting in extreme under-representation among terminal degree awards, especially in science and engineering. Pioneering undergraduate student intervention programs designed to ameliorate these deficits experienced early success and local programs proliferated. Facing constrained resources, the institution now asks for demonstrated outcomes. This study followed participants in six enrichment programs designed to improve minority student transition rates to graduate or professional programs. Results compare the effectiveness of interventions and the relative performance of several alumni search strategies (e.g., alumni surveys, commercial services, National Student Clearinghouse, program follow-up).

Effects of Merit Based Financial Aid on Time to Bachelor’s Degree Attainment (551)

CHARLES MATHIES (Author), Graduate Student, University of Georgia
JEPTAH L. CHOATE (Facilitator), Associate Registrar, University of New Mexico

Concerns over efficient use of resources in higher education has caused continued interest in time to bachelor degree attainment. Forms of financial aid provided to students have significantly changed over the last 30 years with aid being provided recently more often in the form of merit based aid. This presentation will show findings of an analysis examining the effects of merit based aid on time to degree at a large state research extensive university. Specific factors explored include student background characteristics, enrollment behaviors, financial aid data (specifically including presence or non-presence of merit based aid), academic outcomes, and admissions data.

Data Blocks, Inc. Invitational Event (E99)

Continued from previous time period.

2006 Forum Committee (096)

WILLIAM E. KNIGHT (Associate Committee Chair), Director of Planning and Institutional Research, Bowling Green State University

Meeting of the 2006 Forum Committee.

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

Forum Wind-Up Party (009)

STEPHEN L. CHAMBERS (Host), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs
WILLIAM E. KNIGHT (Host), Director of Planning and Institutional Research, Bowling Green State University

All are invited to relax and unwind at this traditional gathering of Forum fans. Come and converse with AIR committee members, office staff, and long-time attendees as we reflect on the events of the Forum.
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<td>Manchester 1 &amp; 2, NT, Lobby Level</td>
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<td>Marriott Hall 2, NT, Lobby Level</td>
<td>Marriott Hall 3, NT, Lobby Level</td>
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<td>Marriott Hall 5, NT, Lobby Level, Internet</td>
<td>Marriott Hall 6, NT, Lobby Level, Internet</td>
<td>New York, NT, Lobby Level</td>
<td>San Diego Balloon Room Salon, A&amp;B</td>
<td>Speaker Ready Room</td>
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**WEDNESDAY MATRIX**
SOUTH TOWER
Bayside Pavilion
Lobby Level
FLOOR PLAN

SOUTH TOWER (ST)  
Level 3

SOUTH TOWER (ST)  
Level 4
The 2006 Forum Committee would like to invite you to one of the world’s truly great cities for the 46th annual AIR Forum on June 10-13: New Orleans, LA! The theme of the 2006 Forum will be “Effectiveness Through Diversity.” We will celebrate and contribute to the diversity of institutional research through a wide range of professional development opportunities including workshops, paper presentations, panel discussions, speakers, demonstrations, posters, and more.

There is always something to discover in New Orleans: world-class dining, hotels, unique tours, shopping, museums and exhibitions. During your free time, indulge in the elegant and majestic lifestyle that so many New Orleanians enjoy. Take a ride on the newly restored Canal streetcar all the way to the enchanting Sculpture Garden in City Park. Feast your eyes on the ingenious artwork of Southern artists in the newly erected Ogden Museum of Southern Art. In addition, there are paddlewheelers, a world-class zoo, a top-five aquarium and nationally recognized children’s museum, the French Market, the National D-Day Museum, Six Flags theme park and endless restaurants and music venues.

You can begin your trip planning now by visiting the New Orleans Metropolitan Convention and Visitor Bureau’s Visitors Center Web site at www.neworleanscvb.com. Want to know where to get a good cup of New Orleans blend coffee, beignets, seafood po-boy or a steamy cup of gumbo? The Web site is a great source for background information on New Orleans as well as a current calendar of events and information on what’s new in the area.

We look forward to seeing you next year. Laissez les bon temps rouler!